

**BUDHA DAL PUBLIC SCHOOL  
LESSON PLAN**

**SUBJECT: POLITICAL SCIENCE TERM I  
CLASS: XII**

**BOOK - CONTEMPORARY WORLD POLITICS**


**CHAPTER: THE END OF BIPOLARITY**

**Month – April/ NO. OF DAYS – 20**

**No of days required - 10**

<b>Objectives</b>	<b>Students will be able to learn about</b> <ul style="list-style-type: none"><li>• <b>New entities in world politics: Russia, Balkan states and central Asian states</b></li><li>• <b>Introduction of democratic politics and capitalism in the post-communist regimes</b></li><li>• <b>India's relations with Russia and other post communist countries</b></li></ul>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>- <b>What do you know about USSR?</b></li><li>- <b>What is the new name of USSR?</b></li><li>- <b>What was the ideology of USSR?</b></li><li>- <b>Name the 2 superpowers of the world after 1945.</b></li></ul>
<b>Learning Outcomes</b>	<p>*Understanding the causes and consequences of the end of bipolarity: Students will learn about the factors that led to the collapse of the Soviet Union and the end of the Cold War.</p> <p>*Analyzing the changing nature of international relations</p> <p>*Evaluating the role of the US in the post-Cold War world:</p>

	<p>* Assess the features of Shock Therapy</p> <p>*Probe into the recent happenings in Post communist countries.</p> <p>*Trace the developments between India and Russia</p>
<b>Vocabulary used</b>	<p><b>Bipolarity - Division of world into 2 powers</b></p> <p><b>Unipolarity- World dominated by 1 power</b></p> <p><b>Socialism- Ideology propagating state control</b></p> <p><b>CIS- Commonwealth of Independent States</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<ol style="list-style-type: none"> <li>1. Smart board, Green board, Discussion Method, Lecture Method</li> <li>2. NCERT CONTEMPORARY WORLD POLITICS Audio Visual representation of the chapter will be explained to the students with the help of smart board.</li> <li>3. Important information regarding former USSR and the new countries formed after its disintegration will be explained to students with the help of MAP OF EUROPE and RUSSIA</li> </ol>
<b>Pedagogical strategies</b>	<p>The chapter will be read laying stress on important events. Students will be encouraged to read some part of the chapter turnwise to enrich their vocabulary.</p> <p>Though USSR disintegrated but some of the positive points of its system adopted by the whole world i.e. role of state for the welfare of its citizens will be discussed in detail.</p>
<b>Group Activities and Hands on Learning</b>	<p>Students will be encouraged to collect information on Gorbachev and act like him by introducing reforms for his country. (ROLE PLAY)</p>

	<p><b>Which system presently dominated the world- a REPORT will be prepared by the students.</b></p> <ul style="list-style-type: none"> <li>• Dominance of US will be shown in different ways – MNC- Domino,s KFC</li> </ul> <p>Different types of brands – NIKE, ADIDAS etc. hoardings will be shown</p>
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<b>Art Integration with other domain</b>	<p><b>Students will be asked to prepare notes for the topics discussed in the class.</b></p> <p><b>Write with COLOURED PENS on map of the world – countries disintegrated from USSR</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a></b></p>
<b>Interdisciplinary linkage and infusion of Life skills</b>	<p>Political Cartoon Creation: Students can create political cartoons related to the end of bipolarity. They can use symbols, imagery, and humor to convey their message.</p> <p>.</p> <p>*Map-making: Students can create a map of the world, highlighting the changes that occurred after the end of bipolarity.</p> <p>*Collage-making: Students can create collages that reflect the changing nature of international relations after the end of bipolarity. They can use magazine clippings, newspaper articles, and other materials to create a visual representation of the topic.</p> <p>(integrated with politics, painting, geography)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>Sustainable development goals</b>	<p><b>SDG 16: Peace, Justice, and Strong Institutions</b></p> <p><b>This goal is relevant to understanding the end of bipolarity and the transition from a divided world to a more multipolar global order. It emphasizes the importance</b></p>

	<p>of promoting peaceful societies, inclusive governance, and the rule of law.</p> <p><b>SDG 10: Reduced Inequalities</b>  The end of bipolarity led to shifts in global power dynamics, creating opportunities for addressing inequalities and promoting more equitable relations between countries. This goal emphasizes the need to reduce inequalities within and among nations.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• By using the assessment based criteria different levels of achievers can be selected.</li> <li>• Necessary help and guidance will be provided to the students to overcome their problems.</li> <li>• Extra time and short answer type questions will be taken up with the students.</li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• Teaching approach will address the needs of slow learners and students with different abilities.</li> </ul>

**CHAPTER: Contemporary Centres of Power****Month – April/ NO. OF DAYS: 20****No. of days required - 6**

<b>Objectives</b>	At the end of the lesson students will be able to explain: ☞ The emergence of Alternative Centres of Powers which could limit America's dominance ☞ The role of European Union and ASEAN ☞ The rise of Chinese economy ☞ India- China relations
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What do you know about the two centres of power in present day politics?</b></li><li>• <b>What do you know about NATO, CENTO, SEATO?</b></li><li>• <b>Which country is the fastest growing economy of the world?</b></li></ul>
<b>Learning outcomes</b>	Analyzing the role of the US as a global superpower: Students will evaluate the role of the US as a global superpower, its foreign policy goals, and the impact of its actions on the world order. *Evaluating the role of China as a rising power: Students will assess the role of China as a rising power, its foreign policy goals, and its impact on the global political scenario. *Examining the role of the EU as a regional power: Students will explore the role of the EU as a regional power, its integration process, and its impact on the global political scenario. *Understanding the role of non-state actors: Students will examine the role of non-state actors such as transnational corporations, international organizations, and non-governmental organizations in contemporary international politics. Evaluating the changing nature of Indo-china relations
<b>Important spellings</b>	<b>SEZ- Special Economic Zones, Nathula pass, FTA, WTO etc.</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>1. Smart board, Green board, Discussion Method, Lecture Method</b>

	<p><b>2. NCERT CONTEMPORARY WORLD POLITICS</b>  <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>  <b>China, Dominance of USA, EU ASEAN will be explained through Audio visual aids</b></p>
<b>Pedagogical strategies</b>	<p><b>the chapter will be read laying stress on important events. Students will be encouraged to read some part of the chapter turnwise to enrich their vocabulary.</b>  Following topics will be explained in detail</p> <ul style="list-style-type: none"> <li>⊗ Introduction</li> <li>⊗ European Union</li> <li>⊗ Influence of European Union</li> <li>⊗ ASEAN</li> <li>⊗ Objectives of ASEAN</li> <li>⊗ Three Pillars of ASEAN</li> <li>⊗ ASEAN Vision 2020</li> <li>⊗ India and ASEAN</li> <li>⊗ Chinese Economy</li> <li>⊗ Open Door Policy Market</li> <li>⊗ Market Economy</li> <li>⊗ Results of New Economic Policy</li> <li>⊗ India and China</li> <li>⊗ Tibet and Border Dispute</li> <li>⊗ Improvement in Relations</li> </ul>
<b>Group Activities and Hands on Learning</b>	<p><b>Students will be encouraged to collect reports on whether EU, ASEAN and china are challenging the supremacy of USA. Make a report for classroom presentation</b>  <b>Collect information about china is emerging fast as a role model for countries</b></p>
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<b>Art Integration with other domain</b>	<p><b>On the world map, mark countries of European Union, ASEAN countries and China</b>  <b>English language : chapter reading to enrich their vocabulary</b>  <b>You tube videos</b>  <b>Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a></b></p>

<p><b>Interdisciplinary linkage and infusion of Life skills</b></p>	<p>Cultural Collage Creation: Students can create a cultural collage that represents the diversity of South Asia.</p> <p>Poster Creation: Students can create posters that depict the role of civil society in South Asia. They can use different colors, symbols, and images to convey their message.</p> <p>Map Painting: Students can create a map of South Asia, painting different colors to depict the political systems and institutions of each country.</p> <p>Photography Exhibition: Students can organize a photography exhibition that captures the daily life of people in South Asia. They can take photographs that reflect the cultural diversity, political challenges, and regional cooperation in the region. (integrated with painting, theatre,geography)</p>
<p><b>Resources including ICT</b></p>	<p><b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b></p>
<p><b>Assessment items</b></p>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<p><b>SDG's</b></p>	<p><b>Role of Alternative Centers of Power in Sustainable Development</b></p> <p><b>a. Introduce the concept of Sustainable Development Goals (SDGs) and briefly explain the 17 goals.</b></p> <p><b>b. Discuss how alternative centers of power, with their growing economic influence and resources, can contribute to achieving the SDGs</b></p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow</b></li> </ul>

	<b>learners and students with different abilities.</b>
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**CHAPTER: Contemporary South Asia**  
**MONTH – APRIL/MAY**  
**NO. OF DAYS REQUIRED- 12**

<p><b>Objectives</b></p>	<p>The students will be able to understand:</p> <ul style="list-style-type: none"> <li>☞ Explain what South Asia constitutes</li> <li>☞ Elaborate on the role of military and movements for democracy in Pakistan</li> <li>☞ Write in detail about the independence movement in East Bengal and thereafter formation of Bangladesh</li> <li>☞ State the causes behind protests against monarchy in Nepal and demand for democracy</li> <li>☞ Write about ethnic conflicts in Sri Lanka</li> <li>☞ List the causes behind India - Pakistan Conflict</li> <li>☞ Explain India's relations with its neighbors</li> </ul>
<p><b>Previous knowledge testing</b></p>	<ul style="list-style-type: none"> <li>• <b>Name the neighbouring countries of India</b></li> <li>• <b>Which neighbouring countries of India are democratic?</b></li> <li>• <b>Name the major political parties of India.</b></li> </ul>
<p><b>Vocabulary</b></p>	<p><b>South Asia – consist of India and neighbouring countries total 7 countries</b></p> <ul style="list-style-type: none"> <li>• <b>Taliban regime – Afghanistan was ruled by Taliban</b></li> </ul>
<p><b>Learning outcomes</b></p>	<p>Understanding the historical and cultural context of South Asia: Students will gain an understanding of the historical and cultural context of South Asia, including its colonial past, partition, and the impact of globalization.          *Analyzing the political systems and institutions of South Asian countries: Students will examine the political systems and institutions of South Asian countries, including India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka. They will also evaluate the challenges faced by these countries in maintaining democratic</p>

	<p>institutions.</p> <p>*Evaluating the political challenges facing South Asian countries: I assess the political challenges facing South Asian countries, including poverty, inequality, corruption, terrorism, impact of globalization on the region.</p> <p>*Examining regional cooperation in South Asia: explore the prospects and challenges of regional cooperation in South Asia, including the role of SAARC and other regional organizations.</p> <p>Analyzing the role of external actors in South Asia: Students will assess the role of external actors such as the US, China, and Russia in South Asia, including their strategic interests and their impact on the region.</p>
<p><b>AIDS/Innovative Methods used to explain the topic</b></p>	<ol style="list-style-type: none"> <li><b>1. Smart board, Green board, Discussion Method, Lecture Method</b></li> <li><b>2. NCERT CONTEMPORARY WORLD POLITICS</b> Audio Visual representation of the chapter will be explained to the students with the help of smart board.</li> </ol>
<p><b>PEDAGOGICAL STRATEGIES</b></p>	<p><b>the chapter will be read laying stress on important events. Students will be encouraged to read some part of the chapter turnwise to enrich their vocabulary.</b></p> <p>Following topics will be explained in detail</p> <p>What is South Asia?</p> <ul style="list-style-type: none"> <li>☹ Political Systems in South Asia</li> <li>☹ Pakistan - Military and Democracy</li> <li>☹ Factors responsible for Pakistan's failure in establishing a democracy</li> <li>☹ Democracy in Bangladesh</li> <li>☹ Monarchy and democracy in Nepal</li> <li>☹ Ethnic Conflict and Democracy in Sri Lanka</li> <li>☹ India and Pakistan</li> <li>☹ India and her Neighbors</li> <li>☹ Peace and Cooperation</li> </ul>
<p><b>Group Activities/ Hands on Learning</b></p>	<p><b>Students will be encouraged to collect reports on recent crisis in Bangladesh and Nepal and make a</b></p>

	<p><b>project on it</b>  <b>Collect reports on development of free trade in south asia and how has this affected peace in south asia?</b></p>
	<p>•</p>
<p><b>Art Integration with other domain</b></p>	<p><b>Map of India and its neighbouring countries shown and explained with their present day political systems.</b>  <b>English language : chapter reading to enrich their vocabulary</b>  <b>You tube videos</b>  <b>Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a></b></p>
<p><b>Interdisciplinary linkage and infusion of Life skills</b></p>	<p>Cultural Diversity Exhibition: Students can organize an exhibition to showcase the cultural diversity of South Asia. They can display various artifacts, clothing, music, and other items that represent the different cultures and traditions of the region.</p> <p>Map Making: Students can create maps that depict the political systems and institutions of South Asian countries.  (Integrated with geography, tourism painting)</p>
<p><b>Resources including ICT</b></p>	<p><b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b></p>
<p><b>Assessment items</b></p>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<p><b>SDG's</b></p>	<p>SDG 1: No Poverty - South Asia faces significant poverty challenges. discuss the measures taken by governments in the region to alleviate poverty and promote inclusive growth.</p> <p>SDG 4: Quality Education - Education is crucial for human development. Explore the efforts made by South Asian countries to improve access to quality education, address gender disparities, and enhance vocational training opportunities.</p>

	<p>SDG 5: Gender Equality - Gender disparities persist in South Asia. Discuss the steps taken to promote gender equality, empower women, and eliminate discrimination and violence against women.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: International Organisations  
MONTH – MAY**

**NO. OF DAYS – 25**

**Days required for the topic - 7**

<p><b>Objectives</b></p>	<p><b>To make them aware about United Nations Organisation</b>  <b>Why do we need UNO?</b>  <b>Why reforms are required in UNO?</b></p>
<p><b>Previous knowledge testing</b></p>	<ul style="list-style-type: none"> <li>• <b>Why do we need international organisation?</b></li> <li>• <b>Name any one regional and international organisation.</b></li> <li>• <b>Name the agencies of UNO</b></li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Understanding the concept and evolution of international organizations: understanding of the concept and evolution of international organizations, including the League of Nations, the United Nations, and other regional organizations.</p> <p>*Analyzing the structure and functions of international organizations: including their decision-making processes, power dynamics, and role in promoting international peace and security.</p> <p>*Understanding the prospects and challenges of global governance: including the need for reforming international organizations, the role of emerging powers, and the impact of global challenges such as climate change and terrorism.</p> <p>Reflect on events taking place in the post cold war era and need for reforms in the UN</p>
<p><b>Vocabulary</b></p>	<p><b>International organisation- formed for social economic and cultural cooperation at the global level</b></p>
<p><b>AIDS/Innovative Methods used to explain the topic</b></p>	<ol style="list-style-type: none"> <li>1. <b>Smart board, Green board, Discussion Method, Lecture Method</b></li> <li>2. <b>NCERT CONTEMPORARY WORLD POLITICS</b>  <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></li> </ol>

<b>Pedagogical strategies</b>	<p>The chapter will be read out to the students topics covered</p> <p><b>Why do we need international organisation.</b></p> <p><b>Evolution of UN</b></p> <p><b>Principal organs and agencies of UN</b></p> <p><b>Reforms in the structure and process of the UN</b></p> <p><b>India's role towards reforming UN</b></p> <p><b>Role of UN in the unipolar world.</b></p>
<b>Group Activities/Hands on learning</b>	<p>Students will be encouraged to collect reports of incidents of use of veto power in recent times.</p> <p><b>Make a project report on whether India deserves to be a member of the UN in a reformed structure</b></p>
<b>Art Integration with other domain</b>	<p>Information about different agencies of UNO will be collected with the help of website</p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a></b></p>
<b>Interdisciplinary linkage and infusion of Life skills</b>	<p>Poster Design: Students can design posters to raise awareness about the importance of international organizations in promoting global cooperation and peace.</p> <p>Model United Nations: Students can participate in a Model United Nations (MUN) simulation where they can represent different countries and engage in debates on various global issues.</p> <p>Political Cartoon Creation: Students can create political cartoons that highlight the challenges faced by international organizations in promoting global cooperation.</p> <p>(integrated with Politics,painting)</p>
<b>Resources including ICT</b>	<p><b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b></p>
<b>Assessment items</b>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice,</p>

	<p>and the development of effective, accountable, and transparent institutions at all levels.</p> <hr/> <p>SDG 13: Climate Action - This goal focuses on urgent actions to combat climate change and its impacts. explore case studies, collaborative efforts, and policy initiatives undertaken by international organizations to address global challenges and promote sustainable development.</p> <hr/>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: Security in the contemporary world**  
**MONTH- MAY /No. of Days -25**

**No. of days required: 7**

<p><b>Objectives</b></p>	<p><b>To make aware about the Security of the whole world.</b>  <b>Balance of power, alliances, Security strategy of india.</b></p>
<p><b>Previous knowledge testing</b></p>	<ul style="list-style-type: none"> <li>• <b>What do you know about your security and security of your country?</b></li> <li>• <b>Why do we need security?</b></li> <li>• <b>What type of security services provided by the government to its citizens?</b></li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Understanding the concept of security:  Students will gain an understanding of the concept of security, including traditional and non-traditional security threats.</p> <p>Analyzing the role of the state in providing security: Students will examine the role of the state in providing security, including the role of the military, intelligence agencies, and law enforcement.</p> <p>Evaluating the impact of terrorism on international security.</p> <p>Understanding the prospects and challenges of global security governance: including the need for reforming international security institutions, the role of emerging powers, and the impact of global challenges such as climate change and pandemics.</p>
<p><b>Vocabulary</b></p>	<p><b>Security – threats and existence of individual life, society and globe</b>  <b>Balance of power – a big power which stabilise peace in the region</b>  <b>Alliance – coalition of states</b></p>
<p><b>AIDS/Innovative Methods used to explain the topic</b></p>	<ol style="list-style-type: none"> <li>1. <b>Smart board, Green board, Discussion Method, Lecture Method</b></li> <li>2. <b>NCERT CONTEMPORARY WORLD POLITICS</b>  <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></li> </ol>



<p><b>Pedagogical strategies</b></p>	<p>The chapter will be read laying stress on important events. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained What is security?</li> </ul> <p>Traditional and non-traditional notions of security  New sources of threat – terrorism, poverty, human rights, health epidemics etc.  Cooperative security – regional, local and global level  Security strategy of India will be explained in detail</p>
<p><b>Group Activities/Hands on learning</b></p>	<p>Students will be encouraged to make a project report on security concerns of India and what India has done to meet such challenges  Find out instances of global warming. Is it a threat to Indian security?  Collect information on role of Indian defence forces to protect the Indian borders</p>
<p><b>Art Integration with other domain</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p>Movie clipping like Zameen which shows security threat to the country because of terrorism will shown and explain that how security threat can be dealt strictly by government  English language : chapter reading to enrich their vocabulary  You tube videos  Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a></p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Poster Making: Students can create posters that raise awareness about various security threats and challenges. They can use slogans and images to convey the importance of security and the role of individuals and communities in promoting security.  Digital Art Project: Students can create digital art pieces that represent the impact of emerging technologies on security issues.  Model UN Simulation: Students can participate in a Model United Nations (MUN) simulation that focuses on security-related issues. They</p>

	can represent different countries and engage in debates on topics such as countering terrorism, regulating emerging technologies, and promoting global security governance. (integrated with Politics, Multimedia)
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. In the context of security, SDG 16 highlights the importance of preventing and resolving conflicts, reducing violence, and ensuring the rule of law. It addresses issues such as terrorism, organized crime, arms trafficking, and corruption. International cooperation,</p> <p>Sustainable Cities and Communities - While SDG 11 primarily focuses on sustainable urban development, it also has implications for security in the contemporary world. Rapid urbanization and urban challenges can lead to various security concerns, including crime rates, social unrest, and unequal access to resources.</p>
<b>Feedback and Remedial teaching</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment</b></li> </ul>

<b>Plans</b>	<b>based criteria different levels of achievers can be selected.</b> <ul style="list-style-type: none"><li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li><li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li></ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"><li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li></ul>

**CHAPTER: Environment and natural resources**  
**MONTH – JULY/ NO. OF DAYS – 18**

**NO. of Days required - 7**

<b>Objectives</b>	<b>It will enhance student’s knowledge about our environment and the harm created due to human activities</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>What is environment?</b></li> <li>• <b>How human activities are responsible for environment degradation?</b></li> <li>• <b>How can we conserve ecology?</b></li> </ul>
<b>Learning Outcomes</b>	<p>Understanding the concept of sustainable development: Analyzing the impact of human activities on the environment: Students will examine the impact of human activities such as industrialization, urbanization, and agriculture on the environment, including the causes and consequences of climate change, deforestation, and water scarcity.</p> <p>Evaluating the role of international environmental governance: They will explore the functions and effectiveness of international organizations such as the United Nations Environment Programme (UNEP)</p> <p>Examining the role of national and sub-national policies in environmental management: Understanding the linkages between environment and security</p>
<b>Vocabulary</b>	<p><b>Environment – atmosphere surrounding us</b></p> <p><b>Earth summit – international conference held at Rio</b></p> <p><b>Common property resources – resources are owned commonly as a group and each member of the group has his share of rights and duties</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT CONTEMPORARY WORLD POLITICS</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>

<p><b>Pedagogical strategies</b></p>	<p>The chapter will be read laying stress on important events. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained as</li> </ul> <p>Environmental concerns in global politics  Protection of global commons  Common but differentiated responsibility  Common property resources  Environment issues : India's stand  Environment movements : One or many  Resource geopolitics  Indigenous people and their rights</p>
<p><b>Group Activities/Hands on learning</b></p>	<p>Collect newspaper reports on new initiatives for conservation of environment  Make a collage with different slogans to [SAVE ENVIRONMENT]  Make a project on India's role in conservation of environment</p>
<p><b>Art Integration with other domain</b></p>	<p style="text-align: center;">•</p> <p>Clippings/ PPT's of different types of environment related problems shown to them for better understanding of the chapter  English language : chapter reading to enrich their vocabulary  You tube videos  Wikipedia and <a href="http://www.britannica.com">www.britannica.com</a>  Students will encourage to plant trees on their birthdays</p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Nature Walk: Students can take a nature walk and observe the natural environment around them.</p> <p>Debate on Environmental Policies: Students can participate in a debate on environmental policies. They can research and present arguments for or against various policies related to environmental impact assessment, biodiversity conservation, and forest management.</p> <p>Sustainable Lifestyle Challenge: Students can</p>

	<p>participate in a sustainable lifestyle challenge where they commit to adopting sustainable practices in their daily lives. They can keep a journal to track their progress and discuss their experiences in class.</p> <p>Visit to Eco-friendly Businesses: Students can visit eco-friendly businesses such as sustainable agriculture farms, eco-tourism resorts, or renewable energy companies. (integrated with Tourism, Industry, business studies)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 13: Climate Action - issues such as reducing greenhouse gas emissions, adapting to climate change, and building resilience. It also highlights the importance of raising awareness, building capacity, and mobilizing resources to address climate change. Discussions within this chapter can include topics such as renewable energy, sustainable agriculture, deforestation, and climate adaptation measures.</p> <p>SDG 15: Life on Land - This goal specifically focuses on the conservation, restoration, and sustainable use of terrestrial ecosystems. It emphasizes the protection of biodiversity, the promotion of sustainable land management practices, and the restoration of degraded land. In the context of the environment and natural resources, Discussions</p>

	<p>within this chapter can explore topics such as forest conservation, wildlife protection, sustainable resource extraction, and the role of indigenous communities in environmental conservation.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: Globalisation**  
**MONTH – JULY / NO. of days – 18**  
**No. of days required - 7**

<b>Objectives</b>	<b>Students will aware of the term globalisation and its effects on their daily life and their country</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>What do you mean by globalisation?</b></li> <li>• <b>Give any one example of globalisation.</b></li> <li>• <b>State any one effect of globalisation in your daily life</b></li> </ul>
<b>Learning Outcomes</b>	<p>Understanding the concept of globalisation  Analyzing the drivers of globalisation: Students will examine the various drivers of globalisation, including advances in technology, trade liberalization, and the growth of multinational corporations.</p> <p>Evaluating the impact of globalisation on the nation-state</p> <p>Examining the impact of globalisation on cultural identity</p>

	<p>Evaluating the impact of globalisation on economic inequality</p> <p>Analyzing the challenges and opportunities of globalisation.</p>
<b>Vocabulary</b>	<p><b>Globalisation – integration of country’s economy with the world economy.</b></p> <p><b>Minimal state – state which is least involve in country’s affairs. It is concerned with 2 functions maintenance of law and order and protection against foreign aggression</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT CONTEMPORARY WORLD POLITICS</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagogical strategies</b>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topic will be explained meaning of globalisation</b></p> <p><b>Causes and consequences of globalisation – political, economic, cultural</b></p> <p><b>Resistance to globalisation – leftist and rightist</b></p> <p><b>World social forum</b></p> <p><b>India and globalisation</b></p> <p><b>India and resistance to globalisation</b></p>
<b>Group Activites/Hands on Learning</b>	<p><b>Collect some reports on how developed states have dominated developing states</b></p> <p><b>Prepare a chart on depicting the merits of eastern and western cultures with special reference of india</b></p> <p><b>Collect information and write an article on how autonomy of developing countries has been</b></p>



	<b>eroded due to the process of globalisation</b>
	•
<b>Art Integration with other domain</b>	<b>Pictures related to different types of electronic gadgets, modes of transport, different disasters will be shown to the students to show that because of globalisation the whole world is interconnected</b> <b>English language : chapter reading to enrich their vocabulary</b> <b>You tube videos</b> <b>Wikipedia and www.britannica.com</b>
<b>Interdisciplinary linkages and infusion of life skills</b>	Cultural Exchange Project: Students can create a cultural exchange project where they research and share information about different cultures around the world.  Multinational Corporation Analysis: Students can research and analyze a multinational corporation and its impact on the global economy.  Globalisation Photography Project: Students can create a photography project that explores the impact of globalisation on their local community or a specific issue, such as environmental degradation or cultural assimilation. They can use visual storytelling techniques to raise awareness about the issue and its global implications. (Integrated with Economics, theatre, tourism)
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	SDG 8: Decent Work and Economic Growth - Globalization has significantly impacted economies worldwide, creating both opportunities and challenges. SDG 8 addresses issues such as job creation, labor rights, social protection, and sustainable

	<p>economic development. Discussions within this chapter can explore the effects of globalization on employment patterns, labor standards, income inequality, SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries. Globalization has contributed to both economic growth and increased inequality. In the context of globalization, discussions can explore topics such as global income disparities, the digital divide, migration, and the role of international cooperation in addressing inequalities.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**BUDHA DAL PUBLIC SCHOOL  
LESSON PLAN  
SUBJECT: POLITICAL SCIENCE  
CLASS: XII**

**BOOK POLITICS IN INDIA SINCE INDEPENDENCE**

**CHAPTER: CHALLENGES OF NATION BUILDING**

**MONTH – JULY/AUGUST No. of days - 24**

**No of days required- 8**

<b>Objectives</b>	<b>To make them aware about the Indo-Pak division in 1947 and the problem of refugees and violence done during that period</b>
<b>Previous knowledge testing</b>	<b>When did India get freedom? In which 2 parts India was divided? Name any 2 leaders of India's freedom struggle.</b>
<b>Learning Outcomes</b>	Understanding the concept of nation-building: Students will gain an understanding of the concept of nation-building, including its historical roots, objectives, and challenges. Analyzing the challenges of nation-building: Students will examine the various challenges of nation-building, including social, economic, political, and cultural factors that affect the process. Explain the circumstances under which different princely states joined India Assess the creation of linguistic based states of india Evaluate the role played by leaders in nation building
<b>Vocabulary</b>	<b>Nation building- it is the process of development which takes place in a country Refugee – people who migrate to new areas for rehabilitation due to war or disaster Linguistic reorganisation – organisation of states on the basis of language</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method NCERT POLITICS IN INDIA SINCE INDEPENDENCE Audio Visual representation of</b>

	<p>the chapter will be explained to the students with the help of smart board.</p>
<p><b>Pedagogical Strategies</b></p>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained</li> </ul> <p><b>Challenges on the eve of independence</b>  <b>Nehru's approach to nation building</b>  <b>Legacy of partition</b>  <b>Partition : displacement, refugee settlement</b>  <b>Government's stand</b>  <b>Integration of princely states: Kashmir, Junagarh, Manipur, Hyderabad</b>  <b>Reorganisation of states – Vishal Andhra movement, state reorganisation commission</b></p>
<p><b>Group Activities/Hands on Learning</b></p>	<p><b>Make an Audio visual project on partition with the help of movie clippings, patriotic songs etc</b>  <b>Fill map of India – before and after 1947</b></p>
	<p>•</p>
<p><b>Art Integration with other domain</b></p>	<p><b>Movie clipping related to partition of India and violence erupted in 1947 will be shown.</b>  <b>J.L.Nehru's speech tryst with destiny will be shown to them</b>  <b>English language : chapter reading to enrich their vocabulary</b>  <b>You tube videos</b>  <b>Wikipedia</b></p>
<p><b>Interdisciplinary Linkages and infusion of Life skills</b></p>	<p>National Unity Quilt:</p> <p>In this project, students will work together to create a "National Unity Quilt" that represents the diversity and unity of their nation. Each student will design and create their own square of the quilt using different artistic mediums, such as fabric, paint, or embroidery. Each square will represent a different aspect of the nation's cultural heritage, history, or identity.</p> <p>The final quilt will be displayed in the</p>

	<p>classroom or school as a reminder of the nation's diversity</p> <p>Map activity (integrated with geography, Painting)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: ERA OF ONE PARTY DOMINANCE****MONTH – AUGUST/ No. of Days - 24****No. of days required - 6**

<b>Objectives</b>	<b>To enhance their knowledge about the Indian democratic system and how India became a largest democracy of the world despite problems</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>What do you mean by one party system and one party dominance?</b></li><li>• <b>Name the political party which led the India's nationalist struggle and ruled over India till 1989.</b></li></ul>
<b>Learning Outcomes</b>	Understanding the concept of one-party dominance: Students will gain an understanding of the concept of one-party dominance, including its origins, characteristics, and effects on political development. Analyzing the political systems of one-party dominant states Evaluating the electoral politics post-independence and role of opposition parties Examining the challenges of democratic governance
<b>Vocabulary</b>	<b>Political party – an association of people where people come together on a common platform with the objective of achieving power</b> <b>Coalition – a situation where 2 or more than 2 parties join hands to form government</b> <b>Congress system – the period of 1947-67 when congress was the dominant party of india despite the existence of other parties</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICS IN INDIA SINCE INDEPENDENCE</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>

<p><b>Pedagogical strategies</b></p>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained</li> </ul> <p>challenges before the democracy  Evolution of party system in India  The First 3 general elections and congress dominance  Congress at the national and state level  Coalition nature of congress and role of factions  Opposition parties of India and their role  Changing voting methods :  introduction of EVM</p>
<p><b>Group Activities/Hands on Learning</b></p>	<p>Collect and paste pictures of different leaders who actively participated in India's nationalist struggle  Make a report on "factors which helped congress to dominate"  Collect information about opposition parties before independence</p>
	<p style="text-align: center;">•</p>
<p><b>Art Integration with other domain</b></p>	<p>Collect old newspaper clipping relating to leaders of congress (at the time of independence)  Through music system different songs, national song Vande Matram will be played to inculcate the patriotic spirit  English language : chapter reading to enrich their vocabulary  You tube videos  Wikipedia</p>
<p><b>Interdisciplinary linkages and infusion of Life skills</b></p>	<p>Political Posters: Students can use their creativity to create powerful visuals that convey the challenges of democratic governance in such states.  Political Cartoons Ask students to create political cartoons that satirize the ruling party and its policies in one-party dominant states.  Political Performances: The performances can take the form of plays, skits, or spoken word poetry.  (integrated with performing arts, painting).</p>

<b>Resources including ICT</b>	Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book
<b>Assessment items</b>	Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• By using the assessment based criteria different levels of achievers can be selected.</li> <li>• Necessary help and guidance will be provided to the students to overcome their problems.</li> <li>• Extra time and short answer type questions will be taken up with the students.</li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• Teaching approach will address the needs of slow learners and students with different abilities.</li> </ul>



**CHAPTER: POLITICS OF PLANNED DEVELOPMENT**

MONTH – AUGUST/ No. of days – 24

No. of days required - 8

<b>Objectives</b>	To make aware about the planning of Indian government in various sectors and how India started its journey of development
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• What is budget?</li><li>• What is planning?</li><li>• What was green revolution?</li><li>• What is NITI Aayog?</li></ul>
<b>Learning Outcomes</b>	Understanding the concept of planned development Analyzing the role of the state in planned development Examining the challenges of implementing planned development Evaluating the impact of planned development on different sectors of society  Analyzing the debates surrounding planned development
<b>Vocabulary</b>	<b>Plan – A list of programme aiming to develop certain key areas in a country</b> <b>Nehruvian model – model of development based on soviet economy with base as socialism</b> <b>Mahalanobis model – Plan adopted by second fyp</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	Smart board, Green board, Discussion Method, Lecture Method NCERT POLITICS IN INDIA SINCE INDEPENDENCE Audio Visual representation of the chapter will be explained to the students with the help of smart board.
<b>Pedagogical strategies</b>	The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills. - Topic will be explained

	<p><b>Challenges in the eve of independence</b>  <b>Political contestation, development ideas, models of development in india</b>  <b>Planning – I, II, III five year plan</b>  <b>Key controversies related to development agriculture v/s industries, private v/s public sector</b>  <b>Green revolution, white revolution, food crisis</b></p>
<b>Group Activities/Hands on Learning</b>	<p><b>Prepare project on problems related to India on the eve of independence</b>  <b>Collect reports to suggest that increased state role led to followed banking in India</b></p>
<b>Art Integration with other domain</b>	<p><b>Pictures of major economic problems will be shown from NEWSPAPERS</b>  <b>Economic condition of India at the time of India at the time of independence alongwith refugee problem will be explained through videos</b>  <b>English language : chapter reading to enrich their vocabulary</b>  <b>You tube videos</b>  <b>Wikipedia</b></p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Create a political cartoon that represents the concept of planned development. They can use symbols and images to represent different aspects of planned development,  Design a Poster: Students can design a poster that promotes a particular model of planned development. They can use different colors and images to make the poster visually appealing and use text to explain the benefits of their chosen model.</p> <p>Make a Collage: Students can make a collage that represents the different actors and organizations involved in planned development.</p> <p>Create a Short Film: Students can create a short film that represents the challenges of implementing planned development.  (integrated with theatre, painting)</p>

<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 9: Industry, Innovation, and Infrastructure - This goal focuses on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation. It aligns with the concept of planned development, as it emphasizes the need for well-designed infrastructure, efficient transportation systems, sustainable industrial practices, and technological innovation. .</p> <p>SDG 11: Sustainable Cities and Communities - This goal emphasizes the need for making cities and human settlements inclusive, safe, resilient, and sustainable. Planned development often involves urban planning, infrastructure development, and creating sustainable communities. SDG 11 addresses issues such as access to basic services, affordable housing, sustainable transportation, and urban resilience.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**September - Revision/1st term examination**

**TERM - II****CHAPTER: INDIA'S EXTERNAL RELATIONS****MONTH – AUGUST/October / No of days - 24****No. of days required - 12**

<b>Objectives</b>	<b>To make them aware about the India's relations with other countries at the time of Independence and at present</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>Before independence, India had closer ties with the superpower. Name the superpower.</b></li><li>• <b>Give full form of NAM and CTBT</b></li></ul>
<b>Learning Outcomes</b>	<p>Understanding the evolution of India's foreign policy and its basic principles.</p> <p>Analyzing the changing nature of India's relationships with major powers such as the US, Russia, and China.</p> <p>Understanding India's relationship with its immediate neighbors, including Pakistan, Nepal, Bangladesh, and Sri Lanka.</p> <p>Examining India's participation in regional and international organizations such as SAARC, ASEAN, and the UN.</p> <p>Evaluating India's role in promoting global peace, stability, and cooperation.</p> <p>Analyzing the challenges and opportunities for India in the changing global scenario.</p>
<b>Vocabulary</b>	<b>Foreign policy – policy related to external relations of one nation with other nations</b> <b>Deterrence – nuclear capability which gives power to a nation to counter threat another nation</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICS IN INDIA SINCE INDEPENDENCE</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical Strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be</b>

	<p>encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <p>- Topic will be explained</p> <p><b>Division of the world into 2 power blocs</b></p> <p><b>India's policy of NAM- BANDUNG conference and member countries</b></p> <p><b>Nehru's role in the formulation of implementation of India's foreign policy</b></p> <p><b>India's relations with Pakistan and china</b></p> <p><b>Indo-China war of 1962, Indo pak war of 1965, 1971, and kargil war</b></p> <p><b>India's nuclear policy and impact of leadership of IFP</b></p> <p><b>Foreign policy of UPA government will be discussed</b></p>
<p><b>Group Activities and Hands on Learning</b></p>	<p><b>Find reports of Sino-Indian structures in 1950s and 60s</b></p> <p><b>Find out reports on recent changes in India's nuclear policy</b></p>
<p><b>Art Integration with other domain</b></p>	<p><b>Various newspapers and websites</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<p><b>Interdisciplinary linkages and infusion of life skills</b></p>	<p>Create a Collage: Students can create a collage that represents the different aspects of India's foreign policy. They can use images from newspapers, magazines, or online sources to depict India's relationships with its neighbours</p> <p>Make a Short Film: Students can create a short film that represents India's changing relationships with major powers such as the US, Russia, and China.</p> <p>Conduct a Role-Play: Students can conduct a role-play where they take on the roles of different actors involved in India's foreign policy, such as diplomats, politicians, and business leaders. They can simulate negotiations and debates to understand the challenges and opportunities in India's external relations.</p> <p>Debate: India's stand on shifting alliances (integrated with Theatre, film making, communication)</p>

<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. India's foreign policy plays a crucial role in promoting peace, stability, and justice in the region and globally.</p> <p>SDG 13: Climate Action - This goal focuses on urgent action to combat climate change and its impacts. India's foreign policy plays a significant role in addressing climate change, as the country is one of the largest emitters of greenhouse gases.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>



**CHAPTER: CHALLENGES TO AND RESTORATION OF THE CONGRESS SYSTEM**

**MONTH – OCTOBER/ No. of days - 22**

**No. of days required - 9**

<b>Objectives</b>	It will enhance the knowledge about the <b>CONGRESS</b> party at the time of Independence and at present
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• <b>Name the political party which dominated the politics of india.</b></li> <li>• <b>Name the 1st and 11nd PrimemInister of India.</b></li> </ul>
<b>Learning Outcomes</b>	<p>Understanding the nature and evolution of the Congress system in India.</p> <p>Analyzing the challenges faced by the Congress system, such as internal dissent, regionalism, and social mobilization.</p> <p>Examining the factors that led to the decline of the Congress system, such as the rise of opposition parties, economic liberalization, and the emergence of new social movements.</p> <p>Analyzing the strategies and techniques used by the Congress to restore its dominance, such as coalition building and social engineering.</p> <p>Evaluating the prospects and challenges for the Congress system in the contemporary Indian political landscape.</p>
<b>Vocabulary</b>	<p><b>Non congressism – growth of anti – congress forces after 1967 elections</b></p> <p><b>Garibi Hatao – programme used by Indira Gandhi to win 1971 elections through poverty alleviation program</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT POLITICS IN INDIA SINCE INDEPENDENCE</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagogical strategies</b>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p><b>- Topic will be explained</b></p> <p><b>Question of succession after</b></p>



	<p><b>Jawahar Lal Nehru- general elections of 1967, coalition government, politics of defection, reasons for the decline and defeat of the congress in 1967</b></p> <p><b>The syndicate, presidential elections 1969, split in the congress, 1971 elections and birth of Bangladesh, electoral contest and result of elections and restoration of the congress party will be done in detail</b></p>
<b>Group Activities and Hands on Learning</b>	<p><b>Find out certain other programmes which helped congress setback in 1967</b></p> <p><b>Find out reports of how congress 'Garibi Hatao led to congress hatao in 1977 elections</b></p>
	•
<b>Art Integration with other domain</b>	<p><b>ON the map of India compare the result of 1967 elections with 1971 election result.</b></p> <p><b>Refer to different newspapers and websites</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Students can create a political cartoon or comic strip that highlights the challenges faced by the Congress system and the strategies used to restore it.</p> <p>Students can work in groups to create a short play or skit that dramatizes the events and challenges of the Emergency period. (integrated with painting, theatre)</p>
<b>Resources including ICT</b>	<b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b>
<b>Assessment items</b>	<b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b>
<b>SDG's</b>	<ol style="list-style-type: none"> <li>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. In the context of the challenges to and restoration</li> </ol>

	<p>of the Congress system, SDG 16 can be examined to analyze the importance of strong institutions, democratic governance, and political stability. you can analyze the significance of strong political institutions, electoral processes, and good governance. Additionally, you can examine case studies, historical events, and policy debates related to political party dynamics, leadership transitions, and efforts to restore democratic values and strengthen institutions.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**CHAPTER: CRISIS OF DEMOCRATIC ORDER**

Month – October /No. of days – 22

No. of days required – 8

<b>Objectives</b>	<b>To enhance their knowledge about life without fundamental rights when emergency is imposed</b>
<b>Previous knowledge testing</b>	<b>Name the primeminister and president who imposed emergency in India When did emergency impose in India?</b>
<b>Learning Outcomes</b>	Understanding the concept of democratic order and its importance for political stability and social justice. Analyzing the factors that led to the crisis of democratic order in India in the 1960s and 1970s, such as economic and social inequality, political corruption, and regionalism. Examining the impact of the Emergency period on democratic order and civil liberties in India. Evaluate the role of Janata government Evaluating the prospects and challenges for democratic order in India and the role of citizens in promoting and defending it.
<b>Vocabulary</b>	<b>Committed bureaucracy – bureaucracy repulsive to the needs and aspirations of people Committed judiciary – judiciary working in an impartial manner to promote social justice Navnirman movement – students movement in Gujarat to give power to all classes</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method NCERT POLITICS IN INDIA SINCE INDEPENDENCE Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>
<b>Pedagogical strategies</b>	<b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the</b>

	<p>chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained</li> </ul> <p><b>Committed bureaucracy and judiciary – background of emergency, declaration of emergency, findings of the shah commission, struggle against emergency, lessons of the emergency, elections of 1977-1980, legacy of the emergency and how did it affect the party system in India</b></p>
<b>Group activities/Hands on learning</b>	<p><b>Find out some cases of judiciary executive conflict in India</b></p> <p><b>Find out some details of excess of emergencies imposed during India</b></p>
	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Art Integration with other domain</b>	<p><b>Collect information about emergency provisions of constitution.</b></p> <p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Students can create a collage or montage of newspaper clippings and photographs that highlight the events and issues related to the crisis of democratic order in India.</p> <p>.</p> <p>Students can conduct a role-play or debate and discuss the challenges and prospects for democratic order in India.</p> <p>Students can create a poster or infographic that highlights the key features and challenges of democratic order in India, along with its evolution over time.</p> <p>Map Activity</p> <p>(integrated with geography, theatre)</p>
<b>Resources including ICT</b>	<p><b>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</b></p>
<b>Assessment items</b>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<b>SDG's</b>	<p>SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries. The crisis of democratic order can exacerbate social and economic inequalities, undermine democratic participation, and perpetuate exclusionary systems. When discussing these SDGs in the context of the crisis of democratic order, analyze the impact of the crisis</p>

	on peace, justice, and inclusive institutions. Additionally, examine case studies, historical events, and policy debates related to the erosion of democratic values,
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>


**CHAPTER: REGIONAL ASPIRATIONS****MONTH – OCTOBER- November/ No. of days – 22****No. of days required - 7**

<b>Objectives</b>	<b>To become aware about the problems from different states of India</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"><li>• <b>Give name of any eastern state of India.</b></li><li>• <b>Which state enjoy special status under article 370?</b></li><li>• <b>Do you know about the centre state conflict of your own state?</b></li></ul>
<b>Learning Outcomes</b>	Understanding the concept of regionalism and its relationship with identity politics, cultural diversity, and political decentralization. Analyzing the historical and political factors that have contributed to the emergence of regional aspirations in India Examining the impact of regional aspirations on Indian politics and governance, including the demand for greater autonomy, devolution of power, and political representation. Appreciate the initiatives taken by the government in dealing with regional aspirations Evaluating the prospects and challenges for regional aspirations in India and their implications for the future of Indian democracy.
<b>Vocabulary</b>	<b>Regionalism – feeling of people of a particular region</b> <b>Dravidian movement – movement of dravidians against monopoly of north Indians in politics</b> <b>Insurgency – movement which is sort of armed lines for getting certain demands fulfilled</b> <b>Separation – feeling of segregation from the country at line, leading to violent protest</b>
<b>AIDS/Innovative Methods used to explain the topic</b>	<b>Smart board, Green board, Discussion Method, Lecture Method</b> <b>NCERT POLITICS IN INDIA SINCE INDEPENDENCE</b> <b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b>

<b>Pedagogical strategies</b>	<p>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</p> <ul style="list-style-type: none"> <li>- Topic will be explained</li> </ul> <p>Constitutional provisions regarding countries diversities, Jammu Kashmir problem, insurgency and violence in Kashmir, Dravidian movement, Punjab crisis, North east, demand for autonomy, movement against outsiders, goa's liberation.</p>
<b>Group Activities/Hands on learning</b>	<p>Prepare project on how have regional aspirations led to secessionist and insurgency movement to india? Find out some details about Rajiv-Longowal accord.</p>
	•
<b>Art Integration with other domain</b>	<p>English language : chapter reading to enrich their vocabulary You tube videos Wikipedia</p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Students can create a map of India that highlights the regions with distinct linguistic, cultural, and political identities, and annotate it with relevant information about the region and its aspirations.</p> <p>Quiz and group discussion</p> <p>Students can create a poster or infographic that highlights the key features and challenges of regional aspirations in India, along with its impact on Indian politics and governance. (Integrated with geography, general knowledge, economics)</p>
<b>Resources including ICT</b>	<p>Diksha portal link, NCERT text book and related link, PPT,videos created by concerned teachers, MS word, reference book</p>
<b>Assessment items</b>	<p>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</p>
<b>Feedback and Remedial teaching Plans</b>	<ul style="list-style-type: none"> <li>• By using the assessment based criteria different levels of achievers can be selected.</li> <li>• Necessary help and guidance</li> </ul>

	<p>will be provided to the students to overcome their problems.</p> <ul style="list-style-type: none"> <li>• Extra time and short answer type questions will be taken up with the students.</li> </ul>
<b>Inclusive practices</b>	<ul style="list-style-type: none"> <li>• Teaching approach will address the needs of slow learners and students with different abilities.</li> </ul>

**CHAPTER: RECENT DEVELOPMENTS IN INDIAN POLITICS**

**MONTH – NOVEMBER / No. of days – 21**

**No. of days required – 6**

<b>Objectives</b>	<b>To enhance their outlook about the present day developments of indian politics</b>
<b>Previous knowledge testing</b>	<ul style="list-style-type: none"> <li>• Give detail of any important issue of indian politics</li> <li>• Who is the present prime minister and president of India?</li> <li>• Compare the problems of India in 1947 v/s 2019</li> </ul>
<b>Learning Outcomes</b>	<p>Understanding the contemporary political scenario in India.</p> <p>Analyzing the changing nature of Indian democracy, including the rise of regional and local politics, the impact of social media, and</p>



	<p>the changing dynamics of political representation.</p> <p>Examining the impact of economic liberalization and globalization on Indian politics and society.</p> <p>Evaluating the impact of identity politics on Indian politics, including the role of caste, religion, and gender in shaping political mobilization and representation.</p> <p>Understanding the implications of recent developments in Indian politics for the future of Indian democracy.</p> <p><i>Identify the areas of growing consensus</i></p>
<b>Vocabulary</b>	<p><b>Regional party – a party which dominates in one particular state and is based on some ethnic, social or cultural identity</b></p> <p><b>Single state party – a party which dominates one state</b></p> <p><b>United front – coalition led by janta dal in 1996</b></p>
<b>AIDS/Innovative Methods used to explain the topic</b>	<p><b>Smart board, Green board, Discussion Method, Lecture Method</b></p> <p><b>NCERT POLITICS IN INDIA SINCE INDEPENDENCE</b></p> <p><b>Audio Visual representation of the chapter will be explained to the students with the help of smart board.</b></p>
<b>Pedagoogical strategies</b>	<p><b>The chapter will be read laying stress on important topics. Students will be encouraged to read some part of the chapter turn wise to improve their vocabulary and reading skills.</b></p> <p>- <b>Topic will be explained</b></p> <ul style="list-style-type: none"> <li>• <b>Context of the 1990s</b></li> <li>• <b>Era of coalitions, decline of congress, alliance politics, rise of obc,</b></li> <li>• <b>Communalism, secularism and democracy – ayodhya dispute, demolition and after, anti muslim riots in Gujarat</b></li> <li>• <b>Emergence of a new consensus lok sabha elections 2004</b></li> <li>• <b>Growing consensus</b></li> <li>• <b>Coaltion government</b></li> </ul>

<b>Group Activities/Hands on learning</b>	<p><b>Collect some reports on recent development on ayodhya dispute. Should it be used for dividing the society.</b></p> <p><b>Give instances from state level to prove that regional parties are occupying a major role of Indian politics</b></p>
	•
<b>Art Integration with other domain</b>	<p><b>English language : chapter reading to enrich their vocabulary</b></p> <p><b>You tube videos</b></p> <p><b>Wikipedia</b></p>
<b>Interdisciplinary linkages and infusion of life skills</b>	<p>Students can create a collage or visual representation of recent political developments in India</p> <p>Quiz</p> <p>Students can create a multimedia presentation that highlights the impact of identity politics on Indian politics, including the role of caste, religion, and gender in shaping political representation and mobilization.</p> <p>(integrated with IT, Art, General Knowledge)</p>
<b>Resources including ICT</b>	<p><b>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned teachers, MS word, reference book</b></p>
<b>Assessment items</b>	<p><b>Quiz, MCQ's, Competency based questions, class test (written and oral) will be conducted in the class.</b></p>
<b>SDG's</b>	<p>SDG 16: Peace, Justice, and Strong Institutions - This goal emphasizes the promotion of peaceful and inclusive societies, access to justice, and the development of effective, accountable, and transparent institutions at all levels. Recent trends in Indian politics may involve challenges to peace, democratic processes, and the functioning of institutions. It can also analyze efforts to strengthen democratic processes, promote transparency,</p>

	<p>and ensure the rule of law.</p> <p>SDG 5: Gender Equality - This goal focuses on achieving gender equality and empowering all women and girls. Recent trends in Indian politics include discussions around gender representation, women's political participation, and policies related to women's empowerment.</p>
<p><b>Feedback and Remedial teaching Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>By using the assessment based criteria different levels of achievers can be selected.</b></li> <li>• <b>Necessary help and guidance will be provided to the students to overcome their problems.</b></li> <li>• <b>Extra time and short answer type questions will be taken up with the students.</b></li> </ul>
<p><b>Inclusive practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Teaching approach will address the needs of slow learners and students with different abilities.</b></li> </ul>

**December – II term examination**

**January – Pre-Board examination**