

TOPIC	LEARNING OUTCOMES	INNOVATIVE/ART INTEGRATION/EXPERIENTIAL LEARNING/ INTER DISCIPLINARY
<b>(HISTORY)</b> The French Revolution	Students will be able to explain the political , social and economic conditions Spread of democratic ideas , the rise of nationalism and the development of modern ideologies	*Group discussion-Students can explore the causes and consequences of the French Revolution *Role play- Students will be assigned different roles like Members of Estate General, a peasant etc.
Socialism in Europe and the Russian Revolution	Students will understand the liberal, Radicals and conservative political tendencies Students will be familiarize with the different types of ideas that inspired the revolution	*Interactive story telling method on exploitation of labours *Timeline depicting the major events of the Russian Revolution *Group Discussion- class will be divided in two groups : one will discuss in February revolution and other will discuss on revolution of October
Nazism and the Rise of Hitler	Students will get familiar with the Birth of Weimar Republic, Critical analyse the effects of the first World war on Germany Students will understand the impact of economic depression on Germany	*Students will discuss collaboratively about the growing power of Germany * they critically think about the role of Dictatorship and the ideas of nazi ideology in Germany *Students would be able to enhance their communication skills by debating critically on the dictatorship and view critically the reasons responsible for rise of Nazism
<b>(POLITICAL SCIENCE)</b> 1. What is Democracy? Why Democracy?	Students will be able to develop conceptual skills of defining democracy Students will be able to express the merits and demerits of democracy	*A debate will be organized in the class on non-democratic countries *Comparing the economic growth of a democratic and non-democratic country
2. Constitutional Design	*To develop a sense of respect for the struggle of the people for independence and the problems they faced *they will get familiarize with the words like sovereign , socialist, secular , fraternity etc. * realization of the need and importance of the constitution	*students would discuss the meaning and importance of the constitution *students will be instructed to make a Scrap book on “ Racial Discrimination in South Africa”
3. Electoral Politics	*To familiarize with our electoral system and the reason as to why we have chosen this system *Develop an appreciation of citizen’s increased participation in electoral politics *Recognize the significance of Election Commission	*A debate will be conducted on the topic “Holding general and state elections simultaneously’ : highlights its pros and cons” *Mock Election-Elect the class monitor in a democratic way
4. Working of Institutions	* students to take strong resolution	*Brain storming questioning

	<p>to be a devoted execution if they are selected for</p> <ul style="list-style-type: none"> <li>*the students come to the understanding the success of democracy depends upon the integrity of people in the office</li> </ul>	<ul style="list-style-type: none"> <li>* Role play – class will be converted into parliament and every student will play a role of different leaders</li> </ul>
5. Democratic Rights	<ul style="list-style-type: none"> <li>*Student will be able to understand the importance of rights in a democratic system</li> <li>* they will be able to relate the content to the present law and order situations in big cities</li> <li>*Students will get familiarized with various laws made to protect the rights of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>*Group Discussion- on role of NGO in Spreading Social Awareness</li> <li>*Group activity- ‘Survey on Street children’ and prepare a report</li> </ul>
<b>(GEOGRAPHY)</b> 1. India – Size and Location	<ul style="list-style-type: none"> <li>*Students will be able to develop the skill to locate important latitudes and longitudes passing through India &amp; the neighbouring countries of india on the map</li> <li>*they will be able to reason why an ocean is named after India</li> </ul>	<ul style="list-style-type: none"> <li>* Comparing the duration of day at two different places in India</li> <li>*Map work- locate the (IST) Indian Standard Meridian and neighbouring countries</li> </ul>
2. Physical Features of India	<ul style="list-style-type: none"> <li>* Students will be able to relate the importance of Relief features in terms of Economic Development of the country</li> <li>*Will Analyze the productive and protective role of Himalaya</li> </ul>	<ul style="list-style-type: none"> <li>*Group Discussion- they will be able to discuss physical features of India</li> <li>*Map work- locate Kanchanchunga, Nanda Devi, Nathula pass</li> </ul>
3. Drainage	<ul style="list-style-type: none"> <li>*Students will be differentiate between drainage and drainage basin</li> <li>*will also learn to conserve water</li> <li>*Elucidate the significance of rivers to the national economy</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to get acquainted with the names and features of the different types of rivers</li> <li>*Group discussion- “Sharing of Rivers”</li> </ul>
4. Climate	<ul style="list-style-type: none"> <li>* Students will get familiarized with the natural forces affecting the climate as a whole</li> <li>*they will get sensitized towards the climate of India</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand how temperature or rainfall is recorded &amp; plotted</li> <li>*Students will develop conceptual understanding through map activities</li> </ul>
6. Population	<ul style="list-style-type: none"> <li>*Students will be able to understand need of population control, develop an attitude of gender equality</li> </ul>	<ul style="list-style-type: none"> <li>*Group discussion- “Sex ratio and the growing imbalance of the sex ratio”</li> </ul>
<b>(ECONOMICS)</b> 1. The story of village palampur	<ul style="list-style-type: none"> <li>*Students will be able to understand the life of the people in the villages</li> <li>*Will also understand the development that has been taken in the villages, identify the basic factors of production</li> </ul>	<ul style="list-style-type: none"> <li>*Graph interpretation- statistical data interpretation and plotting on the graph</li> <li>* Green revolution discussion</li> </ul>
2. People as Resource	<ul style="list-style-type: none"> <li>*Students will be able to conclude that the most important resource of any nation is people</li> </ul>	<ul style="list-style-type: none"> <li>*Debate- Education is the most important factor in human resource development”</li> </ul>
3. Poverty as a challenge	<ul style="list-style-type: none"> <li>*Students will be able to understand the measures taken by the</li> </ul>	<ul style="list-style-type: none"> <li>* Scrap book will be prepared- making a poverty alleviation plan for</li> </ul>

	government to eradicate poverty	the colony/district/village/state
<b>4. Food security in India</b>	*Students will be able to understand need and importance of food security, problems in public distribution system	*students will give their opinions on- "Malpractices in Public Distribution System"