**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**LESSON PLAN**

**CLASS - XII**

**SUBJECT - Political Science**

**Name of Teacher: Ms. Manmeet Kaur**

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| Topic | Indian Foreign Policy |
| P.K Testing | Technology used zoom class ,slide shows, textbooks, smart board  1. What was the Tibet issue?  2. Explain briefly India's relation with Pakistan? |
| Learning objectives | To familiarize students about:  Understand India's relation with other countries  Able to understand protection methods of India  From traditional and not traditional threats |
| Curriculum addressed | India's changing relations with other Nations  . Us Russia China Israel  India&#39;s relations with its Nation neighbours Pakistan, Bangladesh  Nepal, Sri Lanka and Myanmar ndia&#39;s nuclear program |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | Student will make click the cartoons and news facts and make  Mind Map  Familiarize with pictures photograph and cartoon and in some  Contemporary stories to understand Historical events  Students will share their information and facts with Mind Map |
| Competency | Understanding analysing and critically evaluating skill thinking skilll |
| Recapitulations | multiple choice questions by asking questions individual  teacher will be recapitulate the chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | --- ensure active participation  Assessment -- will the able to develop their capacity to link the political policy and  Process with contemporary reality |
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| Topic | Challenges of nation building, Duration 16 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| P.K. testing | 1. How many princely states were there in India at the time of  Independence?  2.When and by whom the speech &quot; trusty with destiny&quot; delivered. |
| Learning objectives | To familiarize students about:  ---- to pressing challenges independence India faced in the first  Decade after 1947  The integration of princely states into the Indian Union |
| Curriculum addressed | Nation building, Sardar Vallabhbhai Patel and integration of States  Legacy of partition challenges of refugees ,Resettlement,  Kashmir issue, Nehru approach to nation language organisation |
| Teaching strategies -- | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | students will make collage cartoons and explain messages conveyed  In sketches and try to use map to find and internet connection region  and please during this period and present time they will critically  examine the implementation of government schemes and listed in the  flowchart |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation | Through art integrated activity and Mind Map  Multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self --- | Ensure active participation |
| Assessment ---- | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
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| Topic | Planned Development  Duration 20 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board |
| P.K testing | 1. What do you understand by development ?  2. Name sectors of Indian economy. |
| Learning objectives | To familiarize students about  Need of Planning and development  role of planning commission and objectives of planning commission  changing nature of Indian economy development ,  Niti Aayog bottom to top theory approaches |
| Curriculum addressed | Planning commission and 5 year plans  Changing nature of Indian economy Us Russia China Israel  National Development Council and Niti Aayog |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | Student will make a model on multi purpose project  Make the flow chart and collect news facts  Contemporary stories to understand Historical event  Students will share their information and facts with Mind Map |
| Competency | Understanding analysing and critically evaluating skill ,thinking skilll |
| Recapitulations | Multiple choice questions by asking questions individual  Teacher will be recapitulate the chapter by timeline and Mind Map  Can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment -- | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
| Topic | Party and party system  Duration 14 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. How many National political parties in India?  2.When was first general elections of India conducted ? |
| Learning objectives | To familiarize students about:  ---- identify the reason for that we need political parties  -- Highlight contribution and the functions of political parties in India  -- difference of one party system and multi party system. |
| Curriculum addressed | converter system one party dominance multi party dominance Bi  Party system coalition system |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and interacting questioning  Picture illustration, group discussion |
| Art integration | Role play (the mock elections)  They will ask to make a four groups for parties each group elect  A member as a party leader they will chalk down and draw a manifesto  He will fix dates for feeling nomination |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation | Throughart integrated activity and Mind Map  multiple choice questions by assignmentand asking questions individually |
| Recapitulations | Teacher will be capsulate the chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
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| Topic | Democratic resurgence  Duration 16periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| Pk testing | 1. In which year National Emergency declared?  2. What is the meaning of defecation? |
| Learning objectives | To familiarize students about:  Major events that change the Indian politics-  Outcome of emergencies and controversies regarding Emergency  Role of movement in democratic process |
| Curriculum addressed | Jaiprakash Narayan and total revolution Ram Manohar Lohiya  Legacy of partition challenges of refugees ,Resettlement,  Kashmir issue, Nehru approach to nation language organisation |
| Teaching strategies | Interactive explanation method will be used case studies fact file  Picture illustrations and brainstorming  Hypothetical situation facts and case  And Studentwill cut and paste the pictures and make the posters  Of newspaper for magazine pictures on emergency 1975  Students will select the news facts or factors lead to declaration of  Internal emergency and make a flowchart  After doing doing this they will gathered the information and display  It will help to make a complete explanation of emergency 1975 |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation -- | Through art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation  Assessment -- will the able to analyse the lesson with present emergency situation  Of covid 19 |
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| Topic | Regional aspiration  Duration 12 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| P.K testing | 1. Name some Regional parties and their importance in Indian politics.  2. Define the latest changes occurred in Kashmir. |
| Learning objectives | To familiarize students about:  the regional demands and different crisis in different states  Understand the Punjab situation during the period of Blue Star,  role of article 370 into the Kashmir issue. And present situation  of Kashmir |
| Curriculum | Rise of Regional parties Punjab crisis the Kashmiri issue movement  Addressed for autonomy |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyed  In sketches and try to use map to find and interconnection among  region and place during this period and present time they will  Critically examine the implementation of government schemes |
| Competency | understanding analysing and critically evaluating skill ,thinking skill |
| Evaluation -- | To art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | Will the able to develop their capacity to link the political policy and  Process with contemporary reality |
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| Topic | Indian politics recent trends and development  Duration 24 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. How many Lok Sabha elections held in India since 1952 ?  2. Discuss major changes occurred in period of 1992 - 2021 |
| Learning objectives | To familiarize students about:  About the era of coalition governments and make them understand  Difference between alliance and coalition make them aware about  Historical backgrounds of major development |
| Curriculum address | Era of coalition National front United front United progressive  UPA first and second National democratic Alliance NDA 1st 2nd 3rd  4th issues of development and governance |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyed  In sketches and try to use map to find and interconnection among  Various region and places during this period and present time they will  Critically examine the implementation of government schemes and  list it in Mind Map or flow charts |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation | To art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | Assessment will they able to develop their capacity to link the political  Process with contemporary reality |
| Topic | The End of bipolarity  Duration 22 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| P.K testing | 1. What was the significance of Russian Revolution 1917 ?  2 on which ideal was the Soviet system based? |
| Learning objectives | To familiarize students about:  - to ideology of the world  Formation of USSR and disintegration of USSR  Different crisis during this era |
| Curriculum addressed | Russian Revolution formation and disintegration of USSR  Consequences of disintegration unipolar world world ,Resettlement,  Middle East crisis Afghanistan Gulf War democratic politics  democraitialisation ,CIS andArab Springs |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  recommended  Through chronology timeline videos picture illustration . |
| Art integration | Students will click the information of a large members of Indian writers  They will plessed the information from Hindi films which what were  Popular in the Soviet country |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation | To art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | Will the able to develop their capacity to link the political policy and  Process with contemporary reality |
| Topic | New centres of power  Duration 18periods |
| Technology used | zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. Name different organisations of the world.  2. What is Shock Therapy? |
|  |  |
| Learning objectives | To familiarize students about:  ---- Motive behind the beginning of new organisations  ---- different treaties in the period of cold war  --&#39; understand the structure of EU ,ASEAN,SAARC BRICS |
| Curriculum addressed | Beginning of New world order Nation building,  Organisation European union SAARC and BRICS  Russia ,China, Israel ,India |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Observe and listen the students as their own interests  Through chronology, timeline picture illustration ,inquiry based  learning |
| Art integration | Students will make timeline of different organisation  Their pillars, objectives of establishing Regional organisation  Use of maps to classify the countries of different organisation  and conditions under which these organisations established  they will make my map and prepare a PPT |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation | To art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
| Topic | Contemporary South Asia  Duration 18 periods |
| Technology used | zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. Name eight neighbouring States of India  2. Mention major issues between India and China |
| Learning objectives | To familiarize students about:  --- changing nature of South Asian countries politics  Conflicts and efforts for peace  Democratisation in the South Asia  effects of clonization in the south Asia |
| Curriculum addressed | India's conflicts with Pakistan Nepal Bangladesh Sri Lanka and  Efforts of peace between these countries  Different organisations for development of South Asia |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Through Mind Map video lesson picture interpretation maps and bar  charts |
| Art integration | project work class will be divided into the four groups  They will collect information from various sources such as book  Newspaper and internet and make collage and Mind Map |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation | Through art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
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| Topic | United Nation organisation  Duration 10 periods |
| Technology used | zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. What do you know about the World Bank?  2.What what is meant by that International Organisation? |
| Learning objectives | To familiarize students about:  History of United Nation, role of United Nation in contemporary world  Principle organisations and key agencies  Understand the importance of these agencies in emergency |
| Curriculum addressed | principle organs key agency UNESCO UNICEF,WHO,ILO,SECURITY  Council.Need of its expansion |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Through video lessons Mind Map and picture interpretation |
| Art integration | Students will make a flowchart of funds programs subsidiary organs  General Assembly Security Council and related organisation  They will collect pictures of symbols of organisation and make a  Collage |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation | to art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by flowchart |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
| Topic | Security in contemporary world  Duration 12 periods |
| Technology used | zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. What do you understand by security?  2. What are the new threats in the world.? |
| Learning objectives | to make them understand  Traditional and non traditional notions of security and  Understand the present source of threats  India's security strategy |
| Curriculum addressed | Security meaning and types terrorism and new trends of threats |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyed  In cartoon and to critically examine the situation and solutions |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation | To art integrated activity and Mind Map  multiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |
| Topic | Environment and Natural resources  Duration 12 periods |
| Technology used | Zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. Wh where do natural resources come from?  2. Why can't we make the natural resources? |
| Learning objectives | to make them understand the importance of environment  Reasons of degrading environment  Understand the value of sustainable development |
| Curriculum addressed | Environment movements global warming climate change conservation  Natural resources |
| Teaching strategies | Teacher will discuss and explain the chapter of the course  Recommended  Hypothetical situation facts and case |
| Art integration | A skit will be played in school to spread awareness among  Students and other stake holders |
| Competency | Understanding analysing ,critically evaluating present situations  Of environment |
| Evaluation | to art integrated activity and Mind Map  Multiple choice questions by assigning questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Map  can ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy and  Process with contemporary reality |