**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 board1. 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 countriesAble to understand protection methods of IndiaFrom traditional and not traditional threats |
| Curriculum addressed | India's changing relations with other Nations. Us Russia China IsraelIndia&#39;s relations with its Nation neighbours Pakistan, BangladeshNepal, Sri Lanka and Myanmar ndia&#39;s nuclear program |
| Teaching strategies | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and case |
| Art integration | Student will make click the cartoons and news facts and makeMind MapFamiliarize with pictures photograph and cartoon and in someContemporary stories to understand Historical eventsStudents 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 individualteacher will be recapitulate the chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | --- ensure active participationAssessment -- will the able to develop their capacity to link the political policy andProcess 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 ofIndependence?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 firstDecade after 1947The integration of princely states into the Indian Union |
| Curriculum addressed | Nation building, Sardar Vallabhbhai Patel and integration of StatesLegacy 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 courseRecommendedHypothetical situation facts and case |
| Art integration | students will make collage cartoons and explain messages conveyedIn sketches and try to use map to find and internet connection regionand please during this period and present time they will criticallyexamine the implementation of government schemes and listed in theflowchart |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation  | Through art integrated activity and Mind MapMultiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self --- | Ensure active participation |
| Assessment ---- | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
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| Topic | Planned DevelopmentDuration 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 aboutNeed of Planning and developmentrole of planning commission and objectives of planning commissionchanging nature of Indian economy development ,Niti Aayog bottom to top theory approaches |
| Curriculum addressed | Planning commission and 5 year plansChanging nature of Indian economy Us Russia China IsraelNational Development Council and Niti Aayog |
| Teaching strategies | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and case |
| Art integration | Student will make a model on multi purpose projectMake the flow chart and collect news factsContemporary stories to understand Historical eventStudents 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 individualTeacher will be recapitulate the chapter by timeline and Mind MapCan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment -- | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
| Topic | Party and party systemDuration 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 BiParty system coalition system |
| Teaching strategies | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and interacting questioningPicture illustration, group discussion |
| Art integration | Role play (the mock elections)They will ask to make a four groups for parties each group electA member as a party leader they will chalk down and draw a manifestoHe will fix dates for feeling nomination |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation | Throughart integrated activity and Mind Mapmultiple choice questions by assignmentand asking questions individually |
| Recapitulations | Teacher will be capsulate the chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self |  Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
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| Topic | Democratic resurgenceDuration 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 EmergencyRole of movement in democratic process |
| Curriculum addressed | Jaiprakash Narayan and total revolution Ram Manohar LohiyaLegacy 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 filePicture illustrations and brainstormingHypothetical situation facts and caseAnd Studentwill cut and paste the pictures and make the postersOf newspaper for magazine pictures on emergency 1975Students will select the news facts or factors lead to declaration ofInternal emergency and make a flowchartAfter doing doing this they will gathered the information and displayIt 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 Mapmultiple choice questions by asking questions individually |
| Recapitulations | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self  | Ensure active participationAssessment -- will the able to analyse the lesson with present emergency situationOf covid 19 |
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| Topic | Regional aspirationDuration 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 statesUnderstand the Punjab situation during the period of Blue Star,role of article 370 into the Kashmir issue. And present situationof Kashmir |
| Curriculum | Rise of Regional parties Punjab crisis the Kashmiri issue movementAddressed for autonomy |
| Teaching strategies | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyedIn sketches and try to use map to find and interconnection amongregion and place during this period and present time they willCritically examine the implementation of government schemes |
| Competency | understanding analysing and critically evaluating skill ,thinking skill |
| Evaluation -- | To art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self  | Ensure active participation |
| Assessment | Will the able to develop their capacity to link the political policy andProcess with contemporary reality |
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| Topic | Indian politics recent trends and developmentDuration 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 understandDifference between alliance and coalition make them aware aboutHistorical backgrounds of major development |
| Curriculum address | Era of coalition National front United front United progressiveUPA first and second National democratic Alliance NDA 1st 2nd 3rd4th issues of development and governance |
| Teaching strategies | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyedIn sketches and try to use map to find and interconnection amongVarious region and places during this period and present time they willCritically examine the implementation of government schemes andlist it in Mind Map or flow charts |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation |  To art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | Assessment will they able to develop their capacity to link the politicalProcess with contemporary reality |
| Topic | The End of bipolarityDuration 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 worldFormation of USSR and disintegration of USSRDifferent crisis during this era |
| Curriculum addressed | Russian Revolution formation and disintegration of USSRConsequences of disintegration unipolar world world ,Resettlement,Middle East crisis Afghanistan Gulf War democratic politicsdemocraitialisation ,CIS andArab Springs |
| Teaching strategies | Teacher will discuss and explain the chapter of the courserecommendedThrough chronology timeline videos picture illustration . |
| Art integration | Students will click the information of a large members of Indian writersThey will plessed the information from Hindi films which what werePopular in the Soviet country |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation  | To art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self  | Ensure active participation |
| Assessment  | Will the able to develop their capacity to link the political policy andProcess with contemporary reality |
| Topic | New centres of powerDuration 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? |
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| 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 BRICSRussia ,China, Israel ,India |
| Teaching strategies  | Teacher will discuss and explain the chapter of the courseObserve and listen the students as their own interestsThrough chronology, timeline picture illustration ,inquiry basedlearning |
| Art integration | Students will make timeline of different organisationTheir pillars, objectives of establishing Regional organisationUse of maps to classify the countries of different organisationand conditions under which these organisations establishedthey will make my map and prepare a PPT |
| Competency | Understanding analysing and critically evaluating skill thinking skill |
| Evaluation  | To art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
| Topic | Contemporary South AsiaDuration 18 periods |
| Technology used | zoom class ,slide shows, textbooks, smart board and blackboard |
| PK testing | 1. Name eight neighbouring States of India2. Mention major issues between India and China |
| Learning objectives | To familiarize students about:--- changing nature of South Asian countries politicsConflicts and efforts for peaceDemocratisation in the South Asiaeffects of clonization in the south Asia |
| Curriculum addressed  | India's conflicts with Pakistan Nepal Bangladesh Sri Lanka andEfforts of peace between these countriesDifferent organisations for development of South Asia |
| Teaching strategies  | Teacher will discuss and explain the chapter of the courseThrough Mind Map video lesson picture interpretation maps and barcharts |
| Art integration | project work class will be divided into the four groupsThey will collect information from various sources such as bookNewspaper and internet and make collage and Mind Map |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation  | Through art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
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| Topic | United Nation organisationDuration 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 worldPrinciple organisations and key agenciesUnderstand the importance of these agencies in emergency |
| Curriculum addressed  | principle organs key agency UNESCO UNICEF,WHO,ILO,SECURITYCouncil.Need of its expansion |
| Teaching strategies  | Teacher will discuss and explain the chapter of the courseThrough video lessons Mind Map and picture interpretation |
| Art integration | Students will make a flowchart of funds programs subsidiary organsGeneral Assembly Security Council and related organisationThey will collect pictures of symbols of organisation and make aCollage |
| Competency | understanding analysing and critically evaluating skill thinking skill |
| Evaluation  | to art integrated activity and Mind Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by flowchart |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
| Topic | Security in contemporary worldDuration 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 understandTraditional and non traditional notions of security andUnderstand the present source of threatsIndia'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 courseRecommendedHypothetical situation facts and case |
| Art integration | Students will make collage cartoons and explain messages conveyedIn 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 Mapmultiple choice questions by asking questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |
| Topic | Environment and Natural resourcesDuration 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 environmentReasons of degrading environmentUnderstand the value of sustainable development |
| Curriculum addressed  | Environment movements global warming climate change conservationNatural resources |
| Teaching strategies  | Teacher will discuss and explain the chapter of the courseRecommendedHypothetical situation facts and case |
| Art integration | A skit will be played in school to spread awareness amongStudents and other stake holders |
| Competency | Understanding analysing ,critically evaluating present situationsOf environment |
| Evaluation  | to art integrated activity and Mind MapMultiple choice questions by assigning questions individually |
| Recapitulations  | Teacher will be recapitulate chapter by timeline and Mind Mapcan ask the question by hypothetical situation |
| Teacher self | Ensure active participation |
| Assessment | will the able to develop their capacity to link the political policy andProcess with contemporary reality |