

Lesson Plan - 01

Preliminary Information :- Name of the student-Teacher :

Name of the Supervisor : G. Ramana

Subject : Social Studies

class : VIII

Topic : Resources

Sub Topic : Types of Resources

Date : 1-04-2024

Time : 45 min

Name of the School : Z.P. High, Tadlaevada

Teaching Learning Points :-

1. Types of natural resources.
2. Do the basic of their development and use.
3. Based on their origin
4. Based on stock and distribution.

II. Understand - interpretation of the lesson :-

1. The student will be able to discuss about natural resources.
2. The student will be able to distinguish between biotic and abiotic resources.

III. Skill of data collection on project work :-

1. The student will be able to appraise sustainable use of resources.
2. The student will be able to development critical thinking

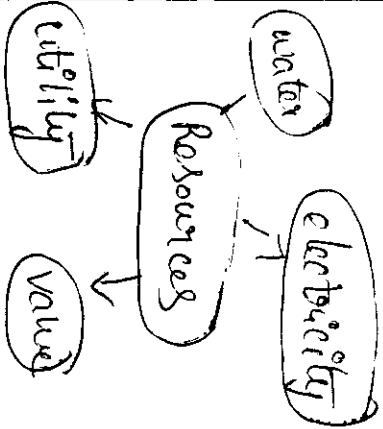


Questioning and Responding to words contemporary issues :-

1. what do you mean by resources ;
- ii. List various types of resources .
- iii. Give two examples of natural resources .

Values Appreciation - Precisions

- i. Students can advise the knowledge of the resources & natural resources.
- ii. Students can advise the natural resources can be broadly categorized into renewable and non-renewable resources .

Sl. No	Teaching steps Teacher activity/learning Experience	Black Board used	T.C.M.
1.	Introduction/ wishing b) Mind mapping Student's what do you get in your mind when you hear resources.		





Recapitulation
Questions

Simple questions

1. What do you mean by resources?
2. List various types of resources?
3. Give two examples of natural resources.

Announcement of the topic.

So, students, we will learn about our new topic "Resources".

II Reading and identifying difficult terms.

I will ask students to read passage given in p.g. in the textbook 4 and identify difficult terms.

III understanding the concept and discussion

I will ask the students what they understand from the passage read by them and ask the students to explain the concept.

Anything that can be used to satisfy a need is a resource.
Renewable resources,
Non-Renewable resources,
Human resources etc...
3) water, air, forest etc...

Natural Resources.





Types of Resources.

Natural Resources. Man made Resources.

Natural Environment

Anything and everything that is available naturally on earth is natural resources. ex: - Sun, water, etc.

Man made Resources: when humans use natural things to make something new that provides utility and value to our lives, it is called human made resources.

Student how to uses of Resources in Human made Resources.

V Skill a question

VI Home work.

make a list of five human made resources that you can observe around you.





Lesson Plan - 02

Preliminary information :- Name of the student :-

Name of the supervisor :- G. Ramana

Subject :- Social Studies

Class :- VIII

Topic :- Resources.

Sub-Topic :- Conserving Resources.

Date :- 2-4-2024

Time :- 45 minutes

Name of the school :- Z.P. High, Tatkavada

Teaching Learning Points :-

1. Types of conserving Resources.
2. All uses of renewable resources are sustainable.
3. The damage to natural environmental system is minimized.

Understanding Interpretation of the lesson :-

1. The student will be able to discuss about Natural Resources.
2. The students will be able to distinguish between to resource conservation and sustainable development.





Announcement of So, today we will study about the topic conserving resources.

Reading and identify different— I will ask students to read paragraph gives in p.g no. 8 text-book and identify different— terms.

Understanding the → Respect and care for all forms of concept. life.

- improve the quality of human life.
- conserve the earth's vitality and diversity.
- minimize the depletion of natural resources.
- change personal attitude and practices towards the environment;
- enable communities to care for their own environment.

Home work.

I will ask you some questions and give you some project work.

List out five resources you use in your home and five you use in your classroom.





Lesson Plan - 03

Prerequisite Information :- Name of the Student :-

Name of the Supervisor :- G. Ramana

class :- VIII

Subject :- Social Studies

topic :- Land, soil, water, natural vegetation and wildlife Reserves.

sub - Topic :- Land, soil, water

Date :- 3-4-2024

Time :- 45 minutes.

Name of the school :- Z.P.H.S. Talukwada

Teaching learning points :-

- Land is used for a variety of purposes.

- Factors affecting the formation of soil

- Definition of soil

- Types of weathering physical, chemical and biological

understand - interpretation of the lesson :-

1. The student will be able to discuss about Land, soil, water & natural Reserves

2. The student will be able to Degradation of soil and conservation measures.





Skill of the data collection on project work :-

1. The student develops an awareness towards researcher conservation and takes initiative towards conservation projects.
 2. The student understands the importance of soil resources in our life.
- Questioning and responding to words contemporary issues :-
1. Suggest three ways to conserve water.
 2. What do you mean of land, soil, water resources.
 3. Give three examples of the soil.

Value Appreciation - Precisions :-

1. The surface drainage control works to control the movement of landside along with rain water and spring flows.
2. increase in the vegetation cover to arrest landside.

Sl. NO	Teaching Steps	Teacher	Activity	Block board work	TLM
I	Introduction/ Wishing	Good	measuring childrens	<pre> graph TD Soil((Soil)) --> ParentRock((Parent Rock)) Soil --> Climate((Climate)) Soil --> Relief((Relief)) Soil --> HumanFarming((Human Farming)) </pre>	
	mind mapping	what is the meaning of land, soil, water?			



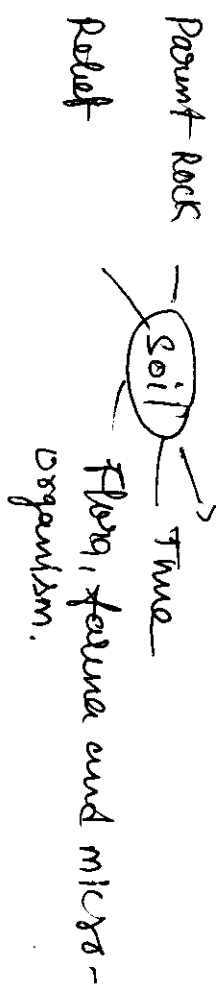


<p><u>Questions</u></p>	<p><u>Announcement</u> the topic.</p>	<p>1. what is the land resources? 2. what is the called of common property resources? 3. what are factors of soil formation?</p>
<p><u>Reading Question</u> and recognizing key words.</p>	<p>So, today we will study about conservation of water resources.</p>	<p>land is among the most important natural resources the community for common welfare collection of fodder, fuel, milk or medicinal herbs. as land are also called common property resources.</p>
<p><u>Understanding</u> the concept and <u>Discussions</u></p>	<p>Teacher reads the lesson page no 15 to 20 under line the difficult words.</p>	<p>Land use :- land is used for different purpose such as agriculture, forestry, mining, building houses, roads and setting up of industries</p>





Factors of soil formation :- The major factors of soil formation are the release of the parent rock and climate factors.



Conservation of water resources :- Access to clean and adequate water sources is a major problem facing the world today. Steps have to be taken to conserve this dwindling resource.

Skill Question
 Students how to use of Natural Resources in land, soil, water resources.

Home work

- Q1. Write down the uses of soil.
- Q2. Draw the profile of soil.
- Q3. Write down the seasons of soil erosion.





Lesson Plan - 04

Preliminary information :- Name of the student :-

Name of the Supervisors :- G. Ramana
class :- VIII

Name of the school :-

Subject :-

Topic :-

Sub-Topic :-

- :- E.P. High, Tashluwada
- :- Social studies
- :- Land, Soil, water, Natural vegetation and wildlife Resources.
- :- Natural and vegetation, wildlife Resources.

Date :- 4-9-2024
Time :- 45 minutes.

Teaching, learning points :-

1. What are the systems in/known as the ecosystem.
2. How do you help your surrounding of animals Save.
3. Forests are our wealth.

Concept understanding :-

Understanding of content :- To discuss that conservation of natural vegetation and wildlife.





2. In this lesson explained Distribution of natural vegetation .
 3. we learn that there natural vegetation and wildlife lesson.
Reading the text - understanding and interpretation :-
 * Page no . 29, 30. Read the sea Natural vegetation and wildlife
 * To know by his lesson conservation of natural vegetation and wildlife.
Information Skills :-
 1. Natural vegetation and wildlife exist only in the narrow zone of contact between the lithosphere, hydrosphere and atmosphere that we call biosphere.
 2. The growth of vegetation depends primarily on temperature and moisture .

Sl. No	Steps	Teacher Activity	TLM
I	<u>Introduction</u> <u>wishing</u>	Good morning childrens .	
II	<u>Mind mapping</u>	Student, what do you get in your mind. hear the word. wildlife.	





Questions

- 1) Visit any two sections for National Vegetation.
- 2) Name any two steps that government has taken to conserve plants and animals.

Topic - Answer

So, Student today we will learn about the natural vegetation and wildlife.

Readings
Relatively difficult
-with lessons

Teacher reads the lesson page no. 33,34 underline the difficult words.

Understanding
the concepts
discussions

Natural vegetation :- vegetation and wildlife are valuable resources. plants provide us with timber, give shelter to animals, produce oxygen we breathe, protect soils so essential for growing crops.

Natural vegetation and wildlife :- In the biosphere living beings are inter-related and interdependent on each other for survival. This life supporting system is known as the ecosystem.

changes of climate and human interferences can cause the loss of natural habitat for the plants and animals.
CITIES, POOLS.





Distribution of natural vegetation :-

The growth of vegetation depends primarily on temperature and moisture.

conservation of natural vegetation and

wildlife :- Forests are our wealth. plants

give shelter to the animals and together they maintain the ecosystem,

National Parks, wildlife sanctuaries biosphere reserves are made to protect our national vegetation and wildlife. Human activities in several part of the world have disturbed the animal, natural.

Conclusion :-

To write important answers which children say.

evaluation :-

1. To give answer on this topic what we discuss?
 2. children answers to this questions?
 3. children improve your skills to write answer to first question?
- children activity to can forest fire explanation.

CITES - means

The convention on international trade in endangered species of wild fauna and flora,





Reading the text understanding and interpretation :-

1. Page no - 45, 46 Read the two types of minerals and understand mineral.
2. TD knows by this lesson mineral.

Information of skills :-

1. A rock is an aggregate of one or more minerals but without definite composition of constituent of minerals.
2. The students we will be able minerals and type of minerals in the metallic and non-metallic.

Sl. No	Teaching steps	Teacher activity	Black board word	T.L.M
1	<u>Introduction</u> <u>wishing</u>	Good morning student	<pre> graph TD A[Distribution of minerals] --> B[Asia] A --> C[Europe] A --> D[South America] A --> E[Africa] E --> F[South America] E --> G[Antarctica] </pre>	
2.	<u>Mind mapping</u>	Student, what do you get in your mind, here the word. minerals		





Producing Question

1. How many types of minerals?
2. What are the extraction of minerals?
3. What is a mineral?

Announcement - Topic

So, students today we will learn about the ~~new~~ minerals.

Reading or identify the difficult lessons

Teacher reads the lesson page no. 46-47 underline the difficult words.

Understanding the concept or discuss

Types of minerals :- There are two types of minerals, Ferrous, non-Ferrous metallic, non-metallic.

Extraction of mineral :- mining, Drilling, Dressing, open cast-mining, shaft mining

distribution of minerals :-

minerals occur in different types of rocks

metallic, non-metallic

Ferrous non-Ferrous,
 mining, Drilling,
 Dressing.

Naturally occurring substance that has a definite chemical composition is a mineral.





Conclusion

mineral fuel such as coal and petroleum are also found in the sedimentary strata. They are: Asia, Europe, North America, South America, Africa, Australia, Antarctica.

use of minerals - minerals are used in many industries. minerals which are used are usually hard.

To write important encyclopaedias which children say.

Home work

use pictures from old magazines to show different kinds of fuels used by us in our lives and display them on your bulletin board.





Lesson plan - 06

Preliminary information :- Name of the student :-

Reg No :-

Subject :- Social Studies

Class :- VIII

Topic :- Mineral and Power Resources.

Sub-Topic :- Power Resources.

Date :- 6-4-2024

Time :- 45 minutes

Name of the school :- Z.P. High, Tarkwadga

Name of the supervisor :- K. Suresh kumar

Teaching learning Point :-

1. Power or energy plays a vital role in our lives.
2. coal is the most abundantly found fossil fuel.
3. Sun's heat and light energy can be felt by us every day.

Concept understanding :-

For understanding the concept :-

1. Power resources are those sources that provide energy or electricity
2. minimize the use of ACS.





Reading the text book understanding and interpretation :-

1. Page no - 56, 57 Read the type of coal is the most abundantly found fossil fuel.
2. ~~Not~~ way was the first country in the world to develop hydroelectricity.
3. Information of skills :-
 1. Energy is an indispensable requirement in modern life.
 2. Firewood it is widely used for cooking and heating.
 3. Coal is the most abundantly found fossil fuel.

S.C. NO	Teaching Steps	Teacher Activity	Black board used	T.L.M
1.	<p><u>Enforcement/</u> <u>wishing</u></p> <p>mind mapping</p> <p><u>Recapitulation</u></p> <p><u>Question</u></p>	<p>Good morning children</p> <p>Students, what do you get in your mind what you hear the word Power.</p> <p>What are power resources ?</p> <p>As power resources are those sources that provide energy or electricity.</p>	<p>Power Resources</p>	





<p>Announcement of Topic</p> <p>Reading identifying difficult-lexicon</p> <p>understanding the concept and discussion</p>	<p>What are energy resources?</p> <p>1) Primary energy sources can be defined as sources which provide a net supply of energy.</p> <p>2. What are the 9 main energy resources?</p> <p>3) What are the two most basic types of energy?</p> <p>So, students today we will learn about the information of power and how the energy resources.</p> <p>I will ask students to text book page NO. 56/57 identify difficult-terms.</p> <p>I will ask the student what they understand from the passage, read by them and ask the student to explain the concept on their own with the explanation of the difficult words</p>	<p>coal, oil, natural gas, Nuclear, wind, solar, Biomass, Hydro.</p> <p>Potential energy, Kinetic energy.</p> <p>'Power Resources'</p>
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1. what are the sources any three common materials used by you every day.

2. what is the Biogas ?

a: organic waste such as dead plant and animal material, animal dung and kitchen waste can be converted into a gaseous fuel called Biogas.

3. what are the tidal energy ?

student how the power energy are useful or helpful to human being I would like to explain using a concept mapping.

use pictures from old magazines to show different kinds of fuel used by us in our lives and display them on your bulletin board.

skills question
Home work.

- Bio gas
- wind energy
- solar energy.

A. Energy generated from tides is called tidal energy.





Lesson Plan - 7

Preliminary information :- Name of the Student :-

Reg No :-

Class :- VIII

Topic :- Agriculture

Sub. Topic :- our major crops

Stud Subject :- social studies

~~Duration~~ :- 45 minutes

Time Date :- 8-4-2024

Name of the school :- Z.P. High, Talwaraoda

Name of the supervisor :- K. Suresh kate.

Teaching learning points :-

1. Agriculture is the backbone of our country's economy.
2. To develop the interest towards the subject 'Geography'.
3. To create the sense of awareness.

Understanding the concept :-

1. To enable the students to know about Agriculture.
2. To enable the students to discuss farm system.
3. To enable the students about the various types of Farming.





Reading the text understanding and interpretation

1. Page NO. 79, 80 read the types of Farming Passage.
2. Primitive subsistence agriculture includes shifting cultivation and nomadic herding

Skill of information

1. Teacher will assume that students will be familiar with the word 'Agriculture'
2. Agriculture of Farming can be looked at a system. The important input are seeds, fertilizers, machinery and labour.

Sl. No	Teaching steps	Teacher activity	T.L.M
<ol style="list-style-type: none"> 1. <u>Introduction</u> 2. <u>mind mapping</u> <p><u>Recapitulation</u> <u>Question</u></p>	<p>Good morning students</p> <p>Students what do you get in your mind what you hear the <u>major crops</u></p>	<p>black board word</p> <p>Apples, banana, mango</p> <p>Farm</p> <p>Farmers,</p>	





<p>Announce of the topic</p>	<p>1) Do you know how all these farming took place?</p> <p>After proper motivation, the teacher will announce the topic by saying that "well, students today we will study about" Agriculture".</p>	<p>Yes</p>
<p>Explain "Agriculture"</p>	<p>Teacher will explain the 'agriculture' the word agricultur is derived from Latin word agrum or agri meaning soil and cultura means cultivation.</p> <p>Agriculture is basically the science and art of cultivation on the soil, raising crops and rearing live stock. It is also called farming.</p>	<p>No</p>
<p>Farm system</p>	<p>Teacher will explain the term Farming. Agriculture or farming can be looked as a system the important inputs are seeds, fertilizers, machinery and labour. The output from the system includes cereals, wool, dairy and poultry.</p> <p>the point in their notebook</p>	<p>Yes</p>





Types of Farming

Farming can be classified into two main types

1. Subsistence farming
 - intensive
2. Commercial farming
 - mixed farming / plantation

Major crops in India

Teacher will discuss the student about the major crops of India. Such as rice, wheat, maize, cotton, coffee, jute and tea.

Evaluation

- 1) What is agriculture?
- 2) What are the types of farming?
- 3) Explain subsistence farming?
- 4) What is shifting cultivation?

Home work

Collect the seeds of wheat, rice, maize, oilseeds and pulses available in home and find out in which types of soil they grow.

Students will listen carefully and understand the question asked by the teacher.





Lesson plan - 8

Preliminary information :- Name of the Student :-

Reg no	:	:
class	:	VIII
subject	:	Social studies
topic	:	Industries
Sub-Topic	:	industri
Date	:	9-11-2024
time	:	45 minutes.
Name of the school	:	Z.P.High. school
Name of the supervisor	:	K. Suresh kumar

Teaching learning points :-

1. Describe the meaning of industry.
2. Identify the classification of industry.
3. Discuss about how the industries works.
4. Identify the factors that needed for industry.

Understanding the concept :-

1. Student will be able to understand the meaning of industry
2. student will be able to explain the merits of industry
3. Student will be able to understand the industry





Questing and Responding to words contemporary issues:

1. Page no. 95, 96 Read passage of industries.
2. what is the industries.

Information of skills:-

1. industries can be classified on the basis of raw materials, size and ownership.
2. about one-third of the Indian textile industry's total production is exported.

value of applications:-

1. Students will be able to analyse the learn industry
2. student will be able to understand the need of industry.

Sl. No	Teaching Steps	Teacher Activity	Black board word	T.L.M.
1.	<u>Introduction</u>	Good morning students.	<pre> graph TD A(industries) --> B(Jamshedpur) A --> C(Durgapur) A --> D(Bhilai) A --> E(Osaka) A --> F(Ahmedabad) A --> G(Visakhapatnam) </pre>	
2.	mind mapping	Student, what do you get in your mind, what you mean the word.		





Questions

- 1) What is industry?
- 2) What do you mean the clothing industry?
- 3) Which are the main factors which influence the location of an industry?

Announcement of

Topic

Reading & identify difficult terms

Explanation

After proper motivation, the teacher will announce the topic by saying that "well; student - to day we will study about 'industry'".

Teacher reads the lesson page no. 97, 98 underline the difficult words.

Industry: - industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.

Classification of industries: -

Raw materials: - agro based industries use plant and animals based product as their raw materials.





Size: It refers to the amount of capital invested, number of people employed and the volume of production.

Ownership: - industries can be classified into Private sector, state owned or public sector, joint sector and cooperative sector.

Industrial system: - An industrial system consists of inputs, processes and outputs.

Major industries: - The world's major industries are the iron and steel industry, the textile industry and the information technology industry.

evolution

1. what is a industry?
2. where fort glob is located in?
3. what is meant by the term 'industry'.

Home work

Collect different types of pieces types of cloth from a tailor's shop and classify them under cotton, silk, synthetic and woolen. Find out the raw materials used in their manufacturing.





Lesson plan - 09

Preliminary information :- Name of the Student :-

Reg No.

class

subject

topic

Date

Time

Name of the school

Name of the supervisor : K. Sanyal Kalra

:

VIII

: Social Studies

: Human Resources.

: 11-4-2024

: 45 minutes

: Z.P. High, School, Tashikunda

Teaching learning Points :-

1. To develop the interest of Student in learning social science.
2. To enable them to get knowledge content in the lesson.
3. To enable the knowledge about human resources,

Understanding the concept :-

1. To enable the students to know about 'Human Resources'
2. To enable the students to discuss form Population
3. To enable the student about the population change.





S.L NO	Teaching steps	Teacher Activity	T.M
1	<u>interpretation</u>	<p>Good morning student</p> <ol style="list-style-type: none"> 1. what are you doing ? 2. what is the population composition 3. what is the population change 	fine
<p><u>Reading the text understanding and interpretation :-</u></p> <ol style="list-style-type: none"> 1. Page NO 125, 126. Passage of factors affecting distribution of population 2. Rates of population growth vary across the world. <p><u>Information of Skill :-</u></p> <ol style="list-style-type: none"> 1. It shows the pre-sent number of males and females in a country along with their age groups. 2. migration is another way by which population size change. <p><u>values of Appreciation :-</u></p> <ol style="list-style-type: none"> 1. Student can revise the knowledge of the Human Resources. 2. Student can observe the patterns of Population change. 3. student can observe of the population composition 			





Announcement

Topic

Reading & identify the different terms.

Understanding concept.

Students, today we will study about 'Human Resources'.

I will ask students to read passage pgs no. 127, 128 text book and identify the different terms.

→ Report and give for all group members.

→ Students will be able to understand the concept of the specific topic of Social Science

Explanations

Factors Affecting Distribution of Population,

Topography: - people always prefer to live on plains rather than mountains and plateaus because these provide suitable activities

Climate people usually avoid extreme climate but are very hot or very cold like Sahara desert, polar regions, Russia, Canada and Antarctica

people usually avoid extreme climate but are very hot or very cold like Sahara desert, polar regions, Russia, Canada and Antarctica





Soil : - Fertile soils provide suitable land for agriculture.

water people prefer to live in the areas where fresh water is easily available.

minerals : - Areas with mineral deposits are more populated.

Social : Areas of better housing, education and health facilities are more densely populated e.g. Pune, Cultural. Places with religious or cultural significance attract people.

Economic ; industrial areas provide employment opportunities.

Home work

Discuss the characteristics of a society with the many industries and me with the few industries.





Lesson Plan - 10
Preliminary information :- Name of the student :-
 Reg no :-

Class :- VIII
 Topic :- The Indian Constitution
 Subject :- Social Science

Time :- 45 minutes
 Date :- 12-4-2024
 Name of the school :- Z.P. High, Farluwada
 Name of the supervisor :- K. Suresh kumar

Teaching Learning Point :-

1. The students will develop their logical and analytical reasoning.
2. The students will gain knowledge about their political system.
3. The students will learn about the country's Judiciary system.

Understanding Concept :-

1. To provide a set of basic rules that allow for minimal coordination amongst members of society.
2. To set some limits on what a government can impose on its citizens.
3. Students will be able to explain the features of the Indian constitution.





S.L. No	Teaching Steps	Teacher Activity	Black board word	T.L.R
1.	<p><u>introduction</u></p>	<p>Good morning student.</p> <ol style="list-style-type: none"> 1. what is democracy? 2. why rule of people is important for country like india? 3. who make rules for country? 4. Define constitution? 	<p>Rule of people. Due to equality dignity rules. Constitution. Expected answers.</p>	
	<p><u>Questioning and Responding to words: Contemporary issues</u> -</p> <ol style="list-style-type: none"> 1. what do you mean of indian constitution 2. what are the fundamental rights in the indian constitution 3. Give two examples of fundamental rights will the following situation. <p><u>Value Appreciation - Precision</u> :-</p> <ol style="list-style-type: none"> 1. The student will be able to use their knowledge in their daily life. 2. They will be able to follow the learned knowledge. <p><u>Skill of information</u> :-</p> <ol style="list-style-type: none"> 1. They will know the importance of constitution 2. To aware them about governance according to the rules of constitution. 			





<p>Announcement of topic.</p> <p>Reading & identify and difficult-terms</p> <p>Understanding the concept & discussion</p> <p>first need of the constitution for any country.</p> <p>Second need of the constitution</p>	<p>So, student, today we will discuss about the Indian constitution.</p> <p>Teacher reads the lesson page 42-43. underline the difficult-words.</p> <p><u>Indian Constitution</u>: what was the demand of our freedom fighters during the Indian National movement? So, our Indian nation first lay out certain ideas that form the basis of the kind of country that we as citizens aspire to live in.</p> <p>A Constitution tells about the fundamental nature of the society of a country or help serve as a set of rule & and principles that that all persons in a country agree upon as the basis of the way in which they want the country to be government</p> <p>Q. What is nature of our country India's Political system?</p> <p>So, the second important purpose of a constitution is to define the nature of a country's political system.</p> <p>For example: Nepal's constituent assembly started that country was to be done by the king and his</p>	<p>freedom equality</p> <p>liberty Rights to life</p> <p>to live dignity for life</p>
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Evaluation

Home work.

council of ministers on countries that have adopted a democratic form of government or police the constitution plays a crucial role in laying out certain important guidelines that govern decision making with in these societies.

1. what is constitution?
2. Name all the fundamental duties.
3. what are the fundamental duties.
4. what are the discrete principles of policy?

write down about the indian constitution.



Lesson plan - 11

Preliminary information :- Name of the student :-

Reg no :-

class :- VIII

Subject :- Social Studies (Civics)

Topic :- Understanding Secularism

Date :- 13-4-2024

Time :- 45 minutes

Period :- 2nd

Name of the school :- Z.P.H. Tolleswada

Name of the supervisor :- K. Sanyal

Teaching learning points :-

1. Easy language was used during teaching-learning process.
2. Describe the meaning of secularism.
3. Tell secularism in India.
4. Describe relation between secularism.

Understanding - interconnection of the lesson :-

1. Student will be able to explain the topic secularism.
2. Student will be able to discuss about the importance of secularism.
3. The student will be able to sketch out the need of secularism in India.



Skill of the data-collection on project work :-

1. The students to develop an understanding of the pre 'rule of law'
2. Secondary, understand the vision and values of the Indian constitution. questioning and responding to words contain primary issues :-

1. what do you mean of understanding secularism.
2. Page no. Give page of passage read and write
3. that the state does not enforce any particular religion.

values imparted :- Respecting diversity and equality.

Sl. No	Teaching steps	Teacher Activity	Student Activity	Black board word	T.N
	<u>Introduction</u>	<p>Good morning student</p> <ol style="list-style-type: none"> 1. Tell me the names of religions in India? 2. Is there any national religion in India? 3. How so many religions co-exist in a country 	<p>Good morning Teacher</p> <p>Secularism</p> <p>India</p>		





	<p><u>Announcement of the topic</u></p>	<p>So, Today I am going to teach you about "Understanding Secularism"</p>	
	<p><u>Recapitulation</u></p>	<p>Today, we have discussed about Secularism, Indian Secularism, Government and Secularism.</p>	
	<p><u>questions</u></p>	<p>Teacher will explain the concept of Secularism. India constitution allows individuals the freedom to live by their religious beliefs and practices as they interpret these.</p> <p><u>explain how secularism in india exists.</u></p> <p>The Indian Constitution mandates that the Indian state be secular. According to the constitution, only a secular state constitution can realize its objectives to ensure the following.</p> <ol style="list-style-type: none"> 1. That one religious community should not 	<p>student will listen attentively ask question if they have any doubt.</p>





<p>Government and Secularism - Am.</p>	<p>evaluation</p>	<p>from work</p>	
<p>Government and Secularism - Am.</p>	<p>Answers the following questions 1. what is secularism? 2. If secularism practice in india? 3. Urban government intervene in the matters of religions.</p>	<p>look up the annual of holidays of your school. How many of them pertain to different religions? what does this indicate?</p>	<p>2. That some members do not dominate members of the same religious community. etc.</p> <p>Teacher will describe how government and religion are separate in our country</p>
			<p>student will try to understand this topic.</p>





Lesson Plan - 12

Preliminary information :- Name of the student :-

Reg No :-

class :- VIII

Topic :- Parliament and the making of laws.

Subject :- Social Studies, Civics

Date :- 15-4-2024

Time :- 45 minutes

Name of the school :- Z.P.H.T, Tattluwada

Name of the supervisor :- K. Sanyu Kala

Teaching and Learning points :-

1. Describe the meaning of Parliament.
2. Parliament worldwide perform these are functions
3. The ultimate authority for making laws in any country is the Parliament.

Understanding the concept :-

1. Students will be able to understand the meaning of Parliament.
2. Students will be able to explain the general things about Parliament.
3. Students will be able to learn about Parliament.
4. Students will be able to recall their previous knowledge of Parliament.





Skill of the data-collecting on project work :-

1. The student collect information on the amount of why do we need a Parliament.
2. collect the pictures and write how that the role of the Parliament.

Questioning and responding towards contemporary issues :-

1. questioning in the issues of why should people decide.
2. questioning children on the working of trade issues.

Value of appreciation :-

1. student will be able to recall their previous knowledge of Parliament.
2. student will be able to understand the need of Parliament.

Sl. No	Teaching steps	Teacher Activity	Student Activity	Black board work	T.L.M
1.	<u>introduction</u>	<p>Good morning students</p> <p>1. what do you understand by this picture?</p> <p>2. According to our constitutional laws which form of government is there in our country.</p> <p>3. who has the right to make law.</p> <p>4. what is parliament.</p>	<p>Good morning Teacher.</p> <p>laws.</p> <p>parliamentary form of Government.</p> <p>parliament.</p> <p>problematic question</p>		





<p>Announcement of the Topic</p>	<p>we need of Parliament:</p>	<p>Question & difficult- discuss.</p>
<p>So, students "Today we will study about why do we need a parliament."</p>	<p>1. What do you mean by Parliament? 2. There are how many houses in Parliament? <u>Explanation</u> We need a Parliament for the reasons given below. The ultimate authority for making law in any country is the Parliament. Across the globe, Parliament in any nation has the power to abolish an existing law, replace the old outdated law with a new law, and amend the existing law. In these elements that together make us a democracy and this is the best expressed in the institution of the Parliament.</p>	<p><u>The Role of the Parliament :-</u> → The Parliament in our system has immense powers because it is the representative of the people.</p>
<p>Students will listen carefully.</p>	<p>The parliament of India is the supreme law making There are two houses in Parliament 1. Lok Sabha</p>	<p></p>





Functions of the Parliament.

- > To select the National Government
- > majority 272+ members formed ruling party.
- > The predominant of India is the leader of the ruling party in the Lok Sabha/Rajya Sabha.
- c. law-making :- Law-making is a significant function of parliament. we shall read about this in the next chapter.

Evaluation

1. What is the difference between Lok Sabha and Rajya Sabha?
2. The parliament of India consist of which three organs?

Home work

State two reasons why historians reject the claim that the British introduced the rule of law in India.





Preliminary information :- Lesson plan - 13
 Name of the student :-

Reg No :-

class :- VIII

Subject :- Social studies.

Topic :- Understanding laws.

Date :- 16-4-2024

Time :- 45 min. to

Name of the school :- S.P.H Tasilwada

Name of the supervisor :- K. Sanyal

Teaching-learning points :-

1. Define the concept of laws.
 2. Explain the concept of ~~exp~~ unpopular and controversial laws.
 3. Understand the do laws apply to all.
Understanding the concept :-
1. Concept of laws.
 2. Explain what is the understanding laws.
 3. Who do laws come about.





Skill of the data - collection on project work: -

1. collect the pictures and write how that the Gender equality.
2. The student will be able to develop the understand laws.

questioning and responding towards contemporary issues: -

1. questioning children on the working of laws.
2. what is the understanding laws.

value of information: -

1. Student will be able to process of development. the evaluation.
2. we need to remember that our role as citizens does not end with electing our representatives.

Sr. No	Teaching steps	Teacher Activity	Student Activity	Black board used	T.L.N
1.	introduction	Good morning childrens What is the understanding laws? 2. what is the laws? 3. Do laws apply to all?	Good morning Teacher. The law cannot discriminate between persons on the basis of their religion laws are more usefully of person. Yes.		





Announcement of
the topic

evolution &
different discuss.

So, students, today we will study about "understanding laws".

Do laws apply to all? - The laws

cannot discriminate between persons on the basis of their religion, color or gender, what the rule of law means is that all laws apply equally to all citizens of the country and no one can be above the law. Neither a government official, nor a wealthy person nor even the president of the country is above the law. Any crime or violation of law has a specific punishment as well as a process through which the guilt of the person has to be established.

How do new laws come about? -

The parliament has an important role. There are many ways through which this takes place and it is often different groups in society that start through a particular law.

unpopular and controversial laws.

Let us now look at the situation where the parliament passes laws that turn to





very unpopular. Sometimes a law can be constitutionally valid and hence legal, but it can continue to be unpopular and unacceptable to people because they feel that the intention behind it is unfair and harmful.

Evaluation

Question and following the questions.

1. what is the understanding laws?
 2. How do new laws come about?
 3. What is the procedure of coming of a new laws?
 4. unpopular and controversial laws?
1. Lesson the need and importance of laws?
2. Read the newspaper/watch news on T.V for popular laws in India

Home work

Student visit the ~~Ambar~~



Preliminary information

Lesson plan - 14

Name of the student : °

Reg No : °

class : VIII

Subject : Social Studies. Civics

Topic : Judiciary.

Date : 17-4-2024

Time : 45 minutes

Name of the school : Z.P. High School, Tashluwada.

Name of the supervisor : K. Suresha Kalra

Teaching points :-

1. To aware the students about the social and political conditions of the country.
2. To develop the feeling of brotherhood among the student.
3. To aware the studies about the social justice

Understanding the concept :-

1. The student understand the concept and need for a judiciary system.
2. The student can engage in well informed discussions regarding their legal system





Skill of the data-collection on project work :-

1. collect information about the judiciary.
2. keep the collected information in the form of the essay on Independent Judiciary

Questioning and Responding towards contemporary issues.

1. Questioning children on the what is an independent judiciary?
2. what is the structure of court in india?

Value - Appreciation :-

1. The students will learn about the judiciary system completely.
2. The student will be able to recall their knowledge of india's judiciary system.

Sl. No.	Teaching Steps	Teacher Activity	Student Activity	Black board word	TLM
	<u>Introduction</u>	<p>Good morning childrens</p> <p>1. whenever you get into the fight with anyone, to whom you complain about such problems outside the school?</p> <p>2. what if we are not satisfied by the solution given by police, then where do we go?</p> <p>3. Do you know the highest court of court in our country</p>	<p>Good morning Teacher</p> <p>To the Police.</p> <p>To the court,</p> <p>NO response.</p>		





Announcement of Topic

20: Student, today we will study about 'Judiciary'

Judiciary

What is the role of the judiciary? The work that the judiciary does can be divided into the following:

Student carefully listens to the explanation.

(a) Dispute Resolution

The judiciary also system provides a mechanism for resolving disputes between citizens, between citizens and the government, between two state governments and between the centre and state government.

Student will note down the important point in their notebooks

Judicial Review

As the final interpreter of the Constitution the judiciary also has the power to strike down provisions that

Every citizen of india can approach the supreme court or the high courts if they believe that their fundamental rights have been violated.

upholding the law and enforcing fundamental rights.





what is the structure of court in india?

what are the different branches of the legal system?

Does everyone have access to the courts?

Evaluation

Home work

There are three different levels of courts in our country. There are session courts at the lower level while there is only one at the apex level.

The above case of the deary death falls with in what is considered a 'crime against society' and is a violation of criminal law.

Yes, in principle all citizens of india can access the courts in this country.

1. Define Judiciary.
2. What is the structure of indian court? explain briefly.
3. What do you understand by 'open Telis Judgment'?

Briefly explain the structure of indian court?

a) What are the different branches of legal system explain?

students listen carefully

students use the note books question and answers.





Lesson plan - 15

Preliminary information

Name of the student : _____

Reg no : _____

class : VIII

subject : Social Studies (Civics)

Topic : understanding our criminal justice system.

Date : 18-4-2024

Time : 45 minutes

Name of the school : Z.P.H. Talaswada.

Name of the supervisor : K. Sanyal bala

Teaching-learning points:

1. Define the criminal justice system.

2. Explain how the Article 22 of the constitution and criminal law.

Understanding the concept :-

1. Students will be able to the role of the public prosecutor?

2. Students will be able to develop criminal justice system.

3. Students will be able to understand of justice system.

4. Student will be able to the role of the police in investigating a crime?





Skill of the date - collect in project work :-

1. collect the pictures and write the criminal justice system.
2. The student collect the information and pictures.

Questioning and Responding towards contemporary issues :-

1. Questioning children on the understanding our criminal justice system.
2. what are the crime?

Value - Performance :-

1. What is the Role of the Police in investigating a crime?
2. What is a fair Trial?

Sl No	Steps	Teacher Activity	Student Activity	Abak board word	T.L .15
1.	<u>asking</u>	<p>Good morning Students</p> <ol style="list-style-type: none"> 1. What do you understand by criminal justice system? 2. What do you mean by fir 3. What is criminal law? 	<p>Good morning Teacher,</p> <p>After an individual is arrested, it is a court of law that decides if the accused individual is guilty or not. As per the constitution.</p> <p>FIR - First information report.</p> <p>Criminal law is the body of law that relates to crime</p>		





Announcement
to the topic

so, student today we will study about understanding our criminal justice system,

Explanation

Question the following answers.

1. what is the role of the police in investigating a crime?

1) one important function of the police is to investigate an complaint about the commission of a crime.

Student carefully listen to the explanation.

Article 22.

1. The right to be informed at the time of arrest of the offence in which the person is being arrested.
2. The right to be presented before a magistrate within 24 hours of arrest.

Students listen carefully and write your note books.

what is the role of the judge?

The judge is like an umpire in a game and conducts the trial impartially and in an open court.

What is a Fair Trial?

Articles 21 of the Constitution guarantee that the right of life can be taken away only by just procedure is upheld.





Fir means

First information report.

1. It is compulsory for an officer in charge of a police station to register an FIR.

2. There is a prescribed form to register an FIR.

Evaluation

write question and answers.

1. what are the crimes?
2. Fir means?
3. Role of the police in investigating a crime?
4. meaning of a Fair trial.

Home work

1. write details about criminal justice system in india?
2. what is article 22.

Students ~~listen~~ listen carefully, and note book. write.





Lesson Plan - 16
Preliminary information :- Name of the student :-

Reg no :-
 class :- VIII

Subject :- social Studies (Civics)

Topic :- Understanding marginalisation
 Sub-topic :- Adivasis.

Date :- 19-04-2024
 Time :- 45 minutes.

Name of the school :- Z.P.H, Tarluwada,
 Name of the supervisor :- R. Sanyal

Teaching learning points :-

1. To understand marginalisation.
 2. Social inequality.
 3. How tribal society is useful for us.
 4. Constitutional provisions.
- Understanding the concept.
1. To develop the interest of students in the subject of civics.
 2. develop the disciplinary values in real life.





Questioning and Responding on Project works; —
 1. Questioning the what does it mean to be socially marginal?
 2. who are adivasis?

Skills of information :-

1. Thinking skills,
2. Communication skills, Social skills.

Value of information :-

1. Students can appreciate the process of Adivasis and Development?
2. Students can realize the knowledge of the minorities and marginalisation?

Sl. No	Steps	Teacher Activity	Student Activity	Slack board word	T.UM
1.	Wishing Good morning childrens	1. Adivasis means? 2. student have you seen Slum area? 3. Ok, so who are the people live on Slum area? 4. Define marginalisation	Good morning Teacher, Adivasis - the term is literally means 'original inhabitants', Yes man Hukoris and etc. problematic.		





Announcement of the topic

topic explanation

about does it mean to be socially marginalized.

who are the ones

So students, today we will about study " understanding marginalisation "

Answer the following questions

- To be forced to occupy the sides and not be at the centre of things.
- To make certain groups in society feel marginalized due to economic, social, cultural or political factors.
- Sometimes marginalized groups are viewed with hostility and fear.

- Refers to original inhabitants.
- Practice a range of tribal religions.
- Have their own language like Santali.
- Live in various states like Gujarat, Maharashtra, Rajasthan west Bengal, Odisha, Jharkhand and northeastern states.

Student listen carefully and write your notes book in important points.





<p><u>Home works</u></p>	<p>Adivasis and stereotyping</p>	<p>minorities and marginalisation</p> <p>Adivasis and Development.</p>
<p>List two reasons why Adivasis are becoming increasingly marginalised.</p>	<ul style="list-style-type: none"> • portrayed in colorful costumes, headdresses and their dance. • allowed for their lack of advancement • believed to have primitive back-ground. 	<ul style="list-style-type: none"> - Refers to communities which are left in number in relation to the rest of the population. - need to be safeguarded. - Forest play a crucial role - Traditionally stumped hunters-gettoverys and nomads. - Due to clearing of forest, Adiva - SA / tribals have migrated to cities in search of work.
		<p>Student write note book in important points.</p>



Lesson Plan - 17
Preliminary information :- Name of the student :-

Reg. No	:	
Student	:	
Topic	:	Social Studies (Civics)
Sub-Topic	:	Confronting marginalisation
Class	:	laws for the marginalised.
Date	:	VIII
Time	:	20-4-2024
Name of the school	:	45 minutes.
Name of the supervisor	:	P. P. H. , Tralwada
	:	K. Suvya Kalra

Teaching and Learning Point :-

1. Who I have learnt.
2. Defining the marginalisation.
3. It is a situation in which an individual or a group of individuals is deprived of certain privileges or treated as different from others.

Understanding the concept :-

1. The student will be able to the involving fundamental rights.
2. The students will be able to the laws for the marginalised.





Questioning and Responding in Project work :-

1. Questioning childrens. what is the confronting marginalisation?
2. protecting the right of Dalits and Adivasis.

Skills of information :-

1. The student develop to skills,
2. thinking skills, 3. communication skill, and social skills.

value of information

1. The student develop to the scheduled castes and the scheduled tribes act, 1989.
2. The source of manual scavenging of the confronting marginalised.

Sl. no	Steps	Teacher Activity	Student Activity	B.B.W	T.T.M
	<p><u>Step-1</u> wishing</p>	<p>Good morning student</p> <ol style="list-style-type: none"> 1. Adivasis means ? 2. promoting social justice ? 	<p>Good morning Teacher.</p> <p>The term literally means 'original inhabitants', As part of their efforts to important the constitution, both state and central government.</p>		





Assessment of the topic

so students, to day we will study about "Confronting marginalisation".

Explanation.

Explain the passage in the text book.

making fundame-
ntal rights :-

The principles that make our society and polity democratic. they are defined in and through the list of fundamental rights that are an important part of the constitution.

laws for the
marginalised :-

As you have read, the government makes laws to protect its citizens. Yet, this law is not the only way in which it takes action. There are specific laws and policies for the marginalised in our country.

Promoting social
justice :-

As part of their effort to implement the constitution, both state and central governments enact specific schemes for implementation in tribal areas or in areas that have a high Dalit population.

Students will note down the important point in their note books.





Protecting the rights
of Dalit and
Adivasis:

- The Scheduled castes and the Scheduled Tribes Act, 1989.
- Adivasis Demands and the 1989 Act:

conclusion:

As we can see, the existence of a policy on paper or laws or even a policy on paper does not mean that it exists in reality. People have had to constantly work in or make efforts to translate this into principles that guide the actions.

Evaluation

1. Which article of Indian constitution abolishes untouchability?
2. What is the 'Reservation policy'?
3. What is 'Artice 15'?
4. List two different provisions in the 1989 Act?
5. What do you understand by the term 'Dalit'?

Home work

Identify a marginalised community in your locality. Write a poem or song, or draw a poster etc. It expresses your feelings as a member of this community.

Students listen carefully and write down text book.





Lesson Plan - 18

Preliminary Information :- Name of the student :-

Reg No :-

class :- VIII

Subject :- Social Studies (Civics)

Topic :- Public Facilities.

Sub-Topic :- Fundamental Rights to life.

Date :- 22-09-2024

Time :- 45 minutes.

Name of the School :- P.H. Tashluwada.

Name of the supervisor :- Sanyal ka 19

Teaching-learning Point :-

1. Define term public facilities.
2. Explain sanitation.
3. Explain different types of public facilities.
4. Cite role of private sector in water supply.

Understanding the concept :-

1. The students will be able to water as part of the fundamental right to life.
2. The students will be able to the public facilities.
3. The students will be able to the Government's Role.





Questioning and Responding in Project work: -

1. Questioning children to water and the people of Chennai.
2. Do you think water in Chennai is available to and affordable by all? Discuss.

Skill of information: -

1. The student thinking skill.
2. Communication skill, social skills.

Value of Appreciation: -

1. The students to develop the understanding sanitation facilities.
2. The student will be able to the public facilities.

Sl. NO	Steps	Teacher Activity	Student Activity	Black board work	
1.	Wishing	<p>Good morning students</p> <ol style="list-style-type: none"> 1. What are the sanitation? 2. What is public facilities? 	<p>Good morning Teacher.</p>	<p>provision of facilities for the safe disposal of human urine and faeces.</p> <p>like water, there are other essential facilities that need to be provided for everyone.</p> <p>So electricity, public transport school and colleges they are also necessary for everyone and public facilities.</p>	<p>Black board work</p>





Announcement of the topic:

Discussion on the lesson.

Public Facilities:

Water and people of Chennai's -

The Government's

Role:

So students, Today we will study about 'public facilities'

Explanation:

things like electricity, public transport, schools, and colleges, etc.

→ which are necessary for survival and known as Public facilities.

- Mr. Ramprasad lives in Anna Nagar, Chennai. This area looks lush and green with lush maintained by generous spraying of water.

→ water as a public utility is available in different quality to different people.

- Improving health & sanitation facilities.

- Ensuring equal distribution of food throughout the country.

→ Improving the means of transport.

→ making provision for education setting up of schools & colleges.

Students listen carefully and write down note book.





In search of
Alternatives :-

- > Acute water shortage in summer.
- > shortage of water is taken as failure of government.
- > Some people argue that companies should take the role of water supply.

conclusion :-

- > Public facilities are related to our basic needs and the Indian constitution has recognized the right to water, health, education, etc. as being a part of the right to life.

Evaluation :-

1. what is the sanitation?
2. what are the universal access?
3. write about basic needs?
4. write about extending sanitation facilities?

Home work:

Draw a chart on two sections with own examples.

Students write down
your note book.





Lesson Plan - 19

Preliminary information :- Name of the student :-

Reg No :-

class :- VIII

Topic :- Law and Social Justice C

Sub-topic :- Law.

Subject :- Social Studies (Civics)

Date :- 22-4-2024

Time :- 45 minutes.

Name of the school :- Z.P.H. Talavada.

Name of the Supervisor :- K. Sanyal

Teaching-learning point :-

1. Define term Law Justice.

a. Explain the laws.

3. Explain different type of laws.

Concept of understanding :-

1. To develop providing equal social, Political, economic opportunities and rights.

2. To develop the law ensures that the relations between the three parties.

3. To develop the law Justice.





questioning and responding on project works :-
 1. questioning childrens law to form workers unions / associations.
 2. laws against child labour in work places.
skills of informations :-
 thinking, skills.
 2. Communication skills, social skills.
value of information :-
 1. The student develop the laws justice,
 The student to develop the Rule of law, justice.

Sl. no	Steps.	Teacher Activity	Student Activity	Reflection
1	<u>Introduction</u>	<p>Good morning student</p> <p>So, student lets start some question.</p> <p>1. what is the Rule of law?</p> <p>2. What is the law of social justice?</p>	<p>Good morning teacher.</p>	<p>This holds that society's resources should be equally available to all.</p>





<p>Announcement of the topic ;</p> <p>Question discussion to the topics.</p> <p>1. what is law and justice?</p> <p>2. what are the 4 concepts of justice .</p> <p>3. what is the aim of law and justice ?</p> <p>4. what is rules of law?</p>	<p>So students, today we will study about " Law and Social Justice."</p> <p><u>Explanation</u></p> <p>Q) The law ensures that the relations between the three parties - the workers, consumer and producer are governed in a way that is not exploitative .</p> <p>This article points out that there are four different types of justice :</p> <p>1. distributive, procedural, substantive and restorative .</p> <p>This involves ensuring fairness, equality and the protection of individual rights.</p> <p>All laws apply equally to all citizens of the country and none can be above the law .</p>	<p>Student listen carefully .</p> <p>write down your note book .</p>
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What is the relationship between law and justice?

Evaluation :

Home work :

While the two are strictly connected, they are not the same thing. Justice is a broader concept that is based on equality of rights, fairness and morality.

Write some questions and answers.

1. What are the points of law and justice?
2. What is called a law?
3. Who executes laws?
4. Who makes the laws?
5. What are controversial laws?

Write are the different types of law justice?

Students will be write your note book.





Lesson plan - 20

Preliminary information :- Name of the student :-

Reg No :-
class :- VIII

Subject :- Social Science (Civics)

Topic :- Law and Social Justice

Sub-Topic :- Social Justice

Date :- 23-4-2024

Time :- 45 minutes

Name of the school :- Z.P.H - Tattewada.

Name of the Supervisor :- K. Surya kala.

Teaching-learning points:

1. Define term of social justice.
2. Explain the social justice.
3. The definition of social justice.

Concept of understanding :-

1. Understand about law on minimum wages.
2. Understand about Bhopal Gas Tragedy.
3. Appreciate the enforcement of worker safety laws.





Sl No	Steps	Teacher Activity	Student Activity	Black board work	T.V. N.
1.	Introductory/visiting	<p>Good morning student</p> <p>So, students I will ask some questions.</p> <p>1. What is Social Justice?</p> <p>2. How do you teach student about Social Justice?</p>	<p>Good morning teacher.</p> <p>OK, teacher.</p> <p>Providing causal social, political, economic opportunities and rights.</p> <p>1. Explore social identity.</p> <p>2. Develop an appreciation of Diversity</p>		
<p><u>Skills :-</u> Thinking skills, Communication skills, Social skills, and Social Justice skills.</p> <p><u>Questioning and Responding in Project works :-</u></p> <p>1. To develop the workers worth?</p> <p>2. Enforcement of safety laws and new laws to protect the environment.</p> <p><u>Value of information :-</u></p> <p>1. The student will be able to the environment as a public facilities?</p> <p>2. The student will be able to workers unions.</p>					





	<p>Announcement of the topic</p> <p>Questioning and Discussion on the this topic.</p>	
	<p>Teach student how to take action.</p> <p>So student, we will study about 'law and social justice'.</p> <p><u>Explanation</u></p> <p><u>Consumer</u>: An individual who buys goods for personal use and not for resale.</p> <p><u>Producer</u>: A person or organization that produces goods for sale in the market. At times, the producer buys a part of the produce for his own use, like a farmer.</p> <p><u>Investment</u>: money spent to purchase new machinery or buildings or training so as to be able to increase / modernize production in the future.</p>	
		<p>Student listen carefully.</p>





New laws to protect the environment.
 1. 1984, there were very few laws protecting the environment in India, and the there was hardly any enforcement of these laws.

Conclusion:

Laws are necessary in many situations whether this be the market office or factory so as to protect people from unfair practices, and a major role of the government, therefore, is to control the activities of private companies by making enforcing and upholding laws. In an area where the situation is still very unfair, people must demand stronger laws protecting workers' interests so that the right to life is achieved for all.

Home work.

Do you think the victims of the Bhopal gas tragedy got justice, discuss.

_____ .
 _____ .
 The end.

