

VASAVI B.Ed., COLLEGE



SEMISTER - III

SCHOOL INTERNSHIP RECORD

(Teaching practice of 20 lessons for 6th & 7th classes)
in each pedagogy subject

METHODS OF TEACHING Social Science

Name of the Student : _____

Roll No. : _____ Regd No. : _____

Subject : _____



Affiliated to
ANDHRA KESARI UNIVERSITY - COLLEGE
B.Ed., 2023 - 2025

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LESSON PLAN - 01

Preliminary information

Name of the student teacher :-

Name of the school :-

Subject :-

Unit :-

Topic :-

School :-

Region :-

Class :-

Time :-

Page No. / Date / Page No.

Subject :- Social Science

Unit :- Rain and Rivers

Topic :- Rain and Rivers

School :- Kanya High School

Region :-

Class :- VII

Time :- 40 min

Teacher's Name

Date

Topic of Teaching

Rain and Rivers

Sun Clouds and Rainfall
 After the fun bearable heat of April, May and June, comes the rainy season which lasts for a few months. Do you know what causes rains? Where do the rain bearing clouds come from? Discuss whatever you know or think about these things in the class.

Evaporation

Pranavi was very early in the morning she needed to take a bath in hot water - so she heated water in a dish over fire. As the water heated, the water vapour reached the lid and with the help of outside cool air, vapour became water drops and stuck to the lid of the dish. When she removed the lid some of the water drops fell down into the dish by observing this she realised that the water evaporates and later it becomes condensed into water by cooling.

the story of rain begins with water vapour which is water vapour when you dry your wet clothes in the open. You see

Teaching Strategy

- * What is your Name = Lika
- * What are you studying - VII
- * Where are you living - Kande-lapur
- * What is your favourite food? (Food, water, clothes)
- * Where is the water source? (Creeks)
- * Where is the water source? (River; Rain)
- * So today I will teach the lesson Rain and River
- * Which month is the rainy season
- * What is the meaning of Evaporation?

Pupil's diversity / Oral observation
 discussions

Resources / Materials for Teaching

Understand and Observe not student

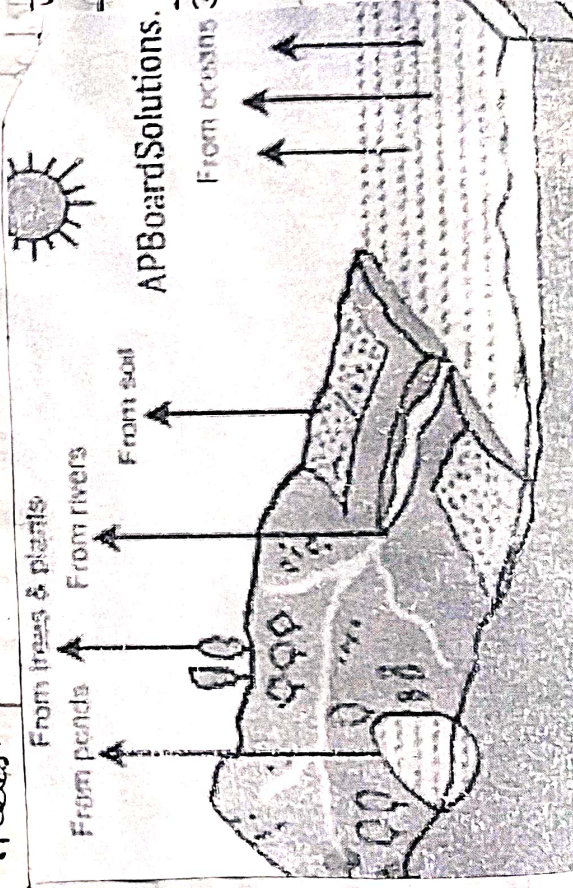
Chart is the basis of own Agriculture!

That the water disappears after a while and the clothes dry. Similarly if you wear some clothes a lot & it dries up in a couple of days. Actually water molecules on the plate become water vapour and mixes with the air through a process called evaporation. So even when water is not boiling there is evaporation.

There are several water bodies on the earth's surface - oceans, rivers, lakes, etc. There is a constant evaporation of water from these water bodies. In fact wherever there is moisture - like on the cloth, there is evaporation. The evaporation from our bodies from trees, plants and soil. The process of evaporation speeds up with the increase in temperature.

- * What is the water vapour?
- * What is the water bodies on the earth?
- * Example of water evaporation

Chart of Evaporation



What is the percent evaporation?

III

- A. TEACHING POINTS :- Sun, Clouds, Rainfall, Evaporation
- B. TEACHING & LEARNING MATERIAL :- Pupils' diaries, Charts, Evaporation Charts, VIIIth Class text book
- C. EXERCISING THE SKILLS :- Student's gain the knowledge of Evaporation
- D. Assignment :- * When will the evaporation be more?

LESSON PLAN - 2

Preliminary Information

Name of the Student Teacher :-

Subject :- Social Studies

Unit :- Rain & River

Topic :- Formation of Clouds and Rain

School :- Kavay High School

Reg No. :- 1001111 (1701011111)

Class :- VIII

Time :- 40 min

Date :- 17/11/2017

TOPIC OF TEACHING

Formation of Clouds and Rain

When water vapour rises with hot air, it reaches high up in the sky, it gets cooled. This is because it gets in contact with air above it which is cooler. The result is that cooling of water vapour is transformed into tiny water droplets. These droplets collect around small dust or suspended particles in the air and gradually increase in size. These small droplets of water get attached to form the clouds.

As the clouds continue to rise upwards, if they cool more and more droplets are formed. The droplets get together to form bigger droplets. As they get heavier they get more and more difficult to be taken up in the air and as they begin to fall as rain drops.

Some Important Terms

Evaporation: Changed water into vapour is known as evaporation. The process in which water vapour changes into water is called condensation. Clouds are tiny droplets of water hanging in the air.

TEACHING STRATEGY

- * In which reaction would be more evaporation?
- * Where do you think maximum evaporation would take place?
- * In which part of the day will you find fog?
- * What is the formation of clouds?
- * What is the evaporation?

Chart of Water Cycle

Which part of the day will you find fog?

Resources and Observation of student

Resources / Material used in teaching

Resources and Observation of student

Resources / Material used in teaching

TOPIC-OB TEACHING

Water Cycle

The cycle of water evaporating from the sea, becoming clouds in the sky, pouring down as rain and flowing down the slope on the land in the form of rivers and finally joining the sea again is called freshwater cycle.

Precipitation: Different forms of condensation of water vapour is known as precipitation. This may take place in the form of dew, fog, rain, snow and hail etc.

Humidity: The amount of invisible water vapour present in the atmosphere is known as humidity. When temperature and humidity are high we feel uncomfortable. We perspire and the sweat does not evaporate. Similarly we feel chilly and fresh weather is called healthy.

TEACHING STRATEGY

* Finally water wherever is joining?

* what is water cycle?

* what are the precipitation?

* what is the humidity?

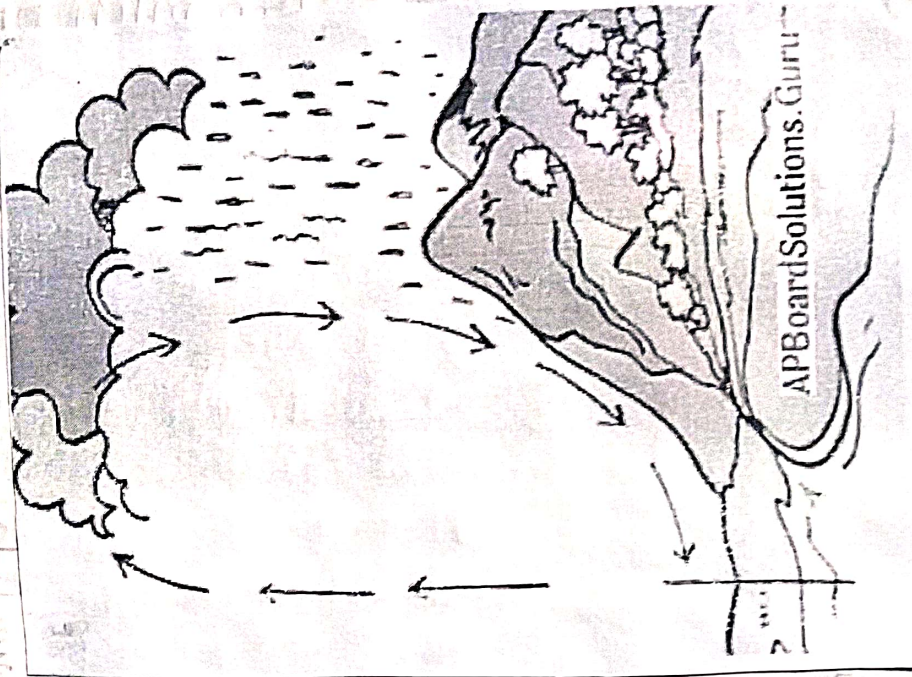
Resources/Materials for Teaching

Note books

Oral observation

Understand and observation of student

Which part of the country will the winds take the clouds being formed in the Arabian sea?



Handwritten notes and scribbles on the right margin of the page.

A. TEACHING POINTS :- process of clouds and Rain. Evaporation

water cycle, Precipitation, Humidity

B. TEACHING LEARNING MATERIAL :- Chart of water cycle, clouds,

pins charts

C. EXERCISING THE SKILLS :- Student understand the formation of clouds

and Rain

D. Assignment :- Why do you think it is necessary clouds to

increase in order to cause rain

LESSON PLAN 3

Preliminary information

Name of the Student teacher: _____

Subject: Science

Unit: Rain & Rivers

Topic: Winds & Clouds

School: Kaxra High School

Region: VII

Class: VII

Time: 40 min

Date: _____

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Understanding and observation of student
<p>Winds and clouds</p> <p>Since evaporation takes place all over the earth's surface and also being formed all over the water it is on the surface of the oceans that maximum evaporation and condensation takes place. After all, oceans are vast water,</p>	<p>* In which season do you have more foggy days?</p> <p>* Have you ever experienced a hill storm?</p> <p>* What are the monsoon winds?</p> <p>* In the rain season winds blow from what side?</p>	<p>Worksheet in Hindi</p> <p>10 sheets of paper</p>	<p>The way of winds</p> <p>clouds</p>

bodies extending up to thousands of miles from the sea. They also contain
heavily on the oceans. Clouds also travel inland for thousands of
miles to bring rain to us. Do you know what brings them down
inland?

These winds come all the way from the Arabian sea and the Bay of
Bengal and they transport the term clouds. They are called monsoon
winds. They are also called south west monsoon winds or they blow
from the direction. These winds blow in the summer

There are two arms of the
monsoon winds. One blows from
the Arabian sea and the
other from the Bay of Bengal.
The currents in the Bay of Bengal
are direction of winds.

- Toward such parts of the country
will the winds take the clouds being
formed in the Bay of Bengal?
- Towards which parts of the country
will the winds take the clouds
being formed in the Arabian sea?
- From which direction will the
wind blow to bring monsoon rains
to west Bengal, Lucknow and Delhi?
- From which direction will the
winds blow to bring monsoon
rains to Mumbai, Hyderabad and
Punjab?

* Look at the name of the
monsoon winds. Why?

Monsoon winds in India

How many seasons in the year?

* What is

India's

III

A. TEACHING POINTS :- winds and clouds

B. TEACHING LEARNING MATERIAL :- Indian Manuscripts in Indigo

C. EXERCISING THE SKILLS :- Students identify the areas of heavy rainfall

D. Assessment :- How many types of winds?

LESSON PLAN = 4

Preliminary Information

Start at the student teacher :-

Subject :- Social Science

Unit :- 2 Rain & Rivers

Topic :- Rain fall in Andhra Pradesh

School :- Kavaya High School

Reg No :-

Class :- VII

Time :- 40 min

Date :-

Topic of TEACHING

Reinfall in Andhra Pradesh

When the South West Monsoon sets around the beginning of June, the winds carrying the clouds also reach Andhra Pradesh. As you can see from Map 1, these winds reach Rayachoti and other districts of Ch. Hozar and Kurnool first. However they bring very little rain as most of the moisture in the clouds falls down in rain to the westward of that and only dry clouds and some trace of rain reach Rayachoti.

The monsoon front is like the weather shield in the path of rain bearing wind currents to rise. It is very hot and water vapour can't get to the front. At last, leads to rain in that type of front. The monsoon front in the mountain regions however, when the clouds descend on the other side of the mountain range as it happens. When they reach Rayachoti they are already and give very little rain. The South West Monsoon however, brings much rain to the Telangana and other

TEACHING STRATEGY

* What is Monsoon wind?

* What is Monsoon wind?

* Which areas receive heavy rainfall in A.P during the monsoon?

* Which are the areas which

rain in J.P.

Resources/ Material for teaching

Understanding and observation of student

during the monsoon

which area is receive heavy rainfall

Map of Andhra Pradesh

TOPIC OF TEACHING

In the months from May to October cyclones form in the Bay of Bengal. Cyclones which need rains caused by whirling storm. It called cyclonic storm. The cyclone circulates in the sea due to intense heating up in summer. In a cyclone wind blows in from every side towards the centre. It is whirling air. The centre and outer rain. The centre of the cyclone storm moves fast with the wind and this the coastal areas causing heavy rains and winds. While the heavy rains to the coastal regions they also cause much destruction. The direction of the winds reverse in the months after October. At the end begin to blow from the Bay of Bengal south westwards. This cause heavy rains in October. December months in coast of Andhra Pradesh and West Bengal. In Rajasthan and Jodhpur and Arunachal Pradesh. This is called North East monsoon or the return monsoon.

TEACHING STRATEGY

* Explain cyclonic storm.

* What is it seen by North East Monsoon?

* Have you ever experienced floods?

Resources/Materials for Teaching

Distribution of Annual Rainfall in A.P. only

Understanding Observation of Student

* Which towns has the least rainfall in A.P. which towns has the most rainfall in A.P.

III

- A. TEACHING POINTS :- Rainfall in Andhra Pradesh
- B. TEACHING LEARNING MATERIAL :- AP-MAP VII th class Text book
- C. EXERCISING THE SKILLS :- Student's work understand this maping
- D. Assignment :- in which region do we know and Eternary Chacks Interact?

LESSON PLAN - 5

Preliminary information

Name of the student teacher :-

Subject :- Social Science
Unit :- 2 Rain & Rivers
Topic :- Flow Rivers
School :- Kanya Highschool
Reg :-
Class :- VII

Time :- 40min
Date :-

TOPIC OF TEACHING

Flow of Rivers

What happens to the water that falls on the earth? Some of it percolates into the crevices of the rock, becomes water vapour and rises with air you will read about the water that percolates down into the soil in the next chapter. In this part we will discuss the water which flows on the surface of the land.

Rivers

Have you seen rain water flowing down a stream (left on a sloping land)? Water flows in that stream from the mountain tops during the rainy season. However, the streams do not cut channels on the mountains. When it rains again water flows down the stream channels. In this way river courses and river valleys are formed.

This process is shown in Diagram 2.3.

TEACHING STRATEGY

* Name of the broad river

Months:

* Have you ever experienced floods?

* Where the water course in rivers?

Take a section of a stream into a broad river

At its source it is usually a small stream. As it flows further its big and broad. This happens because many small streams join it. As the stream flows, rivers are streams which join

Resources /
Materials for teaching

of Andhra Pradesh

Understand and
of observation about

What are the larger rivers called?

As it nears the sea the river gets even more lowland is no longer able to carry the silt and sand. It deposits them on its own course which then gets filled up. When flood waters come again they have to cut through new channels to reach the sea. They towards the end of its journey to the sea river make a delta. In our state we have two main deltas of the Godavari and the Krishna rivers. Look carefully in the map. We have two large rivers flowing through our state - the Krishna and Godavari. These are great rivers or rivers that have a lot of influence through the year however we also have a large number of rivers that have water only during the rainy season why is this so? Rivers like the Krishna and the Godavari stand from the waters that which receive heavy rains. The rain water slowly percolates into the ground and flows into the river all through the year. On the other hand many of the rivers receive the the

- * How many deltas in A.P?
- * How many large rivers are in Andhra.
- * Which is the dry region of A.P.
- * The two main Greats water rivers in A.P.

Rivers of Andhra Pradesh

Slope and the formation of rivers

How many Rivers in Andhra Pradesh (S.P.)

III

A. TEACHING POINTS: Flow of Rivers & Rivers. Transformation of extreme to a broad River

B. TEACHING LEARNING MATERIAL: A.P. Rivers of Andhra Pradesh

C. EXERCISING THE SKILLS: Students to observe the local Rivers & what they do to flow

D. Assignment: Explain the Rivers & why?

LESSON PLAN # 6

Preliminary Information

Name of the Student teacher: _____

Subject: Social Science

Unit: Standards of Andhra Pradesh

Topic: Plains of Andhra Pradesh

School: Yaya High School

Reg: VI

Class: VI

Time: 40 min

Date: _____

Plains of Andhra Pradesh

Our state has a long stretch of plains called 'Coastal Plains' stretching from Eranga Kalyan district in the north to the Palk Strait in the south.

The two main rivers of our state are Krishna and Godavari. They flow from the western Ghats and empty into the sea after forming a large delta. This is because the two rivers are formed by their confluence in the coastal plain.

Teaching & STRATEGY

- 1. What is the land form?
- 2. What is the meaning of plains?
- 3. Give some examples of plains.

Prepare an outline map of Andhra Pradesh.

- Locate all the districts that fall under this region.
- Name the main rivers that flow through the plains of Andhra Pradesh.
- What is the main activity in this area?

* Which plains are called 'Coastal Plains'?

* Which districts are located in the plains area?

Resources Materials for Teaching

- 1. Pictures of the coastal plains.
- 2. Map of Andhra Pradesh.

Understanding observation by student

- 1. Name of District.
- 2. Name of Region.

Have the main rivers that flow through the plains of Andhra Pradesh?

Map showing rivers in Andhra Pradesh.

III

A. TEACHING POINTS : Plains of Andhra Pradesh Plains & Districts.

B. TEACHING LEARNING MATERIALS : A.P. Map and physical map of Map of the class
Text book

C. EXERCISING THE SKILLS : To painting different district in Map

D. ASSIGNMENT : Name the main levers fleet flow through the Plains of Andhra Pradesh.

LESSON PLAN - I

Predominant information

Name of the Student Teacher :

Subject : Social Science

Unit : Stand Forms of in A.P

Topic : Major land forms in A.P

School : Kavva High School

Reg No : 1111111111

Class : 11

Time : 10/10/2021

Date : 10/10/2021

Topic of Teaching

ANDHRA PRADESH MAJOR Land Forms

There are three main kinds of land forms in Andhra Pradesh. You must have seen some hills on a mountain range. Mountains are very high and they have steep slopes with very little flat land on them. Visakhapatnam, Chittoor, Karimnagar and Vijaya Nagar are districts having these hills. There are hills in which we can see all kinds of scattered hills. There are Seshachalam and Parikonda hills of West Godavari and Nallamala ranges in between the hills are seen towards the northern part of the state and the Godavari flowing through the valleys made by them.

Teaching Strategy

T.A. P.A.

- 1) What is your name? Ravi
- 2) What is your father's name? Varun
- 3) What is your village? Chintamani
- 4) What is your district name? Prakasham
- 5) What is your state? Andhra Pradesh
- 6) Did you know land forms? Yes Sir
- 7) Some example places? Mountains, Plain.

Resources/Materials for teaching

Understanding observations at students.

Define
Land forms

Plateaus are also high lands but they have more flat lands with some hills in between. They landscape is uneven with cut and downs but not as steep as in the mountains. Large plains of Telangana and Rajasthan are part of the Deccan Plateau. It is surrounded and surrounded by a secondary and tertiary are. It is elevated and surrounded by a secondary and tertiary are. It is elevated and surrounded by a secondary and tertiary are.

In this plateau, the plains are level land with very gentle slopes. Andhra Pradesh has covered districts in the plains. These plains are called East Coastal Plains. They are on the western side of India and on the coast of the Bay of Bengal.

Andhra Pradesh states has varied relief features. Look at the map given on page 31. Our states has Deccan Plateau in the west Eastern part and East Coastal Plains in the East. Where the land descends down into the Bay of Bengal. These plains are fertile and more habitable. Cities like Nellore, Machilipatnam, Rajamahendravaram, Rajamahendravaram and Rajamahendravaram are situated here.

* Which place is spread the Deccan Plateau?
River like Krishna and Godavari originate in the hilly region of the western Ghats. Flow through the Deccan plateau forming broad valleys and then opening out into the plains before they flow into the Bay of Bengal.

* Which river is big in Andhra Pradesh?

* What is the meaning of Plateaus?

* Which cities are located in plains of Andhra?

* Physical and Political Map of Andhra Pradesh

* Sri. Rajawendra Atley

III

A. TEACHING POINTS :- Land farms and broadleaved, Mountain plain Plateau.

B. TEACHING LEARNING :- Models of Mountain plain, plateau of the land

C. EXERCISING THE SKILLS :- Text book. AT-Map

D. Assignment :- Locate the land forms of AT-Map

Preliminary Information :- Which district are you called hills?

Lesson Plan - VIII

Name of the student teacher :-

Subject :-

Class :- VI

Unit :- 3

Topic :- Key words of Geography board to geography

Date :-

Time :- 10 MIN

School :-

Reg :-

Teaching Point

Key words of gathering food to growing food

We find earliest evidence for cultivation of crop from Mesopotamia about 9000 years ago. In India there are evidences of wheat in around 5000 years ago and rice that some tribal people have and year ago.

The earliest evidence for domestication in India comes from the borders of Andhra Pradesh and Karnataka. In these states people started to cultivate crops.

Found a number of tools. Archaeologists believe that around five thousand years ago hunters of these areas began to rear cattle. The cattle were kept in small groups. They were probably kept in small groups causing the animals to be kept in small groups. Some of the earliest evidence for domestication of cattle comes from the Indus Valley. People started to rear cattle and sheep in villages.

Teaching Strategy

Key words

Hunter gathering

Stone tools

Microliths

Domestication

Quarried living

Domestication

Blenders

Grilled-like

Neolithic

Archaeologist

Pre-agriculture

T.L.M

Play the key words T.M

Evaluation

Oral session to words.

Teaching points :- key words

Teaching learning material :- List of key words

Exercising the skills :- Student

Assignment :- find out the same like - Utley

LESSON PLAN → 91

Preliminary Information

Name of the student teacher :-

Key :-

Subject :- Social Studies

Class :- VI

Unit :- 3

Topic :- Improve your learning

Date :-

Time :- 40 min

Name of the school :-

Teaching point

Improve your learning!

- 1. Why do you think the earliest people did not wear cotton and woolen cloth? AS
- 2. What tools would we use today for cutting fruit? What would you do if these tools are not available? AS
- 3. Compare the tools used by the earliest people with those of modern times AS
- 4. Why did the earliest people travel in teams? AS
- 5. What are the different ways in which they traveled today? AS
- 6. List three ways in which the present lives of farmers and herdsmen are different from that of the earliest people.
- 7. Prepare a list of domesticated animals and agricultural products of the earliest people and write a few lines about each of them AS!
- 8. If there is a question that you would like to ask an archaeologist, know about present in the picture of Van Bellow which he did not belong to the hunter-gatherer but different, try to think with them AS.
- 9. How can you say that the lives of earliest people became easier as domesticating animals? AS
- 10. Read the first part of the story and comment on it AS!

Teaching strategy

Practice the Learning Checkroom discussion

T.L.M

Project work
List of cross word puzzle

Evaluation

Classifying the items in picture
Complete the cross word puzzle

Teaching points :- Improve You learning

Teaching Learning Material :- with text book. Cross word puzzle

Exercising Skills :- practice the different word puzzle

Assignment :- collect pictures of different people and prepare an album

LESSON PLAN :- 10

Preliminary information :-

Name of the student teacher :-

Reg No :-

Subject :- social studies

Class :- VI

Unit :- 7

Topic :- Venkateswaram Agricutural is Groundnut Fields.

Date :-

Time :-

Name of the school :-

Teaching points

Vennkottapuram - Agricultural labourers in groundnut fields -
 a) separating on the floor in fields for long hours bearing the crushing sound
 Picking of groundnut is not an easy job
 Raw groundnut is very poisonous but bears
 all the quantity of groundnut we plant
 we have to be fast otherwise we will not
 get even 50-60 % yield
 to share the effort work in Lakshminarayana

• All of you must be very busy these days! we are
 "Yes but we get the extra 5000
 per year in a year, sometimes we get
 work in government schemes we don't get
 enough work so often we fit in the
 fields." (partha said)

Even in government scheme also
 we get employment only for a few
 weeks in the entire year. Rana said
 workers get Rs. 150-200 per day. In the
 government employment scheme men
 get well as women get about Rs. 120 per
 day. In non-agricultural activities
 such as loading and unloading of
 sand or bricks and construction works
 they get a little more Rs. 200-250
 per day and Rs. 200 per woman
 But such work is scarce.

Teaching Strategy

1. What is your name - Narasayana
2. What are you doing - In clay
3. What is your father - Farmer
4. What is the farmers - work (cultivation)
5. The cultivator is a agricultural

Today teaching the lesson
 agricultural

Leelamma - said "I don't know why the prices of essential food why the prices of essential food rise for our school going children rise fast but not our wages."

Naturally women workers earn about Rs. 70-80 per day whereas men workers get Rs. 120 per day. During harvest or sowing seasons, women workers get Rs. 120-150 per day village name

T.L.M

1. Anthea Pradeep MAP
2. Information table shows the wages of agricultural labourers.

Evaluation

1. How many days in a year in a year do the labourers find work in a year.

• Where do we get non-agricultural employment here? Also it is not easy to suddenly become a construction worker. We have to go to towns and cities. Padma said some farmers in our neighborhood cultivate flowers and get only those who go regularly and have been to be such to work get employment there. How can we suddenly learn to be such tasks that too young children there how can we raise our children? Laxmi Mamma added: "

We like to work in government schools but they do not require any special skills. Rama said:

Poor labourers like Rama. Laxmi Mamma said Padma face a lot of challenges in earning money to run their families. The women also spend a lot of time on their children ready for school preparing food and getting water and firewood.

She said two of the girls in their families are mainly agricultural labourers in Andhra Pradesh. Her husband and her father are excellent at land and her father is a high school teacher. She said she is a high school teacher in rural areas. That is why many families in Karnataka have migrated to towns and cities.

How much amount you will get this day, Shree?

RM of Money
Tender to the Farmer

Why there is a difference in wage paid to male and females.

Teaching point: Venkatarum. Agricultural labourers in grading
Teaching learning material: Approx. wage of agricultural labour. Money to the farmers
Exercising the skills: Students observe the different labour
Assessment: What kind of work do labourers find in venkatarum.

LESSON PLAN - II

Preliminary information

Name of the student: Teacher
 Regd no: 50110
 Subject: Social Studies
 Chapter: VI
 Unit: 1
 Topic: Small farmers in village

Date:

Time:

Name of the school:

Signature: _____
 Date: _____

Teaching point

Small farmers in Karnataka:

On seeing us talking to the women near Ravi's farm, I was given to talk to Ravi's wife. She says only one or two men work on the farm. The women work on the farm. Men workers are generally engaged to work on the groundnut plant, gather, bundle and carry the bundles to a place where women are engaged to pack groundnut pods from the plant. I employ labourers only for harvesting. I generally get other workers along with my family members or take the help of other neighbouring farmers. Ravi said

Ravi's daughter is also working on the groundnut farm. Ravi did not send her to college in the nearby town as he was not able to pay the fee and other expenses. So she works in the fields. Now Ravi has a tractor and with a borewell and a pump, he has a college in the nearby town as he was not able to pay the fee and other expenses. So she works in the fields. Now Ravi has a tractor and with a borewell and a pump, he has a college in the nearby town as he was not able to pay the fee and other expenses.

Both the girls are 2 years old. They are even two crops a year. Since last year we have from the borewell's not sufficient to cultivate even one crop in a year.

I borrowed money from a money lender in our village to buy seeds and fertilizers. To pay back

Teaching strategy

- 1) What is harvesting in vegetable plants?
- 2) How much of the amount is the daily?
- 3) How much amount is the daily for the daily labour?
- 4) Ravi has a field in a nearby area.
- 5) Most of farmers get the money where?

T.L.M

Information table showing the wages of Agricultural labourers.

Evaluation

Why there is a difference in wages rates of Agricultural labourers?

Teaching points :- Small Farmers TN vanisatapatnam

Teaching Learning Material :- Fertilizers used by farmers photo and A.P. MAP.
different labour photo

Exercising the skills :- Students understand the means of Farming Agriculture
Field.

Assignment :- What are the different ways in which the labourers meet their needs of the family over the year.

LESSON PLAN - 12

Preliminary Information :-

Name of the Student teacher :-

Key :-

Subject :- Social Studies

Class :- VI

Unit :- 7

Topic :- Contract Farming

Date :-

Time :- 40 Min

Name of the School :-

Teacher /

Signature

Date

Page

Teaching points

Some farmers have tried to get out of this problem by entering into contract with companies. Although not widely practiced in some parts of Andhra Pradesh some companies have made contracts with farmers to cultivate crops such as oil palm, rice, okra, banana, cotton and chilli in contract farming practices and also provide financial support. They buy the harvest at predetermined prices and pay the farmer. Many of them deducting the input costs. The companies are used to produce raw material for making twin town products like chips or to make soya or medicine. or export them directly to other countries.

Many farmers welcome this arrangement as they get advanced technologies and inputs and encouraged to harvest it as even they have to bear the risk of poor harvest in case the harvest is not of the quantity desired by the

Company in many

Teaching Strategy

- 1. Visited some villages which typed crops in the land.
- 2. What are the different ways in which the farmers meet the demand of family.
- 3. What are the crops to produce the food for the family?

Requires to buy the crop through the farmers in order to get high yield in contract farming. Farmers supply chemical fertilizers intensively and exploit groundwater resources. This may reduce ground water level further and deplete the soil best lands. Generated for their own food for contract farmers. They have to bear the risk of poor harvest in case the harvest is not of the quantity desired by the

Chart showing the stages of contract farming

What is contract farming

Evaluation

Teaching points

Small farmer - an labourer Venkatesan

We found a toilet house in front of which there was a tractor with loads of harvested groundnut plants we talked to the farmer living in the house his name was Ravi he said that he had a well farm like Ravi.

"If you wish to know about farming, you should go to a boy farmer" he said "you have a tractor in front of your house and we thought of the cutting with you we said Ravi was a two acre plot land which depends upon the village tank for irrigation to water a few big farmers direct farm water to their fields and do not bother whether Ravi's land is irrigated or not well by borrowing money from the temple. No water used found even after digging up to 50 feet. Ravi had to stop dreaming of getting better well weeper for his field. Now he had to pay back. He loaned the cultivator his land only during the short season with the help of his during the short season with the help of his family. Member like Ravi he has employed a few workers only at the time of harvest.

Teaching strategy

- 1) Who was the provider of facility of electricity?
- 2) Who was the big farmer in Venkatesan's family?
- 3) How many acres of land Ravi has since the income from his fields is not sufficient to run the family for more than three months in a year he works on village tank provided water for Ravi's paddy field. In return he had to raise the water by his own large paddy and sugar cane fields and do whatever work assigned to him used as a tractor driver for ploughing the fields and transporting paddy and other things to the market.

Charts of Bank and Money lenders photos

Why do small farmers become labourers during harvest time?

T-L-M Evaluation

Teaching Points :- Contract farming small farmer - Cumbal

Teaching Learning Material :- With class textbook and contract farming chart

Exercising the skills :- Student develop the different and contract farming

Assignment :- Study of small farmers employ labourary harvest time

LESSON PLAN 13

Preliminary Information

Name of the student teacher :-

Reg No :-

Subject :- Social Studies

Class :- VI

Unit :- 7

Topic :- Small Farmers in A.P

Date :-

Time :- 40 min

Name of the school :-

Teaching points

Small Farmers of Andhra Pradesh!
Four out of five farmers in Andhra Pradesh are in the Rayana and Ramu. They own very little land and have poor irrigation facilities. They are in great need of loan and they have to approach banks or rich peasants or money lenders or borrow for this. They are forced to sell their produce at lower prices. To make both ends meet they have to work as labourers in other fields.

Teaching Strategy

1. What is the contracting farmer?
2. Why do small farmers and labourers prefer ways in cash. Reflect on in mind?
3. What type of family is below poverty line? Why is it not possible for them to grow two or three crops a year?
- * How are small farmers dependent on big farmers? Give examples from Rayana case.
- * Why do you think small farmers cannot borrow money easily from banks?
- * What are the differences and similarities do you find in the condition of Rayana and Ramu?
- * In Andhra Pradesh state what type of irrigation facility?
- * What are the economic facilities in AP Bank cases?

T-L-M

Charts showing crops in A.P.

Evaluation

What are the cash crops of Andhra Pradesh?

Teaching points :- Small Farmers of Andhra Pradesh

Teaching learning material :- AP Map and Irrigation and Banking Photos?

Exercising the skills :- Students learn Irrigation and Bank fertilisation skills

Assignment :- Visit to the S. N. S. and differences do you find in the condition of Ravi and Raylu.

LESSON PLAN 14

Preliminary information

Name of the student teacher :-

Regd No :-

Subject :- Social Studies

Class :- VI

Unit :- 7

Topic :- Conversation with big Farmer

Date :-

Time :- 40 Min

Name of the school :-

TOPIC OF TEACHING

Conversation with a big farmer

Ramu took us to his employe Vijaya Kumar. Vijaya Kumar's house had a big compound well inside to which we found Paddy harvest. A tractor and a tractor trailer labaring were unloading the harvested grain into plants and about 10-15 women were plucking the pods. Ma filed. Then Vijaya Kumar told us that this year he got a good harvest of groundnut.

* When are you going to sell it?
A Not now. I will sell after drying it for a few weeks. Vijaya Kumar said. Vijaya Kumar has a large 'kallary' or threshing floor used to dry the harvest. He has a godown-like large shed to keep paddy fertilizer bags and other farming equipment. Since the fresh groundnut sells at low price I usually dry it and sell after a few months. Tradely generally pay a higher price for dried groundnut. Vijaya Kumar said.

TEACHING STRATEGY

1. Why do you thing small farmers cannot borrow money easily from the banks?

Q. What is the process of A.P. farmers?

* When are going to sell in

* What is the meaning of Kallary?

* How many acres have

Vijaya Kumar

What do you know by the conversation with big farmer.

Chart of showing comparison of Ramu - Ram

Teaching points :- Contract farming, small farmer = Cum labourer in village economy

Teaching learning :- With class Text book and contract Farming chart

Exercising the skills :- Student develop different culture and contract farmer, why do small farmer employ labour during harvest time?

LESSON PLAN - 15

Preliminary Information

Number of the student: teacher: 1:1
Regd No: 1

Subject: Social Studies

Topic: Agriculture in AP

Date: .

Time: 40 min

Name of the school: _____

Teacher's name: _____

Signature: _____

Teaching points

Agriculture in Andhra Pradesh

Over the years agricultural in Andhra Pradesh has changed. Even though paddy continues to be the main crop of the food crops like rice, wheat, and maize have declined and have been replaced by cash crops like sugarcane, groundnut, etc. All these crops need investment in the form of seeds, water, fertilizers, pesticides, etc. for which the farmers have to take loans. A few decades ago, most of the farmers depended upon tanks and canals to irrigate their lands. Now more than half of the land in Andhra Pradesh depend on borewells. This has resulted in the depletion of the ground water levels and increased dependence on rain water.

Key words

Small farmers
Agricultural labourers, Migration
Money lenders
Cash crops
Supporting price
Contract farming
Weedicide
Food crops.

Teaching Strategy

All this has made small farmers very vulnerable to crop failure. Consequently they are unable to sell their lands and migrate to towns and suburbs. Today four of five small farmers are in such condition.

On the other hand big farmers are able to benefit from the new government and the growing market for agricultural produce. They have now diversified their investments into real estate, dairy farms, poultry farms, shops, etc., money lending, etc.

A price-collared government is not getting enough work and their wages are not rising. Government employees get a 5% increase in pay only once a year. In a year, only 10% of the population is getting a job. In villages, the situation is worse.

- Direct
- 1. Which purpose have rural banks?
 - 2. All farmers depend on water facility by?
 - 3. What is the main crop of Andhra Pradesh?

With class text book, A.P. MAP
APMAI and Agricultural Products Chart

Evaluation

What is the main crop in Andhra Pradesh?
What type of agriculture is present there?

Teaching points :- Agricultural in Andhra Pradesh.

Teaching learning Materials :- AP MAP, Agricultural Produce list and Products

Exercising the skills :- Develop the AP Agricultural system
Assessment :- Collect news on problem faced by small and marginal farmers and the measures.

LESSON PLAN - 16

Preliminary information

Name of the Student/Teacher :-

Reyna :-

Subject :- Social Science

Class :- VI the class

Time :- 40 min

Unit :- IT First Empire

Topic :- Mauryan Empire

Date :-

School :- Kavva High School

The Mauryans ruled different parts of the empire differently. The main around Pataliputra was undertaken direct control of the emperor. He appointed officials to collect taxes from the people and punished those who disobeyed his royal orders. There were also spies who collected information on what was going on and how the officers were working and reported to the emperor. The emperor issued orders which were carried by messengers to the other parts. The emperor furnished them with the highest military and members of his royal family. There were other areas or provinces which were ruled from provincial capitals like Taxashila, Ujjain or Suvarnagiri. These were ruled by royal princes who were sent as governors. They could levy taxes. Besides their provinces and nobles had their own officials and to keep them the emperor would also mint coins to keep through messengers the governor very close to the help. The king's forbes of the region who knew the customs and taxes followed in the province.

* Why you think the emperor needed spies in his empire?

The emperor: Ashoka Map

What Ashoka's history needed in the background and surrounding

Teaching points → Mauryan Empire And Ashoka

Teaching Learning Material :- A.P Political Map. Photo of Mauryan Chandra Gupta

Exercising the skills :- And Validity

Identify the Map of India showing important cities and map of Mauryan Empire
What methods were used by the emperor to control his empire and his direct control?

LESSON PLAN - 17

Preliminary Information :-

Name of the student teacher :-

Reydn :-

Subject :- Social Studies

Class :- VI

Unit :- II

Topic :- Ashoka - A - Unifier

Date :-

Time :- 40 Min

Name of the school :-

TOPIC OF TEACHING

Ashoka - A Unique Ruler

The Most Famous Mauryan ruler was Ashoka. He was the first ruler who tried to take his message to the people through inscriptions. Most of Ashoka's inscriptions were in Prakrit and were written in the Brahmi script.



Ashoka's war in Kalinga

Kalinga is the ancient name of coastal Odisha. (See Map P.T. 1) Ashoka fought a war to conquer Kalinga. However, he was so horrified when he saw the violence and the bloodshed that he decided not to fight any more wars. He is the only king to the history of the world who gave up conquest after winning one.

TEACHING STRATEGY

- 1) Large kingdom are called!
- 2) What is the central of the empire?
- 3) The author's extra written by?
- 4) Who was the best farmers? Mauryan ruler?
- 5) Kalinga is the ancient name?
- 6) What is the meaning of Purana?

Research Material for the class of student.

* Picture of Ashoka's inscriptions
* Chart showing Brahmi script

* Who was the emperor that gave up war and renounced his military?

Ashoka's inscription describing the Kalinga war

This is what Ashoka declared in one of his inscriptions.

"Eight years after becoming Kalinga I conquered Kalinga. About one lakh people died and about one and a half lakh people were captured.

This killed me with sorrow. Why?

Whenever an independent land is conquered, lakhs of people die, and many are taken as prisoners. Brahmins and Kshatriyas also die. People who are kind to their relatives, friends, slaves and servants, too die. Or else the injured ones.

That is why I am sad. I have decided to observe Dharma and teach it to others as well. I believe that winning people through Dharma is much better than conquering them through force.

I am inscribing this message for the future, so that my son and grandson should not think about war. Instead they should try to think about the ways to spread Dharma.

(Dharma is the Prakrit word for the Sanskrit term 'Dharma')

1) How did the Kalinga war bring about change in Ashoka's attitude towards war?

2) What is the inscription used by Ashoka to declare?

3) Why do you think the inscribed on rocks, his feelings on Kalinga war?

* What showing the extent of Ashoka's remorse

Why did Ashoka day inscriptions

Teaching points :- Askhong, Aumque, Aumque, Askhong's war.

Teaching Learning Materials :- Indian Map Askhong's photo. Inscription the wallings

Exercising the skills :- collect information Askhong's inscriptions.

Assignment :- what would have been the impact of stopping all ways on the people living in the subcontinent?

LESSON PLAN - 18

Preliminary Information

Name of the student Teacher :-

Reg No :-

Subject :- Social science

Class :- VI

Time :- 40 min

Unit :- III First Empire

Topic :- what was Ashoka's Dhamma

School :- High School New York

Topic of Teaching

What was Ashoka's Dharma?

Ashoka's Dharma did not involve worship of a god or performance of sacrifices. He felt that justice and fairness to all children he had a duty to fulfill his subjects. He was also inspired by the teachings of the Buddha.

There were a number of problems that troubled him. People in his empire followed different religions and this sometimes led to conflict. Animals were sacrificed. Slaves and servants were ill-treated.

Besides, there were great wars in Gandhara and around North India. Ashoka felt that as his duty to solve the problems. So he appointed officials known as Pillars of Dharma. Mahameghastha who was from Meer to place teaching people about.

Dharma besides. Ashoka got his messages inscribed on rocks and pillars. In inscribing his officials to read them to those who were illiterate.

Ashoka also sent Megasthenes to spread ideas about Dharma to other lands such as Syria, Egypt, Greece and Sicily. He built roads, dug wells and built rest houses. Besides, he organized for medical treatment for both his own army and

Teaching Strategy

1. Large kingdom were called.
2. What is the content of the epicure?
3. The Artha Shashtra written by 1 who was the 4th former King of Maurya?
4. What is the ancient name?
5. What is the meaning of Dharma?
6. What script was written by Ashoka?
7. Which was the changing Ashoka's attitude?
8. What is the meaning of Ashoka's of Dharma?
9. Who was the Dharma teaching?
10. Ashoka was spread our message to which countries.

Resources /
Materials /
Equipment

Understanding
and observation
of student

- * Pictures of Ashoka's inscriptions
- * Chart showing Brahmi script

* Who was the emperor that gave up wars even after his victory?

Asoka's Messages to his subjects

People perform a variety of rituals when they fall ill. When their children get married when children are born, or when they go on a journey these rituals are not useful. Instead, people observe other practices. This would be more fruitful when we follow other practices.

They are being gentle with slaves and servants, respecting ones elders, treating all creatures with compassion, giving gifts to brahmins and monks.

It is wrong to praise ones own religion and criticize others religion. Each one should respect the others religion.

If one praises one's culture, doing greater harm to one's own religion. Therefore one should try to understand the main idea of others religion and respect it.

1) What were the problems that

Asoka wanted to solve by introducing Dharma? Why do you think slaves and servants were ill treated? Do you think the measures taken by the emperor would have improved their condition? Give reasons for your answer.

2) What did Asoka do to spread the dharma among the common people?

3) What did Asoka promote in his latest rituals?

Chart on Asoka's Dharma

Discussion on Asoka's Dharma

Teaching Points : Ashoka's Dharma Ashoka's Message.

Teaching Learning Material : Pictures of Ashoka's Stone Inscriptions, Chertan Ashoka Champa

Exercising the Skills :

Collect the pictures, photos of Ashoka's Pillars from various districts belong to Mauryan times.

Assignment : Locate the countries mentioned above on map and describe the roots from India to the countries.

LESSON PLAN - 19

Preliminary Information :

Name of the student teacher :

Reg No : 1

Class : VI

Unit : II

Topic : Kingdoms empires in Deccan

Time : 40 min

Date :

Name of the school :-

Topic of teaching

Kingdoms and Empires in the Deccan

Around the time the Mauryans conquered the Deccan, the Satavahana ruler of the Satavahana - Tungabhadra river valleys, large parts of the region had developed village settlements and also small towns in which iron tools and other tools were made and gold and trade ornaments however most of the Satavahana will have been forests with hunter-gatherers and herders living in small settlements. Probably each of these areas was inhabited mainly by a group of people closely related to each other through birth and marriage ties. These circles were often some important persons among these clans may have emerged as powerful headmen who led their and led their their inter-tribe disputes. They gradually grew wealthy and powerful and ruled the clan circle.

Teaching Strategy

1. What did Ashoka formulate in the Place of its texts?
2. What is the word Satavahana in Mauryan people?
3. What is the meaning of Deccan in Mauryan empire?
4. What Mauryan was developed this empire?
5. How many years ruled by Satavahana in Deccan?

X What showing the extent of Satavahana empire
Who was the great ruler among Satavahana?

Resources
Material for teaching and observation of student
Understanding

Krishna Godavar delta the most important Satavahana King were
Satakarni, Purna, Satakarni, Vashisthi, Purna
Purnasura and Yajnavalkya Satakarni.
They ruled about 200 years ago for
about 200 years. Some of them also
used Phenyakshung on furbansot river
Krishna near Anantavali Calf
Court. The Satavahans tried to bring
Goverdhan to their land and used
King Udaya their control but allowed
them to function within their own
areas without any interference.

Many of these had their own
their families traders etc. Contributed
to the building of monuments and temples
built in Amaravati, Bhadrachalam, and
Mamallapuram. During this time trade
with distant places like Bengal and
Ceylon became very
important. We find a large number
of coins, including Roman coins
and also pots made in Roman style.
The Satavahans were probably

- 1) which coin is Satavahana
- 2) In Satavahana time which
types of coins were used?
- 3) Satavahana time which
type of metal was used?
- 4) Satavahana time which type
of metal was used?

Five coins pictured at coins

Discussion of foreign trade. Roman fall in
Satavahana times.

Teaching points & keywords and compares in the period

Teaching learning materials - MAP showing the extent of stay flow

Chart pictures of coins.

Enriching the skills - Collect coins picture of coin of now and
Anshra before that time

Assignment - Look similarities between the Indo-Gangetic valley
and Krishna-Turkey-Edra valley led to the
established village and towns there.

LESSON PLAN - 20

Preliminary Information

Name of the student teacher :-

Regd No :-

Subject :- Social Studies

Unit :- II

Topic :- How did the head men and some others become mailings

Time :- 40 min

Name of the school :-

Some time after the end of the
Achehahana kingdom Fuhwages
emerged royal title and established a
kingdom with its capital in Vijayapura.
which was probably located near Nagari
Menda on the bank of the Yuhina River.
Two important kings of the dynasty are
Chantawela and Vitrapurathadatta. There
King tried to bring together the various
weederan and small chiefs by marrying
people from other tribes. It has been
observed that to show tribal kinship
very by performing very expensive
Yonpas like Athivometha Yonpas etc.
and made large donations to Brahmins.
They also claimed to be independent
of the Rana of the Rana Janavary.
Interestingly the women of the
Fuhwage family were devoted to
Buddhist faiths and made large donations
to the Rana's heirs and Monasteries of
Neyortjunevonda. A very large
Monastery and stupas were built at
this place.

- 1) What is the name of the
quarter?
- 2) Who was the important kings
in Fuhwages?
- 3) What type of Yonpas in
Fuhwages prepared?

Key words

EMPTICE

Arthavastha

Dhorababehavastha

Dharmaja

Spas

Yonpas

Monastery

Vishvachitra Rikaku! Printed on coins

Why did they perform Yonpas?

III

A - Teaching points :-

How did the head vent stream learn to swim & walk
King

B - Teaching Learning Material :-

Indian Map & Preface and
Pictures, Ceiling Pictures of King

2. Learning The Skills :-

What is the transcription from the
Village in Bombay district ?

1. District
2. District
3. District
4. District
5. District
6. District
7. District
8. District
9. District
10. District