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SRI GOWTHAMI COLLEGE OF EDUCATION

DARSI - 523 247, Prakasam Dist., A.P.

Sample

Teaching Practice Cum Inter Ship Record
Method - 1 (EDN - 11 PAPER - XI)

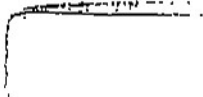
Register No. : V15ED90082

Method : Social studies.



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Signature of the Lecturer



S.No.	TOPIC	Class	Date	Page No.
1.	Energy from the sun.	VIII		1-7
2.	Reading and analysis of map	VIII		8-15
3.	Reading and analysis of map	VIII		16-19
4.	Reading and analysis of map	VIII		20-25
5.	Reading and analysis of maps	VIII		26-29
6.	Reading and analysis of maps	VIII		30-35
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10.	Reading and analysis of maps.	VIII		56-62
11.	Energy from the sun.	VIII		63-70
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15.	Political system of government.	VIII		95-103
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17.	Indian History.	VIII		110-118
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19.	Women education.	VIII		124-126
20.	child rights act.	VIII		127-129.

Enterstip Lesson Plan 1

Preliminary Information -

Name - Marnisha Das.

Class - VCEI

Subject - Social study.

Roll No - 82

College School → Govtharri College of Education.

Date -

Supervisor -

CONTENT ANALYSIS

Teaching Learning Point :- Solar energy and Sun rays.

Green houses.

Energy from the sun.

Objectives and Specifications :-

Cognitive Domain

Recall → Pupil recall the diversity of oceans and plateaus and plain continents.

Recognise → Pupil recognise the diversity in temperate -re.

Understand discriminate :- Pupil discriminate and that equatorial region is hot and polar region is cold coal.

Compare and contrast :-

Draft Exercise -

Explain -

Identify Relationship :- Student identify relationship temperature winds and rains.

Applications :- Student apply this knowledge on their daily life by drawing graphs and temperature, rainfall differences.

Effective domains :- Student shows interest towards temperatures making instruments like temperature map and greenhouse.


Attitude :- Student develop a positive attitude towards temperature differences.

Application :- Student appreciate the process of isolation and properties of ozone layer.

Teaching Method :-

Teaching Aids :- Globe maps of cloud, temperature.

Reference Books :- Nir class social text book and encyclopedia Britannica.

Steps	Objective	Content- Analysis	Teacher Flexibility:	Pupils Flexibility	B.B. no	T.L. no	Evaluation	
			<p>⑩ Good Morning children</p> <p>⑪ What is your name?</p> <p>⑫ What is father's name?</p> <p>⑬ What is your father doing?</p> <p>⑭ What is he farming?</p> <p>⑮ What is mostly needed for Agriculture, do you know?</p> <p>⑯ Where does the head come from?</p> <p>⑰ Sun is main source of what?</p> <p>⑱ Where do plants mainly depend upon for photosynthesis?</p>	<p>Good morning Souvik. Saurabh. Farming. Mangalagan Temperature (High) water. Seed. Energy. Energy if from the sun.</p>				
				<p>Energy from the sun.</p>				
								

Steps	Content-Analysis	Objective and Specifications	Teachers Fertility	Pupils Fertility	B.B.No.	T.L.NT	Evaluation
<p>On which we live in full of diversity.</p> <p>We saw in the previous classes about some aspects of this diversity occur and continent-mountain and features and plains on the continent and region of high and reality rainfall.</p> <p>In this lesson we shall study about another important form of diversity which we can feel - live see but.</p> <p>This is diversity in temperature you would have notice that while it is cool in morning. It get warmer during the day and gets collart gain in the night similarly you may learn that it is very hot in summer some months of the year</p>	<p>Knowledge ⇒ The student acquire the knowledge about temperature difference that occurs through out the year and part of world.</p> <p>Understand ⇒ The student understand the diversity in temperature difference caused wind and rainfall.</p>	<p>① What is diversity?</p> <p>② What you have learnt about diversity in previous class?</p>	<p>③ Do you see temperature?</p> <p>④ What is other temperature of which we can not see but feel?</p> <p>⑤ Where do you need temperature come from?</p>	<p>Difference in the climate continuous geographical diversity is called diversity.</p> <p>Diversity in oceans and continents mountains.</p> <p>No we could not see.</p> <p>That is temperature</p>	<p>Diversity</p> <p>Energy from sun light.</p> <p>Rainfall</p> <p>pole and continents</p>	<p>Should map globe and chart.</p>	<p>Name some of the diversity on earth.</p> <p>What is other from the diversity.</p>

Page No.	Content- Hobbies	Objective and specification.	Teacher Fidelity	Pupil Fidelity	B.B.W.	T.L.M	Eakua
	<p>Some regions are warmer while some regions are cooler. They are covered by ice through the year you have read about the equatorial region where it is warm and letter on you read about polar region which are very cold temperature difference between places also causes winds and rain received of a place causes winds and rains.</p>	<p>Interacts :- student develop interregional difference on parts of wind geographical place and temperature subject and morning gaps and maps.</p> <p>Application :- student appreciate the temperature difference in due to inclination of sunlight on earth</p>	<p>Name some regions which are covered by ice through out the year. How is equilateral region hot. Temperature difference between places also causes.</p>	<p>Polar region and aurialice. Very hot due to direct to full of sunlight winds and rains.</p>	<p>Equatorial regions temperature difference winds and rains.</p>	<p>Globe and winds charts would allow</p>	

Charactering Fidelity.

Generalisation :- The earth which we live is full of diversity the students easily understand the diversity in temperature through out the day and different parts of world.

Recapitulation :- ① What are the aspect of diversity.

- ② What is the different of temperature between equatorial region and polar.
- ③ The temperature region due to what.
- ④ What is temperature.

Fill in the blanks :- Temperature different places arises wind and rainfall. Equator is warm through out the year. In polar the temperature is very cool.

Assignment :- Write about temperature diversity.

Interstip Lesson Plan-II.

Preliminary Information :-

Name - S. Manisha Das.

class - VIII 'D'

Subject - Social studies.

Roll No - 82

Topic = Reading and analysis maps.

College = Sri Gauthami college of Education.

Date =

Supervisor =

Content Analysis =

Teaching learning point = Analysis of maps.

conversioned symbols of maps.

Objective and Specification :-

Cognitive Domain -

Knowledge Recall = Pupil recall that map marking in class of

Recognise - Pupil recognise the difference between map and photo
Understand

Discriminate pupil discriminate that photography does not show

any near previous and map shows that distribution of rainfalls pupils etc.

Comparison → Pupils compare the maps of different (time) ages contracts
i.e. sumarian clay label, world after
Hecataeus.

Detect Errors - Pupil detect errors about previous maps drawn.
Identity Relationship - Pupil identify relationship between map of different age sumarian clay table and babylonian clay tables.
Maps based on mathematical calculations and model according to table.

Application - Pupil apply the knowledge of maps in their daily life.

Affective Domains :-

Interest - Pupil develop interest on study of maps.

Attitude - Pupil develop positive attitude about map study.

Appreciation - Pupil appreciate the phoeny mathematical calculations used for drawing maps.

Teaching Method :-

Teaching Aids - Globe, maps of the world of different ages of part.

Reference books - NCERT class social text book and encyclopedia
Dikronica.

Steps	Content Analysis	Object and Specification	Teacher's Retivity	Pupils Retivity	B.B.W	T.L.N	Evaluation
IN O T I V A T I O N curriculum - cement of topic	<p>You may recall making maps in class in and learn learning about- maps which shows height and by know you must have study of- large number of- maps relation to different places.</p> <p>Can you say what the name of the place is it called ?</p>	<p><u>Knowledge</u> People recall their previ- -ous knowled- -ge about- map pointing people get- the knowled- -ge about- what is photo and is map and its use. Understand Read under</p>	<p>Good morning children</p> <p>① Have you ever gone to Hyderabad?</p> <p>② Do you see any historical markers?</p> <p>③ What do you observe about the at any one of- the historical place.</p> <p>④ What is used to locate and to identify place.</p> <p>⑤ So know we are going to study in detail about- maps.</p> <p>What is the difference between map photograph?</p> <p>③ Point out similarities and differences between map of photo?</p>	<p>Good morning Sir Madam.</p> <p>Yes, sir.</p> <p>About their history and location.</p> <p>Maps are used.</p> <p>Reading and orally -sis of maps.</p>	<p>Map is the model identical</p> <p>Reading and analysis of maps</p>		

Eluminating Fluently

Generalisation :- Pupil generalise that map is identical representation of place where photo is exact image of the place.

Recapitulation :- ① What is map?

② How many types of map are there?

③ Why do geography uses map?

④ What is a photo?

Fill in the blanks :- ① Map is used by geographers.

② Map is used to locate rainfall population soilset

③ Sumnerian first used reinforced clay tables.

Assignment :- Make out what are the difference between map and photo?

Teachership Lesson Plan-III.

Principle Information :-

Name - Manisha Das.

class - VIII

Roll No - 82

Subject - Social studies.

Topic - Maps of different ages.

Date -

Supervisor -

Context Analysis :-

Teaching Learning Process :- Analysis and discrimination of maps of different age.

Objectives and Specification :- Identifying relationship between among the maps of past ages.

Cognitive domains :-

Recall :- student recall the previous knowledge of maps.

Recognition :- student recognise the difference between map and photo.

Understand discriminate :- Student discriminate the map of summarian and retharus age and discriminate between map and photo.

Identifying relationship :- Student are able to identifying relationship between map of different ages.

Effective Domain :- Pupil detect the errors in maps of summarr, clay chart and would often Mesetaurus and babylonian clay chart.

Application :- Pupil apply the knowledge of maps during the present day life situation.

Attitude :- Pupil show possible attitude to the study of map and their analysis and usage.

Steps	Content Analysis	Objective of specification	Teachers Fidelity	Pupil Fidelity	B. B. W	T. L. M	Evaluation	
			<p>Good morning children.</p> <p>① Move you understand the lesson still so far.</p> <p>② What are the topic so far we cover can anyone</p> <p>③ Please you map say and still any more want to say.</p> <p>④ Yes please</p> <p>⑤ So, we are going to discuss about the map of past age.</p> <p>⑥ You may say that how long had been maps are used.</p> <p>⑦ So, we are going to say study about.</p>	<p>Good morning.</p> <p>Yes Sir.</p> <p>Yes.</p> <p>About maps and photo.</p> <p>and their different and used of maps by geographers</p> <p>yes, Sir</p> <p>No Sir.</p>				<p>"Map down the ages"</p> <p>Map down the ages.</p>

Eluminating Activity

Generalisation :- Pupil generalise that map is the identical representation of place where photo is great image of the place.

Recapitulation :- ① What is a map?

② How many types of map are there?

③ Why do geographers uses maps?

④ What is a photo?

Fill in the blanks :- ① Map is used by geographers

② Map is used to locate rainfall population soil.

③ Sumnerans first used clay tables.

Assignment makeout what are the difference between map and photo.

Internship lesson Plan 4

Preliminary Information :-

Name - Marisha Das

class - VIII

Roll No - 82

School - Sri Govdhanu College

Topic - Maps.

Time - 45 min.

Subject - English.

Supervisor -

Content Analysis

Teaching learning point - of Map, there analysis of map uses in daily life and during 16th century objectives of specifications.

Cognitive Domain -

Knowledge :-

Recall - Student recall previous knowledge about maps.

Recognise - Student Recognise the difference of maps during different period and recognise the sailors used maps for their navigation.

Understand -

Discriminate - Student discriminate the maps during different ages.

Identify Relationship - Student identify relationship among maps of Greeks and italians.

Detect Errors :- Student detect errors in map making by europaans before they discovered the book of tolemy.

Application - Student apply the knowledge of map in their day to day life.

Affective Domain -

Interest - Pupil develop interest in map pointing and study of maps related to different ages and different kinds of the motif maps.

Attitude - Pupil develop a positive attitude among the students of map and history, geography.

Application - People Pupil appreciate the work done by tolemy and use of longitudes and attitudes.

Psychomotor Domain - Pupil become skilled at pointed places on maps and drawing maps by own.

teaching method - Lecture and demonstration method.
 Teaching aid - Globe charts, and maps of different ages available.
 Reference books - VII class social text book, encyclopedia Britannica

Steps	Content- Analysis	Objective Specification	Teacher's Proficiency	Pupil's Proficiency	D.B.W	T.I.M	Evaluation
M O T I V E T I O N	Roman traders had establish had trading station on Indian coasts to which they come by ship maps are useful and necessary for them. In order to help the sailors the map also had to be accurate, the green trayed to draw by longitudes and latitudes	<p><u>Knowledge</u> Pupils come to know the impact of the map by sailor. They used the map by longitudes and latitudes</p> <p><u>Understanding</u> The people remember that Roman traders use maps they had</p>	Good morning children	Good morning man.			
			① Have you understood?	Yes, sir			
			② The present-day people are called off-rag.	Old under-stand no doubts.			
			③ Healaus of miletus is called now in?	Sumerlans			
	Roman traders had establish had trading station on Indian coasts to which they come by ship maps are useful and necessary for them. In order to help the sailors the map also had to be accurate, the green trayed to draw by longitudes and latitudes	<p><u>Knowledge</u> Pupils come to know the impact of the map by sailor. They used the map by longitudes and latitudes</p> <p><u>Understanding</u> The people remember that Roman traders use maps they had</p>	④ Babylonians believe that earth is -	Roundlike surrounded by ocean.			
			⑤ Can any one say how they construct maps?	No, sir.			
			① Who establish ed trading station on Indian coasts?	Romans.			
	Roman traders had establish had trading station on Indian coasts to which they come by ship maps are useful and necessary for them. In order to help the sailors the map also had to be accurate, the green trayed to draw by longitudes and latitudes	<p><u>Knowledge</u> Pupils come to know the impact of the map by sailor. They used the map by longitudes and latitudes</p> <p><u>Understanding</u> The people remember that Roman traders use maps they had</p>	② How maps are being helped to sailors?	They used local place deviation.			
			③ Why do maps should be accurate?	They should be accurate to locate place longitudes and latitudes.			
⑥	longitudes and latitudes						India's map and globe

Charactering Fehvity :-

Generalisation :- Tolemy is a great geographer who constructed maps based on mathematical calculation. They used longitude and latitude. They draw north to south and east to west.

Recapitulation :- ① Who is Tolemy?

- ② Longitude are drawn from which direction?
- ③ Latitude are drawn from which direction?
- ④ Who is the great arab geographer?
- ⑤ Why he gave his map to the king.

Fill the blanks :- ① Roman sailors established or Indian coasts.

- ② Maps are used accurate by sailor.
- ③ Tolemy was great ———

Assignment :- ① Write about the history of maps and try to paint out the lemon-scientist's.

Internship Lesson Plan - 9

Name - Manista Das.

class - VIII

Subject - Social studies.

School - Sri Gaudhami College of Education.

Roll No - 82.

Topic - Maps and their analysis.

Supervisor -

Time - 45 min.

Content Analysis :-

Teaching learning point :- map and their analysis, uses of map in daily life.

Objective and Specification -

Cognitive Domain -

Knowledge - Recall - student recall the previous knowledge of map
Recognise - student recognise that arab followed Greek books, within by tolemy for construction of maps.

Understand :- student discriminate longitude and latitude for construction of maps.

Defect error :- student detect errors that India shown bigger & smaller than Srilanka in maps

Explain - student explain maps of different ages.

Application - student applications the knowledge of maps in study of history.

Affective Domain -

Interest - Pupil shown interest in to study about maps and their usage in these previous years maps and his history of maps and their analysis

Attitude - Pupil develop positive attitude to study about map and history.

Appreciation - Pupil appreciate the construction of longitude and latitude and psychomotor Domain tolemy mathematical calculating and constructing maps.

Skill - Pupil develop the skill of map pointing and analysis of map teaching method used.

teaching uses: usage, error, user maps.

Reference books - UPT class social text book, encyclopedia.

steps	Content Analysis	Objectives	Teacher's Fealty	Student's Fealty	BBW	TLMT	Evaluation
	There are many interesting things about the maps. If shown the surrounding the top of the map and north towards the bottom it places available prominently in the center of the map around the same time the Chinese two were preparing maps. as their empowers were -ted to know about the village and towns under their control. This map showed China in the center.	<u>Knowledge:</u> Pupil gain knowledge that arab prepared maps by university that is from south located facing north world facing south <u>Understand</u> student and that-chinese prepared these maps for knowing about-village and towards	① What is the significance of Arab map? ② Which place of the center of map drawn by Arab. ③ When did Chinese prepared the map? ④ What are the significance of the maps of China.	I show south to north and north to south. Arabic.	Arabic. Arabs: China al-center erca half-ocean round the globe	Arabs: globe Maps and globe	What is the significance of the map of China.

Terminating Fealty :-

Generalisation - Before the influence of tolemy in the preparation of maps Europe believed the original world would be as there as in the bible. Chinese showed south Africa from Indian Ocean.

Recapitulation - ① Jerusalem is the birth place of.

- ① Which continents of the bottom of the world according to bible.
- ③ What is the length of map.
- ④ In which area it prepare.

Fill in the blanks -

① Daming ~~mea~~ hun vika gave map to china king in 1389.

② South Africa was shown from Indian ocean from china.

Assignment :- Write the influence of tolemy on european for map preparation.

Internship Lesson Plan :- 6

Preliminary Information :-

Name - Arunisha Dora.

class - VIII

Roll NO - 82

Subject - English.

Topic - Map and Analysis of map.

Time - 45 min.

Supervisor -

Teaching learning point :- Around 1430 ~~the~~ portuguese discovered ptolemy's book.

During 15th century ptolemy inspired a new enthusiasm in the non arabic world.

Cognitive Domain :-

Understand :- Recall - student recall the previous knowledge about maps .

Recognise :- student recognise that plenty impleasured non-arabic word.

Understand :-

Explain :- student explains the maps of different ages and maps during arab and chinese .

Application :- student apply the knowledge of maps in day to day life.

Affective Domain :-

Interest :- Pupil show interest in study of maps their wage in daily day to day life - pupil interest to study history and related ages of map.

Attitude :- Pupil develop a positive attitude to study of map and their preparation work and analysis.

Appreciation :- Pupil appreciate the wage of map by chance they depicted of vice from Indian ocean and cope of good hope area.

Teaching aid :- Globe, chart and points, maps.

Reference books :- WIT class books and encyclopedia book.

steps	Content Analysis	Object and Specification	Teacher's Effectivity	Pupil's Effectivity	B.B.W.	T.L.M	Evaluation
	<p>You may recall making maps in class vi and learning about maps which shows height by known you must have study of large number of maps relation to different places, can you say what is the difference between a map and photograph.</p>	<p><u>Knowledge</u> Pupil recall their previous knowledge about map pointing pupil get the knowledge about what is photo and what is map and its uses. <u>Understand</u> Pupil understand the difference between map and photo graph.</p>	<p>Good morning children. Q. Have you ever gone to Hyderabad? -d? Q. Do you see any historical places? Q. What do you observe at any one of the historical place? Q. What is located and to identify is place? Q. So, know we are going to study in detail maps.</p>	<p>Good morning Madam. Yes sir. About their history and location. Maps are used.</p>	<p>Reading and analysis of maps. Reading and analysis of maps. Reading and analysis of maps.</p>		
			<p>Q. What is the difference between map and photograph. Q. Point out what is similar between map and photo.</p>	<p>Map is the model, identical image drawn for convince photo is set actual image. Photograph show real features. Map shows features.</p>			<p>Why did they draw?</p>

Cum gratia Felicitate

Generalisation - ① In the 16th century Holland emerged as a great power.

Arab blocked trade route to India from Mediterranean Sea.

Recapitulation - ① Who discovered America ?

② Who is Columbus ?

③ In which direction did he travel.

④ Who discovered India ?

Fill in the blanks - ① Around 1480 Ptolemy books were discovered.

② They stumbled about his accuracy about location of place.

Assignment - ① Write down about the story of 15th century briefly. Summarise main feature regarding map.

Entership lesson Plan - 7

Preliminary Information :-

Name - Narisha Das.

Roll No - ~~78~~ 82

class - VIII

Time 45 min.

Subject - Social study.

Supervisor -

Topic - Map and analysis of map.

Content Analysis

Teaching Learning Goal :- Protection of map and their influence on environment exploration and expansion of trade routes, countries.

Objective and Specification :-

Cognitive Domain :-

Knowledge Recall - Pupil recalls that earth is like a ball and influence of Dutch.

Understand :-

Compare and Contrast :- Pupil compare and contrast the work of Mercator by different scientist.

Detect- Errors :- Pupil detect errors of maps without using GPS protection.

Application - Pupil apply knowledge of map in the daily life.

Affective Domain :- Pupil develop interest in Mercator's projection in drawing.

Attitude :- Pupil develop a positive attitude while drawing and using maps and understanding projections.

Psychomotor Domain :-

Skill :- Pupil develop a skill of map pointing and study skills regarding history.

Teaching method :- World map, globe

Reference Books :- WIR, social book.

Sl. No.	Content Analysis.	Objectives/ Specification.	Teacher's Reflexivity	Pupil's Reflexivity	Atlas being used	B.B. no.
	Motivation.	Award 1980 Europeans discovered mathematical plotting books not maps and uses standards to locket of the locavale by. The preparing is the countries maps unlike	Good morning students Have you understand the lesson so far? I shall ask some questions to you, say, Who is the yealer of chairman at 1389? Do you know how America was discovered? America was discovered by	Good morning teacher. Yes, madam. Yes, teacher. D. mug humjra. No, sir. Van-oda Garma,		Reading and analysis of maps.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Pupils' Activity	Aids used	B. B. Q.
4	<p>Unlike the map shown above this is based on mathematical calculations of slanted deviations. French school the English school. The German school grew up fortunately it happens to age to discovery and exploration which population maps and impedance the Arabs have blocked the trade route to India</p>	<p><u>Understand</u>:- student- understand that lonely hood. <u>Population</u>. students apply the knowledge of maps regarding the preparation of the practical analysis their activity in their actively in daily life.</p>	<p>① In which country Ptolemy books were discovered? ② Those maps based on what for accuracy? ③ In which country Ptolemy has inspired ④ Name some school. ⑤ Who have blocked trade route to India?</p>	<p>Based on Mathematical calculation. 15th century he is inspired Italian school. French school. English School. Arabs.</p>	<p>Ptolemy maps and globe Maps and globe 15th century</p>	
	<p>positive attitude among trade relation in history.</p>	<p><u>Attitude</u> Pupil develop</p>	<p>Spain, Portugal, Holland.</p>			

Cumulative Activity

Generalisation - ① In the 15th century Holland emerged as a great power.

② Arab blocked trade route to India from Mediterranean sea.

Recapitulation - ① Who discovered America?

② Who is Columbus?

③ In which direction did he travel?

④ Who discovered India?

Fill in the blanks - ① Around 1480 Ptolemy books were discovered.

② They stumbled about their accuracy about locations of place.

Assignment - ① Write down about the story of 15th century. Be briefly. Summarise main features regarding map.

INTERSHIP LESSON PLAN - 8

Preliminary Information.

Name of the student teacher. Manisha Das.

Roll No - 82

class - VIIC

Time - 45 min

Subject - social study.

Content Analysis.

Teaching Learning point - ① Protection of map and three influence exploration and a exposition of trade between countries.

Objective and Specification -

Cognitive Domain -

Knowledge - Recall - Pupil recall that earth is like a ball and father by Dutch.

Understand.

Compare and Contrast - Pupil compare and contrast the map drawing by different scientist.

Detect Errors - Pupil detect errors of map without mapreading protection.

Application - Pupil apply the knowledge of map in day to day life.

Sl. No.	Content-Analysis.	Objective/Specification.	Teacher's Activity	Student-Activity.	Rids used	B.B.U.
16	<p>Motivation.</p> <p>The father of dutch cartography was Gouradas Mercator (1512-94) who examine the original work and much imagine of map.</p> <p>Mercator, a projection in map.</p> <p>As you know that world like a ball but when use.</p>	<p>Knowledge:-</p> <p>Pupil gain the knowledge of father of dutch cartography Gerdus Mercator.</p> <p>Understand:-</p> <p>Pupil understands this and to routine whether using world on a paper and mark to device method.</p>	<p>Good morning student.</p> <p>① Is it possible to draw globe?</p> <p>② Showing all the places we can draw?</p> <p>③ who can see world map.</p> <p>This is world map.</p> <p>④ who is the father of Dutch cartography?</p> <p>⑤ In which year Gouradas Mercator continued his work?</p> <p>⑥ Map project</p>	<p>Good morning teacher.</p> <p>Yes, teacher.</p> <p>No.</p> <p>No</p> <p>How teacher?</p> <p>Gouradas Mercator.</p> <p>1512-94.</p>	<p>Globe and maps of world and India</p>	<p>Projection</p> <p>Project -ion in a map.</p> <p>World is like a ball.</p>

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Student's Activity	Aids used	Ratio
	Have to show it that this 'inevitable' causes some distortion. either the shape of the continents on the distance between will get distorted or things will get placed in wrong direction sailways needed correct direction and shapes of continents - this method.	<u>Applications</u> Pupil apply the knowledge of map in their daily day to day activity. like -temperature.	⑤ what are the difficulty while drawing the continents on maps ?	Yes, teacher,		
		<u>Attitude</u> :- Pupil develop a positive attitude among the study of maps and mercator.	⑥ In this influence on the discovery while drawing world on paper - ?	Yes.	Mercurator	
			⑦ Mercator devices is a method of Projection.			15:12:24

Summarizing Activity

Generalization - European power colonised the entire continents of North and South America, Africa, Australia. etc.

Recapitulation - ① Who is Gerrardus Mercator?

② Which year he belong?

③ What is the name of his principle?

④ What is colonisation?

Fill up the blank -

① Father of Dutch cartography was
Gerrardus Mercator

Assignment - ① Write down the important points and mention some distortion.

INTERSHIP LESSON PLAN-9

Preliminary Information

Name of the student- Teacher. Manisha Das.

Roll No - 82

class - VERT

Topic - Survey of India

Duration - 45 min

subject - Social study

Time - 45 min.

School -

Content Analysis

Teaching Learning points - Survey of India.
Knowledge

Recall - Pupil recall the british rule in India.

Recognise - Pupil recognise the significance of.
maps during wars and to rule colonised
countries by europeans.

Understand :-

Discrimination - Pupil discriminate the Europeans.

Identity Relationship - Pupil identity relationship between
maps of different ages.

Explain - Pupil explain that British established
'Survey of India' and their rule.

Affective Domain -

Interest - Pupil create interest among map study
and history of british India and their
usage of maps in their ruling.

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Retivity	Student-Activity	Aids used	B.A. used
	<p> Situation. Become one of. the most- important Geographical survey in the world starting from Chennai </p>		<p> Good morning students. ① when did India get- independence ② who ruled India before independence? ③ why maps are used by coloured countries? </p>	<p> Good morning teacher. Aug 15, 1947. British. </p>		

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Activity	Student's Activity	Aids used	R.B.10
67	<p>and began one of the most important-geographical survey in the world starting from Chennai and culminating in the Himalayas to determine the length of the longitude this survey was completed by Sir George Everest. In this survey which established</p>	<p>Himalayas is the highest-peak in the world. <u>Application.</u> Pupil apply the knowledge of map in day to day life and apply it on their studies.</p>	<p>④ who strated most-important survey? ⑤ In which year he started? ⑥ who complete the survey?</p>	<p>William Lumbion 1802.</p>	<p>British people-William</p>	<p>Globe maps during</p>

1. Culminating Activity.

Generalisation - Survey of India was setup by british government - to survey the india and it is headed by Thomas Rennel.

Recapitulation - ① what is the highest peak of

world?

② when maps are widely used?

③ where did survey began?

Fill up - ① William Lambton geographer started survey in 1802.

② George everest measure the high of everest in scientific measure.

INTERSHIP LESSON PLAN - 10

Preliminary Information.

Name of the student- Teacher - Manisha Dora.

class - VIIC

Roll No - 82

School

Subject - Social study

Topic - Thematic maps

Time - 45 min.

Supervisor -

Content Analysis.

Teaching learning point - Thematic maps use of maps and colored and symbol.

Cognitive Domain -

Knowledge Recall - Pupil recalls the previous knowledge of maps during british period in 1802.

Recognised - Pupil recognised the use of maps in our daily day to day life.

Explain - Pupil explain the importance of maps and there uses in past present and future.

Affective Domain -

Interest - Pupil develop interest among the different types of maps and there study. Example study of the map maps such as physical and political.

Attitude - Pupil develop attitude positively among the study of maps.

Application - Pupil applied the usage of maps and sketching of maps and picturization.

Skill - Pupil develop the skill of map marking and locating map pointing.

Sl. No.	Content Analysis	Objective / Specification	Teacher's Activity	Pupil's Activity	Aids used	BBW
21	<p>Reading thematic map:-</p> <p>Maps not only show the place and distance between them they can also be used to show different kind of information like nature and economic</p>	<p><u>Application</u></p> <p>Pupil apply the knowledge of maps in their day to day life such as knowing temperature from known paper.</p> <p><u>Attitude</u></p> <p>Pupil develop positive attitude among the study</p>	<p>Good morning students.</p> <p>① Have you understand so far?</p> <p>② Why do not you draw map by you own?</p> <p>③ You know, how many types of maps are there?</p> <p>④ What are thematic map?</p> <p>⑤ What are used to identify places.</p>	<p>Good morning teacher.</p> <p>Yes, Sir.</p> <p>We don't because we can't.</p> <p>No, Sir.</p> <p>Maps show particular information</p>	<p>Globe and maps of different kinds</p>	<p>Thematic map.</p> <p>BBW</p>
				<p>Thematic maps.</p> <p>colours and symbol.</p>		<p>BBW</p> <p>Business work</p>

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Proficiency	Student's Activity	Aids used	B.B.C.
	<p>activities language spoken literary etc. usually a map is of use of- only are aspect- such maps are called Thematic map. Ex. political states.</p> <p>Different- kind of- symbol colour and pattern to show each vertically separately.</p>	<p><u>Application</u></p> <p>Pupil apply the knowledge of maps in their day to day life such as. knowing temperature</p> <p><u>Interent-</u></p> <p>Pupil creat and develop intercal- among themselves for showing different kinds of map and the signification. Application. Pupil. apply different kinds of maps.</p>	<p>⑤) what represent- dark green?</p> <p>⑥) what colour represent- brown?</p> <p>⑦) Dark blue set for what?</p> <p>⑧) what is the colour of river and banks?</p>	<p>Forest.</p> <p>Land useful for agriculture.</p> <p>Sea and ocean.</p> <p>light-blue.</p>	<p>globe and maps of different kinds.</p> <p>Dark green</p> <p>Dark green</p> <p>light-blue.</p>	<p>Dark green</p> <p>Dark green</p> <p>light-blue.</p>

Culminating Reflexivity.

→ Generalisation and

Generalisation - Different symbol and colour
all used to identify different
lands and places themselves.

thematic maps caused to only one
aspect.

Recapitalation - ① Which colour represent Britain?

② Dark grey represent what colour?

③ Name some thematic maps.

Assignment - Write down some important points
about thematic map and use of maps

INTERSHIP LESSON PLAN-11.

Preliminary Information.

Name of the student-teacher - Niranisha Das.

Class - U₁₁

Roll No - 82

School

Subject - Social study

Topic - Different maps.

Time - 45 min.

Supervisor -

Content Analysis.

Teaching learning point - During map of your school showing different maps about population density.

Knowledge -

Recall - Pupils recall the map and the features of map in the class.

Recognise - Pupil recognise the different about maps and their kinds of study about population, soil etc.

Identify - Pupil discriminate the different types of thematic maps for ex-political and physical maps political maps shown areas, mountain etc.

Explain - Pupils are obtain to explain about thematic maps and their usage in our day to day life.

Detect errors - Pupil detect errors in drawing maps and locating areas in exact places.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Pupil's Activity	Time used.	B.B.W	Sl. No.
	conventional symbols on map while map makes usually we their from symbol are used conventions -ing. by most-map maker. in india we usually follow the convention. used by the survey of India they are	<u>Application</u> Pupil apply the principle of mapping such as relief-features. top sheets while map making.	Good morning. ① Are you much aware about maps? ② Are you introduced in drawing maps? ③ What is used to locate population. How it is measures? ④ So know you want to know about maps and other sketches? So now I am going to how we drawing.	Good morning teacher. Yes Sir. yes sir.			
		<u>Attitude</u> Pupil develop positive attitude among the study of maps and		Number of people for speaker.		Mixture of population	

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Proficiency	Student's Proficiency	Aids used	B.R.U.
<p>called top sheets relief-features. Relief-features means the high and low places on the earth surface. The main are hills, valleys. we measure the total area of the people the total</p>	<p>geography. <u>Knowledge</u> Rupil understand what is population. density among and about- Relief-features and others. <u>Understand</u> Rupil understand the density of population and Relief-features. At last- wens and density.</p>	<p>③ What is population density? ④ What is density of population of A.P. ⑤ What is density of population of Bihar? ⑥ counter lines are also collect - ⑦ what is Atlas</p>	<p>Number of- people is living in a sqmt. 30 & persons 59 km. 1102 per sq km. 59 km. 1501.</p>	<p>5000 level. Collects maps. arranged according to did not learn theme</p>	<p>Different types of- maps. Atlas</p>	

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Culminating Fertility.

Generalisation - An atlas is a collection of maps usually arranged according to different themes contour lines are isolines are usually drawn of fixed intervals of light i.e. contours sameless contour.

Recapitulation - ① What are isolines?

② What is Atlas?

③ What are called Relief features?

Fill ups - ① Contour's lines are usually drawn of 20 mtr same interval.

② Contour lines are also called as isoline.

Assignment - ① Write briefly about contour lines and atlas.

INTERSHIP LESSON PLAN-12.

Preliminary Information -

Name of the student Teacher - Niranisha Das.

class - VIth

section - D.

Roll No - 82

Subject - Social study.

Topic - Reading and motto maps.

Time - 45 min.

D. V. Nayanaram
HEAD MASTER,
HEALTHY SUR-523257,
Z.P. HAKKAPUR, Prakasam Dist.
Prasanthi, Mul, Prakasam Dist.

Sl. No.	Content-Analysis	Objectives/Speification	Teacher's Activity	Student Activity	H.D.S used	B.B.U
	Then what cause the change in temperature on the earth.	<u>Attitude</u> Pupil develop a position attitude towards sun and its related relation and comment on isolation.	④ what is isolation? ⑤ Energy is reflected back like what?	Solar radiation surface of the earth is called isolation.	Globe and solar system.	Solar energy
	The solar radiation received on the surface of the earth atmosphere	Pupil develop interest to study about sun and effect of radiation on environment.	⑥ what is being rejected ⑦ How much energy amount of sun?	In the atmosphere, only small amount is recovered from sun.		
	-this is because about 90% third one by solar system.	<u>Application</u> Appreciate the technique use the green house.	⑧ Sun is also a - ⑨ The process involved in solar radiation is	absorbed or reflected		

Summarizing Reflexivity

Generalisation - ^{the} Summarays are also called - reflection. Sun is the principle source of energy on all earth is how many types of form such as light.

Recapitulation - ① What is solar radiation?

② What is radiation?

③ What is green house effect?

④ What is isolation?

Fill in the blanks - ① Sun is also a star.

② Earth is a planet.

③ Energy from sun is also called radiation.

INTERSHIP LESSON PLAN - 13

Preliminary Information.

Name of the student teacher. Anamisha Das.

class - VIth

Roll No - 82.

Subject- Social studies.

Section - D.

Topic - energy from the sun.

Time. 45 min.

Content Analysis

Teaching Learning point - Sun rays and earth sun rays
equator poles, temperature et.e.

Objectives Specification.

Cognitive Domain.

Knowledge Recall - Pupil recall the form equator and poles and recall that earth is like a round ball.

Recognise - Pupil recognise the temperature difference is due to random of angle of incidence by sun and inclination of earth whole rotating.

Understand Identify Relationship - People identify relationship between angle of incidence and temperature variation.

Explain - Pupil explain the term angle incidence and temperature variation through cut the world.

Sl. NO.	Content-Analysis	Objective/Specification.	Teacher's Planned Activities	Pupils' Difficulty	MS used	B.B.W.	AND
	<p>Sun rays and earth surface even the rays that reach the ground do not heat - the earth surface uniformly this is because of the curved surface of earth surface the same amount of solar system. Area on the equator and on longer area as mov</p>	<p><u>Knowledge</u> Pupil acquire the knowledge that earth is round and rays can not reach the ground uniformly</p>	<p>① Why do not heat? ② Intensity sun rays at the equator is - ③ At poles, earth receive rays fallen.</p>	<p>High. Longer Area.</p>			
		<p><u>Understand</u> Pupil understand do whatever on the stage equator involve direct-rays poles of indirect falls of rays.</p>	<p>④ The angle to incidence instantly constantly changes</p>	<p>Yes.</p>	<p>Theme meter and globe.</p>		
			<p>⑤ Why it will change? ⑥ What is isolation?</p>	<p>Due to rotation.</p>			

Sl. No.	Constant-Analysis	Objective/Specification.	Teacher's Activity	Student's Activity	Aids used.	B.B. No
10	<p>as the sun rays go round the sun in the course of the year the angle of incidence for starly change constantly changes thus the angle of incidence increase in the month doing is month by november december in the month of may June. We look at this in detail.</p>	<p>Pupil develop a positive attitude in studying geography and about solar radiation.</p>	<p>⑦ Intensity of sun rays at the equator is -</p> <p>⑧ The angle to incidence constantly changes.</p> <p>⑨ Why it will change</p> <p>⑩ What is isolation?</p>	<p>Yes.</p> <p>Due to rotation.</p>	<p>Globe</p> <p>Thermometer</p> <p>What is angle included</p> <p>Did angle included change.</p>	<p>currred source</p>

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Enumerating Activity.

On Generalisation. An atlas is a collection of maps usually arranged according to different themes. contour lines are isolines are usually drawn of fixed intervals of height - i.e. 100metres, 500metres, 1000metres.

Recapitulation -

- ① What are isolines?
- ② What is Htlas?
- ③ What are called relief features?

Fillups -

- ① Contour lines are usually drawn about some fixed interval.
- ② Contour lines are also called an isoline.

Assignment:- ① Write briefly about contour and lines atlas.

INTERSHIP LESSON PLAN - 14

Preliminary Information -

Name of the student: teacher: Manisha Das,

class - VIII

Roll - 82

Subject - Social studies.

Topic - Energy from sun.

Subject - Social study.

Supervisor -

Time - 45 min.

Content Analysis

Knowledge -

Recall - Pupil recall the process of isolation and meaning at atmosphere measuring.

Recognise - Pupil recognise that land gets heated and cooled quickly, take long time to heat and cool.

Discriminate - Pupil discriminate the process of absorption of heat by land and water and discriminate about them.

Identity

Relationship - Pupil identity relationship between temperature difference in land and atmosphere.

Explain - Pupil are able to explain the process of insolation and why we feel cool while we travel to higher altitude like mountains.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Pupil's Activity	Aids used	B.B.W
	<p><u>Motivation</u></p> <p>The temperature distribution on the land and oceans are quite different and ranging. This will be very clear if you measure temperature of place are continue and ocean. Land is consider as a good conductor of heat where as water</p>	<p><u>Application</u></p> <p>Pupil apply the knowledge of temperature graph in the daily life situation in and be able to described.</p> <p><u>Interest-</u></p> <p>Pupil show interest in reading books recording and geographical variation.</p>	<p>Good morning students</p> <p>① Have you understand so far?</p> <p>② What is your name?</p> <p>③ What you experienced when you stepped in to water?</p> <p>④ What is the reason for it, can you say?</p> <p>⑤ Know, we are going to discuss in detail about these relation</p>	<p>Good morning teachers.</p> <p>Yes, sir</p> <p>Yes sir, sun and temperature</p> <p>Yes, sir, hot-somehow.</p> <p>I don't know.</p> <p>Land and water contract.</p>	<p>Sound and body of.</p> <p>Land and water contract</p>	<p>Bedic.</p> <p>Land and water contract</p>

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's activity	Student's activity	Aids used	B.R. U.
	bodies are different- while land gets heated. you may be successful to know that the atmosphere on the air round us is not heated directly by the rays of the sun through without being heated by them the sunray. First heat the surface.	<u>Knowledge</u> Rapid gets the knowledge about- sun and sun ray. about- temperature thermoece them prepare variations atmosphere <u>Understand</u> Rapid understands that land is a good absorber of heat.	① Can you tell me why there is a different land and water. ② Which countries are hotter and which countries will be cooler? ③ Where there is a ray fall more slowly in	Land. countries are hotter than them countries all- pools. the earth surface.	Maps and sound and globe.	

Culminating Activity

Generalisation - Land is a good conductor of heat unlike water bodies take time to heaten cool. Temperature radiation. Heat is radiated back to earth surface.

Recapitulation - ① What is a good conductor to heat ?

- ② How much energy is radiated back by earth
- ③ What is radiation, what are its effects

Fill up - ① Temperature is used to measure temperature.

- ② Land is a good conductor of heat.

Assignment - Write a short note on land and water conductivity. heating of atmosphere

INTERSHIP LESSON PLAN - 15

Preliminary Information -

Name of the student-Teacher. Manisha Das.

class - vii

Roll - 82

subject - social study.

Topic - Sun and sunrays and global warming.

Time - 45 min.

Content Analysis

Teaching Learning point - Global warming

→ Highest and temperature.

→ Extreme climate.

Cognitive Domain -

Recall - Pupil recall some important definition about-
temperature, related topic Radiation and isolation.

Recognise - Pupil recognise that smoke emitted from
combustion fuels like diesel, petrol, causes
global warming.

Discriminate - Pupil discriminate the temperature
violation is due to and different points
of world.

Explore - Pupil explore is global warming what are
its effect, how it causes, reasons and prevention
measures of global warming.

Application - Pupil apply the knowledge of global
warming. effect and try to reduce its
effect.

Sl. No.	Content-Analysis	Objectives/Specification	Teacher's Activity	Pupil's Activity	Aids used	B.B.W.	Sl. No.
	<p><u>Situation</u></p> <p>The temperature of Atmosphere Temperature is measure by using bring it to the class and note down the temperature High and low temperature have record highest and lowest temperature on earth. The highest temperature recorded is aziza in libia.</p>	<p><u>Explain</u></p> <p>Pupil are able to explain about the effect and causes of global warming and reasons for high and low temperature</p> <p><u>Interest-</u></p> <p>Pupil develop interest among the temperature and study.</p>	<p>Good morning students.</p> <p>① Can you say why our temperature is effecting increasing day by day.</p> <p>② It is due to increasing</p> <p>③ Increasing temperature earth surface.</p> <p>④ Still know you have studied heat balance and variation.</p> <p>⑤ Temperature is measured by using</p>	<p>Good morning teacher.</p> <p>No sir.</p> <p>Oh!</p> <p>Global warming.</p> <p>Yes, sir.</p>	<p>Map and globe</p>	<p>Height-low.</p>	
				<p>Thermometer</p>			

Sl No	Content-Analysis	Objective/Specification	Teacher's Activity	Pupil's Activity	Aids used	R.B.W.
1	At Vostok station in the Antarctica the temperature fell to 89.2 degree in the year. When water boils when water reaches a temperature of 0° it started freezing into ice. In summers the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	<u>Explain</u> Pupils are able to explain about the effect and causes of global warming and reasons for high and low temperature.	⑤ Where did the highest temperature recorded in? ⑥ Where is the lowest temperature recorded?	Azizia. Libya (Africa) Vostok station.	Map of Antarctica and Africa	Highest temperature is 57.8° Lowest temperature is very low.
2	In summer the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	<u>Interest</u> Pupils develop interest among the temperature and study.	⑦ What is the freezing point of water? ⑧ What is boiling at?	100°c 0°c		

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4

Eliminating Activity.

Water boils at 100° evolution water condense at 0°e. High temperature is nothing at high level is at high Antarctica - Global warming.

- ① What is evaporation?
- ② What is condensation?
- ③ What is green house effect?
- ④ What is global warming?

Fill in the blank -

- ① Global warming is due to deforestation,
CO₂ from diesel.
- ② Highest temperature of the world is in Russia at 57.8°e.

INTERSHIP LESSON PLAN-16

Preliminary information.

Name of the student- teacher- Miranisha Das.
class- VIII
section- D
Roll No- 82
Subject- Social study.
Lesson- sun and energy from sun.
~~school-~~

Dr. Navdeep
HEAD MASTER
Z.P. High School
POTHAKAUR-523252
Darsi Mdli, Prakasani Dz.

Content Analysis

Generalisation - condensation, inversion, insulation, temperature maps.

- Cognitive Domain -

Knowledge Recall - Pupil recalls that radiation received by the earth is called insulation.

Recognise - Pupil recognise that the difference between process of condensation, inversion temperature differences in different places and months of a year of the world.

Understand -

Discrimination - Pupil discriminate the various temperature maps and the process of inversion of temperature.

Identify Relationship - Pupil identify the relation between inversion of temperature and insulation amount received year by the earth.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Student's Activity	Aids used	B.B.W
<p>In class we studied Nigeria situated on equator this year we study about arctic tundra which is even farther north.</p> <p>As you go north or south from the equator it becomes colder and there are separated summer and winter seasons places near the equator</p>	<p><u>Discriminate</u> Pupil discontinue the place of. elev to places. of matter and explain. If reason. and effects of. temper- ture rotation.</p> <p><u>Interrel-</u> Pupil show great interrel- in studying about- temperature</p>	<p>Good morning the students</p> <p>① Have you understand so far?</p> <p>② Yes say me, what is globe warming?</p> <p>③ where is lowest temperature located?</p> <p>④ It is the temperature the world for.</p>	<p>Good morning teacher.</p> <p>Yes, sir teacher.</p> <p>OK, sir.</p> <p>No, sir, madam</p> <p>Yes madam</p>	<p>Temperature graph</p>	<p>Energy from sun.</p>	
		<p>⑤ So, now we are going to say why temperature variable</p>	<p>Temperature maps.</p> <p>Type of- climate varies from seasons</p>	<p>Average temperature</p>		
		<p>⑤ How do temperature is in India.</p>				

Sl. No.	Use content/Analysis	Objective/Specification	Teacher's Activity	Pupils Activity	Aids used	B.B.D.
	<p>India is a country spreading over various parts of the world. The temperature varies in different regions.</p> <p>If we want to find out which place are hot and cold, we can use temperature maps.</p> <p>This average temperature is the average of the maximum and minimum</p>	<p><u>Application</u></p> <p>Pupils are able to use their knowledge of temperature to note down the various and able to make temperature skill.</p> <p>Pupils are skilled at making temperature.</p>	<p>⑥ How do temperature is represented by using</p> <p>⑦ How is the temperature is in India?</p> <p>⑧ What are we use to find hot and cold place?</p>	<p>Topical type of climate from various seasons.</p>	<p>Temperature graphs.</p>	<p>Average temperature.</p>

Eliminating Activity.

General assumption - The process condensation, isotherm, temperature maps, temperature decrease when we go above or below from equator.

Recapitation - ① What is condensation?

② What is isotherm?

③ What are temperature maps?

④ What is the thematic colour in winter?

All ups - ① Temperature variation are noted by using the thermometer.

② The place near the equator are hot.

③ The places far away from the equator are cool.

Assignment - Write about the process of condensation and isotherm.

INTERSHIP LESSON PLAN-17

Preliminary Information.

Name of the student-teacher- Manisha Das.

class - VIII

section - D

Subject - Social studies.

Roll - 82

Time - 45 min.

Sheet - ~~three~~ ~~four~~

Content Analysis

Teaching Learning point - zamindar system of Mughal period and collection of land revenue.

Cognitive Domain -

Recall - Pupil recall the history at the time of mughal period, and zamindar system of collection taxes.

Recognise → Pupil recognise that the zamindar during mughal period, is of wider range and duties and rights of Zamindar while controlling the present.

Application - Pupil applies the knowledge of collecting taxes on paying behalf of the relevance correctly to the government.

Detect errors - Pupil detect errors is like system of land relevance during the period of mughal empor.

Appreciate - Pupil appreciate the duties in collecting his taxes and his power.

Sl. No.	Content Analysis	Important Specification	Teacher's Reflexivity	Student's Activity	Aids used.	B.B.W	Sl. No.
	<p>Motivation. Zamindars are at present in mughal time the time of the emperors. on behalf of them the zamindar collected land renewed collected and sometime also had right to collect some small local fees from present- they also</p>	<p><u>Application.</u> Pupil appreciate the scientific measure while taking reading of temperature skill. Pupil develop the skill of making temperature graphs.</p> <p><u>Knowledge</u> Pupil recall zamindar system of collecting tax and duties of the time mughal period.</p>	<p>Good morning students</p> <p>① Do you know how ruled India during the period of beyond british.</p> <p>② Who are the tax collector at present?</p> <p>③ At the previous that in during the rule of mughals who collected revenue</p> <p>④ Who mainly rule in 18th the part 16th century in India?</p>	<p>Good morning teacher.</p> <p>Mughals ruled.</p> <p>Revenue Officer.</p> <p>Zaminder Nizam</p> <p>British</p>			

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Activity	Pupil's Activity	Aids used	B.R.C.
38	<p>Zamindars are present in mughal time the time of the emperors on behalf of them the zamindars collected land received collected and some time also had right to collect some small local taxes from people.</p>	<p>Pupil recall the zaminder system of collecting tax and duties of the time of mughal period. students also can now about the previous social system of our country or how they rule under the leadership of one.</p>	<p>Who had collected mughal emperors period? what was the name of zaminder small form skill house. what was the revenue collection</p>	<p>Zamindar gadi tax</p>		<p>Zamindar Gadi Tax</p>

Enumerating Activity

Generalization - Zaminder and peasants in mughal time and role played by zaminder is collection of taxes and solving problem of peasant.

Reception - ① what is role played by zaminder?

② what is the name of house of zaminder?

③ what is the self cultivated land are also called as?

Assignment - Write briefly about the role played by zaminder.

INTERSHIP LESSON PLRN-18

Preliminary Information.

Name of the student-teacher - Manisha Das,
class - VIII

Section - D

Roll No - 82

subject - Social studies.

Time - 45 min.

Content Analysis.

Teaching Learning point → Permanent settlement.

→ changes introduced by the British
→ Effect on zamindar system.

Cognitive Domain →

Recall → Pupil recall the british rule in India

Recognise → Pupil recognise that zamindars were given power to collect the resources agreed up on the acton.

Discriminate - Pupil discriminate the Revenue system after and before the british parliament- settlement.

Detect- Errors - Pupil detect errors in zamindar system of collecting tax revenue under.

Attitude - Pupil develop positive attitude towards on understanding the impact.

Sl. No	Content-Analysis	Objective/Specification	Teacher's Activity	Student's Activity	Aids used	B.B.W
40	<p>Motivation.</p> <p>Like cotton indigo sugarcane wheat et-c.</p> <p>The company finally introduced nearest settlement in 1793.</p> <p>When cotmucallis wasen the government by the term of settlement.</p>	<p>Interen- student- create interest- in studying history and related subject- for land revenue.</p> <p>as Zaminder system.</p>	<p>Good morning students</p> <p>① Who is a Zaminder? what are his primary duty?</p> <p>② How was the political system during mughal rule?</p> <p>③ What is the role of Zaminder?</p>	<p>Good morning teacher.</p> <p>tax collector.</p> <p>Very bad.</p> <p>Very powerful and wide.</p>		<p>Political settle-ment- changes, introduc-tion to British.</p>
			<p>④ What the british want- to do?</p> <p>⇒ So know our topic to our study is.</p>	<p>They want- to change the system of- political- permanent- settlement- changes introduced by british.</p>		

Culminating Activity.

Generalisation - British government made permanent settlement in 1793 and then governor general is Cornwallis. British encouraged cash crops.

Reception - ① Who is the governor general.

② Whom did the permanent settlement took place?

③ At what ratio did they divided the land revenue.

Fill in the blanks - ① Cornwallis was a governor general.

② 1793 settlement is called permanent settlement.

③ 90% of the amount to Government from land revenue.

④ 10% to the collection charge

Assignment: Write about permanent settlement and its effects briefly.

D. V. Nayak Sir
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INTERSHIP LESSON PLAN - 19.

Preliminary Information.

Name of the student-teacher - MAnisha Dasa.
class - VIII

Roll - 82.

Subject - social study.

Topic - women profession Act.

Content Analysis

Knowledge

Recall → student will recall about the previous lesson and now this lesson too

Recognise → student will also can recognise the subject matter by his previous knowledge or by the methods given by the teacher.

Discriminate :- Pupil discriminate about the process of knowing or various acts and rules and regulations relating the subject-matter.

Identify Relationship :- Pupil identify the subject-matter given to him and try to make or set a relationship between the two factors.

Sl. No.	Current Analysis	Objective/ Specification.	Teacher's Activity	Students Activity	Aids used.	B.B. CD	Sl. No.
	<p>Motivation.</p> <p>To know the previous knowledge of the students.</p>	<p>Ask different-subject-related common questions.</p>	<p>Try to identify the topic.</p>	<p>Ok, teacher</p>			
	<p>Students gain the knowledge about-cooman.</p>	<p>Is</p>	<p>From whom you are originate?</p>	<p>Nothing.</p>			
	<p>The role of women in our country had a wider aspect.</p>	<p>Related common questions.</p>	<p>What we should do to protect-them</p>	<p>By unity.</p>			
	<p>They are one of the important part-in our life. They should be</p>	<p>Is women should be protected or not?</p> <p>Is women is necessary in our society</p>	<p>Women should do to protect our social life</p>	<p>yes, they should be protected</p> <p>yes, that-is</p>			
						protection of women,	

B.B. Id	Sth. No.	Topic/Analysis	Objective/Specification	Teacher's Activity	Student's Activity	Aids used	B.B. id
76		<p>prohibited.</p> <p>The role of women is our society has a wider aspect- it is the role of our citizens that we should protect- the women, women have equal participation in to form a strong socialization or to spread socialization</p>	<p>Ask different type of related common questions to the pupil.</p> <p>But the thing is that they should get equal importance and equal specifications in our daily life. But this should be pointed out.</p>	<p>① Name some school?</p> <p>② Who have contribute the rules and regulation regarding women?</p> <p>People develop positive attitude regarding the subject matter</p>	<p>Italian school French school English school</p> <p>Indian constitution</p> <p>Yes teacher</p>	<p>Books.</p>	

role of women,

learning education

Summating Activity.

Generalisation - In the 16th century Holland emerged as a great power. Arabs blocked trade route to India.

Recapitulation - ① What is the role of women?

- ② * The role of women in our social life.
- ③ Name some women power in our country.
- ④ Write about women education.

Fill in the blanks - ① Women is one of the main part of our social life.

② Rani Laxmi Bai fought for freedom.

Assignment :- Write about women education in our country.

INTERSHIP LESSON PLAN - 20

Preliminary Information.

Name of the student teacher - Nivandha Das.

class - VIII

Roll No - 82.

Topic - children right acts.

Subject - social study.

Time - 45 min.

Content Analysis,

Teaching learning point - child right act in our country.

Cognitive Domain -

Recall - Pupil will recall about all the child rights act in our country.

Recognise :- Pupil recognise that the child's in our society has a great aspect. child labour becomes one of the most important problem in our country.

Application - Pupil applies the knowledge of save the child from social problem and give them proper study and help them to build a strong future.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's activity	Student's Activity	Aids used.	B.B.U
	Motivation	To know the precious knowledge of the children.	<p>① Ask some questions related to child.</p> <p>Good morning students</p>	OK, teacher		
		student-gain know-ledge about the girl child.	<p>Have you any knowledge regarding child rights act.</p> <p>① Is there any rights regarding the child.</p>	<p>No sir. teacher</p> <p>yes, sir. teacher.</p>	charts aret of child rights act.	child rights
			<p>How many rights are there?</p>	Don't know teacher.		

Sl. No.	Content-Analysis	Objective/Specification	Preparation activity	Teacher activity	B.B.O	Aids/Visual
	Situations	To know the previous knowledge of the student.	Assignment- subject- related common questions.	Try to identify the topic		
	Student-again about- children	Student- use the knowledge to protect- the children.	Who are the student- the most- why it is necessary to protect- the child right- act?	→ 5 children	child right- act.	charts of different rights.
				To use as safeguard to the children.		

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