



## Index

S.No	Date	Class	Name of the topic	Page No.
1.	1/4/2024	8 <sup>th</sup>	Cell structure and its Function	2-5
2.	2/4/2024	8 <sup>th</sup>	Parts of the Cell	6-9
3.	2/4/2024	8 <sup>th</sup>	Comparison between Plants & Animals	10-13
4.	3/4/2024	8 <sup>th</sup>	Micro-organisms: Friend and foe	14-17
5.	4/4/2024	8 <sup>th</sup>	Nitrogen Fixation	18-21
6.	4/4/2024	8 <sup>th</sup>	Increases soil fertility <sup>and</sup> Cleaning <sup>the</sup> <del>Environment</del>	22-25
7.	5/4/2024	8 <sup>th</sup>	Humans & Animals Cause Diseases by Microorganisms	26-29
8.	5/4/2024	8 <sup>th</sup>	Diseases Caused by Plants & Animals	30-33
9.	6/4/2024	8 <sup>th</sup>	Nitrogen fixation & Nitrogen Cycle	34-37
10.	8/4/2024	8 <sup>th</sup>	Crop Management and Production	38-41
11.	10/4/2024	8 <sup>th</sup>	Adding Manure and Fertilizers	42-45
12.	12/04/2024	8 <sup>th</sup>	Micro-organisms make friendly <sup>organisms</sup> making	46-49
13.	16/4/2024	8 <sup>th</sup>	Difference between Manure & fertilizers	50-53
14.	18/4/2024	8 <sup>th</sup>	Sources of Irrigation and the <sup>Traditional</sup> methods of Irrigation	54-57
15.	19/4/2024	8 <sup>th</sup>	Storage	58-61
16.	20/4/24	8 <sup>th</sup>	Food from Animals	62-65
17.	20/4/2024	8 <sup>th</sup>	Deforestation & Consequences of Deforestation	66-69
18.	22/4/2024	8 <sup>th</sup>	Conservation of plants & Animals	70-73
19.	22/4/2024	8 <sup>th</sup>	Flora And Fauna	74-77
20.	23/4/2024	8 <sup>th</sup>	Endemic Species.	78-80



MacGossens plan-1

Name of the Student Teacher: -

Name of the School: - Z.P.H  
School Talwada

Register No.: -

Name of the Supervisor: -  
G. Satish Kumar

Subject: - Biology

Date: - 1/4/2024

Class: - 8<sup>th</sup>

Name of the Lesson: - Cell Structure and its Function. Time: - 45 Min

Teaching Learning Points: - \* What is Cell?

\* Robert Hooke in 1665 observed slices of cork under simple Magnifying Glass.

Teaching Learning Material: - Picture of the cork cell

Teaching Method: - \* Laboratory,  
\* Demonstration Method.

Reference Books: - 8<sup>th</sup> class Biology Text Book.

Academic Standards: -

Conceptual Understanding: - Children are able to understand the Structure of the cell. Children learnt clearly that cells are different in shapes and sizes depend upon their functioning.

Asking Questions and making Hypothesis: - They are able to ask the questions about different types of cells and their functioning.





Information Skills and Project:- Children collect the information about Discovery of the cell and variety of sizes; Shapes in the cells. Communication through Drawing Model Making:- They are able to draw the cell structure in variety shapes and sizes in a Different Models.

Topic	Teacher Activity	Pupil Activity	T.M	Block / Book / Work
I. Introduction	Good Morning Students			Chromatin
II. Greetings	How you come to school childrens?	Ray Pans		Nucleus in cell wall
III. Mind Mapping	What is Mean by cell? Did the cell appears in all organisms?	Cell is the basic structural unit of life. Yes, it is present in living organisms not in non-living organisms.	Picture of The Cell	
IV. Ending questions:-	Are living organisms different in shapes			





<p>(v) Announcement of the Topic:</p>	<p>Children we are going to learn about the cell &amp; different shapes and sizes.</p>	<p>What are unicellular organisms?</p>	<p>Yes, they are having variety of shapes and sizes. The organisms will be made of single cells are called Uni-cellular Organisms.</p>
<p>(vi) Reading and Identifying the Key words</p>	<p>Students are reading the text book page 214 &amp; underlined difficult words in the lesson.</p>	<p>Children are discussing with their friends</p>	<p>Amoeba Paramecium</p>
<p>(vii) Explanation of Key words</p>	<p>Amoeba Paramecium are the</p>	<p>Amoeba Paramecium</p>	<p>Amoeba Paramecium</p>





<p>(vii)</p>	<p>Conceptual Understanding through Activity</p>	<p>are the difficulties from this topic</p> <p>Why the scientist assemble the cell with the Bricks?</p> <p>How do the scientist observe &amp; study the living cells?</p>	<p>The egg of a hen is a single cell known as the unicellular organism</p>
<p>(ix)</p>	<p>Demonstration and Discussion</p>	<p>Why egg's of hen group of a cells?</p>	<p>The organisms with many cells called as Multicellular organism</p>
<p>(x)</p>	<p>Conclusion :-</p>	<p>Write some examples of unicellular &amp; multicellular?</p>	
<p>(xi)</p>	<p>Evaluation :-</p>		



Case description - 2

Name of the Student:-

Register No:-

Class:- 8<sup>th</sup>

Subject:- Biology

Name of the Lesson Topic:- Parts of the Cell

Teaching Learning Point:-

In every organism's cells are present but shapes are different depends upon their function

Teaching Materials:- Showing the Structure of the Cell

Teaching Method:- Laboratory, Demonstration Method.

Reference Book:- 8<sup>th</sup> Biology text Book

Academic Standards:-

Conceptual Understanding:- Children are able to understand the concepts of different parts of a cell's.

Asking Questions:- Children able to ask questions on Parts of Cells

Name of Supervisor:- G. Satish Kumar


Name of the School:- Z.P.H School Talwandi

Date:- 2/4/2024

Time:- 45 min





<p><u>Information Skills and Projects:</u> - Children are able to collect the information on Part's of a Cell and Performing Project.</p> <p><u>Communication through Drawing Models:</u> - Children are able to Label the Part's of a Cell.</p>			
<p><u>Steps</u></p>	<p><u>Teacher Activity</u></p>	<p><u>Pupil Activity</u></p>	<p><u>Time</u></p>
<p><u>Introduction:</u></p>	<p>Good Morning Students</p>	<p>Good morning Teacher.</p>	<p>11m</p>
<p><u>Greeting's:</u></p>	<p>How are you?</p>	<p>I am fine</p>	<p>Cell wall</p>
<p><u>Mind Mapping</u></p>	<p>What are the Part's of a Cell?</p>	<p>Cell wall; Nucleus Cell Membrane; Cell Cytoplasm.</p>	<p>Nucleus  Chromatin</p>
<p><u>Reling question:</u></p>	<p>Which part gives shape to the cell?</p>	<p>The Cell Membrane give shape to the cell.</p>	<p>Various Part's of a cell.</p>
<p><u>Announcement</u></p>	<p>Today we Discussing about Part's of Cell.</p>		





<p><u>Reading and Identifying the Key Words</u></p>	<p>Nucleus; Genes Chromosomes. Prokaryotic; Eukaryotic are the key words of this topic Read Pgno 8, 14 in T.B.</p>	<p>Pupil Read the text Book</p>	<p>Cell Membrane Cytoplasm Vacuole</p>
<p><u>Given Discussion</u></p>	<p>The student's discussed with their friends.</p>	<p>Cell Membrane Cytoplasm Vacuole</p>	<p>Cell Membrane Cytoplasm Vacuole</p>
<p><u>Explanatory of their words:-</u></p>	<p>① Cell Membrane ② Cytoplasm ③ Vacuole</p>	<p>Cell Membrane Cytoplasm Vacuole</p>	<p>Cell Membrane Cytoplasm Vacuole</p>
<p><u>Conceptual Understanding</u></p>	<p>What is the Outer layer Present in Plant cells?</p>	<p>Cell Membrane Cytoplasm Vacuole</p>	<p>Cell Membrane Cytoplasm Vacuole</p>





<p><u>through</u> <u>Activity:-</u></p>	<p>Mention the Smallest and largest Cells?</p>		
<p><u>Demonstration</u> <u>and Discussion:-</u> Membrane?</p>	<p>What is Cell Membrane?</p>	<p>The boundary of the Cell is <del>severed</del> by thick layer is called Cell Membrane -</p>	
<p><u>Conclusion:-</u> Bacteria also have a Cell Wall.</p>	<p>Why do Plants Cells need Cell Wall?</p>		
<p><u>Evaluation:-</u></p>			





Macro Lesson Plans - 3

Name of the Student: Shruti

Register Number:         

Class: 8th

Subject: Biology

Name of the Topic: Comparison b/w Plant's & Animal's Cell.

Teaching Learning Points: Plant Cell wall is Present whereas Cell wall

Teaching Learning Materials: Showing charts, Pictures

Teaching Method: Demonstration Method

Reference Books: Referred Biology 8th class text Book

Academic Understanding:         

Conceptual Understanding: Children able to understand about the comparison of Plant Cell and Animal Cell.

Asking Questions: They able to Ask questions on the topic

Name of the School: Z.P.H School Tarunwad

Name of the Supervisor: Dr. Satish Kumar

Date: 2/4/2024

Time: 45 min

Topic: Animals Cell.

Plant Cell wall is Present whereas Cell wall is absent in Animal Cell.

Showing charts, Pictures

Demonstration Method

Referred Biology 8th class text Book


Children able to understand about the comparison of Plant Cell and Animal Cell.

They able to Ask questions on the topic





related questions.  
 Information Skills and Project:- Children collect information on the Plant cell and Animal cell.  
 Communication through Drawing Model Making:- They are able to draw structures of Plant cell and Animal cell.

Steps	Teacher Activity	Pupil Activity	Back Board work	TLM
Introduction:-	Good Morning Students	Good Morning Teacher	Cell wall	
Greetings:-	How are you doing?	We are doing well Teacher.		
Mind Mapping:-	How many types of cells are there?	Two types of cells	Vacuole	
Reducing Questions:-	What are they named them?	① Plant cell ② Animal cell		
	What is the difference b/w the Plant cell & Animal cell.			





<p>Announcement of the Topic:</p>	<p>Children we are going to discuss about Plant Cell and the animal cell.</p>	<p>Difference between Plant and animal cell.</p>
<p>Reading and Identifying the keywords</p>	<p>Children Read Page No. 14 and underline the key words.</p>	
<p>Group Discussion</p>	<p>Children are discussing with their friends.</p>	
<p>Explanation of key words:</p>	<p>① Cell Membrane ② Vacuole ③ Cytoplasm</p>	<p>Cell Membrane Vacuole Cytoplasm</p>





<p><u>Conceptual Understanding</u> through <u>Activity</u></p>	<p>Cell wall Nucleus ① What is the function of Cell wall? ② What are Plastids ③ Write Differences b/w plasma Membrane and Cell wall?</p>	<p>Cell wall Nucleus</p>	<p>Showing the charts</p>
<p><u>Demonstration and Discussion</u></p>	<p>Which leaf is used to observe the Plant cells?</p>	<p>Tradescantia Elodea (or) Rhoeo leaf.</p>	
<p><u>Conclusion</u></p>	<p>Cell wall is Absent in Animal Cell.</p>		
<p><u>Evaluation</u></p>	<p>① Define Nucleolus? ② What is Cell Membrane? ③ What is Cell wall?</p>		





Micro lesson Plan-4

Name of the Student:-

Name of the School:- Z.P.H  
School, Toluwada

Register No:-

Name of the Supervisor:-  
G. Satish Kumar

Class:- 8<sup>th</sup> std

Date:- 3/4/2024

Subject:- Biology

Time:- 45 Min

Name of the Topic:- Micro-organisms friend & foe.

Teaching Learning Points:- Micro-organisms or microbes are too small and are not visible to the unaided eye

Teaching Learning Materials:- Slides, Pictures of Micro-organisms.

Teaching Method:- Laboratory and Demonstration Method.

Reference Books:- 8<sup>th</sup> class Biology Text Book

Academic Standards

Conceptual Understanding:- Children can be able to understand the about the Micro-organisms and friendly & foe with Organisms present Around us.





Asking questions and making hypothesis: - Children can able to ask questions about Microorganism.  
 Information Skills and Project: - Children collected the Pictures of Bacteria, Fungi, Protozoa and Virus.  
 Communication through Drawing Model Making: - Children can able draw the structures of the Micro-organisms.

Steps	Teacher Activity	Pupil Activity	Black Board with TLM
Introduction	Good morning Students	Good Morning Teacher	Micro-organisms are known as the Microbes
Greetings:-	How are you?	Fine Teacher.	Show on the chart
Mind Mapping	What are Micro-organisms	The organisms which we can't see with our naked eye called Micro-organisms.	
Probing Questions:-	By which device we can see the Micro-organisms clearly	Through Microscope we can see the Micro-organisms.	





<p><u>Announcement of the Topic</u></p>	<p>Children we are going to discuss about Micro-organism this today.</p>			<p>Shows in the Board</p>
<p><u>Reading and Identifying the keywords</u></p>	<p>Children read Page no 23 to 26</p> <ol style="list-style-type: none"> <li>① Chlamydomonas</li> <li>② Spirogyra</li> <li>③ Penicillium</li> <li>④ Aspergillus</li> </ol>	<p>Chlamydomonas Spirogyra Penicillium Aspergillus</p>	<p>Ex:- of the Algae: Examples of the fungi.</p>	
<p><u>Group Discussion</u></p>	<p>Children are able to discuss with their friends.</p>	<p>Amoeba Paramecium</p>	<p>Examples of the Protozoa.</p>	
<p><u>Explanation of key words</u></p>				





<p><u>Conceptual Understanding</u> through Activities</p>	<p>① Mention the Characteristics of the Virus? ② Where do Micro-organism's Live?</p>	<p>It is used in Preparation of Sub, Bread and Cake, Medicines, Cleaning up the Environment.</p>	<p>Stain in the Test Paper</p>
<p><u>Demonstration</u> <u>Discussion</u> of a Microorganism</p>	<p>What are the uses of Bacteria?</p>	<p>It is used in Preparation of Sub, Bread and Cake, Medicines, Cleaning up the Environment.</p>	<p>Stain in the Test Paper</p>
<p><u>Conclusion</u> <u>Evaluation</u></p>	<p>Who is the father of Bacteria? What is Bacteria and Write Examples?</p>	<p>It is used in Preparation of Sub, Bread and Cake, Medicines, Cleaning up the Environment.</p>	<p>Stain in the Test Paper</p>



Macro Lesson Plan - 5

Name of the student:-

Name of the School:- Zip: H  
School Tarunabad

Register Number:-

Name of the Supervisor:-  
G. Satish Kumar

Class:- 8<sup>th</sup>

Date:- 4/4/2024

Subject:- Biology

Name of the Topic:- Nitrogen fixation <sup>its</sup> cycle Time:- 45 min

Teaching Learning Points:- The atmospheric nitrogen can't be taken by plants and animals

Teaching Learning Materials:- Shows the Picture of Nitrogen fixation

Teaching Method:- Demonstration and questioning Method

Reference Books:- Referred 8<sup>th</sup> class Biology text Book

Academic Conceptual Understanding:- Children can able to understand the topic of Nitrogen fixation and Nitrogen cycle.

Asking questions:- Children able to ask questions on the topic related questions clearly.





Information Skills And the Project:-  
 Children collect the data on Nitrogen fixation and also  
 Drawn the Nitrogen cycle on the chart and labelled  
 the Part's of a Nitrogen cycle.  
 Communication through Drawing Model Making: Children  
 can be able to Drawn the Structure and Nitrogen cycle  
 on the chart clearly and carefully.

Steps	Teacher Activity	Pupil Activity	BlackBoard	TLM
Introduction:- Good Morning Studs	Good Morning Studs	Good Morning Teacher	Root of the Leguminous Plant with Root Nodules.	Shown on the chart's
Greetings:- How are you?	How are you?	I am fine Teacher	Leguminous.	Plant with Root Nodules.
Mind Mapping:- What is Nitrogen fixation?	What is Nitrogen fixation?	It's a gas is exist into a soluble form form Microbes.	It is involved in the leguminous Plants	
Probing Questions:- Where Does Nitrogen fixation involved in Plants?	Where Does Nitrogen fixation involved in Plants?			





<p><del>Announcement</del> of the Topic - going to discuss the Nitrogen and Nitrogen Cycle.</p>	<p>Today we are going to discuss the Nitrogen and Nitrogen Cycle.</p>
<p><del>Reading</del> And also <del>and</del> identifying the <del>key</del> Key Words - Text Book.</p>	<p>Children Read Page No 41 and 42 in the given Key Words - Text Book.</p>
<p><del>Group</del> Discussion - going to discuss with their friends.</p>	<p>Children were going to discuss with their friends.</p>
<p><i>(This section is currently blank in the image)</i></p>	<p>Show the Pictures</p>





<p><u>Explanation</u> of Key Words:-</p>	<p>Atmospheric Nitrogen Rhizobium</p>	<p>Atmospheric Nitrogen Rhizobium</p>	
<p><u>Conceptual</u> <u>Understanding</u> <u>through activity</u>-</p>	<p>Where do we find Rhizobium Bacteria Name two Algae which helps in Nitrogen Fixation?</p>		
<p><u>Demonstration</u> <u>and Discussion</u>-</p>	<p>Name Microbe which able to fix nitrogen in the Soil.</p>	<p>Biological nitrogen fixers are the Microbes for the Nitrogen in soil.</p>	
<p><u>Conclusion</u>- <u>Evaluation</u>:-</p>	<p>What is Nitrogen cycle? What is Rhizodium</p>		<p>Shown in the Text Book.</p>







Asking Questions and Making Hypothesis: - Children Asked questions about the Soil fertility and Making Hypothesis  
 Information Skills and Project: - Children collect information on the Soil fertility and Learning Environment Perform Project on it  
 Communication through Drawing Model Making: - The children are able draw some structure's the given content above,

Steps	Teacher Activity	Pupil Activity	Back Band work	TLM
Introduction: Greeting S:-	Greet morning students. How you come to school?	Good Morning Teacher By Baws teacher	Soil fertility And the Learning Environment	Soil fertility shown on the chart.
Mind Mapping: Preliminary Questions:-	What is Mean by Soil fertility? What are able to fix nitrogen from Atmosphere?	The viability of soil to Agricultural Plant growth is called Soil Fertility. Bacteria are able to fix nitrogen from Atmosphere.		





<p><u>Announcement</u> -ment of the Topic:-</p>	<p>Today we are going to discuss about the Soil fertility and cleaning Environment.</p>		
<p><u>Reading</u> <u>Identifying</u> the keywords:-</p>	<p>Children Read Page No. 30 and 32.</p>		
<p><u>Given</u> <u>Discussion</u></p>	<p>Children are discussing with their friends.</p>		
<p><u>Explanation</u> of the key words:-</p>	<p>Biological Nitrogen Fixers, Decomposing Manure</p>	<p>Biological Nitrogen fixers, Decomposing Manure</p>	<p>Shawn in the TextPad</p>





<p><u>Conceptual Understanding through Activity:</u></p>	<p>Who observed the Manure in the Lessons? How the Decomposed may be converted into?</p>		<p>Show the Pictures</p>
<p><u>Demonstrative Discussion:</u></p>	<p>What do you observe in Dead Organic Matter? Why it happens like it in Organic Matter? What is Mean by the Decomposer?</p>	<p>Large amount of the Dead Organic Matter in forms of Decaying plants sometimes Animals on Ground.</p>	
<p><u>Conclusion:</u></p>			
<p><u>Evaluation:</u></p>			



Macro lesson plan - 7

Name of the Student:-

Register No:-

Class:- 8th std

Subject:- Biology

Name of the Topic:-

Teaching Learning Points:- Diseases are caused by both human & animals.

Teaching Learning Materials:- Shows the Table Form on the Street

Teaching Method:- Laboratory And Questioning Method.

Reference Books:- 8th class Biology text Book

Academic Standards

Conceptual Understanding:- Children are able to understand the topic of Diseases caused By plants and animals And also Human Beings.

Name of the School:- Z.P.H  
School Terlukud

Name of the Supervisor:-  
Ch. Hanabaddiga

Date:- 5/4/2024

Time:- 45 Min





<p>Asking questions and making hypothesis: - Children can able to ask questions about the Micro-organisms caused by humans and animals.</p>	<p>Information Skills and Projects: - Children are able to collect the information on Diseases caused by humans and animals by Microorganisms</p>	<p>Communication through Drawing Model's Making: Children able to draw the Table form on Chart about Diseases caused Human Beings and Animals by Micro-organisms.</p>	<p>Blackboard Work ILM Diseases are Human's and Animals of Microorganisms</p>
<p>Stops</p>	<p>Teacher Activity</p>	<p>Pupil Activity</p>	<p>Blackboard Work ILM</p>
<p>Introductions: -</p>	<p>Good Morning Study</p>	<p>Good Morning Teacher</p>	<p>Diseases are Human's and Animals of Microorganisms</p>
<p>Greetings: -</p>	<p>How are you?</p>	<p>Fine Teacher.</p>	<p>Some of Microorganisms causes Diseases in Human Beings, Plant Animals such Diseases caused Microorganisms called Pathogens</p>
<p>Mind Mapping: -</p>	<p>What are Pathogens?</p>	<p>Some of Microorganisms causes Diseases in Human Beings, Plant Animals such Diseases caused Microorganisms called Pathogens</p>	<p>It occurs mostly in food items &amp; Everywhere</p>
<p>Probing Questions: -</p>	<p>What do the Microorganisms occur's mostly?</p>	<p>It occurs mostly in food items &amp; Everywhere</p>	<p>It occurs mostly in food items &amp; Everywhere</p>





<p>Announcement Today we will discuss the topic about Diseases caused by human and Bay Micro-organisms.</p>	<p>Children Read 32 to 35 and underline the key words.</p>	<p>Children Discuss with their friends</p>	<p>1 Pathogens 2 Communicable Disease 3 Jermal Anopholes Mosquito 4 Tuberculosis 5 Measles 6 Hepatitis A</p>
<p>Read and identify the key words</p>	<p>Children Discuss with their friends</p>	<p>1 Pathogens 2 Communicable Disease 3 Jermal Anopholes Mosquito 4 Tuberculosis 5 Measles 6 Hepatitis A</p>	<p>1 Pathogens 2 Communicable Disease 3 Jermal Anopholes Mosquito 4 Tuberculosis 5 Measles 6 Hepatitis A</p>
<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>
<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>	<p>Diseases causing Microorganisms in Humans</p>





<u>Conceptual</u>	<p>What are Communicable Diseases?</p> <p>Give some examples of Communicable Diseases?</p>		
<u>Demonstration and Discussion</u>	<p>Name the Mosquito which carries the Parasite of Malaria</p>	<p>Female Anopheles Mosquito carries the Parasite of Malaria.</p>	<p>Draw Picture on the chart</p>
<u>Conclusion</u>	<p>Name the Mosquito which acts as the carrier of Dengue Virus.</p>	<p>Disease causing Microorganism in animals</p>	<p>Show Picture on the chart</p>
<u>Evaluation</u>	<p>Define Carrier's</p> <p>How can we prevent the Disease?</p> <p>Tuberculosis is a type of which Disease?</p>		



Macro lesson plan - 8

Name of the Student:-

Name of the School:- Z.P.H  
School Tarikwada

Register No:-

Name of the Supervisor:-

Karabkudug

Class:- 8th

Subject:- Biology

Date:- 5/4/2024

Name of the Topic:- Diseases caused by Plants and Animals

Time:- 45 Min

Teaching learning Points:- There are communicable & uncommunicable diseases.

Teaching learning Materials:- Shown the Table chart of various Diseases caused by Plants and Animals

Teaching Methods:- Laboratory and Demonstration Method

Reference Books:- 8th class Biology Text Book

Academic Standards

Conceptual Understanding:- Children are able to understand the

the topic of Diseases caused by Plants and Animals.





Asking questions and Making Hypothesis - Children are able to ask questions on Diseases caused by Plant's and Animals. Information Skills and Project - Children are collecting the information on Diseases caused by Plant's and Animals. Communication through Drawing Model Making - Children are able to prepare a Table Chart on it.

Steps	Teaching Activity	Pupil Activity	Black Board work	TLM
Introduction	Good Morning Students	Good Morning Teacher.	Diseases caused by the Plant's and	Shown the Chart
Greeting's:-	How is the Day?	It's good Morning	Diseases	
Mind Mapping:-	Who is the Discoverer of bacteria?	Robert Koch (1876)	Plant's and Animals.	
Reducing Questions:-	What is the dangerous disease caused by cattle and humans?	Anthrax Disease is caused by cattle & human's		





<p>Announce ment of the Topic</p>	<p>Today we are Discussing the Diseases caused by Plants; animals</p>	<p>show the Table form</p>
<p>Reading and identify the key words</p>	<p>Children Read Page no 36 to 38 in the Text Book &amp; Underline the difficult words</p>	<p>Anthrax Bacterium</p>
<p>Group Discussion</p>	<p>Children are Discussing with their friends.</p>	<p>Anthrax Bacterium</p>
<p>Explanatory of key words</p>	<p>Anthrax Bacterium</p>	<p>Anthrax Bacterium</p>





<p><u>Conceptual</u> <u>Understand</u> <u>through</u> <u>Activity:</u></p>	<p>Robert Koch What is meant by Transmission? What are the Micro-organisms caused by Citrus Canker</p>	<p>Robert Koch Insect is the mode of Transmission.</p>	<p>Shown the Pictures</p>
<p><u>Demonstration</u> <u>and</u> <u>Discussion</u></p>	<p>What is the mode of transmission for the Virus</p>		
<p><u>Conclusion</u></p>	<p>Name the Bacterium which causes Anthrax Disease.</p>		
<p><u>Evaluation</u></p>	<p>Rust of wheat is caused by Micro-organisms</p>		





Lesson Plan-9

Name of the Student:-

Name of the School:- Z.P.H  
School Tarlurwada

Register No.:

Name of the Supervisor:-  
Kamaka Birga

Class:- 8th.

Subject:- Biology

Date:- 6/4/2024

Name of the Topic:- Nitrogen fixation & Its cycle

Time:- 45 min

Teaching Learning Points:- Biogeochemical cycle by which nitrogen is converted into multiple chemical forms among various ecosystems.

Teaching Learning Materials:- Shows the Pictures of Nitrogen cycle

Teaching Method:- Questioning and Demonstration Method

Reference Books:- 8th class Biology text Book

Academic Standards

Conceptual Understanding:- Children are able to understand the

Topic of Nitrogen fixation and Nitrogen cycle.



Asking Questions and Making Hypothesis: - Children are asking questions on the Nitrogen Cycle and Making Hypothesis. Information Skills and Project: - Children are collecting the information on the Nitrogen fixation and Cycle. Communication through Drawing Model Making: - Children are paying Attention to Draw the flow chart of the Nitrogen Cycle.

Steps	Teacher Activity	Pupil Activity	Task Record/Work TLM
Introduction	Good Morning Child	Good Morning Mam	
Greetings	How are you?	I am Doing Well.	
Mind Mapping	Which Bacteria is Present in the Nitrogen Fixation	Rhizobium is the Bacteria Present in the Nitrogen Cycle	
Posing Questions	Which organisms lives in Root Nodules?	Bacteria and Blue green Algae present	





<p><u>Answer card</u> of the <u>topic</u></p>	<p>in the <u>Root Module</u>. Children we are discuss about Nitrogen cycle and fixation</p>		
<p><u>Reading</u> <u>Identifying</u> <u>the key</u> <u>words:-</u></p>	<p>Children Read Pg No - 14 to 42 and underline the difficult words</p>		
<p><u>Group</u> <u>Discussion:-</u></p>	<p>Children are been discussing with their friends</p>		<p>Leguminous Plants Eg:- Beans, Peas</p>
<p><u>Explanation</u> <u>of key words:-</u></p>	<p>Leguminous Plants Symbiotic</p>	<p>Leguminous Plants Symbiotic</p>	





<p><u>Conceptual</u>  <u>Understanding</u>          - using <u>theory</u>  <u>activity</u>:-</p>	<p>Nucleic acids          Chlorophyll</p> <p>How much          percentage of          nitrogen is Present          in the Atmosphere.</p>	<p>Nucleic acids          Chlorophyll.</p>	<p>Show          the          Pictures</p>
<p><u>Remembrance</u>  <u>and Discussion</u></p>	<p>What are the          Bacteria are          Present in Nitrogen          Fixation?</p>	<p>Blue Green Algae          are present in          Nitrogen fixation</p>	
<p><u>Conclusion</u></p>	<p>What are the          essential <u>nutrients</u>          of Nitrogen?</p>		
<p><u>Evaluation</u></p>	<p>Which is converted          as <u>Nitrogen</u> <u>compounds</u>?</p>		



Case Lesson Plan - 10

Name of the Student: \_\_\_\_\_

Register No.: \_\_\_\_\_

Class: - 8<sup>th</sup>

Subject: - Biology

Name of the Topic: - Crop production and Management

Teaching Learning Points: - We are learnt that how to cultivate the field from this Topic.

Teaching Learning Materials: \_\_\_\_\_

Teaching Method: - Questioning; Demonstration Method.

Academic Reference Books: - 8<sup>th</sup> class Biology Text Book

Academic Standards: \_\_\_\_\_

Conceptual Understanding: - Children are able to understand the crop production and Management.

Name of the School: - Z.P.H School Talwandi

Name of the Supervisor: - Kamal Singh

Date: - 8/4/2024

Time: - 45 Min





Asking questions and Making Hypothesis:- Children are able to understand and asking questions on Crop Management and Production -

Information Skills and Project:- Children collect information on the Crop Management and Production -

Communication through Drawing Model Making:- Children can able Draw and Do the Activity on Crop Management and Production

<p>Steps</p> <p>Introduction</p> <p>Greeting</p> <p>Mind Mapping</p> <p>Relating questions</p>	<p>Teacher Activity</p> <p>Good Morning Students</p> <p>How are you?</p> <p>What are Crops</p> <p>And write the 2 examples</p> <p>What are instruments we use for field work?</p>	<p>Pupil Activity</p> <p>Good Morning Teacher</p> <p>June Mams</p> <p>Plants of the same kind are cultivated at one place on large scale. Eg:- Wheat, Paddy, Mustard, etc.</p>	<p>Black Board work TLM</p> <p>Crop Management and its Production</p> <p>Sham</p> <p>the Picture</p>
--	---	--	--





<p><u>Announcement</u> Today we are <u>of the topic</u> discussing about Crop Production and Management</p>	<p>Children are <u>Discussing</u> with their friends about Topic.</p>	<p>Agricultural Practices Kharif Crop Rabi Crop Tilling, Plough hoe; Cultivator Sowing; Selection of Seed's of seed; Seed Drill</p>	<p>Shown the Pictures</p>
<p><u>Read and</u> <u>Identify the</u> <u>key words</u> the difficult words</p>	<p>Children are <u>Discussing</u> with their friends about Topic.</p>	<p>① Kharif Crop ② Rabi Crop ③ Agricultural ④ Implement's ⑤ Traditional Tool ⑥ Sowing</p>	
<p><u>Groups</u> <u>Discussion</u> about Topic.</p>	<p>Children are <u>Discussing</u> with their friends about Topic.</p>	<p>① Kharif Crop ② Rabi Crop ③ Agricultural ④ Implement's ⑤ Traditional Tool ⑥ Sowing</p>	
<p><u>Exclamation</u> <u>of the key</u> <u>word's</u></p>	<p>Children are <u>Discussing</u> with their friends about Topic.</p>	<p>① Kharif Crop ② Rabi Crop ③ Agricultural ④ Implement's ⑤ Traditional Tool ⑥ Sowing</p>	





<p><u>Conceptual</u> <u>Understanding</u> <u>through</u> <u>Activity:-</u></p>	<p>What is the Meaning of Agricultural Practices What is Meant by Kharif and Rabi Cereals?</p>	<p>The Earthworms are friends of farmer. They are called so because they turn &amp; Loosen the soil and Add Humus to Soil.</p>	<p>Shown the Pictures on Chart</p>
<p><u>Demonstration</u> <u>Discussion:-</u></p>	<p>Name the friends of farmer? Why they called Asgo?</p>	<p></p>	<p></p>
<p><u>Conclusion:-</u></p>	<p>What are the Main Tools are used for Cultivate</p>	<p></p>	<p></p>
<p><u>Evaluation:-</u></p>	<p>What is Mean by the Traditional Tool?</p>	<p></p>	<p></p>





Macro lesson plan - II

Name of the Student: -

Register No.: -

Class: - 8<sup>th</sup> std

Subject: - Biology

Name of the Topic: - Adding Manure and Fertilisers

Teaching Learning Points: - We must use Manure and Fertiliser's for

Teaching Learning Material: - the crop growth and high yield purpose

Teaching Methods: - Laboratory, Demonstration Method -

Reference Books: - 8<sup>th</sup> class Biology text Book

Academic Standard

Conceptual Understanding: - Children are able to understand the

concept of Manure and Fertilisers.

Name of the School: - Z.P.H  
School Tarbunde

Name of Supervisor: - Kanak  
Ghugra

Date: - 10/4/2024

Time: - 45 Min





Asking questions and Making hypothesis: - Children are able to ask questions on Adding Manure and Fertilisers. Information skills and Project: - Children will collect information on the Adding Manure and fertilisers. Communication through Drawing Model Making: - Children are able to draw Pictures on this Topic.

Steps	Teacher Activity	Pupil Activity	Blackboard/TLM
<p>Introduction's - Greeting's - Mind Making's -</p>	<p>Good Morning Children How you come to school? What are Manure And fertilisers?</p>	<p>Good Morning Mam Pay Bus.</p>	<p>Adding Manure And fertiliser's</p>
<p>Relving Questions - What are necessary for soil to high yield crops?</p>	<p>What are necessary for soil to high yield crops?</p>	<p>The substances are added to the soil in the form of nutrients for the healthy growth of plants called Manure and Fertilisers Nutrients are required</p>	<p>Show the Picture's</p>





<p>Announcement of the Topic's - Reading and Identifying the keywords -</p>	<p>Today we are going to discuss the Adding Manure &amp; Fertiliser's Topic Children Read Page no. 60 to 64 and the keywords - underline the key words.</p>	<p>There are Chemical Fertiliser's</p>
<p>Group Discussion -</p>	<p>Children are discussing with their friends.</p>	<p>Organic Manure Vermicompost Ammonium, Urea Sulphate, Phosphate Nitrogen Phosphorus Potassium</p>
<p>Explanation of Key words -</p>	<p>Organic Manure Ammonium, Urea Sulphate, Phosphate Nitrogen Phosphorus Potassium</p>	<p>Organic Manure Vermicompost Ammonium, Urea Sulphate, Phosphate Nitrogen Phosphorus Potassium</p>

show  
on  
the  
chart





Conceptual  
Understanding  
through Activities:-

If we add more fertiliser to this field. Do we get more yield in crops?

Demonstration  
And Discussion:-

What is Crop Rotation?

The Another Method of Replenishing the soil with nutrients is through Crop Rotation.

Conclusion:-

In Northern India we use for as per the seasons?

Evaluation:-

What is Organic Manure?  
 Write some examples

What is use of Vermicompost to Plants?

Show the Picture on chart



Masterclass plan-12

Name of the Student:-

Register No:-

Class:- 8<sup>th</sup> std

Subject:- Biology

Name of the Topic:- Microorganisms And us.

Teaching Learning Point's:- <sup>making friendly</sup> Microorganisms are <sup>useful and harmful</sup> for us.

Teaching Learning Material:- Showing the Pictures on charts.

Teaching Method:- Demonstration And Laboratory Method.

Reference Book's:- 8<sup>th</sup> class Biology Text Book

Academic Standard's

Conceptual Understanding:- Children can able to understand

about the Microorganisms makes a friendly Micro-organisms.

Name of the School:- Z.P.H  
School Talukwad

Name of the Supervisor:-  
Kamaka Durga

Date:- 12/4/2024

Time:- 45 Min



Asking questions And Making Hypothesis:- Children are able to Ask questions on the friendly Microorganisms Making Card; Fed Information skills And Project:- Children are able to collect the Information on the Friendly Microorganisms -  
 Communication through Drawing Model Making:- Children can able to make the activities and Draw the structure on the Friendly Micro-organisms

Steps	Teacher Activity	Pupil Activity	Blackboard work	TLM
Introduction	Good Morning Students	Good Morning Teacher		
Greeting's	How are you?	I am Doing well Teacher.		Shown on the chart
Mind Making	Where Do the Microorganisms live?	Microbe's are like all Environment including Human Body	Friendly Micro-organisms	
Probing questions:-	Is Microorganisms are harmful & useful?	Yes they are very useful as well as harmful		





<p><u>Announcement</u>  <u>of the Topic:</u>  <u>Reading</u>  <u>And Identify</u>  <u>the Under</u>  <u>-line Key</u>  <u>words:-</u></p>	<p>Today we are          Discussing about          Friendly Microbes          Making Curd; Feed.          Children the lesson          And also underline          the Difficult          words.</p>	<p>Microorganism          are being used          for the Production          of Alcohol          since ages.</p>	<p>Show          the          Pictures</p>
<p><u>Group</u>  <u>Discussion:-</u>  <u>Explanations</u>  <u>of the Key</u>  <u>words:-</u></p>	<p>Children are          been Discussing          with their Friends</p>	<p>Organic Wastes          Lacto Bacillus          Soil Fertility</p>	<p>Organic Wastes          Lacto Bacillus          Soil Fertility</p>





<p><u>Conceptual Understanding through Activity:</u></p>	<p>Commercial uses Antibiotics Alexander Flemming</p> <p>What were the commercial use write with an example?</p>	<p>Commercial uses Antibiotics Alexander Flemming</p>	<p>Commercial uses of the medicines</p>	<p>Show the picture</p>
<p><u>Demonstration Discussion:</u></p>	<p>What are antibiotics? give some examples of antibiotics?</p>	<p>Substance are produced in body to fight the disease causing micro-organisms. Bacteria are called antibiotics. Eg: Streptomycin, Tetracycline and Erythromycin are examples of Antibiotics.</p>	<p>Commercial uses of the medicines</p>	<p>Show the picture</p>
<p><u>Conclusion:</u></p>	<p>What is meant by the fermentation process?</p>	<p>Commercial uses of the medicines</p>	<p>Commercial uses of the medicines</p>	<p>Show the picture</p>
<p><u>Evaluation:</u></p>	<p>Who discovered this fermentation process?</p>	<p>Commercial uses of the medicines</p>	<p>Commercial uses of the medicines</p>	<p>Show the picture</p>





Master Lesson Plan - 13

Name of the Student:-

Register No.:-

Class:- 8<sup>th</sup>

Subject:- Biology

Name of the Topic:- Difference between Manure and Fertilizer's.

Teaching Learning Point's:- Manure is organic based whereas Fertilizer's

Teaching Learning Material's:- Chemical's these are used field for yielding

Teaching Method's:- Demonstration And questioning Method

Reference Book's:- 8<sup>th</sup> class Biology Text Book

Academic Standard's:-

Conceptual Understanding:- Children are able to understand

the Difference between Manure And Fertilizer's.

Name of the School:- Z.P.H  
School Torshwada

Name of Submitter:- Kanaka  
Rurga

Date:- 16/4/2024

Time:- 45 Min





Asking questions and Making Hypothesis: - Children able to understand the Difference between Manure and Fertilizers.  
 Information Skills and Project: - Children select the Information on difference between the Manure and Fertilizers.  
 Communication through Activity Model's Making: - Children can Draw the chart on the Differences between Manure Fertilizers and their Advantages.

Steps	Teacher Activity	Pupil Activity	Black Board Work	TLM
Introduction: Greetings:-	Good Morning Students How are you?	Good Morning Man. Fine Teacher	Differences between Manure and Fertilizers	Show the Chart
Mind Mapping:- What is the Difference between Manure and Fertilizer?	What is the Difference between Manure and Fertilizer?	Fertilizer is chemical substances which add to soil in form nutrient for growth of plants	Manure is organic substance from animal waste. They are important for plant growth?	
Relating Questions:-	Is Both are important for plant growth?	Yes! They are important		





<p>Announcement of the Topic-</p>	<p>Today we are discussing between Manure and Fertilizers.</p>	<p>Chemical Based</p>	<p>Shown in the chart</p>
<p>Read the Identifying key words</p>	<p>Read the Page no 64 and underline the difficult words.</p>	<p>Organic Based Substances</p>	
<p>Group Discussion-</p>	<p>Children are discussing with their friends</p>	<p>Humus Nutrient's Nitrogen Phosphorus Potassium</p>	
<p>Explanation of the key words</p>	<p>Humus Nutrient's Nitrogen Phosphorus Potassium</p>	<p>Humus Nutrient's Nitrogen Phosphorus Potassium</p>	





<p><u>Conceptual Understanding through Activity:-</u></p>	<p>Did fertilizer Provide Humus to the Soil?</p>	<p>Manure is been relatively less Rich in the Plant Nutrients</p>	<p>Shown the chart</p>
<p><u>Demonstration and Discussion:-</u></p>	<p>Is Nutrient is Rich in Manure?</p>	<p>Manure is been relatively less Rich in the Plant Nutrients</p>	
<p><u>Conclusions:-</u></p>	<p>How do the Manure is Prepared?</p>		
<p><u>Evaluation:-</u></p>	<p>What are the Advantages and Disadvantages of Manure and Fertilizers?</p>		







Asking questions and making hypothesis: - Children are asking the questions on the various sources of irrigation methods. Information skills and project: - Children will collect information on sources of irrigation process. Communication through drawing model making: - Children are able to draw the structures of a irrigation and various types of irrigation's methods.

Steps	Teacher Activity	Pupil Activity	Planned Work	TLM
Introduction:	Good Morning students	Good Morning Teachers.	Sources and Methods of Irrigation.	Shown the Pictures
Greeting's:	How is the day	It is very nice today Teacher.		
Mind Mapping:	What is irrigation	The supplement of water at the regular intervals called irrigation. Wells, Tubewells, Ponds, Lakes, Rivers & Canals.		
Preliminary Questions:	What are the sources of irrigation?			





<p>Announcement of the Topics - Read the Identifying Key words:-</p>	<p>Children we will Discuss about Sources And Traditional Methods of Irrigation. Read Page no 64, to And underline Key words</p>	<p>Children will Discuss with their Friends</p>	<p>Children we will Discuss about Sources And Traditional Methods of Irrigation. Read Page no 64, to And underline Key words</p>
<p>Group Discussion:-</p>	<p>Children will Discuss with their Friends</p>	<p>Children will Discuss with their Friends</p>	<p>Children we will Discuss about Sources And Traditional Methods of Irrigation. Read Page no 64, to And underline Key words</p>
<p>Exclamation the Key words:-</p>	<p>Children will Discuss with their Friends</p>	<p>Children will Discuss with their Friends</p>	<p>Children we will Discuss about Sources And Traditional Methods of Irrigation. Read Page no 64, to And underline Key words</p>

Traditional  
Methods  
of Irrigation

Start  
with the  
system

Sprinkler system  
Drip system  
Irrigation

Sprinkler System  
Drip System  
Irrigation

Exclamation  
the Key  
words:-





<p><u>Conceptual Understanding through the Activity:-</u></p>	<p>Write the Sources of an Irrigation                  Did all living Organisms like need water to live?                  Mention the Modern Methods of Irrigation</p>	<p>Sprinkler system And Drip system are the Modern Methods of Irrigation</p>	<p>Shown on the Chart</p>
<p><u>Conclusion:-</u></p>	<p>What are the things are absorbed.                  How much water it might contain?                  Why water is important for the Irrigation Methods?</p>		
<p><u>Evaluation:-</u></p>			



Macro lesson plan-15

Name of the Student:

Name of the School: Z.P.H. School Torluwad

Register Number:

Name of the Supervisor: ~~XXXXXXXXXX~~ Kavaka Murga

Class: 8th

Subject: - Zoology

Date: - 19/4/2024

Name of the Topic: Storage

Time: - 45 Min

Teaching Learning Points: - We can store food materials in various ways.

Teaching Learning Materials: - Pictures shown in chart.

Teaching Methods: - Laboratory and Questioning Method.

Reference Books: - 8th Class Biology Text Book.

Academic Standard:

Conceptual Understanding: - Children are able to understand the content of the Storage <sup>for</sup> Food Production and Food Management Lesson.





Asking questions and Making Hypothesis: - Children can able  
 Ask questions on the Storage concept  
 Information Skills and Project: - Children will also  
 Collect Information on the Storage  
 Communication through Drawing Model Making: - Children  
 able to do Activities and Draw Pictures of Storage.

Steps	Teacher Activity	Pupil Activity	Blackboard TLM
Introduction: - Greeting S: - Mind Mapping: -	Good Morning Children How are you? What is storage?	Good Morning Teacher. Fine Teacher. Proper storage of grains is necessary to protect from Pests and Microorganisms mostly we kept in the Moisture Area.	Storage of the food. Shown the Picture
Asking questions: -	Where we kept Grains mostly?		





<p>Announcement of the Topic:</p>	<p>Today we will discuss about the Storage</p>	<p>Children Read Page no. 72 to 74 underline the Key words.</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Reading the Identify the Key words</p>	<p>Children are Discussing with their friends.</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Explanations of the words:-</p>	<p>Children are Discussing with their friends.</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>
<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>	<p>Spelt Germination Bacteria Jungle Pests</p>

Sibs for  
Storage of  
Grains  
shown  
on  
the  
Chart

Spelt  
Germination  
Bacteria  
Jungle  
Pests

Spelt  
Germination  
Bacteria  
Jungle  
Pests

Spelt  
Germination  
Bacteria  
Jungle  
Pests





<p><u>Conceptual understanding</u> through <del>activity</del> - the Grains?</p>	<p>Where do the farmer's store the Grains?</p>	<p>They may get spoil and attached to the Organisms Making them unfit for use or for Germination.</p>	<p>Storage of Grains in Gummy bag in Gramine's</p>
<p><u>Demonstration</u> <u>And Discussion</u></p>	<p>What happens if grains are not stored properly?</p>	<p>Which leaves are used for storing the Grains?</p>	<p>Did farmer's spray fertilizer's to that Grains? Bag's?</p>
<p><u>Conclusion</u></p>	<p></p>	<p></p>	<p></p>
<p><u>Evaluation</u></p>	<p></p>	<p></p>	<p></p>



Master Lesson Plan-16

Name of the Student:-

Register Number:-

Class:- 8th std

Subject:- Biology

Name of the Topic:- Feed from animals

Time:- 45 Min

Teaching Learning Materials:- Shows the Table form on the Chart

Teaching Learning Points:- We get food from animals for

Teaching Methods:- Laboratory and questioning Methods.

Reference Books:- 8th class Biology Book

Academic Standards

Conceptual Understanding:- Children are able to understand

the concept of food from animals.

Name of the School:- Zp. 14  
School Belur

Name of the Supervisor:-  
Kamaka Hinger

Date:- 20/4/2024





Asking questions and making hypothesis: - Children are able to ask questions on food from animals. Information Skills and Project: - Children are collect the information on food from animals. Communication through Activity Models Making: - Children are making activities on food from animals.

Steps	Teacher Activity	Pupil Activity	Blackboard	TLM
Introduction: - Greeting: - Mind Mapping	Good Morning Students How are you? What is animal husbandry?	Good Morning Mam Fine Teacher The rearing of animals at home by providing food shelter in large shed called animal husbandry.	Food from Animals	Show the Chart
Producing Questions: -	Do plants and animals give's food to us?	Yes.		





<p>Announcement of the Topic:-</p>	<p>Children we will Discuss about Seed From Animals.</p>	<p>Animal Husbandry</p>	<p>Spam in the Chat</p>
<p>Reading and Identify the Key words:-</p>	<p>Read Pg. no 74 And Underline the Key words</p>	<p>Children are Discussing with their Friends</p>	<p>Crop production Selecting Seeds Sewing Proper feed, Shelter Animal Husbandry</p>
<p>Group Discussion:-</p>	<p>Children are Discussing with their Friends</p>	<p>Crop production Selection Seeds Sewing Proper feed Shelter Animal husbandry</p>	<p>Crop production Selecting Seeds Sewing Proper feed, Shelter Animal Husbandry</p>
<p>Explanation of the Words:-</p>	<p>Children are Discussing with their Friends</p>	<p>Crop production Selection Seeds Sewing Proper feed Shelter Animal husbandry</p>	<p>Crop production Selecting Seeds Sewing Proper feed, Shelter Animal Husbandry</p>





<p><u>Conceptual Understanding through Activity:-</u></p>	<p>What are the feed Sources of Egg's and Meat?</p>	<p>The Scastal Areas people consume fish As a Diet.</p>	<p>Show the Picture</p>
<p><u>Demonstration and Discussion:-</u></p>	<p>What kind of feed did Scastal Areas People will consume.</p>	<p>Where do the feed obtained from?</p>	<p>What are the Cash Production involving steps?</p>
<p><u>Conclusion:-</u></p>			
<p><u>Evaluation:-</u></p>			





Case Lesson Plan - 17

Name of the Student: \_\_\_\_\_

Register Number: \_\_\_\_\_

Class: - 8<sup>th</sup> std

Subject: - Biology

Name of the Topic: - Deforestation & Consequences of Deforestation

Teaching Learning Points: - Cutting the plants are having Disadvantages

Teaching Learning Materials: - shown in life in life

Teaching Learning Methods: - Laboratory Questioning Method

Reference Book's: - 8<sup>th</sup> Class Biology Text Book

Academic Standards: \_\_\_\_\_

Conceptual Understanding: - Children are able to understand

the Deforestation and Consequences of Deforestation.

Name of the School: - Z.P.H School Terulwada

Name of the Supervisor: - \_\_\_\_\_  
Kamaka Durgar

Date: - 20/4/2024

Time: - 45 min





Asking questions and making hypothesis - Children Ask questions on the Deforestation and consequence of Deforestation.  
 Information Skills and Project - Children are been able to collect information on Deforestation and consequence of the Deforestation.  
 Communication through Drawing Models Making - Children can able to draw Pictures on Deforestation and their consequences.

Steps	Teacher Activity	Pupil Activity	Black Board/Chart	TLM
Introduction - Good Morning Students	Good Morning Students	Good Morning teacher	Deforestation	Shows on the Chart.
Greeting's - How is the Day?	How is the Day?	Good Teacher	Deforestation Means	
Mind Mapping	What is Deforestation?	Deforestation Means clearing of forests and using for other purpose.		
Probing Questions	What are the Purpose's of the Cultivations?	Procuring land for Cultivations.		





<p><u>Announcements</u> of the Topic:-</p> <p><u>Reading the</u> <u>Identify under</u> <u>line key</u> <u>words:-</u></p>	<p>Today we will discuss the consequences of Deforestation.</p> <p>Children read Page no 30 to 32 underline the key words.</p> <p>Children are discussing with their friends -</p>	<p>Deforestation Ground water Soil - Dioxide Fertility Atmosphere</p>	<p>Consequences of Deforestation</p> <p>Show the Picture</p>
---	--	---	--





<p><u>Conceptual Understanding through Activity's -</u></p>	<p>What's do the <sup>Process</sup> Deforestation do on the Earth?</p>	<p>Gradually the fertile land's gets convert's into the Desertification.</p>	<p>Desertification Drought's</p>
<p><u>Demonstrate And Discussion -</u></p>	<p>What is Mean Desertification?</p>	<p>Gradually the fertile land's gets convert's into the Desertification.</p>	<p>Desertification Drought's</p>
<p><u>Conclusion</u></p>	<p>What are the other properties in Nutrients</p>	<p>Gradually the fertile land's gets convert's into the Desertification.</p>	<p>Desertification Drought's</p>
<p><u>Evaluation</u></p>	<p>Where do we get Products mostly? Write causes of Deforestation?</p>	<p>Gradually the fertile land's gets convert's into the Desertification.</p>	<p>Desertification Drought's</p>

Show the Pictures on the Chart

Desertification  
Drought's

Gradually the fertile land's gets convert's into the Desertification.

What are the other properties in Nutrients

Where do we get Products mostly?  
Write causes of Deforestation?





My classmate

Name of the Student:  
Register Number:  
Class: - 8<sup>th</sup> std  
Subject: - Biology

Name of the School: - Z P - 14  
 School Belwada  
Name of the Supervisor:  
 Karaka Dwiga  
Date: - 22/4/2024

Name of the Topic: - Conservation of Plants, Animals and Animals. Time: - 45 Min

Teaching Learning Point: - Biodiversity refers to variety of organisms ~~scat~~ on the Earth, their interrelationships & their relations with the environment.  
Teaching Learning Material: - Pictures with the Environment.  
Teaching Method: - Questioning and Demonstration Method.  
Reference Book: - 8<sup>th</sup> class Biology text Book.

Academic Standard:

Conceptual Understanding: - Children are able to understand the concept of conservation of forest and wild life.





<p>Asking questions and Making Hypothesis :- Children are asking questions on Conservation of Forest and Wildlife.</p> <p>Information skills and Project :- Children are collecting information on Conservation of plants and wildlife.</p> <p>Communication through Drawing Model's Making :- Children will Draw and Do the Activities on the Conservation of Plants and Wildlife.</p>	<p>Stages</p> <p>Introduction - Good Morning Children</p> <p>Greeting's :- How are you?</p> <p>Mind Making - What it is important to conserve forests</p> <p>Problem Questions :- What is Biosphere?</p>	<p>Teacher Activity</p> <p>Good Morning Children</p> <p>How are you?</p> <p>What it is important to conserve forests</p> <p>What is Biosphere?</p>	<p>Pupil Activity</p> <p>Good Morning Teacher.</p> <p>Time Teacher.</p> <p>Forests maintain Balance in the Nature.</p> <p>It's a part of earth living organisms exist on supports life.</p>	<p>Black Board</p> <p>Conservation of Forest and Wildlife</p>	<p>Time</p> <p>Show the Pictures</p>
---	--	--	---	---	--------------------------------------





<p>Announcement of the Topic:-</p>	<p>Today we will discuss conservation of forest and wild life.</p>	<p>Read page no 32 to 35 and underline the key words</p>	<p>Wildlife Sanctuary National Park Biosphere Reserve Protected Area</p>
<p>Read the Identifying underline key words:-</p>	<p>Children were been discussing with their friends.</p>	<p>Biosphere Reserve</p>	<p>show in the Picture</p>
<p>Group discussions:-</p>	<p>Wildlife Sanctuary National Park Biosphere Reserve Protected Area</p>	<p>Wildlife Sanctuary National Park Biosphere Reserve Protected Area</p>	<p>Wildlife Sanctuary National Park Biosphere Reserve Protected Area</p>
<p>Explanation of the key words:-</p>			





<p><u>Conceptual Understanding through Activities</u></p>	<p>What is Biosphere?                  What is Biological Diversity?                  What is Wildlife Sanctuary?                  And Discussion -</p>	<p>Is the Area where animals are protected from any disturbance to them &amp; their habitat</p>	<p>Wildlife Sanctuary National Park                  shown on the chart</p>
<p><u>Demonstration and Discussion</u></p>	<p>What is National Park?                  What is Biosphere Reserve?                  What are the Biosphere Reserve consists of?</p>		
<p><u>Conclusion</u></p>			
<p><u>Evaluation</u></p>			





## Macro Lesson Plan - 19

Name of the Student:

Register Number:

Class: - 8<sup>th</sup> std

Subject: - Biology

Name of the Topic: - Flora And Fauna

Teaching Learning Points: - Plant's & Animals of Particular  
are known as the Flora and Fauna of that Area.

Teaching Learning Materials: - Shown on the chart of flora & fauna.

Teaching Methods: - Questioning; Demonstration Method.

Reference Books: - 8<sup>th</sup> Biology Text Book.

Academic Standards:

Conceptual Understanding: - Children are able to understand the

Particular Flora and Fauna.

Name of School: - Z-P-H  
School Tarlunada

Name of the Supervisor: -  
Kanaka Rurga

Date: - 22/4/2024

Time: - 45 Min





Asking questions and Making Hypothesis:- Children are asking questions of Flora and Fauna  
Information Skills and Project:- Children are collecting information on the Flora and Fauna

Communication through Drawing Model's Making  
 Children will draw the structure of Flora and Fauna

<p><u>Steps</u></p>	<p><u>Teacher Activity</u></p>	<p><u>Student Activity</u></p>	<p><u>Blackboard</u></p>	<p><u>Film</u></p>
<p><u>Introduction</u></p>	<p>Good Morning</p>	<p>Students</p>	<p>Good Morning Teacher</p>	<p>Flora And Fauna</p>
<p><u>Greeting</u></p>	<p>How is the Day?</p>	<p>Teacher</p>	<p>The Plants are found in Particular Area called Flora</p>	<p>Show the Pictures</p>
<p><u>Mind Mapping</u></p>	<p>What is Mean By Flora?</p>	<p>Flora</p>	<p>The animals are found in Particular Area called Fauna</p>	
<p><u>Asking Questions</u></p>				





<p>Announcement of the topic</p>	<p>Children we will Discuss about the Flora and Fauna</p>	<p>Read page No 36 And underline the key words</p>	<p>Flora Fauna Teak Trees Habitat</p>
<p>Read the Identifying Key words</p>	<p>Children are Discussing with their friends</p>	<p>Flora Fauna Teak Trees Habitat</p>	<p>Flora Fauna Teak Trees Habitat</p>
<p>Group Discussion</p>	<p>Explanation of the key words</p>	<p>Flora Fauna Teak Trees Habitat</p>	<p>Flora Fauna Teak Trees Habitat</p>
<p>Show the Chart</p>			





<p><u>Conceptual Understanding</u> <u>through</u> <u>Activity:-</u></p>	<p>Are tigers are still found in this forest?</p>	<p>No, they feel as a Disturbed</p>	<p>Differences between the Flora and Fauna.</p>	<p>Show the Pictures of each</p>
<p><u>Demonstrations</u> <u>and Discussion</u></p>	<p>Are animal's feel comfortable by touching them?</p>	<p>Write the Examples of Flora?</p>	<p>Which trees are Very tall Is it example of Fauna?</p>	
<p><u>Conclusion</u></p>				
<p><u>Evaluation</u></p>				





Class Lesson Plan - 20

Name of the Student: Siddhant  
 Register Number: 180101010101010101

Class: 8<sup>th</sup> std

Subject: Biology

Name of the Topic: Endemic Species

Teaching Learning Objectives: Species are found in Particular Areas

Teaching Learning Materials: Whether it's any types of Interbreeds

Teaching Methods: Shows the Pictures of Plant's Animal Species

Reference Books: Laboratory Demonstration Method

Academic Standards: 8<sup>th</sup> class Biology Text Book

Conceptual Understanding: Children are able to understand the topic of Endemic Species

Asking Question and Making Hypothesis: Children can Ask questions on the Endemic species

Information Skills and Project: Children will collect the

Name of the School: 2 P.H. Sacred Forland  
 Name of the Suburban: Kavaka Nurga

Date: 23/4/2024

Time: 45 min





The Information of Endemic Species.  
 Communication through Drawing Model Making - Children are able to  
 Prepare the Activities of the Endemic Species.

Steps	Teacher Activity	Pupil Activity	BackGround work
Introduction	Good Morning Mam	Good Morning Students	
Greetings	How you came to school	By Bus Teacher	
Mind Mapping	What is Pachmarhi Biosphere Reserve?	Endemic flora of the Pachmarhi Biosphere	Endemic
Relating questions	What is Mean By Endemic Species	Species which are found in Particular Species called Endemic?	Species of Plants and Animals
Announcement of the Topic	Today we shall discuss about Endemic Species.		
Read and Identify the Keywords	Road Bagru 88' Ho underline they words		
Group discuss	Children <del>are</del> been discussing with their friends.		
- semi-		Endangered	Bison
Explanation of they words	Endangered	Bison	





<p><u>Conceptual</u> <u>Understanding</u> <u>through activities</u></p>	<p>Wild Mango Giant Squissel</p> <p>What is an Ecosystem?</p> <p>What is the Name of Dried species?</p> <p>What is Meant by Endangered Species</p>	<p>Wild Mango Giant Squissel</p> <p>Extinct Species Animals who number Diminishing to a level might face Extinction Species known as Endangered Species</p>	<p>Endangered Species</p>
<p><u>Demonstration</u> <u>and</u> <u>Discussion</u></p>	<p>Which Questions will <sup>you</sup> Ask about Endemic Species?</p> <p>Which is known as the Predominant Animal in An India?</p>		
<p><u>Conclusion</u></p>			
<p><u>Evaluation</u></p>			

