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Entership lesson Plan 1

Preliminary Information -

Name - Manisha Das.

Class - VCE

Subject - Social study.

Roll No - 82

College School - Govt. Mani 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 temperature.

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

Compare and contrast :-

Draft Europe -

Explain -

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

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

Affective 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 :- viz class social text book and encyclopedia Britannica.

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

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Steps	Content	Objective and Specifications	Teachers Fidelity	Pupils Fidelity	B.B.No.	T.L.NT	Evaluation
	On which we live in full of diversity.	Knowledge $\Rightarrow$ The student-acquire the knowledge about temperature difference that occurs through out the year and part of word.	① What is diversity? ② What you have learnt about diversity in previous class?	Difference in the climate continuous geographical diversity is called diversity.	Diversity		Name some of the diversity on earth.
	We saw in the previous classes about some aspects of this diversity occurs and continent-mountain and features and plains	Understand $\Rightarrow$ The student-understand the diversity in temperature difference	③ Do you see temperature?	No we could not see.	Rainfall		
	on the continent and region of light and reality rainfall		④ What is other temperature aspect of which we can not see but feel?	That is temperature	pole and continents		What is other from the diversity.
	In this lesson we shall study about another important form of diversity which we can feel but.		⑤ Where do you needed temperature come from?	Energy of sunlight.			
	This is diversity in temperature you would have notice that while it is cool in mountain. It get warm during the day and gets cool at night gain in the night similarly you may learn that it is very hot in summer some months of the year						

Topic	Content- Synopsis	Objective and Specification.	Teacher Fidelity	Pupil Fidelity	B.B.W.	T.L.M	Exhu
	Some regions are warm 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.	Inference :- Student derive top inferal-on difference parts of wind geographical place and temperature subject and morning grasps and maps. Application :- student apprise the temperature difference in due to inclination of sunlight on earth	Name some regions which are covered by ice through out the year. How is equatorial region hot. Temperature difference between places also causes.	Polar region and auricle. Very hot due to direct to full of sunlight winds and rains.	Equatorial regions temperature difference winds and rains.	Globe and winds charts would allow	

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.

conventioned 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 journey and map shows that distribution of mainly pupils etc.

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

Effective 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 - UCI class social text book and encyclopedia.
Bithonica.

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
soil etc

③ Sumnerian first used reinforced clay tables.

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

Partnership Lesson Plan-III.

Principle Information :-

Name - Manisha Das.

class - VIII

Roll No - 82

Subject - Social studies.

Topic - Maps of different areas.

Date -

Supervisor -

Content 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 and discriminate :- student discriminate the map of sumerian and neolous 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 sumerian, clay chart and would often Mesopotamian 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 man and their analysis and usage.

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

Climinating Activity

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

Recapitalisation :- 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.

Interstip Lesson Plan 4

Preliminary Information :-

Name - Marisha Das

class - VII

Roll No - 82

School - Sri Govdhanu College.

Topic - Maps.

Time - 45 min.

Subject - English.

Supervisor -

Content Fractysis

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.

Identity Relationship - Student identity relationship among maps of Greeks and italians.

Detect Errors :- Student detect errors in map making by europeans 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 motic maps.

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

Application - Reape 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 C class social text book, encyclopedia Britannica.

Steps	Content- Analysis	Objective Specification	Teacher's Retrivity	Pupil's Retrivity	D.B.W	T.L.M	Environment
INTRODUCTION			Good morning children	Good morning man.			
			① Have you understood?	Yes, sir			
			② The present-day people are called off-rag.	able under-stand no doubts.			
			③ Healsaw of muletus is called row in?	Sumerlans.			
			④ Babylonians believe that earth is-	Rouardise surrounded by ocean.			
			⑤ Can any one say how they construct maps?	No, sir.			
			① Who establish ed trading station on indian coasts?	Romans.			
			② How maps are used the map by sailors?	They used local place deviation.			
⑥			③ Why do maps should be accurate?	They should be accurate to locate place longitudes and latitudes.			
			④ Why do maps should be accurate?	They should be accurate to locate place longitudes and latitudes.			
			⑤ Why do maps should be accurate?	They should be accurate to locate place longitudes and latitudes.			
			⑥ Why do maps should be accurate?	They should be accurate to locate place longitudes and latitudes.			

Communicating Fluently :-

Generalisation :- Tolemey 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 Tolemey?

- 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 on Indian coasts.

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

Assignment :- ① Write about the history of maps and try to point out the lemons of the map.

Internship Lesson Plan - II

Name - Manisha Das.

Class - VIII

Subject - Social studies.

School - Sri Goudham 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.

Detect error :- student detect errors that India shown bigger & smaller than Sri Lanka 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 longitudes and latitudes 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: source, class, maps.

Reference books - UPT class social text book, encyclopedia.

Steps	Content Analysis	Objectives	Teacher's Reflexivity	Student's Reflexivity	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 had were preparing maps. as their empowers were about to know about the village and towns under their control. This map showed China in the center.	<u>Knowledge:-</u> Rapid gain knowledge that Arab prepared maps by inversely that is from south located facing north would facing south <u>Understand</u> student and that Chinese prepared there maps for knowing about village and towns.	① What is the significant area 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. Arabs. Simultaneous with Arabs: China at center of a half-ocean around the globe		Maps and globe	What is the significance of the map of China.

Terminating Reflexivity :-

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.

② 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 with 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 ~~por~~ 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 poleng impleaenened 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 there 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
12	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.	<u>Knowledge</u> Rapid 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.	Good morning children. Q. Have you ever gone to Hyderabad? -d?	Good morning Madam. Yes sir.			
			Q. Do you see any Historical places?	About their History and location.			
			Q. What do you observe at any one of the historical place?	Maps are used.			
			Q. What is located and to identify is place?	Reading and analysis of maps.	Reading and analysis of maps.		
			Q. So, know we are going to study in detail maps.	Reading and analysis of maps.			
			Q. What is the difference between map and photograph.	Map is the model, identical image drawn for convince photo is set actual image.			Why did they draw?
			Q. Point out what is map and its uses.	Photograph shows real features. Map shows features.			

Cumulating Fluently

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.

③ 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.

Intersting 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 between countries.

Objective and Specification :-

Cognitive Domain :-

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

Understand :-

Compare and Contrasts :- Pupil compare and contrasts the work of map by different scientist.

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

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

Affective Domain :- Pupil develop interest in Marcartor Geographical projection in drawing.

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

Psychomotor Domain :-

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

Teaching method :- World map, globe

Reference Books :- UIR, social book.

Sl. No.	Content Analysis.	Objectives/ Specification.	Teacher's Activity	Pupil's Activity	Attitudes used	B.B.W.
	Motivation.		Good morning students Have you understood the lesson so far? I shall ask some questions to you, say, Who is the teacher of chairman at 1389? Do you know how America was discovered? America was discovered by	Good morning teacher. Yes, madam. Yes, teacher. D. mug hurupia. No, sir. Van-oda Gama,		Reading and analysis of maps.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Pupil's Activity	Aids used	P.B. & L.
	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 importance the Arabs have blocked the trade route to India	<u>Understand</u> :- Student understand that lonely hood. <u>Population</u> . Students apply the knowledge of maps regarding the preparation of the preparational analysis their activity in their actively in daily life. <u>Attitude</u> Pupil develop positive attitude among trade relation in History.	① In which country Ptolong books were discovered? ② Those maps based on what for accuracy ③ In which country Ptolong has inspired	Based on Mathematical calculation. 15th century he is inspired	Ptolong maps and globe	Ptolong
			④ Name some school.	Italian school. French school. English School.		
			⑤ Who have blocked trade route to India?	Arabs.	Maps and globe	15th century
④ across			⑥ Name some countries.	Spain, Portugal, Holland.		

Cumulating 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 ② exposure 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 mandatory 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	P.B.U.
16	Motivation. The father of dutch cartography was Gerardus Mercator (1512-94) who examine the original work and much imagine of map. Mercator, a projection in map. As you know that world like a ball but when we	<u>Knowledge:-</u> Pupil gain the knowledge of father of dutch cartography Gerardus Mercator. Understand:- Pupil understands this and to routin whether using world on a paper and mark to device method.	Good morning student. ① Is it possible to draw globe? ② Showing all the places we can draw? ③ Who can see world map. This is world map. ④ Who is the father of Dutch cartography? ⑤ In which year Gerardus Mercator continued his work? ⑥ Map project	Good morning morning teacher. Yes, teacher. No. No How teacher?	Globe and maps of world and India	Projection is like a ball.

Sl. No.	Content Analysis	Concern/ Specification	Teacher's Activity	Student Activity	Aids used	18.12.20
	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.	Overhead Mercator.	
			⑦ Mercator devices is a method of	Projection.	15.12.24.	

Cumulating Activity

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

Recapitulation - ① Who is Gerardus 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 such cartography was
Gerardus 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 - VIIT

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 discriminator 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 Retention	Student-Activity	Aids used	B.A. id
	Situation. Become one of the most important geographical survey in the world starting from Chennai		Good morning students. ① When did India got independence ② Who ruled India before independence? ③ Why maps are used by coloured countries?	Good morning teacher. Aug 15, 1947. British. to grip on the differences of countries.		

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Activity	Student's Activity	Aids used	RB:0
19	and began one of the most important-geographical survey in the world starting from Chennai and culmina-ting in the Himalayas to determine the length of the longitude this survey was completed by sir George Everest. In this survey which established	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.	④ who strated most-important survey? ⑤ In which year he started? ⑥ who complete the survey?	William Lumbion. 1802. 1802.	British people-William during	Globe maps

Concluding 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 - Theme: 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 making and locating map pointing.

Sl. No.	Content Analysis	Objective / Specification	Teacher's Activity	Pupil's Activity	Aids used	B.B.D
	we can plan agriculture development selling up new industries. Reading thematic map:- 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	<u>Application</u> Pupil apply the knowledge of maps in their day to day life such as knowing temperature from known paper. <u>Attitude</u> Pupil develop positive attitude among the study	Good morning students. ① Have you understand so far? ② Why do not you draw map by you own? ③ You know, how many types of maps are there? ④ What are thematic map? ⑤ What are used to identify places.	Good morning teacher. Yes, Sir. We don't because we can't. No, Sir. Maps show particular information	Globe and maps of different kinds	Thematic map. Activity Exercise work
21	economic					

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

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.

Recapitulation - ① Which colour represent- Brown?

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.

Supervision -

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	Maps used.	B.B.W	Sl. No.
	conventional symbols on map while map makes usually use their own symbol are used conventional - 117.	<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?	Good morning teacher. Yes Sir.			
	by most- map maker. in India we usually follow the convention used by the survey of India they are	<u>Attitude</u> Pupil develop positive attitude among the study of maps and	② Are you introduced in drawing maps? ③ What is used to locate population. How it is measured?	Yes Sir.			
			④ So know you want to know about maps and other sketches, so now I am going to how we drawing.	Number of people for speaker.		Mixture of population	

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Proficiency	Student's Proficiency	Findings	13. B. 10.
	called top sheets relief-features.	geography. <u>Knowledge</u> Rupil understand	③ what is population density?	Number of- people is living in a sqmt.		
	Relief-features means the high and low places on the earth surface.	what is population density among and about- Relief-features and others.	⑥ what is density of- population of- A.P.	30 & persons 59 km.	500 level.	Different types of- maps.
	The main are hills, valleys. we measures the total area of the people the total	<u>Understand</u> Rupil understand the density of population and Relief-features. At last- uses and density.	⑦ what is density of- population of Bihar?	1102 persons 39 km.		
			⑧ counter lines are also collect-	1501.		
			⑨ what is Atlas.	Collects maps. arranged according to old not learn theme.		Atlas.

42

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. sometimes someless isomeres.

Recapitulation - ① What are isolines?

② What is Atlas?

③ What are called Relief features?

Fill ups - ① Contour lines are usually drawn of 20 mtr sometime 100m intervals.

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 - Mranisha Das

class - VII

section - D

Roll No - 82

Subject - Social study.

Topic - Reading and note maps

Time - 45 min.

D V Nayanan
① V Nayanan
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P. O. H. K. K. M. U. R.
D. V. Nayanan
D. V. Nayanan

Sl. No.	Content-Analysis	Objectives/ Specification	Teacher's Activity	Students' Activity	Aids used	B.B.G.
	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. nitration.	Globe and solar system.	Solar energy
	The solar radiation received on the surface of the earth atmosphere this is because about 90 one third by solar system.	Pupil develop interest to study about sun and effect of radiation on environment. <u>Application</u> Appreciate the technique use the green house.	⑥ what is being rejected ⑦ How much energy amount of sun? ⑧ Sun is also a -	In the atmosphere, only small amount is recovered from sun. start.		
			⑨ The process involved in solar radiation is	absorbed or reflected		

Examining Fluently

Generalisation - Sunrays are also called - radiation. 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. Ananisha Das.

Class - VI

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 etc.

Objectives Specification.

Cognitive Domain.

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

Recognise - Pupils recognise the temperature difference is due to variation of angle of incidence by sun and inclination of earth while rotating.

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

Explain - Pupils explain the term angle of incidence and temperature variation through earth's rotation.

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Attended Activity	Pupil's Activity	Maps used	B.B.W.	Hand
	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	<u>Knowledge</u> Pupil accurate the knowledge that earth is round and rays can not reach the ground uniformly <u>Understand</u> Pupil understand do whatever on the stage equator involve direct rays poles of indirect falls of rays.	① Why do not heat? ② Intensity sun rays at the equator is. ③ At poles earth receives rays fallen.	High. Longer Area.	Thermometer and globe.	Equation.	
			④ The angle to incidence instantly constantly changes ⑤ Why it will change? ⑥ What is isolation?	Due to rotation.			

Sl. No.	St. and Analysis	Objective/ Specification	Teacher's Activity	Student's Activity	Aids used	B.B.W
10	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.	Pupil develop a positive attitude in studying geography and about solar radiation.	⑦ Intensity of sun rays at the equator is - ⑧ The angle to incidence constantly changes.	yes.	curved source	10
			⑨ why it will change	Due to rotation.	Globe	Thermometer
			⑩ what is isolation?		what is angle included	
					Did angle included change.	

Enumerating Activity.

An 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. metres, soother, loomter.

Recapitulation -

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

Fillups -

① Contour lines are usually drawn about some interval.

② Contour line are also called an isolate.

Assignment :-

① Write briefly about contour 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 longtime 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	R.B.W
	<u>Motivation</u> The temperature distribution on the land and oceans in much 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 is a bad conductor.	<u>Application</u> Pupil apply the knowledge of temperature graph in the daily life situation in and be able to described.	Good morning students ① Have you understand so far? ② What is your name? ③ What you experienced when you stepped in to water? ④ What is the reason for it, can you say? ⑤ Know, we are going to discuss in detail about these relation	Good morning teachers. Yes, sir Yes, sir, sun and temperature Yes, sir, hot-some heat. I don't know. Land and water contact.	Sound and body of. Ocean. Land and water contact.	

Sl. No.	Content Analysis	Objective/ Specification.	Teacher's activity	Student's Activity	Aids used	B.B. used
	bodies are different- while land gets heated. you may be successful to know that the atmosphere on the air around us is not heated directly by the rays of the sun pass through without being heated by them the sun rays. First heat the surface.	<u>Knowledge</u> Rapid gets the knowledge about sun and sun rays. about temperature thermometer them prepare variations atmosphere <u>Understand</u> Pupil 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 hottest and which countries will be cooler? ③ Where there is a deep fall more slowly in	Land. countries are hotter than countries elsewhere. the earth surface.	Sound and globe.	

Culminating Feltivity

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

Recapitulation - ① what is a good conductor to heat ?

② How much enough is radiak 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 while a short note on land and water constnacty. 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.
	<u>Motivation</u> The temperature of Atmosphere Temperature is measure by using bringing 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 in aziza in libia.	<u>Explain</u> Pupil are able to explain about the effect and causes of global warming and reason for high and low temperature <u>Interest</u> Pupil develop interest among the temperature and study.	Good morning students. ① Can you say why our temperature is effecting increasing day by day. ② It is due to increasing ③ Increasing temperature earth surface. ④ Still know you have studied heat balance and variation. ⑤ Temperature is measured by using	Good morning teacher. No sir. Oh! Global warming. Yes, sir. Thermometer	Map and globe	Height low.	

Sl. No.	Content-Analysis	Objective/Specification.	Teacher's Activity	Pupil's Activity	Aids used	P.B.W.
32	Atmoslok station in the Antarctica the temperature fell to 89.2 degree in the year. When water boiling when water reaches a temperature 0° it started free zes into ice. In summers the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	Explain Pupil 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?	Azizia.	Map of Antarctica and Africa	Highest temperature is 57.8°c.
33	When water reaches a temperature 0° it started free zes into ice. In summers the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	Explain Pupil are able to explain about the effect and causes of global warming and reasons for high and low temperature	⑥ Where is lowest temperature recorded	Yostalk station.		Lowest temperature is very low.
34	When water reaches a temperature 0° it started free zes into ice. In summers the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	Explain Pupil are able to explain about the effect and causes of global warming and reasons for high and low temperature	⑦ Where is lowest temperature recorded	Antarctica.		Lowest temperature is very low.
35	When water reaches a temperature 0° it started free zes into ice. In summers the ground temperature rises very high and this melts up the air. In winter the ground temperature falls.	Explain Pupil are able to explain about the effect and causes of global warming and reasons for high and low temperature	⑧ What is freezing point of water?	0°c.		Lowest temperature is very low.

Culminating Activity

Water boils at 100° evaporation water condense at 0°. High temperature is nothing at high level is at yolk 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
Muzia at 57.8°.

INTERSHIP LESSON PLAN-16

Preliminary information.

Name of the student- teacher- Niranisha Das.

class- VIII

section- D

Roll No- 82

Subject- Social study.

Lesson- sun and energy from sun.

~~sheet-~~

Dr. Navin
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Darsi MdI, Prakasani Dt.

Content Analysis

Generalisation - condensation, inversion, insolation, temperature maps.

Cognitive Domain -

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

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 insolation amount received year by the earth.

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Activity	Student's Activity	Aids used	B.B.W
	In class we studied Nigeria situated on equator this year we study about arctic tundra which is even farther north.	<u>Discriminate</u> Pupil discontinue the place of elev to places of matter and explain It reason, and effects of temperature rotation.	Good morning the students ① Have you understand so far?	Good morning teacher. Yes, sir teacher.	Temperature graph.	
	As you go north or south from the equator it becomes colder and there are separated summer and winter seasons places near the equator	<u>Interrel-</u> Pupil show great interest in studying about temperature	② Yes say me, what is globe warming? ③ where is lowest temperature located?	OK, sir. No, sir madam	Temperature graph.	Energy from sun.
			④ It is the temperature the world for.	Yes madam		
			⑤ So, now we are going to say why temperature variable	Temperature maps.		
			⑥ How do temperature is in India.	Type of climate varies from seasons.		Average temperature.

Sl. No.	Content	Objective/ Specification	Teacher's Activity	Pupils Activity	Aids used	B.B.W
India is a vast country and the temperature varies in its different regions. If we want to find out which place are hottest and which are colder we can use temperature maps. This average temperature is the average of the maximum and minimum.	<u>Application</u> Pupils are able to use their knowledge of temperature variations and able to note down the temperature skill. Pupils are skilled at making temperature.	⑥ How do temperature is represented by using ⑦ How is the temperature is in India? ⑧ What are we use to find cold and hot place?	Temperature maps. Topical type of climate various from seasons.	Temperature graphs.	theme matter. Average temperature.	

Eliminating Activity.

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

Recapitation - ① What is condensation?

② What is isolation?

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 invention.

INTERSHIP LESSON PLAN-17

Preliminary Information.

Name of the student-teacher- Mitrasita Das.

class - VIII

section - D

Subject - Social studies.

Roll - 82

Time - 45 min.

Sheet - Thirka

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

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Activity	Pupil's Activity	Aids used.	B.R. Co.
38	Ramindees are present in mughal time the time of the emperors on behalf of them the ramindees collected land received collected and some time also had right to collect some small local taxes from people.	Pupil recall the ramindeer system of collecting tax and duties of the line of mughal period. students also can now about the previous social system of our country or how they react under the leadership of one.	Who had collected mughal emperors period? What was the name of ramindeer small fort-skill house. What was the revenue collection	Ramindees gadi tax	Ramindeer	

Terminating 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 PLAN-18

Preliminary Information.

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

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 action.

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	Motivation. Like cotton indigo sugarcane wheat etc. The company finally introduced nearest settlement in 1793. When Cornwallis was on the government by the term of settlement.	Interrelate student- create interest in studying history and related subject for land revenue. as zamindari system.	Good morning students ① Who is a zaminder? what are his primary duty? ② How was the political system during mughal rule? ③ What is the role of zaminder? ④ What the british want to do? ⑤ So know our topic to our study is-	Good morning teacher. tax collector. Very bad. Very powerful and wide. They want to change the system of political. permanent settlement changes introduced by british.		Political settlement changes introduction to British.

Sl. No.	Content-Analysis	Objective/Specification	Teacher's Reflexivity	Pupil's Activity	R.B.W.
	like cotton indigo sugarcane wheat etc. The company finally introduced next- settlement in 1793. when Cornwallis uses the government by the term of settlement Zamindari were give power to collect that. resources.	student- created also knowledge studying history and related subject- for land revenue. as zamindari system. student- develop a positive attitude while standing	① when did company final settlement? ② who was the governor general? ③ How much amount they have to pay? passive?	1793 Cornwallis	chart- during the period of much European and British. 90% of the total to govt. 10% of the amount.

British encouraged cash crops.

① chho is the governor general.

Settlement took place?

land revenue.

general.

permanent settlement.

Reverence.

③ 10% to the collection charge

and its effects briefly.

① 1000

INTERSHIP LESSON PLAN - 19.

Preliminary Information.

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

Roll - 82.

Subject - Social study.

Topic - Women protection 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.	Curriculum Analysis	Objective/ Specification.	Teacher's Activity	Students Activity	Aids used.	B.B. CD	Sl. No.
	Motivation. To know the previous knowledge of the students.	Ask different subject-related common question.	Try to identify the topic.	Ok, teacher			
	Students gain the knowledge about woman.	Is	From whom you are originate?	Mother.		protection of women,	
	The role of women in our country had a wider aspect.	Related common question.	What we should do to protect them	By unity.			
	They are one of,		Is women should be protected or not?	yes, they should be protected			
	the important part in our life. They should be		Is women is necessary in our society women should do to protect our social life	yes, that is			

B.B. Id	Sra. No.	Content - Analysis	Objective / specification	Teacher's Activity	Student's Activity	Aids used	B.B. id
notion of women,	(42)	protected. 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	Ask different type of related common question to the pupil. But the thing is that they should get equal importance and equal specification in our daily life. But this should be pointed out.	① Name some school? ② Who have contribute the rules and regulation regarding women? People develop positive attitude regarding the subject matter	Italian school French school English school Indian constitution Yes teacher	Books.	women education

Cumulating Activity.

Generalisation - In the 16th century Holland emerged as a great power. Arab 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 woman education in our country.

INTERSHIP LESSON PLAN - 20

Preliminary Information.

Name of the student teacher - Namanisha Das.

class - VI

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.	① Ask some question related to child.	OK, teacher		
		Good morning students		Good morning teacher.		
		Have you any knowledge regarding child rights act.		No sir. teacher	charts and of child rights act.	child rights
		① Is there any rights regarding the child.		yes, sir. teacher.		
		How many rights are there?		Don't know teacher.		

S.L. No.	Content-Analysis	Objective/Specification	PUPPERS' activity	Teacher's activity	B.B.W	Aids if used
	Motivation.	To know the previous knowledge of the student.	Assignment- subject-related common question.	Try to identify the topic		
	Student-again the knowledge about-children	Student-use the knowledge to protect-the children.	who are the student-the most-	→ 8 children	child rights act.	charts of different rights.
		why it is necessary to protect-the child right act?		To use as safeguard to the children.		

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