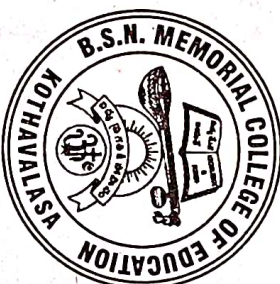


B.S.N. MEMORIAL COLLEGE OF EDUCATION

Recognised by the NCTE and Affiliated to
Andhra University 2016-2018
KOTHAVALASA - VIZIANAGARAM DIST



SCHOOL INTERNSHIP RECORD PEDOGOGY I & II

Group : English / social Subject : Social Study

Register No. : 216144902086 Roll No : _____

TOPIC _____

Verified by

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3	26/7/14	VII	Gram Sabha	Ananta Jyani	Z. P. H. School
4	27/7/14	VI	Formation of Gram Panchayats	Ananta Jyani	Z. P. H. School
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8	6/8/14	VI	Customs.	Usha Rani	Chanakya
9	8/8/14	VII	Diversity in India	Usha Rani	Chanakya
10	9/8/14	VII	Diversity in our Society - Sikkim	Usha Rani	Chanakya
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16	18/8/14	VII	James Watt's Invention	Usha Rani	Chanakya
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LESSON-PLAN

SOCIAL STUDIES

Lesson - 1

PRELIMINARY INFORMATION

3

Name of the Student Teacher: Anjali Dha

Class : Vth

Subject: Social Studies

Topic : Democratic Government.

Time : 45 min.

Date : ~~23/7/16~~

Register Number : 216190902036

Name of the Supervisor : Mrs. K. A. Anitha Lakshmi Madam.

II. Teaching - Learning Points

1. Meaning of Democracy.
2. Democratic Government.
3. Types of Government
4. Equality and Democracy
5. Government at different levels.

III. Subsequent Learning Objectives

III. Expected learning outcomes.

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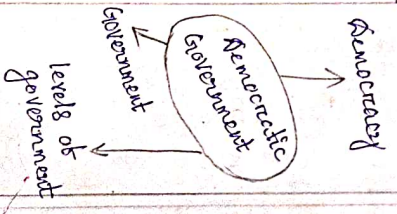
1. Conceptual Understanding: Pupils understand and can explain the meaning of democracy and democratic government.
2. Reading the text (given): Pupils read the text on chapter (Democratic Government). What is democracy and what is democratic government?
3. Information skills: Pupils collect information about the democratic government, types of government and government at different levels.
4. Reflection: The pupils reflect the importance of democracy, governments and maintaining peace and harmony in the country.

5. Mapping skills: The pupils identify other countries where the democratic government is present.
6. Appreciation: The pupils appreciate democratic government in our country.

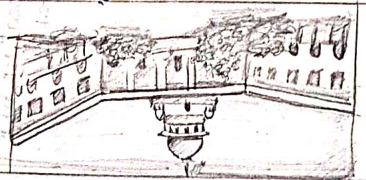
IV. Teaching and learning Materials (TLMs)

1. A chart with meaning of democracy.
2. A chart with democratic government and types of government.
3. A chart with government at different levels.
4. A chart with outline map of India.
5. A chart with collection of pictures of M.P, M.L.A and chief minister.

Steps	Teacher's Activity	Pupils' Activity	Black Board Work	GLM
Step 1 Greetings	Good Morning Students! How are you all today? So how was your day till now?	Freudehaben		
2. Concept Mapping	Can you tell me about democracy? What is democratic government? What are the different levels of government?		Democracy is defined as a government of the people, by the people and for the people. Democratic government means all kinds of.	 Voting System

Steps	Teaching Activity	Pupils' Activity	Black Board Work	GLM
			People living in the society and prevent oppressive and unjust forces from controlling the government is the democratic government.	
			The government works at different levels, at the level of the state, at the national level.	

Steps	Teacher's Activity	Pupils Activity	Black Board work	GLM	A
Chhinnamene at the topic <u>STEP-2</u> 2. Reading the lesson	do, to day we are going to learn about Democratic Government and different levels of Government Children open your text book to page 104 to 107, read "What is Democratic Govern- ment"? Pg. No. 111 What are the different levels of govt? While reading the lesson please underline the difficult words you come across.			Text book	

Steps	Teacher's Activity	Pupils Activity	Black Board work	GLM
Identifying key words/ technical words Identifying word concept Understanding key words	Now, that you have underlined key words, stand up one by one and tell the words. Student-teacher writes the words on the black-board. Children observe the words and write those words in their note book. The student teacher ask the students about their knowledge of the words and explain those words by giving illustrations and examples.		Democracy, citizens, government, ministers, legislation, decisions, implementing, harmony,	 Supreme Court

Steps	Teacher's Activity	Pupil's Activity	Black Board work	TLM
<u>STEP-3</u> 1) Conceptual understanding and discussion 2) Questioning	Student - teacher explains about democracy, democratic government and different levels of government. She divides the students into groups and asks few questions. No, we will discuss what we have learnt. Take pg. no. 18 we will discuss the first question after that remaining questions.	What is the meaning of Democracy? Democracy is a means by which the people to choose.		Meaning of Democracy. Charts showing Showing pictures of local MP, MLA etc.

Steps	Teacher's Activity	Pupil's Activity	Black Board work	TLM
	What is a democratic government? What are the levels of the government?	Their leaders and to hold their leaders accountable for their policies. The ways to accommodate the needs of all kinds of people living in the society prevent the unjust forces from controlling the govt is called democratic government.		

GENERALISATION

- People should know that Democracy is a government "of the people, by the people and for the people"
- People should follow the rules of the government.
- People should not criticise the rules held by the government.
- Every one should respect the government and make use of it.

VII EVALUATION

- what is Democracy?
- what are the different levels of government?
- what does a government do?

VIII ACTIVITIES

- Collect information about the democratic government in India?
- Collect the picture of your local M.P., M.L.A. and chief minister?

Reference Books

- 6th class text book
- degree text book.

Lesson 2

PRELIMINARY INFORMATION

Name of the Student-teacher: Anshu Gha

Class: Vth

Subject: Social Studies

Topic: People in Agricultural Production

Part-A.

Time: 45 min

Date: 08/11/16

Register Number: 216144908086

Name of the Supervisor: Mrs. K. Ananta Teacher near

II. TEACHING - LEARNING POINTS.

1. Meaning of Agriculture.
2. How are agricultural goods traded?
3. About weekly market (Santah).
4. Rythu Bazaar in Anshura Pradesh.
5. Terms and conditions of money lenders for lending money?

ACTIVITIES INFORMATION

Page no. 5

III.

EXPECTED LEARNING OUTCOMES.

1. Conceptual understanding: Pupils understand and can explain about agriculture, weekly market, Rythu Bazaar and agricultural goods.
2. Reading the text:
 - Pupils read the text on page no-68, 69, 70, 71 and know about the agricultural produce.
3. Information skills:
 - Pupils collect information about agriculture, Rythu Bazaar, weekly market and about different agricultural goods.
4. Reflection:
 - The pupils reflect the importance of agriculture in our country.
5. Mapping skills:
 - The pupils identifies the importance of agriculture and their needs in our daily life.

6. Appreciation: The pupils appreciate the agricultural trade and their needs in our country.

IV.

TEACHING AND LEARNING MATERIALS (GLWS)

1. A chart with meaning of agriculture.
2. A chart with weekly market (South)
3. A chart with Rythu Bazaar in Andhra Pradesh.
4. A chart with agricultural goods.

Steps

Teacher's Activity

Pupils Activity

Black board work

GLM

STEP 1

Greetings

Good Morning Students! How are you all today?

Teacher.

5) concept Mapping

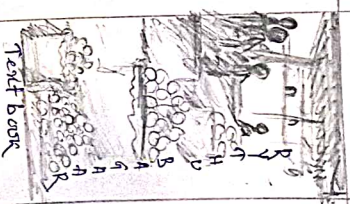
Can you tell me about agriculture? How can these weekly markets, and Rythu Bazaar help vendors?

Agriculture means growing crops, or plants for human needs.

Weekly markets are held every week in different places.

Rythu Bazaar - Initially government officers related to this bazaar.



Steps	Teacher's Activity	Pupils Activity	Black Board work	GLM
Introduction of the topic <u>STEP-2</u> 1) Reading the lesson 2) Identifying key words/ technical words.	So, today we are going to learn about trade in agriculture, weekly market and Rythu Bazar. Children open student book to Pg. no. 70, 71, 72 and read about's weekly market and Rythu Bazar and as you trade in agriculture produce while reading this lesson please underline the different words you come across. Now, you have underlined few words. Stick up and one by one tell the words.			 Test book

Steps	Teacher's Activity	Pupils Activity	Black Board work	GLM
3) Identifying word concept 4) Understanding Key words.	Student - Teacher writes the words on the black board. Children observe the words and write those words in the note book. The student teacher ask the students about their knowledge of the words and explains those words by giving illustrations and examples.		Agriculture, weekly markets, vendors, merchants, Rythu Bazar.	

Steps	Teachers Activity	Pupils Activity	Black board work	QLM
<u>STEP-3</u> 1) Conceptual understanding discussion	Student-teacher explains about weekly markets, Rythu Bazaris and agriculture. She divides the students into groups and asks them questions.			Meaning of agriculture. Charts showing on weekly markets charts on Rythu Bazaris.
	<u>Questioning</u> Now, we will discuss what we have learnt. Now, take page no. 45 and we will discuss the first question and after that the remaining questions. → What is agriculture? → What are the uses of Rythu Bazaris?	• Agriculture means growing crops on lands for human needs.		

Steps	Teachers Activity	Pupils Activity	Black board work	QLM
	→ What about weekly markets? → Are Rythu Bazaris and weekly markets are same?	• In Rythu Bazaris we get food items/vegetables in low price. • The weekly markets will change the place every day to sell the vegetables. • No, Rythu Bazaris and weekly markets are different.		

GENERALIZATION

- people should know the importance of agriculture
- people should know the importance of Rythu Bazaris.
- people should know about the weekly markets.
- finally they should know the difference between weekly markets and Rythu Bazaris.

EVALUATION

- what is agriculture?
- what is Rythu Bazaar?
- what is the difference between Rythu Bazaar and weekly markets?
- what is Senthala?

ACTIVITIES

- Collect information about agriculture.
- Collect more information about Rythu Bazaar along with pictures.
- Collect information about weekly markets.

Reference Books

→ 6th class text book:

~~2~~

Lesson-3PRELIMINARY INFORMATION

Name of the student-teacher: Arate Dika

Class: 6th

Subject: Social Studies

Unit: III Village Panchayats

Topic: Gram Sabha

Time: 45 min

Date: 20/7/16

Register Number: 2161449020036

Name of the Supervisor: Mrs. Ananta Lakshmi

TEACHING LEARNING POINTS.

1. What is Gram Sabha?
2. Importance of Gram Sabha?
3. Participation in Gram Sabha.
4. Uses of Gram Sabha.

EXPECTED LEARNING OUTCOMES.

1. Conceptual understanding: Pupils understand and conceptualise about the Gram Sabha, their uses and their importance.
2. Reading the text: Pupils read the text on pg. no. 113 and 114, about Gram Sabha, importance of Gram Sabha and participation in meetings.
3. Information skills: Pupils collect information about the meetings held in Gram Sabha and works done there.

4. Reflection: The pupils collect the importance of Gram Sabha meetings and the works done to them in the villages.

5. Mapping skills: The pupils identify the other villages that the meetings and participations are held or not.

6. Appreciation: The pupils appreciate the developments held in the villages through Gram Sabha.

Teaching and Learning Materials (TLMs)

1. A chart with different villages along with Gram Sabha pictures.
2. A chart with works done in Gram Sabha.
3. A chart with pictures showing the participation of the pupils.
4. A chart with pictures showing about the meetings held in Gram Sabha.

Steps	Teacher's Activity	Pupil's Activity	Blackboard work	NTM
STEP-1 Greetings	Good Morning Students! How are you all today? So, how was your day tell now.	Fine teachers.		
b) Concept Mapping	Can you tell me about Gram Sabha and their importance.	The Gram Sabha is a meeting of all adults who live in a-the area covered by panchayats. An adult that is 18 years or more is a member of Gram Sabha.		

Steps	Teacher's Activity	Pupil's Activity	Black Board work	NTM
c) Announce- ment of the topic.	So, Today we are going to learn about Gram Sabha, importance and their uses.			
STEP-2 1) Reading the lesson.	Children open your text book to Pg. no. 113, 114 and read what is Gram Sabha, how are meetings held and how to participate. While reading the lesson please underline the difficult words you come across.			
2) Identifying key words/ technical words.	Now that you have underlined key words, stand up and read them one by one.			

Steps	Teacher's Activity	Pupils Activity	Black board work	TLM
Identifying word concept	Student - teacher writes the words on the black board. Children observe the words and writes those words in the note book.	Children will copy the words in the note book.	Gram Sabha, members, participation, meeting, decision, ration cards, Sarpanch, village.	
Understanding Key words.	The student-teacher asks the students about their knowledge of the words and explains those words by giving illustrations and examples.			Showing charts on meetings of Gram Sabha. Showing charts on works done in Gram Sabha.
1) Conceptual understanding discussion	Student - teacher explains about Gram Sabha, meetings, participation and about their uses and importance. She divides students into groups and asks brain questions.			

STEPS

1) Conceptual understanding discussion

Student - teacher explains about Gram Sabha, meetings, participation and about their uses and importance. She divides students into groups and asks brain questions.

StepsTeacher's Activity

Brainstorming Now, we will discuss what we have learnt.

Now take page no. 113, 114 and 120. we will discuss the first question.

Now we will discuss the other questions.

→ What is a Gram Sabha?

→ How to be a member in Gram Sabha?

→ What type of works done in Gram Sabha?

Pupils Activity

Gram Sabha is a meeting for all adults who live in area covered by Panchayats.

* An adult of 18 years or more than 18 years can be a member of Gram Sabha.

* In this meetings they can apply for ration cards, Election cards etc works can be done in Gram Sabha.

Black board workTLM

GENERALISATION

- people should know about Gram Sabha.
- they should know the works done in Gram Sabha.
- initially people should know about the uses and importance of Gram Sabha.

EVALUATION

- what is a Gram Sabha?
- what is the age limit to join in Gram Sabha?
- what are the works done in the Gram Sabha?

ACTIVITIES

- collect information about Gram Sabha.
- collect the pictures of Gram Sabha meetings.
- collect information about the works done in the Gram Sabha.

Reference books

- 6th class text book.

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Lesson-4

PRELIMINARY INFORMATION

Name of the student: Teacher: Mr. Usha

Class: 6th

Subject: Social Studies

Unit: III village Panchayats

Topic: Formation of Gram Panchayats.

Time: 45 min

Date: 27/11/16

Register Number: 216144902036

Name of the Supervisor: Mrs. K. Anuradha

Address: Near

Teaching Learning Points

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1. How the Gram Panchayats form?
2. What does the panchayats do?
3. Elections.
4. Funds for the work of Gram Panchayats.

Expected Learning Outcomes

1. Conceptual understanding : Pupils understand and can explain about Gram Panchayats and their uses and importance.
2. Reading the text : Pupils read the text on page no. 115, 116, 117, 118, about Gram Panchayats (Formation) Elections, and about funds.
3. Information skills : Pupils collect information about the Panchayats, how elections are held and how they will get funds.

4. Reflection : The pupils reflects the importance of Panchayats and the work done to the villages.

5. Mapping skills : The pupil identifies the other villages that their Panchayats are going on on not.

6. Appreciation : The pupils appreciate the developments of Gram Panchayats held in the villages.

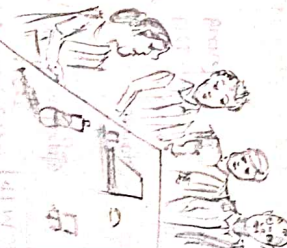
Teaching and Learning Materials (TLMs)

- 1) A chart with Gram Panchayat meeting
- 2) A chart showing Elections to Gram Panchayat.
- 3) A chart showing the works of Gram Panchayat.
- 4) A chart with different villages under Gram Panchayat.

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Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	GLM
STEP 1 a) Greeting.	Formation of Gram Panchayats - Gram Panchayats are formed through election. <u>Voter List</u> All residents of a village who are 18 years old or above have to enroll their names in the voter list. <u>Elections</u> Normally elections to Gram Panchayats take place in every five years. Giving these elections.	Good morning students! How are you all today? So how was your day till now? * Can you tell me how are Gram Panchayats formed? As you know how many years the elections takes place in Gram Panchayats. Who is the head of the Gram Panchayats? Gram Panchayats should have some funds to carry out their programmes.	Five teachers.	Gram Panchayats are formed through election. For every five years. Sarpanch (Head) Grams Panchayat State and Central govt.	

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Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	GLM
Efficientment of the topic STEP 2 1) Reading the lesson	every voters casts two votes - one to elect the ward member and another to elect the Sarpanch. The Sarpanch is the head of the Gram Panchayat. The words of the Panchayats are they are responsible of public activities like maintenance of village roads, drains, supply of drinking water.	Today, we are going to learn about Gram Panchayat and their functions. Children open your text book to page 115/116 and 118 and read what is Gram Panchayats and their functions. While reading this lesson underline the difficult words you come across. Now that you have underlined few words, stand up one by one and tell the words.	Pupils listen to the teacher carefully.		

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Steps	concept analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
Identifying word concept	Street lights, running race, shops etc. They are responsible for overacting the functioning of schools, anguishing, women and child welfare programmes etc.	Student-teacher writes the words on the black board.	Children observe the words and write the words in the note book.	Grampanchayat elections, Sarpanch, responsibility public amenities grants, funds.	
Understanding key words	Grampanchayats have to power to every some rural areas in the villages like house tax, land cess etc.	The student teacher asks the students about their knowledge of the words and explains those words by giving illustrations and examples.			
STEP-3 Conceptual understanding of their income from their sources.		Student-teacher explains briefly about all these functions of Grampanchayats, she divides the students into groups and asks few questions.			Read the given page no from the text book.

Steps	concept analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
Discussing	But they mainly depend up on grants from the state and central governments.	Now, we will discuss about we have learnt. Now take page no. 120 let us discuss the questions → How are Grampanchayats formed? → Who is the head of Grampanchayat? → For how many years the election take place in Grampanchayats? → What is the age limit to enroll their names is voter list? → Where do the Grampanchayat get funds from to carry out their programmes?	They are formed through elections. Sarpanch is its head. For five years. 18 years. They have the power to levy some minor taxes from houses tax etc. mainly depends upon grants from central and state governments.		

Generalization

- People should know about gram panchayats.
- They should know the functions and roles of gram panchayats.
- They also should know the voting procedure to elect the member.

Evaluation

- What is gram panchayat and how can they be formed?
- How the gram panchayat runs?
- What are the functions of gram panchayats?

Activities

- Collect information and pictures of elections held in gram panchayats.
- Collect the pictures of meetings held in gram panchayats.
- Collect information about funds for the work of gram panchayats.

Reference

- 6th class text book.

Lesson- 5

PRELIMINARY INFORMATION

Name of the Student-teacher: Prachi Dika

Class: 6th

Subject: Social Studies

Unit: III Local Self - Government in Urban Areas.

Topic: Formation of municipality

Time: 45 min

Date: 28/7/16

Register Number: 216144902036

Name of the Supervisor: Mrs. K. Ananta Lakshmi Mam

Teaching Learning points

- 1) Meaning of municipality.
- 2) works of municipality.
- 3) Funds for municipalities.
- 4) Functions of municipalities.

Expected Learning Outcomes.

- 1) Conceptual understanding : Pupils understand about the formation of municipality.
- 2) Reading the text : Pupils read the text on page no. 122 about the formation of municipality.
- 3) Information skills : Pupils collect the information about the formation, their works and functions.

BETWEEN A INFORMATION

- 4) Reflection : The pupils reflects the importance of municipalities and the works done to the people.
- 5) Mapping skills : The pupils identifies the other areas which comes under municipality and works done on that.
- 6) Appreciation : The pupils appreciate the works done by municipalities and they supports them to develop.

Teaching and Learning Materials (TLMs)

- 1) A chart with different municipal works.
- 2) A chart with mayors and chair persons.
- 3) A chart with different departments in the municipality.
- 4) A chart with meetings held in the municipal office.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLN
<u>STEP-1</u> a) Greetings b) concept Mapping Chhannu- cement is the topic		Good morning students! How are you all today? So how was your day till now? * children can you tell me what is municipality? (meaning) * can you tell me how the municipalities are formed? * what are the works of the municipalities? To day we are going to learn about municipalities. (formation)	Teacher * municipality means "free city" * Municipalities are formed through elections. * works like water supply, drainage and garbage disposal etc. Pupils listen to the teacher carefully.	elections water supply drainage garbage disposal etc. Municipalities building roads etc. formation of municipality. 	

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Blackboard work	TLN
<u>Step-2</u> 1) Reading the lesson. 2) Identifying key words.	Formation of Municipalities Like the village panchayat municipalities too are formed through elections. Urban areas are also divided in to wards and divisions. People are elected as representatives. These representatives are called councillors in municipal towns.	Children take page no. 188 and read now while reading underline the difficult words you come across.	Children will read now.	* wards * representatives * Councillors * Corporations.	

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	QTM
1) Identifying word concept		Student-teacher writes the words on the black board.	Children discuss the words and write the words lines, counselling in the note book.	Municipalities, words, representatives, lines, counselling, corporations.	
2) Understanding key words.		The student-teacher asks the students about their knowledge of the words and explains these words by illustrations and examples.			
3) Conceptual understanding arising from		Student-teacher explains about the formation of municipalities and she divides the students into groups and asks few questions.			Read Pg 12-13 from text book.

STEP 3

1) conceptual understanding arising from

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	QTM
1) Questioning		Now, we will discuss what we have learnt. now answer the questions. → How are municipalities formed? → How are the urban areas divided? → What are these representatives called.	# Municipalities are also termed through elections. # The urban areas are divided into wards and divisions. # These representatives are called Councilors in municipal towns and corporators in corporation cities.		

Generalisation

- people should know the formation of municipalities.
- they should understand the importance of municipalities.
- they should know about the municipal members in the office.

Evaluation

- what is the meaning of municipality?
- how are municipalities formed?
- who are the representatives in municipalities?

Activities

- collect some pictures of elections held in municipalities.
- collect information about representatives for the wards.

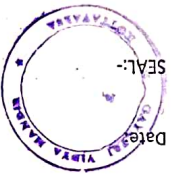
Reference books

- 8th class text book.

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CERTIFICATE

This is certify that Sri/Kumari/Srimathi Aarth jiha
Reg No 216141920036 Studying of kothavalasa, Vizianagaram Dist during year
2016-2018 has Completed for teaching Practice and Internship training
programme /Activities _____ from _____ and taught lessons in
Social Science subject for the student of the class VI to VII in this
institution.



Date: _____
SEAL: _____

Signature of the Headmaster
[Handwritten signature]
KOTHAVALASA, VIZIANAGARAM DIST.

PRELIMINARY INFORMATION

Name of the Student-teacher: Ananti Dha

Class : VIIth

Subject: Social Studies

Unit : III Local Self - Government

Topic: How does the Municipality work?

Time : 45 minutes

Date : 4/8/16

Register Number: 216144902036

Name of the Supervisor: Mrs. K. Visha Rani

Teaching Learning Points

- Know the works of municipalities.
- How the departments help in the works of municipalities?
- Know the tasks of municipalities.

Expected learning outcomes

- 1) Conceptual understanding : pupils should understand the different works of municipalities.
: pupils should read the text on page no. 123 and should know the works of municipalities.
- 2) Reading the text
: pupils should collect the information about the different works told in municipalities and their needs.
- 3) Information skills

SEEKING INFORMATION

- 4) Reflection : the pupils reflects the works done by the municipalities positively.

- 5) Mapping skills : the pupils identifies the works done by the municipalities in their area.
- 6) Appreciation : the pupils appreciate the works done by the municipalities and they give support to develop.

Teaching Learning Materials (TLMs)

- 1) The charts with drawing water bore and other work done.
- 2) The charts with different types of municipal works.
- 3) The charts with different departments in municipal office.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM	52
STEP-1 a) Greetings		Good morning students! How are you all today? How was your day tell now?	Fine teacher.			
b) Concept Mapping		# children can you tell me how the municipality works? # what are the different works in the municipality?	# clean the roads, garbage etc.			
c) Announcement of the topic		# can you tell me how many workers will be? So, today we are going to learn about, how does the municipality work?	# Sanitary workers. Pupils listen to the teacher carefully.			
						

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM	53
STEP-2 1) Reading the lesson	the municipality has a lot of tasks to perform like water supply, drainage and garbage disposal, running schools, recreation shops, hospital etc besides taking up new developmental works. Now all this cannot be done by few people or by a corporation alone. For this they employ a large number of workers accountants etc.	children take pg no. 123 and read now. While reading underline the difficult words you come across.	Children will read now.			
2) Identifying key words.		Now, that you have underlined key words, one by one stand up and read now.	Municipalities, accountants, corporations, employ.			

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	GLM
Identifying word concept		Student-teacher writes the words on the black board.	Children observe the words and writes them in the notebook.	Municipalities, accountants, corporates, employ.	
Understanding key words.		The student-teacher asks the students about their knowledge of the words and explain the words by illustrations and examples.			
<u>SEP-3</u> Conceptual understanding of discussion		Student-teacher explains about the different words of municipalities and she divides the students into groups and asks few questions.			Reading- 123 from text

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	GLM
2) Brainstorming		Now, we will discuss what we have learnt. Now, answer the questions. → How many municipalities are there? → How many workers are there in municipalities? → Who will be in touch with the people to know their needs.	* There are some things like water supply, street lighting, maintaining and building roads, cleaning and garbage disposal, hospitals, recreation shops etc. * A large number of workers in all departments. * The councillors keep in touch with the people to know their needs.		

Generalisation

→ people should know the works of the municipalities.
→ people should know about the workers in different departments.

Evaluation

→ what are the works of municipalities?
→ who will keep in touch with the people to know their needs?

Activities

→ collect the pictures of different work in municipality.
→ collect the pictures of different workers in all departments.

Reference

→ 5th class text book.



LE8807-7

PRELIMINARY INFORMATION

Name of the student-teacher: Mr. A. J. A.

Class: 5th

Subject: Social Studies

Unit: I Ruravaram - Tribal villages on the hills.

Topic: Houses and Habitation

Time: 45 min

Date: 15/11/16

Register Number: 216144902086

Name of the supervisor: Mrs. Usha Rani

Teaching Learning points

- Know the meaning of habitation
- Meaning of tribe.
- words of the tribal people.

Expected learning outcomes

- 1) Conceptual understanding: Pupils should understand the meanings of tribe, habitation and the words used by the tribal people.
- a) Reading the text: pupils should read the text on page no. 57 and should know about houses and habitation of tribal people.
- 3) Information skills: pupils should collect the information about the tribal people who live in hills and about their living style.

4) Reflection: The pupils reflect the words used by the tribal people.

5) Mapping skills: The pupils identify the words of these people.

6) Appreciation: The pupils appreciate the words of the tribal people.

Teaching Learning Materials (TLMs)

- 1) The charts of tribal people and their families.
- 2) The charts of different houses built by tribal people.
- 3) The charts of habitations of tribal people.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	ATM
STEP-1 A) Greetings		Good morning children! How are you all today? How was your day till now?	Fine teacher.		
B) Concept Mapping		Children can you tell me who are tribal people? How these people build their houses? What are their habitation?	People who live in hill tops.	houses and habitation of tribal people houses made of mud, bamboo and thatch	
C) Reinforcement of the topic		So today we are going to learn about tribal people, their houses and habitation.	Pupils listen to the teacher and underline the difficult words.		

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	ATM
STEP-2 1) Reading the lesson	Tribal people live in small houses build of mud, bamboo, and thatch. All the tribes live on the hill tops. There is no power in this area. A typical house has large open space on the sides. The space behind the hut is used for kitchen.	Children now take page no. 57 and read now. While reading underline the difficult words you come across.	Children will read and underline the difficult words.		
2) Identifying key words.		Now that you have underlined key words, one by one stand up and read them.	Children will read one by one.	hut made of mud, bamboo and thatch	

steps	concept analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
3) Identifying word concept		Student - teacher writes the words on the black board	children observe the words and writes them in the note book.	Habitat, typical, flat, electricity, settle, mud, epic, etc.	
4) understanding word.		The student - teacher asks the students about the knowledge of the words and explains those words by giving illustrations and examples.			
5) STEP-3 1) conceptual understanding / discussion		Student - teacher explains about the habitations, like style and the houses build by tribal people. She divides the students into groups and asks few questions.			

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Steps	concept analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
2) Questioning		Now, we will discuss what we have learnt. Now consider the questions. → What is the meaning of tribe? → How do tribal people build their houses? → What are the works these people do?	people who live in hill areas are called tribes. They build their houses with mud, bamboo and thatch. women do basket weaving work and the men do more work related to cattle rearing and agriculture.		

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Generalisation

- People should know about the tribal people.
- People should know the works of tribal woman and the men.

Evaluation

- What are the works of tribal people and how do they earn money?
- How many people are diving near by?

Activities

- Collect the pictures of houses build by tribal people.
- Collect the pictures of tribal women with their works.
- Collect the pictures of tribal men with their works.

Reference

- 6th class text book.



Lesson-8

PRELIMINARY INFORMATION

Name of the student-teacher: Anati Ojha

Class : 6th

Subject : Social Studies

Unit : I Kumbakonam - Tribal villages on the hills.

Topic: Customs.

Time : 45 min

Date : 6/8/17

Register Number : 216144902036

Name of the Supervisor : Mrs. Usha Rani

Teaching Learning Points

- Meaning of customs.
- How the tribes follow the customs.
- Importance of customs.

Expected Learning Outcomes

- 1) Conceptual understanding: people should understand and explain about the customs of tribes.
- 2) Reading the text: pupils read the text on pg. 57 about customs and the importance given by the tribes to customs.
- 3) Information skills: pupils collect information about the customs of the tribal people and their hopes.

4) Mapping Skills: The pupils identifies the different customs followed by the tribal people.

5) Appreciation: The pupils appreciate these tribal people for their life style and customs followed by them.

Teaching Learning Materials (TLMs)

- 1) A chart with different festivals of tribal people.
- 2) A chart with different activities followed by the tribal people.
- 3) A chart with their family Peta Nivatha.

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	GLM
STEP 1 Greetings		Good morning students! How are you all? How was your day? Tell now?	Fine teacher.		
By concept Mapping		Children do you know the meaning of custom? Can you tell me the names of the tribal people gods?		muthiyallanna ↓ (tribal gods) ↓ Kulu deotas	
Chinua- centric of the topic		So, children today we are going to learn about the customs of the tribal people.	Pupils listen to the teacher carefully.	customs of the tribal people	

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	GLM
STEP 2 1) Reading Lesson.	They worship god of nature and every family has got their rule. At last, it is found by God/Godless. They put up a long pole instead of the house and tie some men branches to it. They call it Muthiyallanna and worship it. Only men go to forest and offer prayers to their god in the forest. The festivals represent the changes in the season too. It all the festival the mairidi punishment in sept and other vegetables to their deity and eat them as prasadam.	Children now face page no. 1 and read now, while reading underline the difficult words and you come across.	Pupils will read and underline.		

Steps	concept analysis	Teacher's Activity	pupils Activity	Black board work	TLM
1) Identifying key words	The next important festival is the Pongal festival.	Now that you have understood key words one by one stand up and read them.	Children will read them one by one.		
2) Identifying word concept		Student-teacher write the words on the black board.	pupils discuss the words and writes them in their note book.	Tula devatha, Muthalamma, Maasala Pongal, pongala pongal, pongala pongal.	
3) Understanding key words		The student-teacher asks the students about the knowledge of the words and explains those words by giving illustrations and examples.			

Steps	concept analysis	Teacher's Activity	pupils Activity	Black board work	TLM
STEP-3 1) Conceptual understanding/organisation		Student-teacher explains about the customs and their gods and festivals. she divides the students in to groups and asks few questions. Now, we will discuss what we have learnt. now answer the questions. → what is the meaning of custom? → They put long pole in front of houses and tie neem leaves. what does it mean? → what are the festivals they celebrate?	doing something that is specific to a particular society, place or time. It means the gods and goddesses. maasala pongal, pongala pongal, pongala pongal.		
2) Recasting					

Generalisation

- people should respect the customs of tribal people.
- people should not interfere and criticize the customs of tribes.
- people should not dominate the tribes.

Evaluation

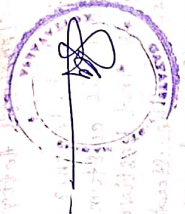
- what is the meaning of custom?
- what is the name of their traditional?
- what are the different festivals (Pandal) they celebrate?

Activities

- Collect pictures of their traditional.
- Collect pictures of festivals (Pandal) the tribes celebrate.

Reference

- 6th class text book.



Lesson-9

PRELIMINARY INFORMATION

Name of the Student-teacher: Anant Ojha

Class: 6th

Subject: Social Studies

Unit: IV Diversity in our Society

Topic: Diversity in India

Time: 45 min

Date: 11/11/24

Register Number: 216144902036

Name of the Supervisor: Mrs. Usha Rani

Teaching Learning Points

- Meaning of diversity.
- Role plays by diversity in the society.
- Importance of diversity.

Expected Learning Outcomes

- 1) Conceptual understanding: pupils understand and can explain the meaning of diversity and diversity in India.
- 2) Reading the text: pupils read the text page no. 150 about diversity in India and know about it.
- 3) Information Skills: pupils collect information about different abilities languages, cultures, religions etc. line together and shows the diversity.

- 4) Reflection: pupils reflect the importance of diversity in our country India.

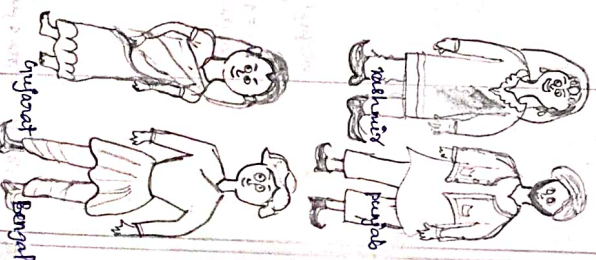
- 5) Mapping skills: pupils identifies other religions where diversity is present.
- 6) Appreciation: pupils appreciate diversity in India and feel proud about it.

Teaching Learning Materials (TLM)

- 1) Chart showing with different religions in India.
- 2) Chart showing with different festivals in India.
- 3) Chart showing with different dressing styles.

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
STEP-1 1) Greetings		Good Morning Students! How are you all? How was your day till now?	Fine teacher.		76
2) Concept Mapping		children do you know the meaning of diversity? can you say how many states are there. can you say that all the states follow the same culture?	29 states No		
3) Announcement of the topic		So, children today we are going to learn about diversity in India.	pupils listen to the teacher carefully.	Diversity in India	

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
STEP-2 1) Reading lesson	we live in a country in which people of different abilities, languages, cultures, religions etc. live together. Such diversity makes life richer and varied. There are 29 states in India, each with its own language culture, food, etc. Even within one state we can see people speaking many different languages following different religions eating different kinds of festivals, and wearing different kinds of clothes.	children now you take Pg. no. 180. While reading underline the difficult words and you come across.	pup will read and underline them.		77



Steps	concept analysis	Teacher's Activity	pupils Activity	black board work	TLM
1) identifying key words		Now, you have underlined key words one by one stand up and read them.	children will read them one by one.		
2) identifying word concept		Student-teacher write the words on the black board.	pupils observe them and writes them in their note book.	cultures, abilities, varied, neighbour hood, diversity, religions, interesting.	
3) understanding making key words		The student-teacher asks the students about the knowledge of the words by giving examples and illustrations.			

Steps	concept analysis	Teacher's Activity	pupils Activity	black board work	TLM
1) conceptual understanding		Student-teacher explains about the diversity in India, about different religions, cultures, languages etc. Teacher divides the students into groups and asks few questions. Now, we will discuss what we have learnt. Answer the questions. → What is the meaning of diversity? → How many states are there? → How many languages people can speak?	Students understanding that each individual is equal, unique and recognizing our individual differences. There are 29 states. we can see people speaking different languages following different religions.		
2) Questioning					

Generalisation

- People should respect all religions.
- People should not enter in others religious matters.
- Every one should treated equally irrespective to their religion.
- One religion should not dominate the other religion.

Evaluation

- What is the meaning of diversity?
- What are the different religions followed in India?

Activities

- collect information about different religions existing in India.
- collect pictures and information of different cultures.

Reference

- 6th class text book.



Lesson- 10

PRELIMINARY INFORMATION

Name of the student-teacher: Prachi Dha

Class: Vth

Subject: Social Studies

Unit: IV Diversity in our Society.

Topic: Strain

Time: 45 min

Date: 9/8/19

Register Number: 216144902036

Name of the supervisor: Mrs. Neha Rani

Teaching Learning Points

- Where is Sikkim located?
- Highest peaks of Himalayas.
- Boundary between two countries.

Expected Learning Outcomes

- 1) Conceptual understanding: pupils can understand and explain about the state Sikkim.
- 2) Reading the text
: pupils read the text on page 132, 133 about the state Sikkim.
- 3) Information Skills
: pupils collect the information about state Sikkim, its valleys, mountains, lakes etc and many other things.
- 4) Reflection
: pupils reflect the importance of state Sikkim and their importance.

Information

5) Mapping Skills: pupils identifies the state Sikkim located and its customs and traditions.

6) Appreciation : pupils appreciate the state Sikkim and its cultures and traditions.

Teaching Learning Materials (TLMs)

- 1) A Map showing the state Sikkim and its boundaries.
- 2) A chart showing its culture traditions.
- 3) A chart showing its crops and products.

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	QTM
3) Identifying most concept		Student-teacher write the words on the black board.	Pupils will observe them and write them in their note book.	Kanchenjunga valleys, lakes, Cardamom, Phuef, Bhutan monasteries.	
4) Understanding key words.		The student-teacher asks the students about the knowledge of the words by giving examples and illustrations.			
5) Conceptual understanding		Student-teacher explains about Sikkim and its boundaries and also their culture and customs. Now teacher directs the students into groups and asks them questions.			

STEP 3

1) Conceptual understanding

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	QTM
2) Questioning		Now, we will discuss what they have learnt. Answer the questions. → What is the capital of Sikkim? * Gangtok. → On which boundary Sikkim is located? → Where is the highest peak Kanchenjunga located? → What are the crops grown in Sikkim?	* Sikkim is on the boundary between India, Nepal, Bhutan and Tibet. * Kanchenjunga one of the highest peaks of the Himalayas is in Sikkim. * Crops like maize, paddy, wheat, cardamom, ginger etc grow in Sikkim.		

Generalisation

- People should know the boundaries of Sikkim.
- People should know the crops grown in Sikkim.
- People should respect religious practices of all religions.

Evaluation

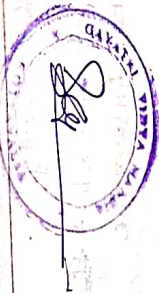
- Where is the state Sikkim located?
- What are the crops grown in that area?
- What is the capital of Sikkim?
- Which highest peak is located in Sikkim?

Activities

- Collect information about the boundaries of Sikkim.
- Collect information and pictures of crops grown in Sikkim.

Reference

- 6th class text book.



Lesson - 11

PRELIMINARY INFORMATION

Name of the student-teacher: Ananti Dha

Class : 6th

Subject: Social Studies
Unit : Devotion and Love towards God.

Topic: Hindu Religion

Time: 45 min

Date: 10/8/17

Register Number: 216144903036

Name of the supervisor: Mrs. Usha Rane

Teaching Learning Points

- Meaning of Hindu.
- Gurus worshipped in Hindu Religion.
- Sacred books of Hindu religion.
- Formation of Hindu religion.

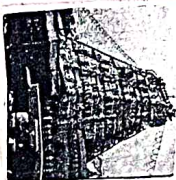
Expected Learning outcomes

- 1) conceptual understanding: pupils should know and understand about Hindu Religion.
They should explain about Hindu Religion.
- 2) Reading the text : pupils read the text page no. 155 and know about the Hindu Religion.
- 3) ~~State~~ Reflection : pupils reflect the importance of Hindu religions and know more information about it.

- 4) Information skills: pupils collect information about Hindu Religion and its importance.
- 5) Appreciation : pupils appreciate this religion and feel proud to be a Hindu.

Teaching Learning Materials (TLMs)

- 1) A chart with families from Hindu religion.
- 2) A chart showing Hindu Temples.
- 3) A chart showing Sacred books of Hindu.
- 4) A chart showing the Bhakti movement.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board	GLM
Step-1 a) Greetings		Good Morning Students! How are you all? How was your day till now?	Pine teacher		
b) concept Mapping		Children do you know anything about Hindu religion? can you tell me which gods the Hindus will worship? what is the meaning of word Hindu?	Lord Krishna, Ganes, Lakshmi, Durga etc.		
c) Assessment - comment on the topic		Now, today we are going to learn about Hindu religion its importance.		Hindu Religion	 Pithumala Temple

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board	GLM
STEP-2 1) Reading lesson.	<u>Hindu Religion</u> Hindu Religion as we know it today, evolved over thousand of years. Over these years, it has assimilated several religion, traditions and teaching of saints and thinkers. The term Hindu actually came to be used only after Lord C. P. Havelock from the word's Hindu which has to be crossed out to enter the Indian sub continent from the north East. How ever some of the main features of Hindu religion had taken shape well before 500 BC - this period is called Vedic period.	Children now you have pg-153. While reading the lesson please underline the difficult words you come across.	Pupils will read and underline		
2) Identifying key words.		Now, you have underlined key words one by one stand up and read them.	Pupils will read one by one.		

Steps	concept analysis	Teacher's Activity	Pupils Activity	Blackboard work	TLM
identifying word concept.	worshipping activities like Shiva, Vishnu and Ganga. The word, especially the Ramayana, The Mahabharat and the puranas come to be regarded as sacred books.	Students-teacher write the words on the black board.	Pupils will observe them and write them in their note books.	traditions, Sankhya, deities, penance, sacred, upanishads.	
4) understanding key words.	The student-teacher asks the students about the knowledge of the words by giving examples and illustrations.	Student-teacher explains about the Hindu religion and its importance. Now teacher divides the students into groups and asks the questions.			
3) conceptual understanding					

Steps	concept analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
3) Questioning		Now, we will discuss what we have learnt. Now answer the questions.			
		→ From where the word 'Hindu' derived?	It is a latin word 'Sindhu'		
		→ what are the sacred books of Hindu religion?	The Ramayana, The Mahabharata.		
		→ which deities the Hindus worship?	Lord Shiva, Vishnu and Brahma etc		
		→ When was Hindu religion formed?	It is formed over thousands of years.		

Generalisation

- People should know about Hindu religion and its importance.
- They should know about the books of Hindu religion.
- People should respect religious practices.

Evaluation

- How is the word 'Hindu' derived?
- Which deities the Hindu worship?
- What are the sacred books of Hindu religion?

Activities

- Collect information about Hindu religion and its importance.
- Collect pictures of festivals of 'Hindu' religion.
- Collect information of sacred books of Hindu religion.

Reference

- 6th class text book.



PRELIMINARY INFORMATION

Name of the student-Teacher: Arati Dika

Class: 6th

Subject: Social Studies

Unit: Devotion and Love towards God.

Topic: Christianity

Time: 45 min.

Date: 11/12/19

Register Number: 216144902036

Name of the Supervisor: Mrs. Usha Rani

Teaching Learning Points

- meaning of christianity,
- God for christianity,
- when was Jesus Christ born and where?

Expected learning outcomes

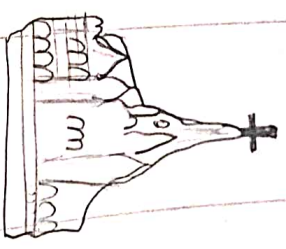
- 1) conceptual understanding: pupils should know and understand about christianity and they should explain about this religion.
- 2) Reading the text : pupils read the text page-no. 159, 160 and know about christianity.
- 3) Information Skills : pupils collect information about christianity and their importance.

- 4) Reflection : pupils reflect the importance of christianity and know more about it.

- 5) Mapping skills : pupils identifies the countries where the christianity present.
- 6) Appreciation : pupils appreciate christianity and the works done to that religions.

Teaching Learning Materials (TMs)

- 1) A chart with families from christianity.
- 2) A chart showing different churches.
- 3) A chart showing Sacred book of christians.
- 4) A chart showing the festivals of christianity.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLN
STEP-1 1) Greeting 2) Concept Mapping		Good Morning Students! How are you all? How was your day? Tell now?	Fine teacher.		
3) Arrangement of the topic		Children do you know any thing about Christianity? Can you tell me the name of the God the Christians worship? Name the holy book of Christians?	'Jesus Christ' 'Bible'		

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLN
STEP-2 1) Reading the text	Just as people in Indian sub continent started worshipping a Supreme God and believed that love and devotion to God is the path to his Salvation, people in other parts of the world too developed similar ideas. In the middle East in the region now call 'Israel' and Palestine developed a new religion called Christianity started after Jesus Christ. He was born as Bethlehem near Jerusalem about 2000 years ago. Jesus Christ preached that all people are equal. He taught us to love one another.	Children now you take Pg 157, 160 while reading the lesson underline the difficult words you can access.	Pupils will read and underline.		
2) Identifying key words		Now, you have underlined key words one by one stand up and read them.	Pupils will read one by one.		

Steps	concept analysis	Teacher's Activity	pupils Activity	blackboard work	TLM
3) Identifying word concept	He taught the importance of love and compassion. The Bible is the holy book of the Christians.	Student teacher wrote the words on the black board. The student teacher asks the students about the knowledge of the words by giving examples and illustrations.	pupils will observe them and write them in their note book.	Christianity, Jesus Christ, Israel, Palestine, Bible, Jerusalem, Bethlehem.	
4) Identifying key words					
5) Conceptual understanding		Student teacher explains about Christianity and its importance. Now, teacher divide the students into groups and asks few questions.			

Steps	concept Analysis	Teacher's Activity	pupils Activity	Black Board work	TLM
2) Questioning		Now, we will discuss what we have learnt. Now answer the questions. → When was Jesus christ born? → Where was he born? → What did he teach? → What was the holy book of Christians?	He was born 800 years ago. He was born at Bethlehem at Jerusalem. He taught importance of love, peace and compassion. Bible		
		→ Where is the biggest church and when was it built?	St Thomas Basilica was the biggest church in Chennai, it was built in 1523.		

Generalisation

- people should know about christianity and its importance.
- they should know about the holy book of christians.
- they should know about the god 'Jesus Christ'.

Evaluation

- when was the lord Jesus christ born and where?
- what are the teachings of Jesus christ?
- where is the big church located and when was it built?

Activities

- collect information about christianity.
- collect the pictures of the festivals of christians.

Reference

- 6th class text book.



2023-07-13

PRELIMINARY INFORMATION

Name of the Student-teacher: Arati Orka

class : 5th

Subject: Social Studies

unit : I Europe

Topic: Location of Europe.

Time: 45 min

Date: 12/11/19

Register Number: 216144902036

Name of the Supervisor: Mrs. Usha Rane

Teaching Learning Points

- Identify the boundaries of Europe.
- The ocean to the west of Europe.
- The mountains to the East of Europe.

Expected Learning Outcomes

- 1) Conceptual understanding: pupils should know the location of Europe and the boundaries of Europe.
- 2) Reading the text: pupils read the text page no: 10 and know about the location and boundaries of Europe.
: pupils collect information about Europe location and the boundaries through atlas and globe.
- 3) Information skills

1) Count of the 21st century - 400 years: 1600 - 2000

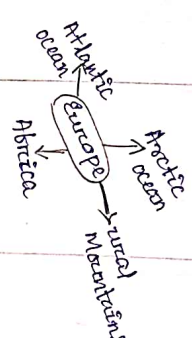
1) Count of the 21st century - 400 years: 1600 - 2000

- 4) Mapping skills: pupils identify the boundaries and location through maps.
- 5) Reflection: pupils reflect the importance of Europe and its boundaries.

Teaching Learning Materials (TLMs)

- 1) A chart showing the boundaries of Europe.
- 2) A chart showing the location of Europe.
- 3) A chart showing the oceans and seas around in the Europe.
- 4) A chart showing the mountains located in Europe.
- 5) A chart showing Seasons.

Steps	Concept Analysis	Teachers Activity	Pupils Activity	Black Board work	Q/M
<u>STEP-1</u> 1) Greetings 2) Concept Mapping 3) Pronunciation of the topic		Good Morning students? How are you all? How was your day till now? Children can you tell me about continent Europe? Do you know the location and boundaries of Europe? Now, children today we are going to learn about the continent Europe.	Fine teacher.	 Europe	

Steps	Concept Analysis	Teachers Activity	Pupils Activity	Black Board work	Q/M
<u>STEP-2</u> 1) Reading the text 2) Identifying key words.	<u>Location of Europe</u> In order to find out the location of Europe and to see how far it is from India you will need an atlas or a globe. To begin with identify the boundaries of Europe, there is an ocean to its north. Identify its name on the map. It is ocean is frozen for most of the year. This ocean separates the two continents Europe and North America. About 500 years ago, the people of Europe discovered sea route to America and millions of Europeans migrated to the continent of America and settled down here.	Children now you take page no. 48. While reading the lesson underline the difficult words you cross across.	Now, you have underlined the key words, stand up and read one by one. Pupils will read one by one.	 Europe	

Steps	concept Analysis	Teachers Activity	pupils Activity	Black Board work	QTM
1) Identifying word concept.	This sea separates Europe in north from Africa in south. The name of this sea means 'Middle of the world'.	Student - teacher write the words on the black board.	pupil will observe them and write them in their note book.	continents, Europe, North America & Australia, Europeans, migrated.	
2) understanding key words.		The Student - teacher asks the students about the knowledge of the words by giving examples and illustrations.			
3) conceptual understanding		Student - teacher explains about the continent Europe. its boundaries and location. Now teacher divides the student into groups and asks few questions.			

Steps	concept Analysis	Teachers Activity	pupils Activity	Black Board work	QTM
1) Questioning		Now we will discuss what we have learnt. Now answer the questions. → Name the sea to the west of Europe? → Find the name of the sea just south of Europe? → Name the Mountains to the East of Europe? → Which continent people is covered sea route to America?	Atlantic oceans. Mediterranean Sea Ural Mountains. People of Europe.		

Generalisation

- people should know about the continent Europe.
- people should know the boundaries of Europe.
- they should know the location of Europe.

Evaluation

- Name the sea just south of Europe?
- Name the mountains to the east of Europe?
- Name the ocean to the west of Europe?

Activities

- collect information about the boundaries of Europe.
- collect Europe political map.
- 7th class text book.



Lesson - 14

PRELIMINARY INFORMATION

Name of the student - teachers: Mr. A. D. Kulkarni

Class: 7th

Subject: Social Studies.

Unit: II Human, Animals and Hand Tools.

Topic: Basket Makers.

Time: 45 min

Date: 16/11/19

Register Number: 816144902036

Name of the Supervisor: Mrs. Asha Rani

Teaching Learning Points

- People should know how to make basket weaving.
- People should know what material used for basket weaving.
- They should know about raw material in the context of basket making.

Expected Learning Outcomes

- 1) Conceptual understanding: pupils should understand the process of basket making.
: pupils should, read page no. 41, 42 and know about basket making.
- 2) Reading the text
: pupils should collect information about basket weaving and should know the material used for it.
- 3) Information skills

- 4) Reflection : pupils reflects the importance of basket making and bamboo which they are used.

Mapping skill : pupils identifies the tools for making baskets and famous place where these baskets are prepared.

- 5) Appreciation : pupils appreciate the person who are weaving baskets and making them success.

Teaching Learning Materials (TLMs)

- 1) Charts showing the products used for basket making.
- 2) chart showing the different types and models of baskets.
- 3) charts showing who are selling the baskets.

Steps	concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
<u>STEP 1</u>					
1) Greeting		Good Morning Students! How are you all today? How was your day till now?	fine teacher		
2) concept Mapping		children can you tell me about basket weaving. What are the products used for basket making.			
3) Prior knowledge of the topic		So, children today we are going to learn about the handi craft work (basket making)		Basket making bamboo cane	

Steps	concept Analysis	Teacher's Activity	Pupil's Activity	Black Board work	TLM
<u>STEP 2</u>					
1) Reading the text	<u>Basket maker</u> polial is a basket maker from Shankararam village. Pirasaram district. He is about 35 years old. He belongs to Yerakalathal community. His family has been weaving baskets for generations. He uses the spines of wild date palm leaves, using a knife he shaves off the leaves and keeps them in hot sunshine to dry them. The wild date palm leaves are brought in bundles from Shankararam their native village. Each bundle is about palm spines costs 1000. They usually bring 10 bundles for two months. Locally family makes as baskets from one bundle of spines of wild date.	children now you have page 67, 68 and read it. while reading underline the difficult words you cross across.			
2) Identifying key words		Now, you have underlined the key words stand up and read one by one.	pupils will read one by one.	basket shop with bamboo products.	

Steps	concept analysis	Teacher's Activity	Pupils Activity	Blackboard work	Time
Identifying word concepts	Give them about 30 baskets of. It takes 30 minutes to make a basket.	Student-teacher write the words on the black board.	Pupils will observe them and write them in the note book.	Shankavaram, Spines, pollich, bawelle, weeras	116
Understanding key words.		The student-teacher asks the student's knowledge of the words by giving examples and illustrations.			
1) conceptual understanding		Student teacher explains about the process of basket weaving and the products used for it. Now teacher divides the students into groups and asks few questions.			
<u>STEP 2</u>					

Steps	concept analysis	Teacher's Activity	Pupils Activity	Blackboard work	Time
2) Questioning		Now, answer the questions. → What are the tools used for basket making? → From where did they bring this material? → What is the occupation of paternal family? → To which community he belongs to.	with data palm leaves, cane and bamboo. From Shankavaram. From generations itself their occupation is basket making. He belongs to tribal community.		117

Generalisation

→ People should know the process of basket making.

→ People should know the products used for basket making.

Evaluation

→ What are the products used for basket making?

→ What is the occupation of pollich family?

Activities

→ collect pictures showing basket making.

→ collect information about the products used for basket making.

Reference

→ 7th class text book.



Lesson-15

PRELIMINARY INFORMATION

Name of the student-teachers: Anati Qta

class: VIIth

Subject: Social Studies

Unit: III Meghal Empire

Topic: Who were the Meghals?

Date: 14/8/17

Register Number: 216/44902026

Name of the Supervisor: Mrs. Usha Rani

Teaching Learning points

- people should know the history of Mughal Emperors.
- people should know the importance of Mughal Emperors.

Expected learning outcomes

- conceptual understanding: pupils know the history of Mughals and their importance.
- Reading the text : pupils read the text page no. 122 and know about the Mughals and their administration.
- Information Skills : pupils should collect information about the Mughal Emperors and their administration.
- Reflection : pupils reflect the rulings of Mughals and their administration.

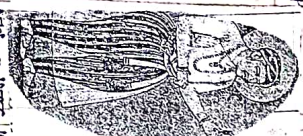
- Appreciation: pupils appreciate the administration of Mughal king and their kingdoms.

Teaching Learning Materials (TLMs)

- 1) chart showing the kingdom of Mughals.
- 2) chart showing the Mughal Emperors like Babur, Humayun, Akbar, Jahangir etc.
- 3) charts showing Emperors major campaigns and events.
- 4) charts showing Mughal relations with their rulers.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLN
<u>STEP-1</u> 1) Greetings 2) Concept mapping		Good Morning & students! How are you all today? How was your day till now? children do you know anything about Mughal emperors? even you tell the names of some mughal emperors? So, children today we are going to learn about the mughal empire.		Mughal emperors Humayun Babur Mughal Empire	

Babur 1526-1530 AD

Steps	concept Activity	Teacher's Activity	Pupils Activity	Black Board work
<u>STEP-2</u> 1) Reading the text 2) Identifying key words	<u>who were the Mughals?</u> The Mughals were from ruling families of the central Asian countries like Uzbekistan and Mongolia. Babur the first Mughal emperor (1526-1530 AD) was forced to leave his ancestral throne due to the invasion of another ruler. After years of wandering he signed Kabul in 1519 AD. In 1526 AD, he defeated the Sultan of Delhi, Ibrahim Lodi and captured Delhi and Agra.	children now you take page no. 122 and read it. while reading underline the difficult words you cross across. Now you have underlined the key words, stand up and read them one by one.	pupils will read them one by one.	Humayun 1530-1556 AD Akbar 1556-1605 AD 

Steps	concept analysis	Teacher's Activity	pupils Activity	black board work	TLM
identifying word concept		Student-teacher writes the words on the black board.	pupils will observe them and write them in the note book.	upbelexian, Mongolia, anedshial, wandering, captured, gloralxin look	
understanding key words.		The student-teacher asks the students about knowledge of words by giving examples and illustrations.			
<u>STEP-3</u> conceptual understanding		Student-teacher explains about the Mughal emperors and their administration. Now teacher divides the students into groups and asks them few questions.			

Steps	concept analysis	Teacher's Activity	pupils Activity	black board work	TLM
2) Questioning		Now, we will discuss what we have heard. Now answer the questions. → who was the first ruling families of central Asian countries? → who was the first Mughal Emperor.	Mughals. babur		

Generalisation

- people should know about the Mughal Emperors.
- people should know about the Mughal Kingdom and their administration.

Evaluation

- who was the first ruling families of central Asian countries?
- Tell me the names of some Mughal emperors?
- who was the first Mughal emperor?

Activities

- collect pictures showing the Mughal kingdom.
- collect pictures of Babur, Akbar, Jahangir etc.
- collect pictures showing the wars among emperors.

Reference

- 7th class text book.



Lesson-16

PRELIMINARY INFORMATION

Name of the Student-teacher: Arati Ojha

Class: VIII

Subject: Social Studies

Unit: II Industrial Revolution

Topic: James Watt's Invention.

Time: 45 min

Date: 18/01/19

Register Number: 216144902036

Name of the Supervisor: Mrs. Usha Rani

Teaching learning points

- People should know about the invention of James watt.
- People should know how the steam engine works.

expected learning outcomes.

- conceptual understanding: pupils should know about James watt, and his inventions.
- Reading the text: pupils read the text page no. 77, 78, and know about the invention of steam engine.
- Information skills: pupils should collect the information about James watt and his invention.

- Reflection: pupils reflects the invention of steam engine and get inspired by the invention.
- Mapping skills: pupils identifies the process and tools for making steam engines.

Teaching learning Materials (TLMs)

- charts showing the invention of steam engine.
- charts showing the material used to make steam engine.
- charts showing the works done by steam engine.

Steps	concept analysis	Teachers Activity	pupils Activity	Black board work	GLM
<u>STEP-1</u> 1) Greetings 2) concept Mapping 3) Assessment of the topic		Good Morning Students! How are you all today? How was your till now? Children also you know about the invention of James watt? What did James watt invented? who supported James watt? So, children today we are going to learn about the invention of James watt.	Fine teacher.	James watt Invention spinning weaving Steam Engine making ships.	

Steps	concept Analysis	Teachers Activity	pupils Activity	Black board work	GLM
<u>STEP-2</u> 1) Reading the text 2) Identifying key words.	<u>James watt's invention</u> James watt was an English craftsman who invented machines. He noticed that steam had so much strength that it could move enormous weight. To tap this energy, he made a machine which would run with the help of steam and would not need men or animals to drive it. He showed his invention to an industrialist called Boulton and the two entered into a partnership to make such machines. Boulton invested the money necessary and paid watt a salary. Watt made the steam engine. They made an agreement between them to share the profit. Two	Children now take page no. 77-78 and read it. While reading underline the difficult words you cross across. Now, you have underlined the key words stand up and read them one by one.	pupils will read them one by one.		

Steps	concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
3) Identifying work concept	And one the first to work. These two made a large number of steam engines and sold them. Machines were made all kinds of works - Spinning weaving making iron tools, driving vehicles etc.	Student - teacher write the words on the black board.	Pupils will observe them and write them in the note book.	Invention James watt Boulton, partner - ship, agreement.	132
4) Understa- ning key words.					
5) Conceptual understand- ing.		The student - teacher asks the students about knowledge of words by giving examples and illustrations. Student-teacher explains about the James watt invention. Now, teacher divides the students into groups and asks few questions.			

Steps	concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
2) Questioning		Now, we will discuss what we have learnt. Now, answer the questions. → What did James watt invented? → Who was the partner of James watt? → For what works the steam engine is used? → Who was James watt?	Steam engine Boulton. Spinning, weaving, making iron tools etc. watt was an English crafts man.		

Generalization

- people should know about the invention of James watt.
- people should know how the steam engine works.

Evaluation

- Who was James Watt?
- What did James Watt invented?
- Who was the partner of James Watt?

Activities

- Collect pictures of James Watt's Steam Engine.
- Collect pictures of works done by Steam Engine.

Reference

- 7th class text book.



Lesson-17

PRELIMINARY INFORMATION

Name of the Student-Teacher: Anzati Otha
Class: 5th

Subject: Social Studies
Unit: II Production in a factory-A paper mill
Topic: process of paper making.

Time: 45 min.

Date: 19/11/17

Register Number: 21614492036

Name of the Supervisor: Mrs. Usha Rao

Teaching Learning Points

- people should know how the paper is made.
- They should know the process of preparing paper.
- They should also know the stages to prepare paper.

Expected Learning Outcomes

- conceptual understanding: pupils should know about the preparation of paper and its uses.
- Reading the text : pupil should read the text page no: 86, 87 and know how to prepare paper.
- Information skills : pupils should collect the information about the preparation of paper.

- Retention : pupils reflects the importance of preparing paper and its uses.
- Mapping skills : pupils identifies the process of paper-making
- Appreciation : pupils appreciate the preparation of paper-making.

Teaching Learning Materials (TLMs)

- charts showing the preparation of paper-making.
- charts showing the stages of paper-making.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
STEP-1 1) Greetings		Good Morning Students! How are you all? How was your day till now?	fine teacher		
2) Concept Mapping		children do you know how the paper is prepared? can you tell me the stages to prepare the paper?			
3) Announce-ment of the topic		So, children today we are going to learn how the paper is being prepared and its stages.		process of paper making	

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
STEP-2 1) Reading the text.	<u>process of paper-making</u> Inside the factory compa- net we saw a litter crane lifting subabul wood from a lorry and placing it on iron plat form. A conveyor belt took the wood to the cutting machine. Paper is actually made in five stages. This paper mill had separate sections for each stage, which uses different machines and raw materials. The stage are chipping, making of wood pulp, spreading the pulp, pressing drying and rolling, and cutting.	children now take page no- 86, 87 and read it while reading underline the difficult words you cross across.	Now, you have underlined the key words, stand up and read them one by one	pupils will read them one by one	
2) Identifying key words.					

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Blackboard work	Time
Identifying and concept		Student-teacher write the words on the black board.	pupils will observe them and write them on their note book.	concrete both, clipping, fibre, pre-treatment, machine, cement, etc.	
understanding		the student-teacher asks the students knowledge of words by giving examples and illustrations.			
understanding		Student-teacher explains about the process of paper-making and she divides the students in to groups and asks how questions.			
understanding					

STEP 3

a conceptual understanding

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Blackboard work	Time
2) Questioning		Now, we will discuss what we have learnt. Now, answer the questions. → what are the five stages to prepare paper? → which wood is used to prepare paper?	clipping, making wood pulp, spreading the pulp, pressing, drying, rolling and cutting. bamboo, Eucalyptus and Subabul trees.		

Generalisation

- people should know the process of paper making.
- people should know the products used for paper making.

Evaluation

- what are the products used to make paper?
- what is the process to make paper.

Activities

- collect pictures of machines used for making paper.
- collect pictures of raw material for making paper.
- collect pictures of paper mills in Andhra Pradesh.

Reference

- 7th class text book.



Lesson-18

PRELIMINARY INFORMATION

Name of the Student-teacher: Arathi Dula

Class : 7th

Subject : Social Studies in two times.

Unit : II Agriculture in Andhra Pradesh

Time : 45 min.

Date : 20/8/19

Register Number: 216144902086

Name of the Supervisor: Mrs. K. S. R. R. R.

Teaching Learning Points

- Meaning of Agriculture.
- Need of investment.
- Need of tanks, bore wells and canals.

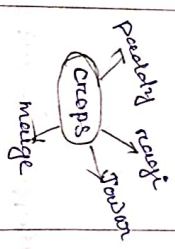
Expected Learning Outcomes

- Conceptual understanding: pupils should know about agriculture, their investments and about water facility.
- Reading the text: pupils should read the text page no 696 and know about Agriculture in Andhra Pradesh.
- Information Skills: pupils should collect information about the agriculture, their investments and their importance.
- Reflection: pupils reflect the importance of agriculture and its uses.

- Mapping skills: pupils identifies the agriculture method and know about it by gathering information.
- Appreciation: pupils appreciate the agriculture in Andhra Pradesh and they feel very proud of it.

Teaching Learning Materials (TLMs)

- Charts showing the Agriculture produce in Andhra Pradesh.
- Charts showing different crops grown in Andhra Pradesh.
- Charts showing tanks, canals and bore wells used for agriculture.

Steps	concept analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
<u>STEP-1</u> 1) Directings	Good Morning Students! How are you all today? How was your day till now?	Children do you know about agriculture?	Fine teacher		
2) Concept Mapping	Can you tell me what is the main crop in Andhra Pradesh?	So, children to day we are going to learn about Agriculture in Andhra Pradesh, their importance and uses.			
3) Humm- cement of the topic				 Agriculture in Andhra Pradesh	

Steps	concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM
<u>STEP-2</u> 1) Reading the text	Agriculture in Andhra Pradesh Over the years, agriculture in Andhra Pradesh has changed. Even though paddy continues to be the main crop, other food crops like ragi, Jowar, and maize have declined and have been replaced by cash crops like sugarcane, ground nuts, tomato, chillies etc. All these crops need investment in the form of seed, water, pesticide, fertiliser for which the farmers have to take loans. Most of the farmers depend upon tanks and canals to irrigate their lands. Now more than half of the lands in AP depends on borewells.	Children now take passage 65, 66 and read it while reading underline the difficult words you cross across.			
2) Identifying key words		Now, you have underlined the key words stand up and read them one by one.	Pupils will stand up and read them one by one.		

Steps	Content Analysis	Teacher's Activity	Pupils Activity	Blackboard work	TLM
3) Identifying the concept in the definition and concept.	It is a natural phenomenon in the ground water levels and increased dependence on rainfall.	Student-teacher write the words on the blackboard.	Pupils will describe them and write the words in their note book.	Paddy, jowar, cotton, pomegranate, depletion, humic.	
4) Understanding the key words.		The student-teacher asks the students about the knowledge of words by giving examples and illustrations.			
STEP 3 3) Conceptual understanding of the		Student-teacher explains about the agriculture in Andhra Pradesh and she divides the students into groups and asks her questions.			

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Blackboard work	TLM
2) Questioning		Now, we will discuss what we have learnt. Now answer the questions. → What is agriculture? → What is the main crops in Andhra Pradesh. → On what most of the farmers depend?	Agriculture means growing plants in crops for human needs. Paddy is the main crop. Most of the farmers depend upon tanks, canals and bore wells.		

Generalisation

- People should know about agriculture and its need.
- People should know about the investments in agriculture.
- People should know about the need of water for agriculture purpose.

Evaluation

- what are the main crops in Andhra Pradesh?
- what are the importance of trees, canals and bore wells?
- what is agriculture?

Activities

- collect pictures of different crops grown in Andhra Pradesh.
- collect pictures of irrigation facility in Andhra Pradesh.

Reference

- 5th class text book.



Lesson-19

PRELIMINARY INFORMATION

Name of the Student-teacher: Anali Usha

Class: VIth

Subject: Social Studies

Unit: III Post Empires

Topic: Ashoka: A unique ruler.

Time: 45 min

Date: 22/11/19

Register Number: 216144902006

Name of the Supervisor: Mrs. Usha Rani

Teaching Learning points

- Know about the history of Ashoka.
- Know about Ashoka's war in Kalinga.

Expected Learning outcomes

- Conceptual understanding: Pupils should know about the ruling of King Ashoka and his message to the people.
- Reading the text: Pupils should read the text page no: 99 and know about King Ashoka.
- Information Skills: Pupils should collect information about the King Ashoka and his rulings.

- Mapping Skills: Pupils exercises the teaching of King Ashoka and his message to the people.
- Appreciation: Pupils appreciate the teaching of King Ashoka and his messages.

Teaching Learning Materials (TLMs)

- charts showing the picture of King Ashoka.
- charts showing the messages given by Ashoka.

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Blackboard work	TLW
STEP 1 Introduction	Children come up to me and ask me about Ashoka? What was Ashoka's story?	Some children today were going to learn about the King Ashoka and his teaching.	Ashoka a unique ruler.		
STEP 2 Development	Children come up to me and ask me about Ashoka? What was Ashoka's story?	Some children today were going to learn about the King Ashoka and his teaching.	Ashoka a unique ruler.		
STEP 3 Conclusion	Children come up to me and ask me about Ashoka? What was Ashoka's story?	Some children today were going to learn about the King Ashoka and his teaching.	Ashoka a unique ruler.		

Steps	Concept Analysis	Teacher's Activity	Pupil's Activity	Blackboard work	TLW
STEP 1 Introduction	Ashoka - a unique ruler The most famous Mauryan ruler was Ashoka. He was the first ruler who tried to take his message to the people through inscription. Most of Ashoka's inscriptions were in Prakrit and were written in the Brahmi script. Ashoka was a religious ruler as the name of his capital Pataliputra was changed to Prasasti.	Children now take page no. 11 and read it. While reading underline the difficult words you come across.	Now you have underlined the key words stand up and read them one by one.		
STEP 2 Development	Ashoka - a unique ruler The most famous Mauryan ruler was Ashoka. He was the first ruler who tried to take his message to the people through inscription. Most of Ashoka's inscriptions were in Prakrit and were written in the Brahmi script. Ashoka was a religious ruler as the name of his capital Pataliputra was changed to Prasasti.	Children now take page no. 11 and read it. While reading underline the difficult words you come across.	Now you have underlined the key words stand up and read them one by one.		
STEP 3 Conclusion	Ashoka - a unique ruler The most famous Mauryan ruler was Ashoka. He was the first ruler who tried to take his message to the people through inscription. Most of Ashoka's inscriptions were in Prakrit and were written in the Brahmi script. Ashoka was a religious ruler as the name of his capital Pataliputra was changed to Prasasti.	Children now take page no. 11 and read it. While reading underline the difficult words you come across.	Now you have underlined the key words stand up and read them one by one.		

Steps	Concept Activity	Teacher's Activity	Pupils Activity	Black Board work	TLM	156
3) Identifying word concept		Student - teacher write the words, on the black board.	Pupils will observe them and write the words in the note book.	Mauryan ruler, inscriptions, Pratih, Kalinga, horatified, conquest.		
4) understanding the key words		The student-teacher asks the students about the knowledge of the words by giving example and illustrations.				
1) conceptual understanding		Student-teacher explains about the king Ashoka and his messages. She divides the students into groups and asks them to ask questions.				

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black Board work	TLM	157
2) Questioning		Now, let us discuss what we have learnt. Now, tell me the answer. → who was the king Ashoka? → what was the ancient name of Kalinga? → what did Ashoka decided after winning the war?	King Ashoka was the most famous Mauryan ruler. He decided not to fight any more wars.			

Generalisation

- people should know about the king Ashoka.
- people should know the teachings of Ashoka.
- people should know about the Kalinga war.

Evaluation

- what was the ancient name of kalinga?
- who was the king Ashoka?
- what were the teachings of Ashoka?

Activities

- collect pictures of king Ashoka.
- collect the pictures of kalinga war.

Reference

- 6th class text book.

Lesson Plan - 20PRELIMINARY INFORMATION

Name of the student-teacher: Anate Dha
class : 5th

Subject: Social Studies
unit : IV Diversity in our society

Topic: Their Descent

Time : 45 min

Date : 23/11/19

Register Number: 216144902036

Name of the Supervisor : Mrs. Neha Rani

Teaching learning points

- people should know where the Thar Desert is situated.
- people should know the main occupation of people living there.
- people should know that it is one of the tourist place.

Expected learning outcomes

- conceptual understanding: pupils should know about the Thar Desert.
- Reading the text: pupils should read the text page no. 131, 132 and know about Thar Desert.
- Information skills: pupils should collect information about Thar Desert and know more about it.

- Mapping skills: pupils identifies the location of Thar Desert and its ~~importance~~ importance.

Teaching learning Materials (TLMs)

- charts showing the picture of Desert.
- chart showing the border of India and Pakistan.
- chart showing bear, crops, bear trees grown in this region.

Steps	Concept Activity	Teachers Activity	Pupils Activity	Black Board work	TLW
STEP-1 1) Greetings		Good Morning Students ! How are you all today ? How was your day tell now ?	Five teachers.		
2) Concept mapping		Children can you tell me about Thar Desert? What is the occupation of people living there?			
3) Announce- ment of the topic		So, children today we are going to learn about Thar Desert and its surroundings.		Thar Desert.	

Steps	Concept Analysis	Teachers Activity	Pupils Activity	Black Board work	TLW
STEP-2 1) Reading the text	<u>Thar Desert</u> Thar Desert is situated on the border of India and Pakistan. A large part of it is in Marwar region of Rajasthan State. This place receives very little rain and there are no large trees growing. As a result very few trees grow here and very few crops can be grown. People here mainly depend upon grazing sheep, goats and camels. The shepherds usually travel across many states like Punjab, Haryana, Uttar Pradesh, Madhya Pradesh with their herds and usually come back before the rainy season to Thar.	Children now take page no: 121, 132 and read it now while reading underline the difficult words you cross. across.			
2) Identifying Key words.		Now, you have underlined the key words underline and read them one by one.	Pupils will read them one by one.	Thar Desert.	

Objectives	Content	Teacher Activity	Pupils Activity	Home Work	Rev
To understand the meaning of the words used in the story. To understand the meaning of the words used in the story.	To understand the meaning of the words used in the story. To understand the meaning of the words used in the story.	The teacher will explain the meaning of the words used in the story.	Pupils will write the meaning of the words used in the story.	Pupils will write the meaning of the words used in the story.	Pupils will write the meaning of the words used in the story.

Steps	Concept Analysis	Teacher's Activity	Pupils Activity	Black board work	atom
2) Sustaining		Now, let us discuss what we have learnt. Now, answer the questions. → Where is the present situation? → What was the occupation of the people living there? → Did the present area receives heavy rainfall or not?	It is situated on the border of India and Pakistan. People depend upon grazing, sheep, goats and camels.	No, this place receives very less rain and there are no large rivers flowing.	

Generalisation

- people should know about the location of their resort.
- people should know about the occupation of people living there.

- ## Activities

- ## Reberence

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