

INDEX

Teaching Subject S.St.

S.No.	Topic	Date	Page	Remarks
1.	mega Lesson Plan 1	1.12.2014	1	
2.	mega Lesson Plan 2	3.12.2014	5	
3	National Symbols	5.12.2014	9	
4	Settlement Villages	7.12.2014	11	
5	Communication	8.12.2014	14	
6	Water and its Sources	9.12.2014	18	
7.	Type of Markets	10.12.2014	20	
8	pollution	11.12.2014	21	
9	Advertising	12.12.2014	23	
10	Revolt of 1857	13.12.2014	26	
11	Transportation	14.12.2014	28	
12	Equality	15.12.2014	31	

INDEX

Teaching Subject

S.No.	Topic	Date	Page	
13	over population	16.12.2014	35	
14	India & Neighbours	17.12.2014	40	
15	panchajati Raj	18.12.2014	43	
16	Seasons	20.12.2014	46	
17	president and its powers	24.12.2014	47	
18	Samudra Gupta	3.1.2015	52	
19	India physical features	6.1.2015	54	
20	Rocks	7.1.2015	56	
21	Uses of forests	8.1.2015	59	
22	Mahatma Gandhi	9.1.2015	62	
23	pollution	10.1.15	64	
24	Jainism	11.1.15	67	

சி.சி.சி.

UNITED SECULAR SOCIETY

MEGA LESSON PLAN - I

PT'S ROLL NO : 9528287 CLASS : VII
SUBJECT : SOCIAL SCIENCE DURATION : 30 MIN
TOPIC : TEMPERATE GRASSLANDS DATE : 11/12/14

CONTENT ANALYSIS

- 1) The climate zone in which the veld is located
- 2) The climate in the veld grasslands.
- 3) The vegetation and wild life of the veld.
- 4) The life of the people of the veld.

GENERAL OBJECTIVES

- 1) To teach social studies to the students
- 2) To develop the imaginative power of students
- 3) To encourage the ability of discussion
- 4) To enhance the
- 5) To open the minds of the children and how to relate to the environment.
- 6) To give the students knowledge about history, civic and geography

INSTRUCTIONAL OBJECTIVES

- Knowledge objective
- 1) Students will be able to talk about the veld

- 2) Students will be able to deb on various issues related to the veld.
- 3) The students will be able to t about the climate Ozones

UNDERSTANDING OBJECTIVES :-

1. The students will be able to ex the meaning of the veld
- 2 The students will be also get know about the climate of the
- 3) The students will be able to the difference between the paili and veld.

APPLICATION OBJECTIVES

The students will be able to spe and discuss about the grasslan and the veld.

SKILLED OBJECTIVES

The students will be able to sp and discuss about the grass the veld.

TEACHING AIDS

Chalk, duster, pointer, roller board, map, chart, marker etc.

INTRODUCTION

	PT'S ACTIVITY	PUPIL'S ACTIVITY
Q-1	How many type of temperate grasslands are there	Two Types
Q-2	What are the names	The prairies and veld
Q-3	Name the northern America	prairie
Q-4	What do you know about the veld	problematic Question

ANNOUNCEMENT OF THE TOPIC

What student's, today we will learn about the Temperate grasslands, the veld of South Africa

PRESENTATION :-

TEACHING POINTS	PT'S ACTIVITY	PUPIL'S ACTIVITY
Temperate grasslands (Veld)	a) What do you call the temperate grasslands of South Africa? Q:- Do you know its location	Veld problem Question
	The temperate grasslands of South Africa is known	

TEACHING POINTS

PT'S ACTIVITY

PUPIL

as veld. There are elevation between 600m to 1800m. Just west of the veld is the Drakensberg Mountains. To the west is the Kalahari Desert. To its northern side, we have the high veld whose height at certain places is about 1600m or even more

climate of the veld

Q: What is the climate of the temperate grasslands the veld? List Atte

The climate is quite damp, as it is closer to the sea. The temperature is between 50°C to 100°C. There is rainfall in the veld mostly in the summer. Nov. to Feb. draughts are quite common in the veld

Vegetation and wild life

The grasses are the dominant vegetation of the veld. The low lying region

Support trees like acacia and Marosla. The main animals found in the veld are cheetas, leopards, Rhin and slade

EVALUATION

- Q-1 What is the veld located and what about its climate?
- Q-2 What are temperate grasslands
- Q-3 What are the different animals found in the veld?

HOMEWORK

- Q-1 Why is the veld known as the temperate grasslands of South Africa?
- Q-2 What is the climate of the veld?
- Q-3 What are the animals found in the veld?

REFERENCE

The lesson is taken from the Social Science textbooks based on NCERT

MEGA LESSON PLAN 2.

PT'S ROLLNO : 9528287

CLASS: VII

SUBJECT : Social Studies

DURATION :

TOPIC : Deserts

TIME : 30

CONTENT ANALYSIS

- Students will learn about Deserts
- Students will learn about various
- Students will learn about life of people in deserts.

GENERAL OBJECTIVES

- The students will come to know about the life in a desert
- The students will learn about the climate in the desert.
- The students will learn about what happens in the desert.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives :-

- The students will become familiar with deserts.
- The students will become familiar with life in a desert.

UNDERSTANDING OBJECTIVES

1. Students will be able to understand life in the desert.
2. Students will be able to talk about the desert.

APPLICATION OBJECTIVES

- The students will be able to make a graph or table about life in the desert.

SKILLED OBJECTIVES

- The students will be able to differentiate between the climate, vegetation, lifestyle of people of deserts to that of themselves.

Teaching aids:-

chalk, chart, duster, roller board, pointer, world map.

Previous Knowledge:-

The students will have some knowledge about deserts.

INSTRUCTION :-

PT'S ACTIVITY	PUPIL'S ACTIVITY
Q In which part of India do we find hot climate and few rain bearing clouds?	onwards Rajasthan
Q:- What is a desert?	A place where is very high, there's very little development
Q:- In deserts where do people practise agriculture?	Where ever it is some water can be cultivated

PRESENTATION [ANNOUNCEMENT OF THE TOPIC

Children, today we will discuss about life in the desert and what are the difficulties faced by the people there

PRESENTATION

Teaching points	PT's ACTIVITY	PUPIL's Activity
Desert Location	The teacher begins by telling about deserts as areas which are hot as fire during the day and becomes cold during the night. These are called deserts.	Children are paying attention
Sahara Desert	Sahara Desert is the largest desert in the world	
Climate	Let us know about its climate. The climate of the Sahara is that it is very hot and damp. There is hardly any rain and the skies are clear always. The temperature during the day and during the night the temperature fall to 0°C	Listening carefully

Teaching points	PT'S ACTIVITY	PUPIL ACTIVITY
Vegetation	Vegetation of a desert area comprises of thorny plants such as cactus, dates	List
Wildlife	Animals such as camel, desert foxes, hyenas, several types of snakes, lizards, insects and rats are found.	care
people	people living in the desert area such as Sahara face a very tough life, they face hardships as there is no water in deserted areas, no agricultural activities can be done. people face great difficulties due to extremely of temperatures.	and note the point
Cold desert	Where is the cold desert A) Ladakh is the cold desert	

Location	It is situated in the eastern part of the state of Jammu and Kashmir
Vegetation	Apples, walnuts trees are found
Wild Life	Wild goat and yaks and wild ass and birds like pigeon are found in Ladakh
people	The people of western Ladakh are mainly muslims and they speak Balti language

EVALUATION

- Q-1 How many kinds of deserts are there?
- Q-2 What is the expanse of Sahara Desert?
- Q-3 What is the vegetation of Sahara Desert?
- Q-4 What is the language spoken in Ladakh?

HOMEWORK

- Q-1 Locate on the world map-
Desert. In which continent
we have the Sahara Desert?
- Q-2 Find out the tourist spots
in Ladakh?
- Q-3 What do the people of So
wear?

REFERENCE

This topic has been
taken from the social-science
textbooks of class 7 of Haryana
Board.

MEGA LESSON PLAN 3

PT's ROLL NO: 9528287

CLASS: III

SUBJECT: SOCIAL SCIENCE DURATION: 30 Min.

TOPIC: NATIONAL SYMBOLS DATE: 30.12.14

CONTENT ANALYSIS

The national symbols of India
National flag
National Anthem
National calendar
National symbols and signs

GENERAL OBJECTIVES

- 1) To infuse the feeling of patriotism among the students.
- 2) To develop the ability of logic reasoning and thinking and analysis in the students.
- 3) To develop their interest in social and political life.
- 4) To develop the ability of reasoning among the students.
- 5) To enhance the knowledge of the students about the national symbols.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives :-

- 1) Students will know about the national symbols.
- 2) Students will learn about national Anthem

UNDERSTANDING OBJECTIVES :-

The students will understand all the national symbols.
The student will learn more about the national Anthem.
The students will learn more about the national flag.

APPLICATION OBJECTIVES

The students will include a song for national anthem and signs and symbols in their lives.

Skilled Objectives :-

The students will be able to discuss how the symbols were adopted.

2) The students will be able to debate on national symbols, their importance and symbol significance.

TEACHING AIDS

Chalk, duster, blackboard, chart of national symbols and national anthem.

PREVIOUS KNOWLEDGE

The students will know something already about the national symbols.

INTRODUCTION

PT'S ACTIVITY

- Q:- Indian national flag
- Q:- When did India became Independent
- Q:- What is the national Anthem of India
- Q:- What is the national Song of India
- Q:- Do you know who wrote our national Anthem

PUPIL'S ACTIVITY

Tri colour
15 Aug 1947
Jana Gana Mana
Vande Mataram
No Answer

ANNOUNCEMENT OF THE TOPIC

Students, today we will study about the national symbols of our country.

PRESSENTATION

Teaching points	PT's Activity	PUPIL
National Symbol	What is the national symbol of India? The national symbol of India is Ashoka Chakra	
National Anthem Song	The national Anthem of India was written by Rabindra Nath Tagore (Jana Gana Mana). The time taken for singing our national anthem is 52 sec. The national anthem was adopted in Jan. 1950. The national anthem was sung at the Calcutta Convention of the Indian National Congress on 27 Dec. 1911. The national anthem	

is in 5 stages originally but we sing only the first stanza

National Song

Do you know about an national Emblem and where has it been taken from

A) on 24 Jan. 1950, the national emblem was adopted from the Ashoka pillar of Sarnath

National Flag

our national flag having 3 colours. Saffron, white and green with a chakra in the middle band, was adopted on 22nd July.

The flag has 3 stripes (Tricolour) of equal width. Our national represents fertility, peace and prosperity through this three colours

EVALUATION

Q:- What is the national emblem of India and where has it been taken from?

Q:- What is our national flag and when was it adopted?

HOMEWORK

Q:- Find out more about India,
i) national sport ii) national language
iii) national animal iv) national anthem

REFERENCE

This topic has been taken from Haryana Board text book of class 7th.

Discussion Lesson

UNITED SECULAR SOCIETY

DISCUSSION LESSON PLAN 1

PT's ROLL NO : 9528287

CLASS : D

SUBJECT : Social science

DURATION:

TOPIC

: SETTLEMENTS- VILLAGES

DATE : 15

CONTENT ANALYSIS

Villages (early settlement)

Types of villages (settlements)

why villages were formed

GENERAL OBJECTIVES

- 1) The students will learn about early settlements.
- 2) They gain knowledge about national and international human settlements.
- 3) The students will learn about History, civics and geography.
- 4) The students will learn lesson of co-operation and development.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives:-

The students learn about human development how villages came about.

UNDERSTANDING OBJECTIVES

The students will understand what villages are and how human civilization developed

APPLICATION OBJECTIVES

1. The students will understand the development of human settlements and know about the villages.
2. The students will study about villages and know the meaning of settlements.

SKILLED OBJECTIVES

The students will explain the problem faced in the villages.

The students will be able to think of solution of how things can be changed in villages.

Teaching aids-

Chalk, duster, chart, roller board, pointer.

previous knowledge.

The students understand what villages are and how are they different from cities.

INTRODUCTION

PT's Activity	PUPIL'S A
Q- What did early man do to have a settled life?	He made villages
Q- What used to be kept in mind while making settlements?	Availability of water and fertile land to do
Q- What were the development of houses and what type of villages settlements were there?	problem Question

ANNOUNCEMENT OF THE TOPIC

Today, students, we will study about villages and settlements.

INTRODUCTION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
villages Settlement	Q:- What is the settlements? Ans. A place where people find the right surroundings and availability of necessary things like water and food is known as Settlement.	
How village settlement spread	Q- What is contributed to the development of large settlements?	problem Questions
Temporary settlement Shifting cultivation	Q- How did village Shifting cultivation affects settlements?	

A) people who moved from place to place for finding suitable land for cultivation, made temporary settlements.

permanent Settlement Q- What do you mean by permanent settlement?

A) people who lived life according to the weather and moved depending on the climate, they kept cattle and when the season changed they moved with their cattle in search of new grasslands.

Types of Settlements Q- What type of settlements are there and what is the difference?

There are three type of settlements - one village and the other town. Village settlements are such that the houses are far away from one another.

In towns, all the houses are very close to one another. Settlements are bigger in cities and smaller in town and villages. In comparison to villages cities are found in places covered by forests.

EVALUTION

Q:- What is the meaning of Settlement?

Q:- What are different types of Settlement?

HOMEWORK

make notes on the following:-

- meaning of Settlements
- Different types of Settlements

REFERENCE

The topic has been taken from text book of Haryana Education Board.

MEGA LESSON PLAN 4

PT'S ROLL No :

CLASS :

SUBJECT : Social Science

DURATION :

TOPIC : Solar System

DATE

CONTENT ANALYSIS

1. Meaning of Galaxy and planets
2. Difference between Rotation and Rev
3. Speed of movement of Earth
4. Time of inclination
5. Number of planets

GENERAL OBJECTIVES

1. The students will become more broad minded.
2. To give the students understanding of the world around.
3. To help the students understand history, civics and geography.
4. To help the students understand about planets and solar system.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives - The students will learn about our solar system.

System.

- 2) They will learn about the planets.
- 3) They will learn about rotation and revolution.

Understanding Objectives

- 1) Students will be able to talk about the planets.
- 2) They will learn about the universe.
- 3) They will learn about the Solar System.
- 4) The students will learn about the various zodiacal signs.
- 5) They will learn about longitudes and latitudes.

Application Objectives

- 1) The students will be able to explain about the solar system.
- 2) The students will be able to speak about all planets.
- 3) The students will be able to speak zodiac signs.
- 4) They will be able to speak about Solar system and the universe.

Spilled Objectives

1. Students will be able to discuss about the various planets.
- 2) They will be able to identify the latitude and longitude lines.

Teaching aids-

Chalk, duster, roll board, pointer, chart on Solar Sys

INTRODUCTION

PT's Activity		pupil Activ
Q-1	How many planets are there in the solar system?	nine p
Q-2	Students, which is the biggest planets?	Jupit
Q-3	Which planet appears red and can be seen at night?	Mars
Q-4	Which is the brightest planets?	Venus
Q-5	Which planet is the closest to the Sun?	Merc

ANNOUNCEMENT OF THE TOPIC

Today children, we will study about our Solar system.

PRESENTATION

Teaching points	PT's Activity	PUPIL'S ACTIVITY
Solar System	What is the meaning of Solar system? The Sun and the nine planets are together known as solar system	Student's listen carefully
planets	How many planets are there? Name them There are nine planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, pluto	

Rotation
and
Revolution

Q:- What is Rotation?

Rotation means moving/
spinning of the earth
on its own axis to
called rotation.

Q:- What is Revolution?

Revolution means moving
of the earth around
the sun. This is called
revolution.

Q:- How many movements
are of the earth
are there?

There are two movements
Rotation and revolution

polar star What is particular
about the pole star.

It is permanently on
the earth pole.

poles

How many poles are there?

There are two poles

The North pole

The South pole

Longitudes
and
Latitudes

Q: What are imaginary lines drawn on a globe?

they are longitudes and latitudes.

Longitudes are imaginary lines drawn from South pole to North pole. Vertically on the globe latitudes are horizontal lines drawn on the globe. These lines are drawn to help find the location of a place on the globe or map.

EVALUATION

How many planets are there? Name them?

Q:- What is revolution?

Q:- Which planet is the largest planet?

Q:- How many poles are there?

HOMEWORK

Q:- What are imaginary lines on map / globe?

Q:- Which planet is called the planet?

Q:- What is rotation? What is revolution?

REFERENCE

This topic has been taken from Haryana Education Department class VII text book

MEGA LESSON PLAN 5

PT's ROLL NO: 9528287

CLASS: III

SUBJECT : Social Science

DURATION: 30 min.

TOPIC : communication

DATE: 15/12/14

CONTENT ANALYSIS

- 1) Meaning of communication
- 2) Means of communication
- 3) Different means and types of communication
- 4) Development in communication

General Objectives

- 1) The students learn how to share in the development of the environment.
- 2) The students broaden their horizons.
- 3) They will be able to think, reason and analyse.
- 4) The students will be able to discuss on the topic communication.
- 5) Understand the interrelation of topic with other subjects.
- 6) To improve the students knowledge in History, civics and geography.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives

1. Students learn about communication.
2. The students will learn about various means of communication.
- 3) The students will learn about the various types of communication.
- 4) The students will learn about the development of communication.

Understanding Objectives

1. The students will understand the meaning of communication.
- 2) The students will understand the various means and types of communication.

Application Objectives-

1. Students will be able to explain the meaning of communication.
- 2) They will be able to discuss the topic communication.
- 3) They will be able to explain the various means of communication.

- 9) They will be able to discuss the various type of communication.

Skilled objectives-

1. The students will be able to talk and explain about communication
2. They will be able to talk about various means and types of communication

Teaching aids: Chalk, Guster, Roller Board pointer, chart

INTRODUCTION

PT's Activity

Children, what do you understand by the term communication?

What is the means of communication in the field of entertainment

What do we use to call are very far away from us?

What is Internet?

PUPIL'S ACTIVITY

Communication is a way of passing on a message.

Television

Telephone, Mobiles

problem Question

ANNOUNCEMENT OF THE TOPIC

Today, students, we will learn about various means of communication.

PRESENTATION

Teaching points

PT's Activity

PUR
AC

Communication What is communication?

It
wa
sen
a n

Development of Communication

Man had developed new ways of communication. There has been great development in the field of information Technology. Communication has developed a great deal and used in the field of entertainment, education sports and games we can reach out to many people through newspaper, radio, television. We have satellites to tell us about storm, cyclone weather.

conditions etc. Today we have new development in the telecom world. We have cellular phones. The internet has not only been a great boon to the information technology but has also made our life much better.

Means of
Communication

Various means of communication are —

- 1) Television
- 2) Telephone
- 3) Cellular phones
- 4) Internet
- 5) Mass communication are
Radio, T.V., Newspaper

EVALUATION

Q- What is communication?

Q- What are the various means of communication?

Q- Name the means of communication used in the field of entertainment?

HOMEWORK

- Q1 Why is communication important?
Q2 How has communication helped
to develop the world?
Q3 Why has telephone communication
become so popular?

REFERENCE BOOK

The lesson is from the class
III textbook recommended
by Haryana Education Board

MEGA LESSON PLAN 6

PT'S ROLL NO: 9528287

CLASS VII

SUBJECT : Social science

DURATION 30 min

TOPIC : Water and its sources

DATE 20/12/14

CONTENT ANALYSIS

1. Water
2. Water cycle
3. Water bodies
4. Waves
5. Tsunami
6. High and low tides

General objectives

- 1) The students will be educated on the topic water.
- 2) To develop students mentally and intellectually
- 3) To educate the students in history, civics and geography
- 4) To educate the students to respect and conserve the environment
- 5) To sensitize them to various environmental issues.

Instructional Objectives

Knowledge Objectives

- 1) To enable the students to recall everything they know about water.
- 2) The students will recall the various uses of water.

Understanding Objectives

- 1) The students will explain about water resources and cycles.
- 2) The students will be able to explain the Tsunami.
- 3) The students will understand the distribution of water bodies in the world.

Application Objectives

- 1) The students will explain about water resources.
- 2) The students will be able to explain and illustrate the water cycle.
- 3) The students will be able to explain and explain about Tsunami.

Skilled Objectives-

- 1) The students will be able to analyse the water cycle and the processes involved.
- 2) The students will be able to explain various water bodies.

Teaching Aids

Chalk, duster, rollerboard pointer, chart etc.

INTRODUCTION

PT's Activity	PUPIL'S ACTIVITY
Name some uses of water	Drinking, cooking, bathing, washing
What are the various sources of water	Lake, well, sea, river etc.
Water is saline in?	Oceans & lakes
From where we get salt (table salt)	We get table salt from the sea.
How does Tsunami occur?	problem Question

ANNOUNCE OF THE TOPIC

OK, Students, Today we will st
about water and its sources

presentation

Teaching points	PT's Activity	PUPIL
uses of water	Water has a very great importance in our lives. We cannot even think of living without water. We use water for drinking, washing, cleaning etc.	Water be u for d clean wash cooki
Water cycle	Let us now understand water cycle. Teacher shows the water cycle chart and explains. When water evaporates from the sea, oceans etc. it rises up to form clouds. These clouds when saturated come down as rain,	

snow, hail etc. Back into the water sources to complete the cycle. This is called the water cycle.

Distribution
of
water

Water is of 2 Types

- 1) Fresh water
- 2) Saline water

Oceans and seas - 97.3

Glaciers - 2.0

under ground water - 00.68

Waves

The upward and downward movement of water in seas and oceans are known as waves. In oceans we have high tides and low tides.

Tsunami

Earthquakes and volcanoes eruptions that occur below the surface of water bodies gives rise of huge waves. Sometimes even to the height of 15m. which strikes the land and cause great deal of damage and destruction.

EVALUATION

- 1) What is water cycle?
- 2) How are waves formed?
- 3) How do high tides and low tides occur?
- 4) How has water been distributed?

HOMEWORK

Q:-1 Where do we get water from?

Q:-2 Where do we get table salt from?

Q:-3 How does high tides and Low tides occur?

REFERENCE BOOK

The lesson has been taken from
class VII Social studies
studies book prescribed by NCEER

MEGA LESSON PLAN 7

ST'S ROLL NO: 9528287

CLASS: IV

SUBJECT: S.St.

DURATION: 30 min.

TOPIC: Type of Market

DATE 24.12.14

CONTENT ANALYSIS

- 1) Market
- 2) Need of Markets
- 3) Types of Markets
- 4) Market chain: Malls → relatives → whole sellers

GENERAL OBJECTIVES

- 1) The students will be able to know about markets.
- 2) The students will be able to understand the importance of markets.
- 3) To encourage the ability of reasoning, exploring, understanding and applying.
- 4) To broaden their horizons and to help them relate to their environment, history, civics and geography.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

- 1) The students will be able to cite examples of various markets.
- 2) The students will be able to differentiate between different types of markets.
- 3) The students will be able to generalise the rules of one market to all similar kind of markets.

Understanding Objectives

- 1) The students will be able to explain about different types of markets.
- 2) The students will be able to differentiate between type of markets.

Application Objectives:-

- 1) The students will be able to explain about the market near by.
- 2) The students will be able to clearly follow what takes place in the market.

- 3) The students will be able to speak on the type of markets.

Teaching AIDS-

Chalk, duster, roller, board, chart, pointer etc.

INTRODUCTION

PT's ACTIVITY

PUPIL'S ACTIVITY

1. Where do we buy things from?

A market

2. From where do you buy your clothes?

A market

3. How many kinds of markets are there?

problem market

ANNOUNCE OF THE TOPIC

Students, today we will study about the market around us.

PRESENTATION

Teaching points	PT's ACTIVITY	PL A
Importance of a market	Q) Students, tell me from where do we get what we need? Yes, we can buy a lot of things from the market like vegetables, fruits, Soap, clothes etc.	
Type of Markets	Do you know how many types are of markets are there? A) Markets are of many types from where we purchase our daily needs 1) our small corner shop 2) Weekly market 3) Big shopping complex 4) Shopping Malls	
Weekly Market	What is a weekly market?	

A weekly market is put up on any one day of the week. This is a temporary market where the sellers put up stalls to sell their products. They put up their stalls on a fixed time and once the time is up, they pick up stalls and move.

Students carefully listen and share experiences of such markets visited.

Neighbourhood Shops

Neighbourhood shops are permanent shops which open up daily. These shops are very close to our homes. We can go there anytime any day to purchase things of daily needs.

Complex malls

Shopping complex or malls are markets places where we get everything under one roof. These complexes have items of daily use to unusual items of daily use under one roof. In cities we see many storeyed shops air conditioned.

Whole Sale
markets

A whole seller sells thing in a large quantity. They buy things in bulk from factories and sell it to small retailers who take a specified quantity from them. The whole sellers store the products in their godowns. They usually do not sell single product to individual buyer.

Internet
Shopping or
e-shopping

Through Internet, we can now even buy things sitting at home. We see details and pictures of products on the websales of sellers and order it can time. In some cases, payment is to be made through credit card and some times each is to be paid on delivery such sites as - Homeshop 18 etc.

EVALUATION

- Q1: What is need of a market?
- Q2: Tell names of different kinds of markets?
- Q3: From where do wholesalers buy their stocks?

HOMEWORK

Is there any weekly market put up in your area? Give details of it and tell what do you buy from there?

REFERENCE

This topic has been taken from class VIII Social Studies book prescribed by NCERT.

MEGA LESSON PLAN-8

PT'S ROLL NO: 9528287

CLASS- D

SUBJECT- Social Science

DURATION-

TOPIC - ENVIRONMENTAL

DATE- 2

(POLLUTION) ISSUES

CONTENT ANALYSIS

- 1) Meaning of Environment
- 2) Meaning of Environment pollution
- 3) Solution for Environmental pollution
- 4) Reason of Environmental pollution

GENERAL OBJECTIVES

- 1) The students would be sensitive towards environmental issues.
- 2) The students will develop an understanding of major environmental problems.
- 3) To develop the ability of reasoning among the students.
- 4) To develop scientific attitude among them.

INSTRUCTIONAL OBJECTIVES

Knowledge objectives

- 1) The students will learn about environment and its related issues.
- 2) They will be able to recognise the reasons of Environmental pollution.

Understanding objectives

- 1) The students will be able to see the relationship between environment and pollution.
- 2) The students will be able to identify various reasons of Environmental pollution.

Application objectives

- 1) The students will be able to reason out the cause of pollution.
- 2) The students will be able to infer the reasons of Environmental pollution.

PREVIOUS KNOWLEDGE

The students are already familiar with some environmental issues

INTRODUCTION

PT'S ACTIVITY

Q:- How do you keep your environment clean?

Q:- What do we get from clean environment?

Q:- Is the environment a part of our earth?

PUPIL'S ACTIVITY

By not littering around by using dustbin

clean and healthy

Yes, The hand and hand

ANNOUNCEMENT OF THE TOPIC

Today we will study about environment and the effect it has on our lives.

PRESENTATION

Teaching points	POPI Teacher's Activity	POPI's Activity
environment	Everything around us air, water, land etc. is environment for us to live our live well. We have to clean our environment	
Ways to keep the environment clean	Q:- How do we look after our environment. Q:- What should be our contribution to make the environment clean	By keeping our surrounding clean
	1) We should make sure that there is no rubbish lying around 2) We can plant trees 3) We should not harm plants	

4) We must always use dustbins.

5) Drains must be kept clean.

Advantages of a clean environment

Q:- What are the advantages of a cleaner environment?

A cleaner environment will provide us with healthy air, water and so we can prevent ourselves from many diseases.

EVALUATION

Q:- Why should we keep our environment clean?

Q:- How can you keep your environment clean?

HOMEWORK

Q:- How is the environment today?

Q:- What has polluted the environment?

REFERENCE - This subtopic has been taken from a text book of class VII Haryana education of Board of School Education, Haryana.

MEGA LESSON PLAN - 9

PT's ROLL NO: 9528287

CLASS: VII

SUBJECT: Social Science

DURATION: 30 min

TOPIC: Advertising and its effects

DATE: 28/12/14

CONTENT ANALYSIS

- Advertising
- Effects of brand and cost
- Effects of advertising on our lives.
- Social values and advertising

GENERAL OBJECTIVES

- The students will be able to understand the social outlook and structure.
- To develop the ability of reasoning amongst the students.
- To develop awareness about advertising and its adverse effects
- To develop scientific attitude among the Students

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

- The students will be able to know about advertising

- 2) They will be able to recall for advertisements which they like

UNDERSTANDING OBJECTIVES

- 1) The students will be able to understand the effects of ads on their life.
- 2) They will be able to differentiate between commercial advertising and social advertising.
- 3) They will understand the pros and cons of advertising.

APPLICATION OBJECTIVES

- 1) The students will be able to differentiate between branded items.
- 2) They will be able to choose the right product.
- 3) They will be able to judge rights and wrongs in an advertisement.

Skilled objectives

- 1) They will be able to learn about to choose the best from products available.

3) They will be able to make best use of advertising by choosing the best available product.

TEACHING AIDS

Chalk, duster, chart, newspaper, advertisement, clippings, black board, pointer etc.

previous knowledge

The students are familiar with various advertisements they see daily in T.V. and Newspaper.

INTRODUCTION

PT'S ACTIVITY	PUPIL'S ACTIVITY
Do you see advertisement on T.V.?	yes
Which soap do you use?	LUX
Why do you use this Soap?	as in the advertisement it is shown that it is good for skin and smells good, I use it.

Do you know who makes these aids? problem
Question

ANNOUNCEMENT OF THE TOPIC

Students, Today we will d about adverstising, its use, its and bad effects.

PRESENTATION

Teaching
points

PT'S ACTIVITY

Adverstisements

The teacher shows an advertisement clipping and asks?

What do you understand by this picture?

This is a picture of a Shampoo - clinic plus

Q:- What can I sell by showing this picture?
We can make use of the picture to sell the shampoo

Advertisement Q1: What is an Advertisement?
Meaning

A way to sell a commodity
Advertising means drawing
people's attention to goods
services or ideas using a
medium.

Aim of Advertisement Q1: What is the chief aim
of advertisement?

The aim of advertisement
is to attract customers
attention, to boost up
their products, sale by
advertising they attract
attention towards goods
or services spelling out
or its good qualities so
they we would like to
buy it.

Q1: What has been tried
to be conveyed through
this Shampoo's ad.

A) There is a one-liner
in the advertisement
that will attract the

people's attention.

"Don't be scared of hair fall, clinic Shampoo is always at your call."

Brands

What do you mean by the term branded?

A Branded means any commodity made by a specific well known manufacturer and whose brand name is on the commodity.

Ex: Hindustan Uniliver
ITC PROCTOR & GAMBLE
are all brands

Need for a Brand

Q: Why is there a need for a brand?

Ans: To launch a commodity in the market and to show that it is superior

than others, we need a brand to approve of its superior quality

EVALUATION

- Q: How can we increase the sale of our product?
Q: What is advertisement?
Q: Why brand name important?

HOMEWORK

Suppose you want to launch a commodity. Draft an advertisement (draw) and an accompanying one liner to make it attractive.

REFERENCE-

This topic has been taken from class VII textbook of NCERT.

MEGA LESSON PLAN-10

PT's ROLL NO: 9528287

CLASS:

SUBJECT : Social Science

DURATION:

TOPIC : Revolt of 1857

DATE:

CONTENT ANALYSIS

Revolt of 1857

I Reasons for the Revolt

- i) political Reasons ii) Social & Re
- iii) Military Reasons iv) Economic
- administrative Reasons

II The beginning and spread of Revolt

- i) The squashing of the Rev
- ii) The future of the Rev
- III Result

General Objectives

- 1) The students will be aware of the social conditions that time.
- 2) TO infuse the feeling of patriotism among the students.
- 3) TO relate the past incidents

with the presents.

- 2) To make students realise the importance of independence and struggle for independence

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

- 1) The students will be able to recall the reasons and sequence of incidents of the revolt of 1857.

UNDERSTANDING OBJECTIVES

- 1) The students will be able to infer the reasons of the revolt of 1857.
- 2) They will be able to explain the whole sequence of the revolt of 1857.

APPLICATION OBJECTIVES

- 1) The students will be able to explain the causes of the revolt of 1857.

- 2) They will be able to see the past to the present situation.

Skilled Objectives

- 1) The students will be able to discuss the topic Revolt 1857.

Teaching Aids

Chalk, duster, board, chart pictures of fighters revolt of 1857.

political reasons:-

The policy of Lord Dalhousie stopped the pension of many royal states and tried to acquire many Indian states.

Social causes:-

The Christian missionaries tried to convert many people and bring a law

on sati and widow
remarriage had angered
a great deal of people.

Military Reasons-

Where ever there was a
need for war Indian
soldiers were put on
ships to sail across
the sea and also there
was a great discrimination
made between British
and Indian soldiers.
Indian soldiers were
even paid less. Things
became worse, when
they were given rifles
whose cartridges were
stored in cow fat. This
angered all the
soldiers.

Reasons why did the revolt
of 1857 fail?
of failure

Reasons
of failure
of the
Revolt

Why did the revolt of 1857 fail?

The revolt failed due to the following reasons.

1) There was no proper planning, co-ordination unity.

2) Revolt could not spread all over India

3) Lack of resources with Indian soldiers

4) policy of divide and Rule adopted by the Britishers

5) Lack of common Idea

Results
of Revolt

No doubt, that the revolt failed but it did show the roots of the British Empire.

EVALUATION

Q:- What were the political reasons for the Revolt of 1857?

Q:- Why did the Revolt fail?

HOMEWORK

Q:- What were the reasons for the failure of the Revolt of 1857.

REFERENCE-

This lesson has been taken from class VII textbook of social studies prescribed by NCERT.

MEGA LESSON PLAN -

PT's ROLL NO: 9528287

CLASS:

SUBJECT : Social Science

DURATION:

TOPIC : TRANSPORTATION

DATE

CONTENT ANALYSIS

- 1) Transportation - Meaning
- 2) Development of Transporta
- 3) Types of Transportation

General Objectives

- 1) The students will be upda about the social economi political developments ar them.
- 2) To develop scientific at among them reasoning.
- 3) To encourage/ inculcate ability of reasoning, exp understanding and applyin
- 4) To broddden their horiz and to help them rela to their environment.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

1) The students will recall about types of Transportation.

Understanding Objectives

1) The students will be able to cite examples of various types of transportation.

2) They will be able to differentiate between various types of transportation.

Application Objectives

1) The students will be able to discuss about the various types of transportation.

2) They will be able to classify different means of transport as under the various types of transport.

Spilled Objectives-

- 1) The students will be able to discuss on the various means and types of transport around them.

Teaching Aids

Chart, chalk, duster, roller, pointer etc.

INTRODUCTION

PT'S ACTIVITY

Do you go out of town during vacations?

How do you go there

Put
Ac

ye

By
Tr
Aero

Now, Tell me about what you understand by the term transportation?

pro
Que

ANNOUNCEMENT OF THE TOPIC

Today we will study about the various means of Transportation

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
Meaning of Transport	Q1: What do you understand by Transportation. Transportation is the movement of people or of goods by a medium car, bus, sail, etc.	
History of Transport	Q1: What role did the animals play in the olden days Transportation. In olden days, it used to taken a long time to get anywhere and people used to move on foot and	problem question

used animals to carry loads. There has been a great development in transportation, but we can still see animals being used to carry loads.

Means of Transportation What are the different means of transportation?

Three types of transportation:
1) Land 2) Water 3) Air

Road Transport: When we travel from one place to another by roadways
ex: By Bus, Car etc.

Water Transport: When we travel by sea / river
We use water transport like boat, ship etc.

AIR TRANSPORT: This is the fastest mean of transport.

Q:- What are the diff. types of Transportation?

- a) Roadways b) Waterways
c) airways d) railways

Advantages of Transportation.

Q:- How has Transportation helped us?

A) We can move easily from one place to another.

B) It is less time consuming and comfortable.

Examples of Means of Transport

Give examples of the Transport.

1) Railways - Goods Train
passenger train

2) Roadways car, Truck

3) Water ways - Ships,
Boats

4) Air ways - Aeroplane
Helicopter etc.

EVALUATION

Q1: What is the meaning of Transportation?

Q2: How many types of Transportation are there?

HOMEWORK

Q1: What is the fastest mode/way of Transport?

Q2: By which Transport can we reach upto others door step?

REFERENCE BOOK

This lesson is taken from Class VII NCERT prescribed text book.

DISCUSSION LESSON-2

PT'S ROLL No: 9528287

CLASS: VII

SUBJECT: Social science

DURATION: 30 Min.

TOPIC: Equality

DATE: 30/12-14

CONTENT ANALYSIS

Right to vote (Equality)
Diff. types of equality
Democracy and equality
Challenges to our Democracy
India's pride (Largest Democracy)

General objectives

- 1) Giving information to the students about constitution
- 2) To develop the ability of logic, reasoning and thinking and analysis to the students.
- 3) To make the students aware of the changes happening in the society.
- 4) To develop scientific attitude in them.
- 5) To develop their interest in social and political life

INSTRUCTIONAL OBJECTIVES

Knowledge objectives

- 1) The students will know about equality.
- 2) The students will be able to recall the meaning of equality.

UNDERSTANDING OBJECTIVES

- 1) Students will be able to -
 - a) Understand the diff. types of equality.
 - b) Explain the meaning of equality.
 - c) Differentiate between the type of equality.

Application Objectives

The students will be able to -

- 1) Explain equality with examples
- 2) Apply the understanding of equality in their real life situations.

Skilled Objectives

- The students will be able to —
- 1) Compare equality of today to that of early days.
 - 2) Debate on issues of equality
 - 3) Identify the merits and demerits of equality in a democracy.

Teaching Aids.

Roller Board, Chart of the topic, equality, pointer

Previous Knowledge -

Students would have some basic understanding of the concept of equality.

INTRODUCTION

PT'S ACTIVITY

What rights do the democratic India gives us?

What do you think should one country be like?

POPIL'S ACTIVITY

Equality in all fields

There should be equality for one and all.

What are the various types of Equality?

problem Questions

ANNOUNCEMENT OF THE TOPIC

Today, students we will talk about equality and rights and how they should be used

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
Meaning of Equality	Q:- What does it mean by one man one vote and right Shaking of the head and writing it on the Blackboard Q:- What is the meaning of equality in a democracy?	Right to equality problem Question

Inequality and Irregularities What do you understand by irregularities and inequalities?

Q: India is a democracy and we have rights and duties being Indian citizens. But still in India, there are some irregularities done on the basis of caste, community and also other reasons why there are certain irregularities and inequalities.

There are certain social evils still prevalent in India, such as child marriage, female foeticide, gender bias, such kind of practices build a gender gap thus bringing inequality in the society.

Human Rights

Q: How should the people of India be treated by our leaders?

A) Everyone has his own dignity and so all should be treated as equals. Everyone should be treated on the same plank, no caste, creed or community to above others.

Children
Listen
carefully

Q: In a democracy what are human rights?

A) There is equality in our democracy. Everyone should be graded on the basis of his attitude and should be respected by everyone. Every one has their own dignity.

problems
related
to
equality

Q: What is the position
of equality and inequality
in our democratic
sit up?

There are a great deal
of irregularities and many
places a struggle for
equality. There is a
struggle for equality all
over the world.

Challenges

Q: What can be done to
strengthen equality?

To bring about or
strengthen equality.
One should learn to
stand for one's rights.
Social mal practices
should be discouraged,
corruption terrorism
should be stopped.

EVALUATION

Q: What is Equality?

Q: Difference between Equality and

inequality?

Q1- What are the challenges to Democracy?

HOMEWORK

Q1- What do you understand by equality?

Q1- What are the main attributes of equality?

REFERENCE BOOK

Class VII text book of Haryana Board prescribed by NCERT.

MEGA LESSON PLAN 12

PT'S ROLL NO: 9528287

CLASS: VII

SUBJECT : Social Science

DURATION: 30 min.

TOPIC : Over population

DATE: 31/12/14

CONTENT ANALYSIS

India's major problems

Stops progress

problems caused by overpopulation

Worry about overpopulation

Birth of Bad Habits

General Objectives

- 1) Awareness amongst students about India's major problems.
- 2) TO develop ability of logic, thinking, reasoning and analysis in students.
- 3) TO make students aware of the changes happening in the society.
- 4) TO develop their interest in social and political life.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

- 1) The students will be able to know about the problems of over population, and its associated problems.

Understanding Objectives

- 1) The students will be able to understand the reasons of unemployment and overpopulation.
- 2) The students will be able to answer questions on overpopulation.

Application Objectives

- 1) The students will be able to demonstrate the reasons and problems of overpopulation.
- 2) The students will be able to answer questions on overpopulation.

Skilled Objectives

The students will be able to enumerate solutions of the problem of overpopulation.

Teaching Aids

Roller Board, charts on overpopulation, pointer.

previous Knowledge

The students have some idea of over-population.

INTRODUCTION

PT's Activity	PUPIL'S ACTIVITY
Children, tell me about some challenges that India is facing	Terrorism, corrupt Social evils, unemployment
Do you know why the problem of unemployment occurs?	problem questions

ANNOUNCEMENT OF THE TOPIC

Well students, today we will study about the root cause of many problems India is facing i.e. overpopulation.

PRESENTATION

Teaching points	PT's ACTIVITY	PUPIL'S ACTIVITY
Increasing population	Q:- How are we going to stop the greatest problem the increase in population? Today, we see that the population of our country is increasing at a rapid pace. We will have to check this rate. We can overcome this problem by educating the masses by explaining them that a small family is a happy family.	

Effect
of
over
population

What are the effects
of overpopulation

- 1) Scarcity of resources
- 2) Unemployment
- 3) Unavailability and scarcity of available resources

probl
Questi

Unemploy-
ment

Q) How is unemployment
associated with
overpopulation?

A) Unemployment is
basically because
of overpopulation.
There are ample job
opportunities but due
to over population, these
jobs fall short. say
for example there
are 3 posts announced
in a bank, but due
to overpopulation,
300 or more people
apply for just 3
posts available. This
is how unemployment

people is associated with overpopulation because of unemployment people take turn to crime and become anti-social elements. The peace and harmony of the country is also at stake.

Ratio of population of India to the world

Q:- What is the role of India's population to the world?

A) India is the second largest populated country in the world 68% of the world population is in India, we need to check this increase or we will have to face severe consequences.

population control

Q:- How can we create an awareness about over population?

We can create awareness through mass communication like ads in T.V's radios etc. Nukkad Natak etc. can be shown to people in rural areas to spread awareness about the problem.

EVALUATION

Q:- In the area of population where does India rank in the world?

Q:- How can we control overpopulation through education?

Q:- What are the effects of overpopulation?

HOMEWORK

Q:- How are overpopulation and unemployment related?

Q:- Why is it necessary to keep a check on population?

REFERENCE

This topic has been taken from class III text book of Haryana Board prescribed by NCERT.

MEGA LESSON PLAN 13

PT's ROLL NO : 9528287

CLASS: VII

SUBJECT : Social Science

DURATION: 30 Min.

TOPIC

: India & Neighbours

DATE: 7.1.15

CONTENT ANALYSIS

India - Pakistan relations

India - China relations

India - Bangladesh relations

General Objectives

- 1) TO enhance the quality of humnility and understanding.
- 2) TO inculcate in children, good habits and right direction in life.
- 3) TO aware children of the social and political life of India and its neighbouring countries.
- 4) The students will be able to think, reason and analyse.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

1. The students will know about

the relation between India and the neighbours.

Understanding Objectives

The students will be able to -

- 1) Understand the relation of India with its neighbouring countries.
- 2) The students can cite examples of the relationship of India with Pakistan, China and Bangladesh.

Application Objectives

The students will be able to -

- 1) Explain the relation India shares with its neighbours
- 2) Debate on issues which India has with its neighbours.

Skilled Objectives-

The students will be able to

- 1) Have complete understanding of the need for the cordial

- relationship with one's neighbours.
- 2) Suggest ways to resolve issues that India has with its neighbours.

Teaching Aids

Ruler, Map, Roller Board, pointer.

previous knowledge

The students are aware of India's relation with its neighbours, with T.V. news update.

INTRODUCTION

PT'S ACTIVITY	PUPIL'S ACTIVITY
Q1- What is the name of our country?	India
Q2 What is the capital of India?	Delhi
Q3 Name the neighbouring countries of India.	Pakistan, China, Bangladesh
Q4 Do you know what kind of relationship does India share with her neighbours?	problem Questions

ANNOUNCEMENT OF THE TOPIC

Well Students, Today we will study about India's relationship with its neighbouring countries.

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
India Pakistan Relations	Q:- How are the relations between India and Pakistan? A) Pakistan was formed after India got independence from the Britishers. Mohammad Ali Jinnah was the founder of the Muslim League and is referred to as the father of Pakistan. The relationship between India and Pakistan has never been good. There are issues like J&K hold, Terrorism etc. which are still prevalent.	

due to which the relation between the 2 countries has been strainous.

India's
neighbours

Q:- Who are India's
neighbour?

Pakistan
China
Nepal
Bhutan

India
China
Relations

Q:- How are the relations
between India and
China?

A) India and China are the two powerful countries of Asia. They both are large and powerful. They both have nuclear power. There is a lot of problem on the line of control and also about Tibet. In the beginning India and China had cordial relationship.

India
Bangladesh
Border

Q:- How long is the border
between India and
Bangladesh

4000 km
approxi-
-mately

India
Bangladesh
Relations

Qr How are the relation between India and Bangladesh?

Bangladesh has very close relation with west Bengal and north-eastern countries as the language traditions & the way of living is very much the same. Bangladesh was originally a part of Pakistan. Bangladesh is towards east of India. Bangladesh got it to freedom in 1971. India was the first country to recognise Bangladesh as a new country.

EVALUATION

- 1) Name India's neighbouring countries?
- 2) How are the relationship between India and China?

HOMEWORK

- Q1:- How are the relations between India and Pakistan?
- Q2:- Explain the relationship between India and Bangladesh.

REFERENCE

Topic has been taken from Class VII H.B. prescribed by NCERT.

MEGA LESSON PLAN 14

PT's ROLL No: 9528287

CLASS: VI

SUB: Social Science

DURATION: 30 min.

TOPIC: Panchayati Raj

DATE: 3.1.15

CONTENT ANALYSIS

- 1) Meaning of Gram Panchayat
- 2) The Gram Sabha and its functions.
- 3) The source of income of Gram Sabha.
- 4) The 3 terms of Panchayati Raj System.

General objectives:

- 1) TO make the students aware of the political system in villages.
- 2) TO develop their interest in social and political life.
- 3) TO make students aware of changes happening in the society.
- 4) TO develop the ability of logic, thinking, reasoning and analysis in subjects students.

Instructional Objectives

Knowledge Objectives

- 1) The students will be able to recall the functions, sources of income of the Gram Sabha.
- 2) To know about the 3 tier system of the panchayati Raj.

Understanding Objectives

- 1) The students will be able to understand the panchayati Raj system.
- 2) They will be able to understand and explain the functions and sources of income of Gram panchayat.

Application Objectives

- 1) To enable students to understand and find solutions to the problems of panchayati Raj.
- 2) To enable students to apply the concept of panchayati Raj in their lives when required.

Skilled Objectives-

- 1) To enable the students to be able to explain panchayati Raj system.
- 2) To enable students to be able to debate on the positives and negatives of panchayati Raj.

Teaching Aids:

Roller board, chart, pointer.

PREVIOUS KNOWLEDGE

The students are aware of the system in their day to day lives as in the school.

INTRODUCTION

PT'S ACTIVITY

Teacher will ask /—
Students who look after your problems in queries in the class

PUPIL'S ACTIVITY

Class Teacher

Similarly, whom will the teacher's go to for their problems.

principal

therefore, in the same way panchayti Raj system works

Do you know what is Gram panchayat?

No Response
problem
Questions

ANNOUNCEMENT OF THE TOPIC

Students, to day we are going to discuss about the first basic level of the panchayti Raj system. The Gram panchayat.

PRESENTATION

Teaching
Point

PT's Behaviour

PUPIL'S
Behaviour

What is
Gram
Panchayat

Teacher will tell the
Students
Gram panchayat
means a group

of 5 members chosen to discuss any problems of the village. It is the official organisation that governs local rural areas. A chair person called pradhan heads the Gram Panchayat. The village panchayat form committees to carry out different responsibility assigned to them.

Functions of Gram Panchayat

The teacher will explain the functions of Gram Panchayat

The student will

The construction and maintainance of water sources, roads, drainage and school buildings and other common property resources

listen carefully

and note down

the key

points

2) Levying and collectiong local taxes

3) Executing govt. schemes related to generating

employment in village

functions
of
Gram
Panchayat
in their
notebooks

Sources of Income The teacher will ask few questions from the students

Q: What are your sources of funds for buying gifts for your friends?

Then the teacher will explain the same way to carry out the functions of Gram Panchayat there are certain sources of funds for the Panchayat -

- 1) collection of taxes on houses, market place etc.
- 2) Fees or purchase and sale of cattle
- 3) Grants from the State Govt.

Students will write down + points in note

The 3 levels The teacher will tell the students of Panchayat panchayati Raj system is the first level of democratic

govt. The Block Samiti of block level, Zila Parishad at the district level are the other 2 levels of this system. Listening carefully

EVALUATION

Q1 Name the sources of income of Gram Panchayat?

Q1 What is Gram Panchayat?

Q1 Who is the chair person of the Gram Panchayat called?

HOMEWORK

Q1 Make a diagram of the Panchayati Raj system depicting the 3 tier system clearly.

REFERENCE - The topic has been taken from class VII text book of Haryana board prescribed by NCERT.

MEGA LESSON PLAN 15

PT's ROLL NO: 9528287

CLASS: III

SUBJECT : Social science

DURATION: 30 Min.

TOPIC : Seasons

DATE: 3.1.15

CONTENT ANALYSIS

Types of season

- 1) Winter Season
- 2) Summer Season
- 3) Rainy season
- 4) Autumn Season

General Objectives

- 1) To enable the students to learn about their Environment.
- 2) To help students to understand various seasons.
- 3) To develop students mentally and intellectually.
- 4) To sensitize them to the environment and its related issues.

Instructional Objectives

Knowledge Objectives

The Students will be able to -

- 1) Recall various seasons and their

characteristics

- 2) Know more about various seasons.

Understanding Objectives

- 1) To enable the students to explain about each season.
- 2) To enable them to cite examples related to each season.

Application Objectives

- 1) The students will be able to apply their knowledge of seasons.
- 2) Tell the effect / impact of each season on us.

Skilled Objectives

- 1) The students will be able to compare different seasons.
- 2) Debate on all seasons and present their characteristics.

Teaching Aids-

Roller board, chart on seasons, pointer, Marker

PREVIOUS KNOWLEDGE

Students have Knowledge about Seasons.

INTRODUCTION

PT'S ACTIVITY

Q1- Children what do you do when you feel hot?

Q1- Can you name the months when summer season starts and when it ends?

PUPIL'S ACTIVITY

Drink cold drinks

April, June, mixed responses
problem
Question

ANNOUNCEMENT OF THE TOPIC

OK, Students today we will discuss about all the seasons.

PRESENTATION

Teaching point
Season/
Weather

PT'S ACTIVITY

Q What are seasons?
A) A same kind of weather prevailing for a long period of time is a season
There are major 4 seasons

PUPIL'S ACTIVITY

and when the winds hit the ghats, they give rain.

Listen carefully

The temperature varies through out the day. Some times it is very hot and some times it is cool. This season stays from -

pay attention on the map

July - September

Diff. Seasons Q1- How many seasons are there?
Summer Season, Monsoon Season
Autumn Season, Winter Season

Winter Season Q1- Describe the winter season?

In the winter seasons the sun rays do not fall directly on this part of the earth. The temp. dip cold/chilly winds blow winter months are from Dec. to Feb.

Autumn Season Describe the Autumn Season?

The winds now move towards at this time it rains mostly in southern India (Tamil Nadu/Andhra Pradesh) It is neither hot nor cold in northern India. This season starts from Sep. to Nov.

EVALUATION

Q1: What is the meaning of Monsoon?

Q2: Which winds bring the monsoon-rains?

HOMEWORK

Q1: How many seasons are there?

Q2: What do you understand by season?

REFERENCE

This topic has been taken from social studies book of class 7, prescribed by NCERT.

- 2) They will be able to enumerate the functions qualifications and powers of a President.

Understanding Objectives

The students will be able to -

- 1) Understand the role of the president
- 2) Understand the election procedure and qualifications of a president

Application Objectives

- 1) The students will be able to infer the responsibilities of being a president.
- 2) They will be able to understand the election procedure of a president.

Skilled Objectives

- 1) The students will be able to evaluate the president's functioning.
- 2) The students will be able to analyse the responsibilities of a president.

Teaching Aids

Roller, Chart board, pointer

Previous Knowledge

Students already know some facts about the president.

INTRODUCTION

PT's ACTIVITY

Who was the first president of India?

Who is the present president of India?

What are the qualifications and Tenure of president of India?

PUPIL'S ACTIVITY

Dr. Rajendra Prasad

No Response

ANNOUNCEMENT OF THE TOPIC

Students, today we will study about the president of India his election procedure, power and duties.

PRESENTATION

Teaching Aids

Pupil's Teacher Activity

PUPIL'S ACTIVITY

president's
qualifications
1) What are the qualifications for the post of president in India?

A) The qualification for the post of presidents are

- 1) He/She should be a citizen of India.
- 2) He/She should be 35 years of age or more.
- 3) He/She should be an elected member of the Lok-Sabha.
- 4) He/She should not be in any post of profit.

president
election

Q) How is president
elected?

procedure

A) Act of the 51st Amendment of the constitution, the president is elected by a committee that have members that are elected members of both houses of parliament and also elected members of the state legislature Vidhan Sabha and Vidhan Parishad.

president's
powers

Q) What are the
powers of the president?

the president is the
chief of armed forces.
2) He/She is kept informed
about the functioning
of the government.
3) Can take decisions
in case of an
emergency.

EVALUATION

- Q. How is president
elected?
- 2) What is the tenure of a president
responsible towards?

HOMEWORK

- Q) What should be the
qualification of a president?
- 3) Who is the president responsible
towards?

REFERENCE

Text book Taken from class VII
prescribed by
NCERT.

MEGA LESSON PLAN 17

PT's ROLL NO: 9528287

CLASS: VII

SUBJECT : Social science

DURATION: 30 Min.

TOPIC : Samudra Gupta

DATE 4/1/15

CONTENT ANALYSIS

- 1) To tell the students about Samudra Gupta.
- 2) To tell the students about the great good characteristics of Samudra Gupta.

General Objectives

- 1) To encourage the students to value their post.
- 2) To develop good human values in students.
- 3) To give the students good inside about Samudra Gupta and his conquests.
- 4) To enable the students to discuss about Samudra Gupta.

Instructional Objectives

Knowledge Objectives

- 1) The students will know about the King Samudra Gupta?
- 2) They will get more knowledge about the qualities of Samudra Gupta?

Understanding Objectives

- 1) The students will be able to understand about the reign of Samudragupta.
- 2) They will be able to understand the history of India.

Application Objectives

The students will infer about Samudra Gupta's reign and about him to be a great ruler.

Skilled Objectives

The students will be able to know about the achievements of Samudragupta.

previous Knowledge

Students have some previous knowledge about the reign of rulers.

INTRODUCTION

PT'S ACTIVITY	PUPIL'S ACTIVITY
Q1: Who established the Gupta Empire?	Chandragupta I
Q2) Who was the son of Chandragupta I.	Samudragupta
Q3: How was the political and social life of India under Samudragupta its rule?	No Response

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
Samudra-Gupta	Samudragupta was the son of Chandragupta I. His mother was Kumari Devi. He was the great conqueror and good administrator. He brought the Gupta Empire to its greatest height. The extent of the Gupta's empire	

was the largest during his reign. He was a great king and conqueror. He loved music and poetry. He was a great poet himself. He was also appreciator of science.

Samudragupta's
reign

Q) How do we come to know about Samudragupta's reign?

A) Coins - There have been some coins found which showed Samudragupta playing the Veena. The Allahabad pillar has the inscription of Samudragupta's

Samudragupta's

Samudragupta was born in Rajgarh in 340 BC. He was above like his father. He conquered three kingdoms of the North Nagaen, Achyut and Kati King.

Conquests
in western
India

Samudragupta conquered 12 kingdoms of west. Some jungle tribes tried to disturb his kingdom. He defeated them in battle. He returned lands to the central rules and took revenue from them.

EVALUATION

Q:- Who was the court poet of Samudragupta?

Q:- What were Samudragupta's Northern and Southern Kingdoms?

HOMEWORK

Q:- Why was Samudragupta famous?

Q:- Describe Samudragupta's conquests of north and south?

REFERENCE

↓
This lesson has been taken from the textbook of class of Haryana Board, prescribed by NCERT.

MEGA LESSON PLAN 18

PT'S ROLL NO : 9528287

CLASS : VI

SUBJECT : Social Science

DURATION : 30 min

TOPIC : India - physical features

DATE : 5.1.15

CONTENT ANALYSIS

- 1) India's position - Longitudinal and Latitudinal
- 2) India and its neighbours
- 3) India's political divisions

General Objectives

- 1) To create students interest in India's History civics and Geography.
- 2) To get children enhance their knowledge about their country.
- 3) To develop scientific attitude in the children.
- 4) To develop student's interest in social and political life.

Identify on the map India's location and its neighbours. They will be able to identify the physical divisions of India on a map.

Teaching Aids

Map of India, globe, roller board, pointer

Previous Knowledge

The students have some knowledge in general

INTRODUCTION

PT'S Activity

Name the neighbouring countries of India?

Do you know the latitudinal and longitudinal position of India on the world map?

PUPIL'S ACTIVITY

China, Nepal
Pakistan,
Bangladesh

No response

ANNOUNCEMENT OF THE TOPIC

Students, today we shall know more interesting facts about our country India.

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
India physical features	India is a very big country. In the north we have the Himalayas. In the west, Arabian Sea and Bay of Bengal in the east and in the south we have the Indian Ocean. The expanse area of India is 3.28^2 km . In the north there is Kashmir and in the south Kanya Kumari.	
Mountain Barrier of the North	1) There is a huge mountain barrier called the Himalayas. There are 3 ranges of Himalayas. 2) The great rivers Ganga, Yamuna and Brahmaputra originate from the Himalayas, there	

and Bay of Bengal have the Andaman and Nicobar Islands.

Thar Desert Region In the west, near the Pakistan Boarder, is the Thar Desert. The rainfall is very little and there is sand all around.

penin-
sula

What is a peninsula?

problem
Question

A peninsula is a piece of land surrounded by water on 3 sides. India is surrounded by the Arabian Sea, Bay of Bengal and Indian ocean.

EVALUATION

Q1:- What is the expanse area of India?

Q2:- Define Peninsula. How is India a peninsula region?

HOMEWORK

Describe all physical features of India. Mark on Map.

REFERENCE

The lesson has been taken from class VI textbook of Haryana Board prescribed by NCERT.

MEGA LESSON PLAN 19

PI'S ROLL NO: 9528287

CLASS: VII

SUBJECT: Social Studies

DURATION: 30 Min.

TOPIC: Rocks

DATE: 6/1/15

CONTENT ANALYSIS

Rocks - Types

Igneous - Rocks and Types

Sedimentary - Rocks and Types

General Objectives

- 1) TO socialise the students
- 2) TO improve their knowledge of the world and the universe.
- 3) TO provide knowledge of History Civics and Geography.
- 4) TO encourage the ability of discussion and mental capacity.

Instructional Objectives

Knowledge Objectives

- 1) The students came to know

the way different rocks are formed.

- 2) They came to know about their composition and where they are found.

Understanding -

- 1) The students understand about the formation of rocks.
- 2) They acquire the skill of identifying different types of rocks.

Skilled Objectives

- 1) The students are able to differentiate and compare rocks.
- 2) They acquire the skill of identifying the different types of rocks.

Application Objectives

The students are able to apply the gained knowledge to recall and recognize the different

What is the crust made up of? | Problem Question

ANNOUNCEMENT OF THE TOPIC

Students, Today we will learn about different types of rocks that are found in the outermost layer or crust of the earth.

PRESENTATION

Teaching points	PT'S ACTIVITY	POPI'S ACTIVITY
Rocks	What are Rocks?	Various answers - stones etc.
Types of Rocks	The different materials that the earth crust is composed of all are called Rocks. Rocks can be as hard as granite and as soft as sand and clay. Rocks are of 3 types on the basis of	Listen Attentively

External
Igneous
Rocks

When the magma reaches the earth's surface and hardens earth either through a fissure or a volcanic eruption, it forms the external igneous rocks (points to the chart) eg. (obsidian, Basalt)

Listen
attentively
and follow
the chart.

Sedimen-
tary
Rocks

Q) What do you mean by the term Sedimentary Rocks?

May or
May
Not
Answer

Sedimentary Rocks are made of particles from different places (things due to erosion) when the water or ice flows, it brings along sediments that settles in places the wind also causes particles of dust, stone etc. to move and deposits it at some place over the years layers are formed and the lower layers hardens, they are Sedimentary Rocks.

Types of Fossil Rocks - They are

Sedimentary Rocks - formed by the hardening of animal and plants remains e.g. Semi stone and Carbon

Clay Rocks - formed by water, they have soft mud in them e.g. clay

Sandy Rocks - Caused by erosion and breaking up of layers rocks that are made of small particles that later harden together e.g. Sand stone

pebbles - pebbles or gravel have heavier or bigger particles and thus quicks while being caused by wind or water.

EVALUATION

- Q- What are igneous Rocks?
Q- What are the 2 types of igneous Rocks?

HOMEWORK

- Q:- Draw and label the different parts of formation of Sedimentary Rocks. Short Note on- Igneous & Sedimentary Rocks

REFERENCE

The topic has been taken from textbook of class VIII prescribed by NCERT.

MEGA LESSON PLAN 20

PTs ROLLNO: 9528287

CLASS: VII

SOB : Social Science

DATE: 5.1.15

TOPIC : Uses of forests

DURATION: 30 min.

CONTENT ANALYSIS

Uses of forests of to humans

General Objectives

- 1) TO develop the ability of reasoning among the students
- 2) TO develop the ability of thinking among the students
- 3) TO develop scientific attitude among them.
- 4) Sensilised and awareness towards the forest Resources of our country
- 5) TO highlight the importance of co-operation and exchange in life.

Instructional Objectives

Knowledge

- 1) The students will be able to recall the uses of forests.

Understanding Objectives

- 1) The students will be able to understand the importance and uses of forests.

Application Objectives

- 1) The students will be able to reason out the need of forests.
- 2) They will be able to predict the plight of humans without the forest resources.

Skilled Objectives

- 1) The students will have the ability to analyse the importance and uses of forests.

Teaching Aids-

One table, picture of urea, fertilizer map of India (depicting

areas covered with forests) one picture of Lord Hanuman flying with a mountain in his hand one picture of a wheel or vehicle.

PREVIOUS KNOWLEDGE

Students have either seen the forests or atleast seen the picture of forests.

INTRODUCTION

PT'S ACTIVITY	PUPIL'S ACTIVITY
pointing towards the table What is this?	Table
What is it made of?	Wood
Where do we get wood from?	Forests, Trees
Besides providing Timber What are the other uses of water	Air (oxygen) etc.

ANNOUNCEMENT OF THE TOPIC

Well Students, today we will acquire knowledge about the benefits of the forests.

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
About Forests	What is the contribution of the forests in building up the economy of a country? Forests are valuable natural resource for a country. forests are influenced by the climate, formation of land, density of population etc. of a country. Our ancient scriptures tell many stories about the uses of the forests. In a predominantly agricultural	no response

Country like India, forests have their own importance

Advantages
of
forests

- 1) Help in Bringing Rains
forests cause rain. Whenever rain laden winds cross over the forests, then on getting cool, they burst into rain because the atmosphere around the forests is very cool. In those areas where deforestation takes place, rains falls less.

Climate Which state do you all belong to

Hary

Q) How is the climate of Haryana

Co

Q) What is its main reason?

No
Resp

Q) What is its main reason?

Forests help to maintain normalize the temperature -

The leaves of the forests absorb the heat and coolness of the air, this helps the temperature to become normal.

What are the things needed to increase the fertility of the soil?

Manure
Fertilizer
Irrigation
Method.

Forests are good quality land fertilizers.

Forests improve the fertility of the land. The numerous leaves of the forests fall down on the land and act as a fertilizer on during this increases the fertility of the land manifold.

Herbs - The teacher shows the picture of Lord Hanuman carrying a mountain of herbs.

Q) Children, what do you see in this picture?

forests are a store house of herbs or medicinal plants. these herbs are used as medicine in the treatment of various diseases.

Raw Materials The teacher shows a type of a vehicle and asks

Q) What is this

Q) What is it made of?

Q) from where do we get rubber?

Q) What other things do we get from forests for industries etc

forests provide us with raw materials for various industries. Rubber, Wood for match sticks, different types of oils, wood for furniture, fruit boxes etc.

EVALUATION

- 2) What is the relation between forests and climate?
- 3) How do forests help in bringing rains?

HOMEWORK

What are the advantages of forests?

REFERENCE

This topic has been taken from textbook of class VIII, prescribed by NCERT.

Micro Lesson

UNITED SECULAR SOCIETY

MICRO LESSON PLAN :- 1

SKILL OF INTRODUCING

PT'S ROLL NO:- 9528287 DATE: 7.1.15
 SUB: S.S.T. CLASS: VI
 TOPIC: Mahatma Gandhi DURATION: 8 min.

PT'S ACTIVITY	PUPIL'S ACTIVITY	COMPONENTS
When India got freedom?	India got freedom on 1947 Aug. 15	Use of previous knowledge
Name two freedom fighters?	Subash Chandra Bose Bhagat Singh, Gandhiji	Use of objective Subjective statements
Who is known as father of Nation?	Mahatma Gandhi is known as father of nation.	Long term introduction
When and where was Gandhiji born?	He was born on Oct. 2nd 1869 in Gujarat Porbandar	Use of appropriate method
Which were the guiding principles of his life?	The guiding principles of his life were truth and Ahimsa	Lack of proper sequence
When and who associated Gandhiji?	On Jan. 30, 1948, Nathuram Godse associated	Write the correct information

Name two freedom fighters	Mahatma Gandhi Subash chandee Bose	Use of objective Subjective Statement
---------------------------------	--	--

When and Where Gandhi ji born	He was born on 2nd oct. 1869 in Gujarat	Use of appropriate method
-------------------------------------	---	---------------------------------

Which were the guiding principles of his life?	The guiding principals of his life were truth and Ahinsa	Lack of proper sequence
---	--	-------------------------------

When and who associated Gandhi ji	On Jan 30th 1948, Nathuram Godse associated him.	Write the correct response pupil
---	---	---

When India got freedom?	India got freedom on 1947, Aug. 15.	Use of previous knowledge
----------------------------	---	---------------------------------

OBSERVATION TABLE

COMPONENTS	RATING SCALE					
Use of previous knowledge	0	1	2	3	4	5 6
Use of objective and Subjective statement	0	1	2	3	4	5 6
Long term Introduction	0	1	2	3	4	5 6
Use of appropriate method	0	1	2	3	4	5 6
Lack of proper sequence	0	1	2	3	4	5 6
Write correct response of the pupil on the black board.	0	1	2	3	4	5 6

Signature of observer

EVALUATION TABLE

COMPONENTS	RATING SCALE					
Use of previous knowledge	0	1	2	3	4	5 6
Use of objective and Subjective statement	0	1	2	3	4	5 6
Long term Introduction	0	1	2	3	4	5 6
Use of appropriate method	0	1	2	3	4	5 6
Lack of proper sequence	0	1	2	3	4	5 6
Write correct response of the pupil on the BB	0	1	2	3	4	5 6

RATING :-

- 0 Extremely poor
- 1 very poor
- 2 poor
- 3 average

- 4 good
- 5 very good
- 6 excellent

MICRO LESSON PLAN - 2 SKILL OF SIMULUS VARIATION

PT'S ROLL No:

DATE :

SOB : SST.

CLASS : IX

TOPIC : Shah Jahan

DURATION: 6 min.

(The Mughal emperor)

PT'S ACTIVITY	POPI'S ACTIVITY	COMPONENT
The PT. announces the topic and writes it on the B.B. Then showing a picture to the whole class she asks students - what do you see in picture. Yes it is Taj Mahal students you all must be knowing about Taj Mahal, who built it? Pause (moving in class left to right) Yes, Very good. The teacher focuses attention. Shah Jahan was the son of emperor Jahangir. on his succession to there one, he had to face results in Bundelkhand and	Taj Mahal Shah Jahan	

Golkonda, the kingdom
 of Ahmednagar was
 announced in 1633.
 Bijapur and Golkonda
 was announced in 1636
 see this picture with
 these places. When did
 Ahmednagar came under
 Shah Jahan rule? Now
 tell me Shah Jahan died
 and when?

In 1833

At Aggra post
in 1666

Change in
Interaction

OBSERVATION TABLE COMPONENTS

RATING SCALE

Body movement	0	1	2	3	4	5	6
use of visual oral switching	0	1	2	3	4	5	6
use of verbal and gesture focussing	0	1	2	3	4	5	6
pause oral switching	0	1	2	3	4	5	6
change in voice	0	1	2	3	4	5	6
change in interaction	0	1	2	3	4	5	6

RATING

0 extremely poor
 1 very poor
 2 poor

3 Average

4 Good

5 very good

6 Excellent

MICRO LESSON PLAN - 3

SKILL OF REINFORCEMENT

PT'S ROLL No -

SUB - S.S.T.

TOPIC - Mughal empire

CLASS - VIII

DURATION - 6 min

DATE -

- | | | |
|----|---|---|
| 1 | Who founded the Mughal empire? | The founder of the Mughal Kingdom was Babur (1526-30). |
| 2) | When and how Babur established the Mughal empire in India? | In 1526, after the battle of Panipat, Babur established the Mughal empire in India. |
| 3 | What is the duration of Mughal empire? | The Mughal rule over India from 1526 to 1707. |
| 4 | Tell the names of all Mughal Rulers? | Babur, Humayun, Jahangir, Shah Jahan & Aurangzeb. |
| 5) | What are the elements by which we can learn about Mughal kings? | No response. |

The elements are auto-
 -biography of Babur 'Tuzuk-
 E' Babri, the biography of
 Jahangir - "Tuzuk-e-Jahangir
 and "Akbar nama" by Abul
 fazal.

OBSERVATION TABLE COMPONENTS

RATING SCALE

Use of statement accepting
 pupil's feeling

0 1 2 3 4 5 6

2) Repeating, rephrasing and
 summarizing pupil's response

0 1 2 3 4 5 6

3) Writing response on the B.B.

0 1 2 3 4 5 6

4) use of gesture and other
 non-verbal actions

0 1 2 3 4 5 6

5) use of extra no-verbal
 reinforces

0 1 2 3 4 5 6

Signature of observer

EVALUATION TABLE

RATING SCALE

COMPONENTS							
1	use of statement accepting pupil's feeling	0	1	2	3	4	5
2	Repeating, rephrasing and summarizing pupil's response	0	1	2	3	4	5
3	Writing response on the BB	0	1	2	3	4	5
4	use of gesture and other non-verbal actions	0	1	2	3	4	5
5	use of extra non-verbal reinforces	0	1	2	3	4	5

RATING

0 - extremely poor

1 - Very poor

2 - poor

3 - Average

4 - good

5 - Very good

6 - excellent

MICRO LESSON PLAN-4

SKILL OF ILLUSTRATION

PT'S ROLL No - 9528287

SUB - S.S.T.

TOPIC - Pollution

CLASS - VIII

DURATION - 8 min.

DATE - 9.1.15

PT'S ACTIVITY	PUPIL'S ACTIVITY
The pupil teacher will explain that pollution is a mixed of chemicals, smoke, sound, water etc. in the environment. pollution is the process of polluting water air land especially with chemicals	students listen carefully to the pupil teacher
The pupil teacher will ask the students to give some examples of pollution?	air water sound soil pollution
The pupil teacher will explain how air is polluted?	
Air is polluted by various sources such as smoke from the chimneys of factories, vehicles etc.	

What is the effect of environment by this pollution.

It causes various health hazards and men's very existence is threatened like T.B. Cancer infertility

OBSERVATION TABLE COMPONENTS		RATING SCALE						
1	Use of relevant information	0	1	2	3	4	5	6
2	Acceptable behaviour of the students	0	1	2	3	4	5	6
3	Interesting	0	1	2	3	4	5	6
4	using appropriate method of example	0	1	2	3	4	5	6
5	using inductive deductive approach	0	1	2	3	4	5	6

Signature of observer

EVALUATION TABLE COMPONENTS		RATING SCALE				
1	use of relevant information	0	1	2	3	4 5
2	Acceptable Behaviour of students	0	1	2	3	4 5
3	Interesting	0	1	2	3	4 5
4	using appropriate method of exa.	0	1	2	3	4 5
5	using inductive deductive approach	0	1	2	3	4 5

RATING

- 0 - extremely poor
- 1 - very poor
- 2 - poor
- 3 - Average
- 4 - good
- 5 - ~~very good~~
- 6 - ~~excellent~~

UNITED SECULAR SOCIETY

MICRO LESSON PLAN - 5

SKILL OF QUESTION

PT'S ROLL NO - 9528287

SUB - S.S.T.

TOPIC - Jainism

CLASS - IX

DURATION - 6 min

DATE 11/1/15

PT'S ACTIVITY

1) What is Jainism?

2) How many Tirthankars are there in Jainism?

3) Who were the first Tirthankars on Jainism?

4) Who was the 24th Tirthankar in Jainism?

5) What are the 5 great Vows (Maha-Vartas) of Mahavir?

PUPIL'S ACTIVITY

Jainism is an Indian religion that prescribes a path of non-violence. In Jain tradition there were 24 Tirthankars.

Rishabh Dev was the first Tirthankar in Jainism.

Mahavir was the 24th Tirthankar in Jainism. He is known as the actual founder of Jainism. The

5 great vows are -
i) Non-violence (Ahimsa)
ii) Truthfulness (Satya)
iii) Non-stealing (Asteya)
iv) Celibacy (Brahmachariya)

OBSERVATION TABLE

COMPONENTS	RATING SCALE						
1) probing question	0	1	2	3	4	5	6
2) Seeking further information	0	1	2	3	4	5	6
3) Refocussing	0	1	2	3	4	5	6
4) Redirection	0	1	2	3	4	5	6
5) Critical awareness	0	1	2	3	4	5	6

Signature of the observer:-

EVALUATION TABLE

COMPONENTS	RATING SCALE						
1) probing question	0	1	2	3	4	5	6
2) Seeking further information	0	1	2	3	4	5	6
3) Reinforcing	0	1	2	3	4	5	6
4) Redirection	0	1	2	3	4	5	6
5) Critical awareness	0	1	2	3	4	5	6

RATING

- 0 - extremely poor
- 1 - very poor
- 2 - poor
- 3 - Average
- 4 - good
- 5 - very good
- 6 - Excellent

RATING

0 - extremely poor

1 - very poor

2 - poor

3 - Average

4 - good

5 - very good

6 - excellent

UNITED SECULAR SOCIETY

MEGA LESSON PLAN - I

PT'S ROLL No - 9528287

CLASS - VIII

SUB - SST

DURATION - 30 MIN.

TOPIC - JAINISM

DATE - 12.1.15

CONTENT ANALYSIS-

Study about Jain religion
About Mahavir

General objectives-

- TO socialise the students
- TO improve knowledge of the world and universe
- TO provide knowledge of history, geography and civics.
- TO develop the ability of discussion
- TO create interest in students for the social studies

INSTRUCTIONAL OBJECTIVES

Knowledge objectives:- The students will be able to learn

Jainism.

- The students will be able to learn about Mahavir.

Understanding Objectives-

- The students will be able to explain the Jainism.
- The students will be able to identify Mahavir.

Application Objectives:-

- The students will be able to explain Jainism.
- The students will be able to know about Mahavir.

Skill Objectives-

- The students will be able to analyse the Jainism.
- The students will be able to discuss about Mahavir.

Teaching Aids-

Chalk, duster, chart, pointer etc.

PREVIOUS Knowledge:-

INTRODUCTION

PT'S ACTIVITY

Q) How many religion are there in India?

PUPIL'S ACTIVITY

Hindu, muslim, Si
Christians etc.

2) Do you know about Jainism

No response

ANNOUNCEMENT OF THE TOPIC
Well students, today we will learn about Jainism.

PRESENTATION

Teaching Point	PT'S ACTIVITY	Pupil's Activity	B.B. WORK
Jainism	Jainism is an Indian religion that prescribes a path of non-violence towards all living beings. According to Jain Tradition there were 24 Tirthankar. The 1st was Rishabh Dev. There is a lack of authentic information. The 23rd Tirthankar was parshvanath. He belonged to a royal family of Kashi. He left his house at the age of 30. His teachings were Non-violence, Truth, Non-stealing, i) Aporigraha. His teachings became the doctrine of Jainism. His spiritual successor was Mahavir.	The students listens carefully.	In Jainism there were 24 Tirthankar. Rishabh Dev was the first Tirthankar, the 23rd was parshvanath. His spiritual successor was Mahavir.

Mahavir	The earlier name of Mahavir was Vardhaman. He was born in 540 B.C. The name of his father was Siddharth. He left his royal home at the age of 30. After great meditation he attained knowledge of Kaivalya of Supreme through which he conquered the feeling of pleasure and pain.	the earlier name of Mahavir was Vardhaman. He was born in 540 B.C.
Teachings point	After this, he was known as Tirthankar and his followers were known as Jainas. He left heavenly body at the age of 72 in the year 468 B.C. at Pavapuri in Bihar. Vardhaman Mahavir preached the same teaching as his predecessors and added one more teaching to follow Brahmacharya. He wanted his followers	Jainism was divided into parts - 1) Digambara 2) Shwetambari

Moksha Mahavir suggested three ways to attain moksha these are —

- 1) Right faith
- 2) Right Knowledge
- 3) Right Action

He laid great importance in Ahimsa.

Kalpastura is the famous work of Jainism

Scriptures Kalpasutra in Sanskrit is famous work of Jainism. It contains biographies of 24 Tirthankars

RECAPITULATION

- Q- Who was the first Tirthankar of Jainism?
- Q- Who was the 23rd Tirthankar?
- Q- What was the earlier name of Mahavir?
- Q- What is the famous scripture of Jainism?

HOMEWORK

- Q- What was the earlier name of Mahavir?
- Q- What is the name of his father?

MEGA LESSON PLAN-2

PT'S ROLL No

SUB

SST.

TOPIC Democracy

Class - VIII

Duration: 30 min.

Date

CONTENT ANALYSIS

Meaning of Democracy

- Key features of Democracy

General Objectives-

- TO provide knowledge of history civics and geography
- TO enable the students adjustment with their environment
- TO develop the mental faculty of the students
- TO develop the knowledge of social studies among the students
- TO improve the knowledge of world and universe
- TO develop their health habit
- TO develop the feeling of co-operation.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

- The students will be able to define democracy.
- The students will be able to recognise the features of democracy.

Understanding Objectives

- 1) The students will be able to explain democracy.
- The students will be able to define and identify the features of democracy.

APPLICATION OBJECTIVES

- The students will be able to explain democracy.
- The students will be able to define and identify the features of democracy.

APPLICATION OBJECTIVES

- The students will be able to explain democracy.
- The students will be able to define and identify the features of democracy.

SKILL OBJECTIVES

- The students will be able to analyse the features of democracy.
- The students will be able to discuss about the features of democracy.

Teaching aids:

Chalk, duster, pointer
chart and rolling board.

previous knowledge

INTRODUCTION

PT'S ACTIVITY

- 1) When did our constitution was came into practise
- 2) What is the need of having a govern-ment?

PUPIL'S ACTIVITY

on Jan 26, 1950

Govt runs the country and provide school roads and other facilities to people of the country.

3) India has what type of govt.?

Democratic

4) What do you mean by democracy?

problematic

ANNOUNCEMENT OF THE TOPIC

Well Students, today will study about democracy.

Teaching point	PT'S ACTIVITY	PUPIL'S ACTIVITY
	Q) In which Govt. people decide their own govt.?	Democracy
Introduction	According to Abraham Lincoln "Democracy is a govt. of the people for the people and by the people" Democracy is a form of govt. in which ruling power is vested in two hands of the people can change it through constitutional means.	

Key features

other features are sound decision making, participation respect for human dignity allowing for differences.

What do you mean by participation?

people indirectly participate in their govt.

What do you mean by freedom of expression?
It means the people can express their opinion without fear. They can criticise or give opinion through media.

What do you mean by equality?

Equality means equality in rights, equality in laws, equal opportunities in every field.

No response

When we take a major decision, what does it called? When a govt. takes or makes a decision after

plenty of decisions it is called sound decision mechanism.

What do you mean by dignity?

Same status

Human dignity means all the citizens enjoy the same status whether they are rich or poor, educated or uneducated, whether speak a certain language or not.

EVALUATION

- Q- What do you mean by democracy?
- Q- What are the key features of democracy?
- Q- What do you mean by sound decision making mechanism?

HOMEWORK

- Q- Define democracy
- Q- Write any two key features of Democracy?

MEGA LESSON PLAN-3

PT's ROLL No - 9528287

CLASS - VI

SUB - SST

DURATION - 30 min

TOPIC - forest

DATE - 13/1/15

Content Analysis

- Meaning of forests
- Benefits of forests
- Types of forests

General objectives

- TO impart the knowledge of social science to the students.
- TO develop the mental faculty of the students.
- TO improve knowledge of world and Universe.
- TO provide knowledge of history, Civics and geography.
- TO create interest of the students in Social Studies.

INSTRUCTIONAL OBJECTIVES

- The students will be able to define forest.
- The students will be able to recall the term forest.

- The students will be able to recognise the term forest.

UNDERSTANDING OBJECTIVES

- The students will be able to explain the term forest.
- The students will be able to illustrate the term of forest.
- The students will be able to identify the type of forest.

APPLICATION OBJECTIVES

- The students will be able to explain the type of forests.
- The students will be able to assess the benefits of the forests.

Skill OBJECTIVES

- The students will be able to analyse the diff. type of forests.
- The students will be able to discuss the benefit of forests?

Teaching Aids - chalk, Duster, pointer, roller, Board, chart

PREVIOUS KNOWLEDGE

INTRODUCTION

PT'S ACTIVITY

PUPIL'S ACTIVITY

1) In our daily life, we use several things like tables, bed, chair etc. which material is used to make these things

Wood

2) from where do we get wood?

from Trees

3) Where do the trees grow?

where there is fertile soil, and water

4) What do you call a place where similar type of tree grows?

forest

5) What do you mean by similar type of trees

No response

ANNOUNCEMENT OF THE TOPIC

Dear Students, today we will learn about type of forests.

Teaching point	PT'S ACTIVITY	PUPIL'S ACTIVITY
Meaning of forest	When at some place plants and trees grow on their own that place is known as forest land.	pupil listens carefully
Benefits of forests	Q) What beneficial things we get from forests?	Wood, gum, herbs, paper etc.
	Q) What are the effects of forest on environment?	No response
	forests are very useful for us. They perform various functions. plants release oxygen that we breathe and absorb carbon dioxide. the roots of soil bind the soil, thus they control soil erosion.	
Type of forest	In India various types of forests are found. It can be divided into 5 types 1) Tropical evergreen forest 2) Tropical deciduous forest 3) Thorny Bushes 4) Mountain forest 5) Mangrove forest	Students listen carefully

Q) Where are tropical rain forests are found?

Places where rainfall is more than 200cm. ever green forests are found? They are found in Assam and Andaman Nicobar.

Tropical deciduous forest

Q) What are tropical deciduous forests?

These forest are monsoon forest. They are less dense and they shed their leaves at diff. times of the year. Therefore they always called evergreen forest. Mahagony. They are found in Assam, U.P., Bihar and parts of Maharashtra.

Q) In dry area which type of forests are found?

Deserted forests

Thorny Bushes

Deserted forests, includes thorny bushes. Leaves are in form spines to reduce.

loss of water ex: cactus,
babool

Mountain forests A wide range of species is found in mountains, acc. to variation in height the temperature falls. Ex: pine and deodar

Mangrove forests The forests which can survive in saline water are mangrove forest. Sundari is a well known species of trees in these forests after which Sundarbans ex: West Bengal and Nicobar Islands

Students listen carefully

EVALUATION

- Q- What do you mean by forests?
- Q- Name the diff. type of forest found in India?
- Q- Why is tropical rain forest is also called as evergreen forests?

HOMEWORK

Q) Name the diff. types of vegetation found in India?

Q) What is the diff. between evergreen and deciduous forests?

UNITED SECULAR SOCIETY

MEGA LESSON PLAN-

PT'S ROLL No -

Class - IX

SUB - SST.

DURATION - 30 min.

TOPIC - Natural Resources

DATE -

CONTENT ANALYSIS

- Meaning of natural resources
- Diff. types of natural resources

General Objectives -

- To provide knowledge of history, civics and geography
- To impart the knowledge of social studies to the students
- To develop their healthy habits and bright attitude.
- To develop their national and international understanding
- To improve the knowledge of world and universe

INSTRUCTIONAL OBJECTIVES

KNOWLEDGE OBJECTIVES

- The students will be able to define natural resources.
- The students will be able to recall the diff. types of natural resources.

MEGA LESSON PLAN-

PT'S ROLL No -

Class - IX

SUB - Sst.

DURATION - 30 min.

TOPIC - Natural Resources

DATE -

CONTENT ANALYSIS

- Meaning of natural resources
- Diff. types of natural resources

General Objectives-

- To provide knowledge of history, civics and geography
- To impart the knowledge of social studies to the students
- To develop their healthy habits and bright attitude.
- To develop their national and international understanding
- To improve the knowledge of world and universe

INSTRUCTIONAL OBJECTIVES

KNOWLEDGE OBJECTIVES

- The students will be able to define natural resources.
- The students will be able to recall the diff. types of natural resources.

UNDERSTANDING OBJECTIVES

- The students will be able to define the term natural
- The students will be able to classify the diff. types of natural resources.

APPLICATION OBJECTIVES

- The students will be able to explain natural resources.
- The students will be able to use diff. types of natural resources.

SKILL OBJECTIVES

- The students will be able to analyse the term natural resources.
- The students will be able to discuss the type of natural resources.

Teaching Aids - Chalk, Duster, pointer
Roller board, Chart etc.

PREVIOUS KNOWLEDGE

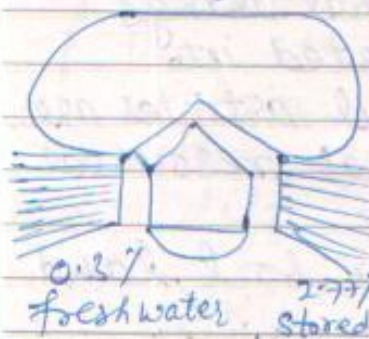
INTRODUCTION

PT'S ACTIVITY	PUPIL'S ACTIVITY
1. What do you mean by resources?	The useful articles
Q- What do you mean by natural resources?	Natural things converted into useful articles are natural resources
Q- What are two diff. types of natural resources?	Water, soil, land etc.
Q- What are the uses and importance of water?	No response

ANNOUNCEMENT OF THE TOPIC

Well students, today we will learn about natural resources, its uses and their importance.

PRESENTATION

Teaching points	PT'S ACTIVITY	PUPIL'S ACTIVITY
 0.3% Freshwater 2.7% stored in sheets and ground water Water	Q) What type of resources forms the basis of life? Ans) Yes, Water forms the basis of life. The presence of water distinguishes the earth from other planets. About 72% of total surface area of earth is covered with water. That is why earth is called watery or the blue planet. Q) What are the sources of water?	Water

Q- What are the sources of water?

Water sources in India are rivers, rain, well, tube well, canal etc.

Water is the most essential base of the life of human beings. Human life is not possible without water as water is used in our daily life.

Q) What are the uses of water?

for preparing food, irrigation, drinking, bathing, washing clothes & many other activities.

Uses of water

Q) What are the uses of water resources?

Water resources are used for agricultural purposes as well as for industrial purposes.

Sources of irrigation

Q) What are the main sources of irrigation?

Tubewells
canals etc.

Tubewell - Tubewells are the main source of irrigation as it is difficult to dig an ordinary well.

Canal - A canal is long narrow stretch of water that has been made to bring water to a particular area.

EVALUATION

- Q) What do you mean by natural resources?
- Q) What are the sources of irrigation in India?

HOMEWORK

- Q) What are the different sources of water?

Q) What do you mean by
natural Resources?

11/4/18

UNITED SECULAR SOCIETY

SCHOOL RECORD

- ① B.ed session 2013-14 best teaching practice has been done in _____
- ② This is _____ from haily Mandi.
- ③ This is situated in _____
- ④ There are _____ staff members
_____ male and _____ female members
- ⑤ Summer learning 8Am. to 2 pm. and winter learning are 9Am. to 3pm.
- ⑥ Students study Science, Arts, Science and commerce.
- ⑦ Total Students strength 4812
- ⑧ 2013-2014 students exam result for school was 100%.
- ⑨ 68 students were in merit.
- ⑩ It has a big Playground.
- ⑪ It has a Computer lab.
- ⑫ Mid-day meal was provided in this school
Scheme initiated

SCHOOL TIME TABLE

Days	I 9:00 9:30	II 9:30 10:00	III 10:00 10:30	IV 10:30 11:30	11:30-12:40 R	V 12:40 1:00	VI 1:00 1:30	VII 1:30 2:00
Mon.	Assembly	Hindi	Maths	English	E	Sci.	S.H.	Gk
Tue	"	"	"	"	C	"	"	Activity
Wed	"	"	"	"	E	"	"	Art
Thursday	"	"	"	"	S	"	"	Activity
Fri	"	"	"	"	S	"	"	Games
Sat	"	"	"	"				

MORNING ASSEMBLY REPORT

- ① All the Students are there according to the height.
- ② Then Saraswati Vandana Starts
- ③ Then all the students do exercise
- ④ Then Students calls their about their own choice topic and think about them.
- ⑤ There we discuss their general knowledge also
- ⑥ All the Students were their test the discipline to most for all in the school.
- ⑦ Then attendance is recognised in class-wise register.

Cumulative Record Card

I. General Data

- (a) Name of the Student Salim Rehman
 (b) Date of Birth (in words) (in figures)
 (c) Name of Father Mr Masoorat Rehman
 (d) Address Teeli Mandi, Gurgaon
 (e) School where studied

Name of the School	Year of Joining	Class of Joining	Year of leaving	Class left	Reason of learning
--------------------	-----------------	------------------	-----------------	------------	--------------------

It should be filled once in the beginning of the year.

II. Attendance

Year	Total Working days	Attended actually	Leave, absence etc. with reasons
------	--------------------	-------------------	----------------------------------

It is to be filled in twice a year.

III. Family Background

- (a) Occupation of Father
 (b) Qualifications of Father Service
 (c) Occupation of Mother M.A.
 (d) Qualification of Mother
 (e) Economic Status
 (f) Special Home Conditions
 (g) Position of the Pupil in the family
 (To be filled in at the time of admission)

Maintenance of School Records

IV. Physico - Medical Report

- (a) Height
 (b) Weight
 (c) Chest measurement (i) Normal (ii) Expanded
 (d) Eye-sight
 (e) Any thing Special
 (f) General Health

V. Scholastic Achievement

Subjects	Marks	% of marks	Remarks
English	75/100	75%	
Maths	95/100	95%	
etc.			

VI. Co-curricular Activities

Name of activity	Position / Grade	Remarks
	<u>+</u>	<u>Excellence</u>

VII. Notable Interests Rating

- (a) Physical
 (i) Indoor games
 (ii) Outdoor games
 (b) Intellectual
 (c) Social
 (d) Recreational
 (e) Artistic

VIII. Pupil's Preferences

- (a) Favourite school subject or subjects
 (b) Subject liked the least
 (c) Pupil's general attitude to school

IX. Remarks by the Class teacher

X. Remarks by the Headmaster

Computer Science
Normal

स्कूल 2014-2015 गुडगांव जिला

स्थानांतरण प्रमाण-पत्र

Enrolment No. 8411 क्रमांक 11

विद्यार्थी का नाम Akash / फाईल संख्या

जन्म तिथि (अंको में) 5 Sep. 2005 (शब्दों में) Five Sep. Two Thousand Five

प्रवेश रजिस्टर में संख्या 65789 / कृषक या अकृषक Farmer

प्रमाणित किया जाता है कि Akash सुपुत्र/सुपुत्री श्री Ranandeep

सुपुत्र/सुपुत्री श्रीमती Gagandeep इस स्कूल में 6 Yrs. तक रहा

उसने स्कूल को सभी प्रकार के शुल्क दे दिए हैं तथा ऊपरलिखित तिथि को अपना नाम वापिस लेने की अनुमति दे दी है।

वह 7th कक्षा Seventh विभाग में

पढ़ता था तथा 8th कक्षा में होने के लिए परीक्षा में उत्तीर्ण/अनुत्तीर्ण रहा।

स्कूल वर्ष के दौरान के रजिस्ट्रों तथा जिन स्कूलों में वह पढ़ाई रहा उनसे प्रस्तुत किए गए प्रमाण-पत्रों के अनुसार निम्नलिखित विवरणों को सत्य प्रमाणित किया जाता है।

सं०	स्कूल	प्रवेश की तिथि			नाम वापिस लेने की तिथि	चालू स्कूल वर्ष के दौरान उपस्थिति की अवधि		चालू स्कूल वर्ष के दौरान संभाव्य उपस्थिति	चालू स्कूल वर्ष के दौरान वास्तविक उपस्थिति	चालू स्कूल वर्ष के दौरान ली गई छुट्टी
		(क) स्कूल में	(ख) विभाग में	(ग) कक्षा में		से	तक			
		8 Sep. 2008		2010	9 April 2015		4th April 78%	84%	84%	10 days

जारी करने की तिथि 8 July 2015

जांचकर्ता के हस्ताक्षर

मुख्याध्यापक

Attendance Register of the 2015[illegible]