

3

Name of School Indira Gandhi Sr. Sec. School, Bhim Nagar,  
Guwagram

From \_\_\_\_\_ To \_\_\_\_\_

**TIME - TABLE**

| Day | I       | II   | III   | IV    | V       | VI    | VII     | VIII    |
|-----|---------|------|-------|-------|---------|-------|---------|---------|
| MON | English | S.St | Hindi | Maths | Science | Draw  | S.St    | Science |
| TUE | English | S.St | Hindi | Maths | Science | Draw  | English | Yoga    |
| WED | English | S.St | Hindi | Maths | Science | Draw  | S.St    | Yoga    |
| THU | English | S.St | Hindi | Maths | Science | S.K.T | English | P.T     |
| FRI | English | S.St | Hindi | Maths | Science | S.K.T | Maths   | P.T     |
| SAT | English | S.St | Hindi | Maths | Science | S.K.T | P.T     | Yoga    |

*Quilika*  
Signature of Pupil Teacher

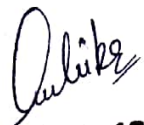
(9)

Name of School Indira Gandhi Sec. Sec. School, Bhim Nagar,  
Gurgaon

From \_\_\_\_\_ To \_\_\_\_\_

**TIME - TABLE**

| Day | I       | II    | III   | IV    | V       | VI    | VII     | VIII    |
|-----|---------|-------|-------|-------|---------|-------|---------|---------|
| MON | English | S. St | Hindi | Maths | Science | Draw  | S. St   | Science |
| TUE | English | S. St | Hindi | Maths | Science | Draw  | English | Yoga    |
| WED | English | S. St | Hindi | Maths | Science | Draw  | S. St   | Yoga    |
| THU | English | S. St | Hindi | Maths | Science | S.K.J | English | P.T     |
| FRI | English | S. St | Hindi | Maths | Science | S.K.J | Maths   | P.T     |
| SAT | English | S. St | Hindi | Maths | Science | S.K.J | P.T     | Yoga    |

  
Signature of Pupil Teacher



## ATTENDANCE CHART

School Indira Gandhi Sr. Sec. School, Bhim Nagar,  
Gurgaon  
Class VIII

Class VIII

[illegible]

6

# INDEX

| S.No. | Date | Lesson No. | Topic                                    | Pages | Sign of the Supervisor |
|-------|------|------------|------------------------------------------|-------|------------------------|
| 1.    |      |            | Micro Lessons                            |       |                        |
|       |      | 1.         | Lupta Dynasty                            | 1-3   |                        |
|       |      | 2.         | The Earth or<br>The Solar system         | 5-7   |                        |
|       |      | 3.         | Types of crops                           | 9-11  |                        |
|       |      | 4.         | Shahishan                                | 13-16 |                        |
|       |      | 5.         | Revolt of 1857                           | 17-19 |                        |
|       |      |            | Mega Lessons                             |       |                        |
|       |      | 1.         | Khilji Dynasty                           | 21-25 |                        |
|       |      | 2.         | Composition & Structure<br>of Atmosphere | 27-31 |                        |
|       |      | 3.         | Inside the Earth                         | 33-37 |                        |
|       |      | 4.         | Green Revolution                         | 39-43 |                        |
|       |      | 5.         | Unity in Diversity                       | 45-49 |                        |
|       |      |            | 1 <sup>st</sup> Discussion Lesson        |       |                        |
|       |      | 1.         | Gender, Politics and<br>Religion         | 51-57 |                        |
|       |      |            | School Teaching Practice                 |       |                        |
|       |      | 1.         | Women's Movement                         | 58-63 |                        |
|       |      | 2.         | Understanding Media                      | 64-68 |                        |
|       |      | 3.         | Transport                                | 69-74 |                        |
|       |      | 4.         | Life in the Desert                       | 75-80 |                        |
|       |      | 5.         | Rulers and Buildings                     | 81-85 |                        |
|       |      | 6.         | Women change the<br>World                | 86-91 |                        |



7

[illegible]

**Signature of Pupil Teacher**



8

---

# Micro Lessons

---

(9)

LESSON NO. : .....01.....

Pupil Teacher's Roll No. ....

Name Ruchika SinghClass VIII

Date .....

Subject Social Studies

Period .....

Topic Gupta DynastyDuration of Period 6-8 minSkill of QuestioningPupil Teacher's ActivityStudent's Activity

Q Who was Chanakya?

A learned Brahmin

Q Who invited him?

One of the Nanda  
Kings.Q What pledge did the people  
take?

To defeat the Nanda.

Q What did Chanakya Gupta  
famous for?

Arthashastra

Q What did Chanakya  
Gupta become?Founder of Maurya  
Dynasty

Q Who succeeded him?

Bhanu Deva

Q Who followed Bhanu Deva?

Ashoka

01



|   |                                                                                   |                                                                     |
|---|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Q | Who was the founder of the Gupta Dynasty?                                         | Chandra Gupta I<br>Chandra Gupta II<br>Samudra Gupta<br>Skand Gupta |
| Q | Which dynasty issued the largest no. of gold coins?                               | Gupta Dynasty                                                       |
| Q | Which king adopted titles such as Maharaja Dhiraj Shri Bhattaraka?                | Chandra Gupta II                                                    |
| Q | In which year did Ashoka wage the battle of Kalinga?                              | 261 BC                                                              |
| Q | The Gandhara and Mathura school of Art developed during the reign of which ruler? | Kanishka                                                            |
| Q | Who was the last ruler of the Mauryan Kingdom?                                    | Brihadnatha                                                         |

# Observation Schedule / Rating Scale

| Components                      | Rating |   |   |   |   |   |   |
|---------------------------------|--------|---|---|---|---|---|---|
| Reformation                     | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Redirection                     | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Critical Awareness              | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Refocusing                      | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Securing further<br>Information | 0      | 1 | 2 | 3 | 4 | 5 | 6 |



LESSON NO. : .....2.....

Pupil Teacher's Roll No. .... Name Ruchika Singh .....  
 Class VIII ..... Date .....  
 Subject Social Studies ..... Period .....  
 Topic The Earth or the Solar System ..... Duration of Period 6-8 min .....

# Skill of Explaining

Pupil Teacher's Activity

Student's Activity

Pupil Teacher will explain about the solar system, constellation, galaxy, sun and other planets. The term solar system means pertaining to sun. The sun is in the centre of the solar system. The Earth is the third planet from the sun. It is the fifth largest planet. The shape of the Earth is like a sphere.

Students will listen carefully.

Difference between  
stars and planets.

Students will  
listen carefully

- Stars have their own  
light.

Planets receive their  
light and heat from  
the sun.

- The sun is a star

Our planet Earth is a  
planet

- Earth is only planet  
which has life.

Students will  
listen carefully.

- Rest of the planet's  
don't have life.

- The Earth is the  
third planet from the  
sun.



# Observation Schedule/ Rating Scale

| Components             | Rating |   |   |   |   |   |   |
|------------------------|--------|---|---|---|---|---|---|
| Introduction           | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Covering main ideas    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Speed                  | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Correction of language | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Irrelevant statements  | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Lack of fluency        | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Lack of continuity     | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Lack of vague words    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |

LESSON NO. : ..... 3 .....

Pupil Teacher's Roll No. .... Name Ruchika Singh .....  
Class VIII ..... Date .....  
Subject Social Studies ..... Period .....  
Topic Types of crops ..... Duration of Period 6-8 min. .....

# Illustration with Example

| Pupil Teacher's Activity | Student's Activity |
|--------------------------|--------------------|
|--------------------------|--------------------|

What are the underlined words called:-  
Rice, Wheat, Mustard etc

These are called crops.

Students, crops are those which are grown in fields.  
[Inductive Approach]

There are two types of crops.

How many types of crops are grown in India?  
[Deductive Approach]

There are two types of crops.

In India, Rabi crops are sown in winter around November and harvested in April - May.



Kharif crops are sown after the rains in the June - July and harvested in autumn.

Give two examples of Rabi crops.

Mustard  
Wheat

Crops

Crops not only fulfill the basic need for food but also supply raw material for industries like sugar and textile.

Plantation crops

They are made between 21 - 30 temperature.

It is grown where the soil is fertile. Such type of crops are grown in Assam, Karnataka and West Bengal.

# Observation Schedule / Rating Scale

| Component                     | Rating |   |   |   |   |   |   |
|-------------------------------|--------|---|---|---|---|---|---|
| Example should be easily      | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Example should be relevant    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Example should be interesting | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Use of different approach     | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Use of different method       | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Student's involvement         | 0      | 1 | 2 | 3 | 4 | 5 | 6 |



LESSON NO. : 4

Pupil Teacher's Roll No. .... Name Ruchika Singh  
 Class VIII Date .....  
 Subject Social Studies Period .....  
 Topic Shahjahan Duration of Period 6-8 mins

# Stimulous Variation Skills

Pupil's Teacher Activity

Student's Activity

Student, what do you see in this pictures?

Taj Mahal

Yes, it is Taj Mahal.  
 You all must be knowing who built it.

Shahjahan

Pauses and looks at all people.

He was the son of emperor Jahangir. On this succession to the throne the first thing he had to face the revolt in brundella. The first revolt he put down without much trouble. But the king dom of Ahmed was



[Pauses and looks at the pupil]

Pupil teacher will ask the students when did Ahmed nagari come under shahjahan uncle's rule.

Student's shahjahan appointed his son Aurangzeb as the viceray of Deccan. Aurangzeb tried hard but couldn't rule nicely shahjahan was imprisoned in Agra fort where he died in 1660 AD



# Observation Schedule / Rating Scale

| Components               | Rating |   |   |   |   |   |   |
|--------------------------|--------|---|---|---|---|---|---|
| Movement and gestures    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Changes in speech        | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Patterns                 | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Focussing                | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Style                    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Oral to Visual           | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Oral to Oral Visual      | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Visual to Oral<br>Visual | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Pausing                  | 0      | 1 | 2 | 3 | 4 | 5 | 6 |



## Physical involvement of pupil

Change in  
interaction  
style

5/

4

3

2

1

1

12

1

3

2

1

3



LESSON NO. : ..... 5. ....

Pupil Teacher's Roll No. .... Name .. Ruchika Singh .....

Class ..... VIII ..... Date .....

Subject .. Social Studies ..... Period .....

Topic .. Revolt of 1857 ..... Duration of Period ... 6-8 mins .....

# Skill of Introduction

| Pupil Teacher's Activity                                                 | Student's Activity                                              |
|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| Well students, our country remained slave of whom?                       | Britishers                                                      |
| What things were done to get Independence                                | Many revolts and movement, took place for getting Independence. |
| Name the revolts and movements that took place for getting Independence. | Revolt of 1857, Quit India Movement, Non-cooperation Movement   |
| What was the main reason behind Revolt of 1857?                          | Exploitation of Indians                                         |
| Name the place where the Revolt of 1857 took place?                      | Meerut, Delhi, Gwalior etc.                                     |



Name the leader of 1857 revolt?

Rani Laxmi Bai,  
Mangal Pandey  
Nana Sahib

Where did Revolt of 1857 begin first?

Meerut

Which Indian was hanged first during the revolt of 1857?

No answer

Who was called 'Shaheed' during the revolt of 1857?

Mangal Pandey

What were the causes of the failure of revolt?

It failed because it began before time.



# Observation Schedule / Rating Scale

| Component                                     | Rating |   |   |   |   |   |   |
|-----------------------------------------------|--------|---|---|---|---|---|---|
| Use of previous experience                    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Proper use of device / technique              | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Appropriate Sequence                          | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Appropriate use of relevant statement         | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Duration of time                              | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Relevance of verbal / Non-verbal behaviour    | 0      | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall impression about introducing a lesson | 0      | 1 | 2 | 3 | 4 | 5 | 6 |

25

---

# Mega Lessons

---



LESSON NO. : .....1.....

Pupil Teacher's Roll No. ....

Name Ruchika SinghClass VIII

Date .....

Subject Social Science

Period .....

Topic Khilji DynastyDuration of Period 15-20 mins

### Instructional Objectives

**Knowledge :-** The students will be able to visit different types of Khilji's Dynasty. Write about the different rulers of Khilji Dynasty.

**Understanding :-** The student will be able to classify the rulers under different time period, identify Khilji Dynasty and its rulers.

**Application :-** The students will be able to illustrate Khilji Dynasty with examples, explain and choose ruler according to their eg.

**Skills :-** This students will be able to develop listening and descriptive skills. Write meaning and writing skill.

**Instruction aids :-** A Chalk, blackboard, Duster and pointer.



Previous Knowledge Assumption:-

It is assumed that students have some knowledge, of Khilji Dynasty

Previous Knowledge Testing

It is assumed that students have some

| Pupil's Teacher's Activities                                                  | Pupil's Activity |
|-------------------------------------------------------------------------------|------------------|
| 1. Have you heard about Khilji Dynasty                                        | Yes              |
| 2. Name any one ruler of Khilji Dynasty                                       | Taukt-ul-din     |
| 3. Do you know about the history of Khilji Dynasty?<br>[Problematic Question] | No response      |

Announcement of the Topic

Well student, today we will study about the Khilji Dynasty.



| Teaching Points                         | Pupil Teacher's Activity                                                                                                                                              | Student's Activity             | Chalkboard Work                                |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------|
| Time period of Khilji Dynasty           | Pupil teacher will explain that the time period of Khilji Dynasty lasted for 30 years from 2290-2320                                                                  | Students will listen carefully |                                                |
| Last Ruler of Dynasty                   | Jal-al-din Khilji was the first ruler who came to focus in 2290 AD. He was already 70 years old                                                                       |                                | Jalalud-din Khilji who came to Power           |
| Main events during Jal-al-din Khilji    | Explain the main events as following -<br>i) Sodhi Marla's affair<br>ii) Attitudes of the Thief's robbers<br>iii) revolt of Malik Khilji in<br>iv) His foreign policy |                                |                                                |
| Second and last ruler of Khilji Dynasty | Allauddin Khilji was the last ruler who came to throne after the death of Jal-al-din Khilji. He was a major than his grown last                                       | Students writes neatly         | Allauddin Khilji ruled for ever more than six. |



His achievement

His achievements are as follow:-

- i) His policy
- ii) He introduced administrative military, economic reforms
- iii) He was a born military ruler a great patriot and a sensible man and a great administration

His weak points

- His weak points are as follow:-
- i) He was a disputed ruler.
  - ii) He shed more blood
  - iii) He was suspicious by halves

Students  
listen  
carefully

Health of  
Allaudin  
Khilji

Allaudin Khilji died in 1316 AD. after his death many rulers ruled for almost about 4 years before Khilji Dynasty got its final blow.

Students  
will  
listen  
carefully

Here ends the history of Khilji Dynasty.



### Evaluation :-

1. Who was the last ruler of Khilji Dynasty?
2. Mention the main events under the rule of Jalal-ud-din Khilji

### Homework

- Q1. Fill in the blanks -
- a) The period of Khilji Dynasty was \_\_\_\_\_.
  - b) \_\_\_\_\_ was the first ruler of Dynasty.
  - c) Alauddin Khilji died in \_\_\_\_\_ AD.
- Q2. What were the main events during Jalal-ud-din Khilji?
- Q3. What are the main achievements of Alauddin Khilji?

## LESSON NO. : .....2.....

Pupil Teacher's Roll No. .... Name Ruchika Singh  
 Class VIII Date .....  
 Subject S. St Period .....  
 Topic Composition & structure of atmosphere Duration of Period 15-25 min

## Instructional Objectives

**Knowledge :-** Students will be able to list the various constituents of air. Define the structure of the atmosphere.

**Understanding :-** Students will be able to distinguish between the constituents of air. Identify the relationship between the study of atmosphere and the Earth.

**Application :-** Students will be able to Explain the skill of knowing atmosphere. Develop their own general knowledge.

**Skill :-** Students will be able to develop the skill of knowing atmosphere. Assess the structure of atmosphere.



Teaching Aids:- A chart, Chalk, roller, black board, Duster and pointer.

Previous Knowledge:- It is assumed that students have some knowledge about atmosphere.

### Previous Knowledge Testing

| Pupil Teacher's Activity | Student's Activity |
|--------------------------|--------------------|
|--------------------------|--------------------|

Do you know students what all us are surrounded by?

Air

Can you touch air?

No

Do you know about what does air contain?

It is a mixture of gases.

Can you define a atmosphere

Huge blanket of air which surrounded us.

Do you know about the structure and composition of air?

No response



Announcement of Topic:- OK, students today we will study about the composition and structure of atmosphere.

| Teaching Points           | Pupil Teacher's Activities                                                                                                                                                                                                                                                                                                | Pupil's activity               | Chalboard work                    |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------|
| Introduction              | Pupil teacher will explain about the composition of atmosphere and about its structure and give a brief introduction                                                                                                                                                                                                      | Students will listen carefully |                                   |
| Composition of Atmosphere | Pupil teacher will explain about the composition of atmosphere in the following way:-<br>Nitrogen and oxygen are two gases which constitute the bulk of the atmosphere. It extends upto a height of 50km. This layer is almost free from clouds and weather phenomenon making conditions more ideal for flying aeroplanes |                                | Nitrogen and oxygen are two gases |



Mesosphere It lies around the stratosphere.

Skill How many layers are there in atmosphere

Five layers

Explanation- Pupil teacher will further talk about how layers of the atmosphere are connected with the existence of life on Earth. Air is the most essential part of human being's existence on Earth. These five layers constitute of different gases and are deeply connected to Nature's cycle.

Skill Which is the most important layers of atmosphere?

Troposphere

## Evaluation

- 1) Which two gases make the bulk of atmosphere?
- 2) Explain any two layers of atmosphere?

## Homework

Make a chart of composition of atmosphere and its structure of atmosphere?



LESSON NO. : .....3.....

Pupil Teacher's Roll No. .... Name Ruchika Singh .....

Class VIII ..... Date .....

Subject Sc ..... Period .....

Topic Inside the Earth ..... Duration of Period 20-25 mins .....

## Instructional Objectives

**Knowledge :-** Students will be able to list the various types of rocks. Describe extensive rocks and intensive rocks.

**Understanding :-** Students will be able to classify types of rocks.  
Distinguish between various types of layers of Earth.

**Application :-** Students will be able to explain the interiors of the Earth.

**Skill :-** Students will be able to develop and improve their general knowledge skills.

**Teaching Aids :-** A chalk, roller, black board, cluster and pointer.

**Previous Knowledge :-** It is presumed that students have some knowledge on rocks but lack the knowledge of inside of Earth crust.

## Previous Knowledge Testing

| Pupil Teacher's Activities                          | Student's Activities |
|-----------------------------------------------------|----------------------|
| How many planets are there in our solar system.     | Nine planets         |
| Which planet has life?                              | Earth                |
| Who is the Earth surrounded of?                     | Water                |
| Do you know what lies in the interior of the Earth? | No response          |
| (Problematic Question)                              |                      |

Announcement of the topic :- So, students today we will study about the inside of the Earth.



| Teaching Points            | Pupil Teacher's Activity                                                                                                                                                                   | Pupil's Activity               | Chalkboard Work                                 |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------|
| Introduction               | Pupil teacher will explain and give a brief introduction on rocks, types of rocks, layers of Earth etc.                                                                                    | Students will listen carefully |                                                 |
| Layers of Earth Crust      | The various types of layers of earth are:-<br>The uppermost layer over the Earth surface is called the crust. It is about 35 km on the continental mass and only 5 km on the ocean floors. |                                |                                                 |
| Mantle                     | Place between the crust is the mantle which extends upto the dept of 2900 km below the crust                                                                                               | Student listen carefully       | The major rocks are:-<br>Igneous<br>Sedimentary |
| Meaning and types of rocks | The pupil teacher will explain the rocks also tell about the different types of rocks -<br>any natural masses of mineral matter that makes                                                 |                                |                                                 |



up the Earth crust is called Rocks. There are three major types of rocks:-

- 1) ⇒ Igneous rocks
- 2) ⇒ Sedimentary rocks
- 3) ⇒ Metamorphic rocks
- 4)

### Igneous rocks

When the molten magma cools, it becomes solid such rocks are called Igneous rocks. They are also called Primary rocks.

Student note down

### Sedimentary rocks

When rocks wear away cracks and sit on each other and are broken down into sediment. These are deposits by wind, water etc. These loose sediments are compacted and hardened to form layers of rocks.

### Use of rocks

Rocks are very useful to us. These hard rocks are used for making roads, houses, building etc.



### Evaluation :-

- 1) Name the layers of Earth.
- 2) What is a rocks?
- 3) What three types of Rocks?
- 4) What are Igneous rocks?

### Homework :-

- 1) Describe the layers of earth
- 2) Define Rocks and all types of rocks.
- 3) Give some use of rocks.

LESSON NO. : 4

Pupil Teacher's Roll No. .... Name Ruchika Singh  
Class VIII Date .....  
Subject S. St Period .....  
Topic Green Revolution Duration of Period 15-25 mins

## Instructional Objectives

Knowledge :- Students will be able to list the various types of rocks of Green Revolution.  
Define Green Revolution.

Understanding :- Students will be able to summarise Green Revolution in their own word classify the efforts of Green Revolution.

Skill :- Students will be able to develop skills of creativity, listening and writing  
Develop Skills of Explaining the effects of Green Revolution.

Application :- Student will be able to explain Green Revolution Explain the effects of Green Revolution.

Teaching aids :- Chalk, duster, Roller, black board, pointer.



Previous Knowledge:- It is assumed that students have some knowledge about Green Revolution.

## Previous Knowledge Testing

| Pupil Teacher's Activity                                        | Pupil's Activity           |
|-----------------------------------------------------------------|----------------------------|
| State an importance of Indian Agriculture                       | National Income Employment |
| Tell any one feature of Indian Agriculture.                     | Low Production             |
| Name a strategy started for agricultural development.           | New agriculture strategy.  |
| What do you mean by Green Revolution?<br>[Problematic Question] | No response                |

Announcement of the topic :- Today, we are going to study about Green Revolution.



| Teaching Points                  | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                                  | Pupil's Activity               | Chalkboard Work                                                                                                             |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Introduction of Green Revolution | Pupil teacher will explain that for the purpose of intensive agriculture, a programme called Intensive Agriculture Area Programme [IAAP] was made. The objective of this programme was to increase production the main crops of the main crops of intensive methods of cultivation. In the selected areas of the country. | Students will listen carefully |                                                                                                                             |
| Meaning of Green Revolution      | As a result of various increases taken for the improvement of agriculture during its period of planning in India, the production of food grain in India, the production of food 1967-1968 increased by about 25% compared to production is 1966-67 such as big increase in the                                            |                                | <div data-bbox="1300 1321 1588 1825" data-label="Text"> <p>The production of food grains in 1967-1968 increased.</p> </div> |



production of food grain just in one year amounted to a revolution and came to be known as Green Revolution.

Effects  
of  
Green  
Revolution

Its main effects are:-

1) Increase in production of agricultural crops in 1967-68 and in successive years of Green Revolution production of food grains increased to 95 lakh tonnes.

Students  
listen  
carefully

2) Capitalistic farming as a result of Green Revolution, capital farming has been encouraged.

Students  
note  
down it.

3) Prosperity of the farmers.

The economic conditions and standard of living of farmers have improved.

### Evaluation :-

- 1) What was the basic difference between IADP and IAAP?
- 2) Define Green Revolution.
- 3) Why the changes in 1967-1968 termed Green Revolution?

### Homework :-

- 1) What is meant by Green Revolution? How does it effect our Economy?



LESSON NO. : .....5.....

Pupil Teacher's Roll No. .... Name Ruchika Singh  
 Class VIII Date .....  
 Subject Sst Period .....  
 Topic Unity in Diversity Duration of Period 15-25 mins

## Instructional Objectives

**Knowledge :-** Students will be able to recall various types of dances.  
 Define cultures.

**Understanding :-** Students will be able to identify different types of religion in India.  
 Identify the importance of unity in diversity.

**Application :-** Students will be able to analyse that all human beings are similar and God is one.

**Skill :-** Students will be able to develop the feeling of oneness and brotherhood.

**Teaching aids :-** A chalk, chart, Roller, black board, duster and pointer.



Previous Knowledge:- It is assumed that students are aware of the term unity.

### Previous Knowledge Testing

| Pupil Teacher's Activity                                                              | Pupil's Activity |
|---------------------------------------------------------------------------------------|------------------|
| Do you celebrate all the the festivals of India?                                      | Yes              |
| Inspite of having different food, language, dresses, do you think we are one?<br>How? | No<br>Response   |
| (Problematic Question                                                                 |                  |

Announcement of the Topic:- So, students, today we are going to study about "Unity in Diversity".



## Presentation

| Teaching Points   | Pupil Teacher's activity                                                                                                                                                                                                                                                                                  | Pupil's Activity                      | Chalkboard Work                                            |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------|
| Culture           | <p>Pupil Teacher will explain that culture is an important part of a society. It consists of customs, religions, music, drama and dance. Each culture has its own importance, its rituals and values. Places with religious or cultural significance attract people. Eg - Varanasi, Vatican city etc.</p> | <p>Students will listen carefully</p> |                                                            |
| Festivals         | <p>Some festivals are religious, seasonal, national, birthdays of God and great man.</p>                                                                                                                                                                                                                  |                                       |                                                            |
| National festival | <p><u>Religious festival</u></p> <p>These festivals are celebrated throughout the year.</p>                                                                                                                                                                                                               |                                       | <p>Some festivals are religious, seasonal and national</p> |



Festivals celebrated to  
some parts

These festivals are celebrated only in a few parts of the country.

Birthday of God/Greatman  
We also celebrated birthday of some greatmen, Gods i.e Krishna, Gautam Buddha, Mahavir Jain etc.

Students will listen carefully

Dance There are two types of major kinds of dances :-  
 o classical dance  
 o folk dance

Classical Dance Classical dance such as Bharat Natyam in Tamil Nadu.

Folk Dance Folk dance is simple and based on season.

Students will listen carefully



## Evaluation :-

Fill in the blanks :-

- a) Taj is built by \_\_\_\_\_
- b) Bharatnatyam is the dance of \_\_\_\_\_ state.
- c) There are \_\_\_\_\_ and \_\_\_\_\_ types of dances.
- d) \_\_\_\_\_ is an important part of society.

## Homework :-

- 1) Collect the pictures dances form and paste it.

(51)

---

# 1st Discussion Lesson

---



LESSON NO. : .....1.....

Pupil Teacher's Roll No. .... Name Ruchika Singh  
 Class VIII Date .....  
 Subject S. St Period .....  
 Topic Gender, Politics and Religion Duration of Period 40-45 mins

## Instructional objectives

**Knowledge :-** The students will be able to recognise the relation between gender and politics.

**Understanding :-** The students will be able to classify different influence on politics.  
 Differentiate between India as a secular and other countries.

**Application :-** The students will be able to establish the relationship of political knowledge.  
 Assess the relationship between gender and politics.

**Skill :-** The student will be able to develop listening, reading and writing skills.  
 Describe what exactly the politics is all about.



Instructional Aids:- Chalk, Chart, Blackboard, Duster and Pointer.

Previous Knowledge Assumption:- It is assumed that students have some knowledge about a democratic system.

### Previous Knowledge Testing

| Pupil Teacher's Activity                                                       | Pupil's Activity                                           |
|--------------------------------------------------------------------------------|------------------------------------------------------------|
| 1. Have you heard the term 'gender'.                                           | Yes                                                        |
| 2. Have you heard the term 'Religion and politics'.                            | Yes                                                        |
| 3. Have you heard about democracy.                                             | Yes, it is of the people for the people and by the people. |
| 4. Do you know the relationship between gender and politics (Problematic Ques) | No response.                                               |



Announcement of the Topic :- Well students, Today we are going to study about gender, religion and caste. How they all are linked to politics?

| Teaching Points              | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                    | Student's Activity             | Chalkboard Work                               |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------|
| Meaning of Democratic System | In a democratic system, people can politically express their view and many times it becomes necessary to express its view.<br>It a democratic system the government is of the people which means it is there for, by the people elect their representative for the people means for the help of the people. | Students will listen carefully | In a democratic system people can politically |
| Explaining different terms   | Pupil teacher will explain that gender and politics are both                                                                                                                                                                                                                                                | Students listen carefully      |                                               |



related closely. Women participation is equally necessary as it is for the male. Women can also elect and can also stand in election. She has equal rights so the gender plays an important role.

|           |                                                                                                                                                  |                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Religion  | Pupil Teacher will explain.                                                                                                                      | Students note down |
| Diversity | Different terms: caste, hierarchy, occupational mobility, family laws, religions, diversity, sexual division of labour, feminism and patriarchy. |                    |

|                           |                                                                                                                                                                           |  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Concept of Communi-<br>sm | Pupil Teacher will explain that religion diversity is fairly widespread in the world today. Culture is an important part of the society. It consist of customs, religion, |  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



ceremonies etc.

Everyone is free to change his/her religion and adopt to any religion of his own wish. The communism takes away many forms in India like religions, dominance religions, mobility etc.

Role of caste

In our country, caste is an important factor and plays a vital role in politics. India has a society which is biased and divided on the basis of caste and people are deeply influenced by caste system.

Caste inequality

The explanation about inequalities:-

- o Endogamy
- o Untouchabilities
- o Education
- o Occupation

Endogamy  
Untouchability  
Education



Steps  
against  
inequalities

Major steps have been taken against inequality. Women are facing inequality in every field. They are treated as their slaves. They are beaten up on rural areas. In cities, also the condition are no different.

Inequality against untouchable is a major problem. It is mostly seen in villages, their houses are built at the outskirts. They are not touched by upper caste people. They are treated as their animals. People are not literate in villages. Women are not even today allowed to study. They think of women get education.

Children  
listen  
carefully

Major  
steps  
have been  
taken  
against

How they  
beat

They will be superior  
than men. That thinking



never allowance to allow their woman to study.

Family  
laws &  
Caste  
System

In family, the head of the family still the male person. He never allow any female member to be the head of family acc. to him, all the decision will be taken.

The caste system in India is worst part.

Upper caste people enjoy every festival with great respect where as lower caste, people are not allowed to enter the temple. In this 21st century and still upper castes girl or boy can never marry a lower caste boy.

Lower cast people are not allowed to drink or eat any thing from upper caste people.

Notedown  
in  
your  
notebook

In family  
the  
head of  
the  
family  
still

### Evaluation :-

- 1) Explain the relationship between gender and politics
- 2) Explain the concept of communism.
- 3) What do you understand by religion diversity and caste system?

### Homework :-

1. Make a collage showing relationship between gender, politics, religion diversity and communism.



60

---

# School Teaching Practice

---



LESSON NO. : .....1.....

Pupil Teacher's Roll No. ....

Name Ruchika Singh

Class VIII

Date .....

Subject Social Studies

Period .....

Topic Women's movement

Duration of Period 30-35 mins

## Instructional Objectives

**Knowledge :-** The students will be able to define women's movement Recognize the need for awareness.

**Understanding :-** The student will be able to understand different strategies to spread awareness.  
Identify different laws which protect women.

**Application :-** The student will be able to explain about women's movement understand the matters of their struggle.

**Skill :-** The student will be able to write about women's movement. Important role played by women's in society.

**Instructional Aids :-** Chalk, Duster, Charts and pointer



## Previous Knowledge Assumption:-

It is assumed that students are aware about the violence related to women.

## Previous Knowledge Testing:-

| Pupil Teacher's Activity                               | Pupil's Activity                                               |
|--------------------------------------------------------|----------------------------------------------------------------|
| 1. What is gender discrimination?                      | Unfair treatment on a person based on sex.                     |
| 2. What is dowry?                                      | Money or goods a woman is asked to bring along after marriage. |
| 3. What is women's movement?<br>[Problematic question] | No response                                                    |

Announcement of the Topic:- Well students, Today we will study about the women's movement.



| Teaching Points | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                  | Student's Activity | Chalkboard work |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| Introduction    | Pupil teacher will explain that women and girls now have the right to go other sphere like legal reforms, violence and wealth where situation of women and girls improved. These changes have not happened automatically. Women individually and collectively have struggled to bring about these things. |                    |                 |
| Campaigning     | Pupil Teacher will describe the meaning of campaigning and tell the student that campaigning plays an important role in the women's movement to fight against discrimination and violence. Pupil Teacher will also explain about the different laws                                                       |                    |                 |



passed by the government  
for the protecting of  
women.

Dowry  
Death

Pupil teacher will explain  
that cases of young  
brides being murdered  
by their in laws or  
husbands, greedy for  
more dowry. Women's  
growth speaks about the  
failure to bring  
these cases to justice,  
campaigning helps to  
credicite the social  
evils of our society.

Movement  
for  
women  
against  
discrimination

Pupil Teacher will ask  
students that which  
law has been passed  
for the protection  
from domestic violence.

'Protection  
from  
Domestic  
violence  
Act, 2006'

Raising  
awareness

Pupil teacher will  
explain how the  
public awareness raised



on women's issue  
through street plays,  
songs and public  
meeting. And how  
people protest against  
violence.

Solidarity

( Pupil Teacher will explain  
that solidarity is  
to show support for  
each other or for  
another group. And  
will also explain  
that women's movement  
is also about showing  
solidarity with other  
women.



### Evaluation :-

1. What is campaigning?
2. Why do some people demand for dowry?
3. What is the meaning of solidarity?

### Homework :-

1. When do we celebrate International Women's day?
2. What is violation?
3. Write about some laws which have been passed by government for Women's protection.

LESSON NO. : 2

Pupil Teacher's Roll No. ....

Name Ruchika Singh

Class VIII

Date .....

Subject Social Studies

Period .....

Topic Understanding Media

Duration of Period 30-35 mins

### Instructional Objectives:-

**Knowledge:-** The student will be able to define terms like media and advertising.  
Write about the role of media in society.

**Understanding:-** The student will be able to distinguish between various terms.  
Illustrate various types of media.

**Application:-** The student will be able to explain about the role of media and advertising in our country.  
Explain about the correlation of media and money.

**Skill:-** The student will be able to develop speaking and writing skills descriptive skills.



Instructional Aids:- Chalk, Duster, Pointer and Charts.

Previous Knowledge Assumption:- It is assumed that students have some knowledge of media.

Previous Knowledge Testing

| Pupil Teacher's Activity           | Student's Activity                           |
|------------------------------------|----------------------------------------------|
| • What is media?                   | It gives us information in and around world. |
| • What is advertising?             | It is a part of media.                       |
| • What is media's role in society? | No response                                  |
| [Problematic Question]             |                                              |



## Announcement of The Topic :-

Well students, Today we will get to know about what is media and how it functions and affect our society.

| Teaching Point   | Pupil Teacher's Activity                                                                                                                                                                                  | Students' Activity        | Chalkboard Work                |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------|
| Meaning of Media | Students teacher will explain that "Media is the plural form of the word 'Medium' and it describes the various ways through which we communicate in society.                                              | Students listen carefully |                                |
| Illustration     | Pupil teacher will explain different means of communication through a chart and also explain that there general form of communication can be collective by defined through a single word that is 'media'. |                           | Various means of communication |



Mass  
Media

Pupil Teacher will explain that various means of communication or forms of media which easily reaches to the millions of common people, across the country or the world, thus they are called mass media.

Student  
listen  
carefully

Media  
and  
Technology

Pupil Teacher will also now 'explain' about 'Media and Technology' that mass media uses keep changing. News-paper, television and radio & can reach million of people because they use certain technology.

Print  
and  
Electronic  
Media

Pupil Teacher will explain about the two different technology of media i.e. Print and electronic

71

media and give some examples also.

These names are also related to the different technologies that these media use.

Skill

What kind of media is necessary for a democratic country

Independent Media



## Evaluation :-

1. How media and money are correlated?
2. Give some examples of advertisement?
3. What does an independent media require?
4. Define 'Balanced Information'.

## Homework :-

1. What cost a lot of thing in a TV show?
2. Fill in the blanks-
  - a) Technologies that media use are very
  - b) advertisements \_\_\_\_\_ a buyers to buy a particular product.
  - c) For writing a balanced report media should be \_\_\_\_\_.



LESSON NO. : .....3.....

Pupil Teacher's Roll No. ....

Class

VIII

Name

Ruchika Singh

Date

Subject

Social Studies

Period

Topic

Transport

Duration of Period 30-35 mins

## Instructional Objectives

**Knowledge:-** Students will be able to define transport and its importance.  
List four major ways of transport.

**Understanding :-** The student will be able to distinguish between various ways of transport.  
Importance in saving time and money.

**Application :-** The students will be able to explain how transport system connect us.  
Table various means of transport.

**Skills :-** The students will be able to develop relationship of transport with society.  
List various means of transport.

**Instructional aids:-** A chart, chalk, roller, Blackboard, cluster and pointer.



## Previous Knowledge Assumption

It is assumed that students are aware about students are aware about different means of transport.

## Previous Knowledge Testing

| Pupil Teacher's Activity                | Student's Activity                            |
|-----------------------------------------|-----------------------------------------------|
| How do you go to school?                | By bus / car                                  |
| Give me two examples of two wheelers?   | Bicycle, Scooter                              |
| What is transport?                      | Transport is the means by which people travel |
| What are four major means of transport? | No response                                   |

## Announcement of the Topic :-

Well students, Today we will study about transport and means of transport.



| Teaching Point                | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                                                                          | Student's Activity | classroom Work                                                                                                           |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------|
| Introduction                  | <p>Pupil Teacher will explain the meaning of transport that 'transport is the means by which people and goods travel'. In the early days, it took a great deal of time, to travel long distances. Invention of wheel made transport easier. With the passage of time, different means of transport developed but even today people use animals for transport.</p> |                    |                                                                                                                          |
| Skill                         | <p>Name the animals which are used for transport.</p>                                                                                                                                                                                                                                                                                                             |                    | <ul style="list-style-type: none"> <li>• Roadways</li> <li>• Railways</li> <li>• Waterways</li> <li>• Airways</li> </ul> |
| Four major means of transport | <p>Pupil teacher will explain the four major means of transport:-</p> <ol style="list-style-type: none"> <li>1. Roadways</li> <li>2. Railways</li> </ol>                                                                                                                                                                                                          |                    |                                                                                                                          |



3. Airways
4. Waterways

Students will note-down in their notebooks.

Skill Name the four major ways of transport.

Railways  
Roadways  
Airways  
Waterways

Roadways Roadways is the most commonly used means of transport especially for short distance.

They can be metalled (Pucca) and unmetalled (Kutcha). Roads built underground are called subways or underpath and flyovers are overraised structure.

Skills which are the two types of road.

Railways

Railways carry heavy goods and people over long distance. Now superfast trains have been introduced to make the journey faster.



### Evaluation:-

1. What are the four ways of transport?
2. What is the cheapest ways to transport for carrying heavy goods.
3. Write two merits of railways.
4. What are the two types of waterways.

### Homework:-

I Tick the correct answer:-

a) which type of road is constructed under the ground.

- |            |                 |              |
|------------|-----------------|--------------|
| i) Flyover | ii) Express way | iii) Subways |
|------------|-----------------|--------------|

b) which vehicles does not pollute the environment?

- |          |         |               |
|----------|---------|---------------|
| i) Cycle | ii) Bus | iii) Airplane |
|----------|---------|---------------|



LESSON NO. : 4

79

Pupil Teacher's Roll No. ....

Class VIII

Subject Social Studies

Topic Life in the desert

Name Ruchika Singh

Date

Period

Duration of Period 30-35 mins

## Instructional Objectives :-

**Knowledge :-** The student will be able to  
define what a desert is.  
List different deserts.

**Understanding :-** The student will be able to  
identify different deserts.  
Distinguish between various deserts.

**Application :-** The student will be able to  
explain the different conditions  
of a desert.  
Explain the vegetation of deserts.

**Skills :-** The student will be able to describe  
what deserts are,  
List all the vegetation found in desert.

**Instructional Aids :-** Chalk, Chart, Blackboard,  
Duster, Pointer.

**Previous Knowledge :-** It is assumed that students  
are aware of some names of  
deserts.



## Previous Knowledge Testing

| Pupil | Teacher's Activity             | Student's Activity                                                           |
|-------|--------------------------------|------------------------------------------------------------------------------|
| 1.    | What is soil?                  | Soil is a natural body consist of layers of primarily minerals constituents. |
| 2.    | Why water is important for us? | It gives life to all plants, animals and human beings.                       |
| 3.    | Have you been to Rajasthan?    | Mixed Response.                                                              |
| 4.    | What do you mean by Desert?    | No Response.                                                                 |

## Announcement of Topic :-

Well students, Today we will study about life in Deserts.



| Teachers Points      | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                                                   | Student's Activity                  | Chalkboard Work                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------|
| Introduction         | Pupil Teacher will explain that water means life to plants, animals and human beings. It is difficult for anyone to survive without water.                                                                                                                                                                                                 |                                     |                                                |
| Definition of Desert | Pupil Teacher will explain the definition of desert with the help of a chart, i.e. It is an arid region characterized by extreme cold or high temperature and has scarce vegetation some characteristics:-<br><ul style="list-style-type: none"> <li>o Low snowfall</li> <li>o Scanty vegetation</li> <li>o Extreme temperature</li> </ul> | Students note down in your notebook |                                                |
| Skill                | What are the characteristics of a desert?                                                                                                                                                                                                                                                                                                  | Low snowfall, Scanty vegetation     | Low rainfall, scanty vegetation, Extreme temp. |



Types of  
Deserts

Pupil teacher will explain  
the two types of  
deserts :-

Hot Desert and Cold  
Desert.

The example of Hot  
Desert is Sahara

Skill

what are the two types  
of Deserts?

Hot and  
Cold  
Deserts.

Sahara  
desert  
has an  
area of  
8.54 million  
sq. km.

The  
Hot  
Desert  
Sahara

Pupil teacher will explain  
that Sahara is the  
World's largest Deserts.  
It has an area of  
around 8.54 million  
sq. km. It touches eleven  
countries.

There are Algeria,  
Chad, Egypt, Libya,  
Mali, Mauritania,  
Morocco, Niger, Sudan,  
Tunisia and Western  
Sahara

83

Skills

Which is the largest  
Desert of the world?

Shara  
Desert

Shara desert touches  
countries.

Eleven



### Evaluation :-

1. Define a desert?
2. Where is Sahara Desert located?
3. What type of climate is experienced in Sahara Desert?

### Homework :-

1. Which type of climate is seen in Sahara?
2. Fill in the blanks -
  - a) Sahara is the world's biggest \_\_\_\_\_.
  - b) The Sahara Desert touches \_\_\_\_\_ countries.
  - c) Sahara is located in continent of \_\_\_\_\_.



LESSON NO. : 5

Pupil Teacher's Roll No. ....

Name Ruchika Singh

Date .....

Period .....

Duration of Period 30-35 mins

Class VIII

Subject Social Studies

Topic Rulers and Buildings

## Instructional objectives

**Knowledge :-** The student will be able to list different rulers and their buildings.

Define how earlier different king build structure.

**Understanding :-** The student will be able to identify different buildings. Distinguish between two kinds of structure.

**Application :-** The student will be able to define about different kinds of monuments. Assess the different monuments and their differences.

**Skill :-** The student will be able to describe about the monument. List all the monuments in India.



Teaching aids :- chart, chalk, Duster, Blackboard, pointer.

Previous Knowledge Assumption :- It is assumed that students are aware of different monuments of India.

Previous Knowledge Testing

Pupil Teacher's Activity

Student's Activity

- |                                  |                                                         |
|----------------------------------|---------------------------------------------------------|
| 1. What is a monument?           | A structure (building) sculpture erected as a memorial. |
| 2. Name some monuments of India? | Qutub Minar, Red Fort, Old Fort                         |
| 3. Who built Qutub Minar?        | No response                                             |

Announcement of the Topic :- Well students, Today we will about 'Rulers and Buildings'



| Teaching point         | Pupil Teacher's activity                                                                                                                                                                                                                                                                                  | Student's activity       | Classboard Work                              |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------|
| Introduction           | Pupil Teacher will explain that Qutub Minar was built by Qutubuddin Aibak around 1199. The first floor was built by Qutubuddin and the rest by Iltutmish in 1229                                                                                                                                          | Student listen carefully |                                              |
| Skills                 | who completed the construction of Qutub Minar?                                                                                                                                                                                                                                                            | Iltutmish                |                                              |
| Two kinds of structure | <p>Pupil Teacher will explain that there are two kinds of structure built by kinds and their officers.</p> <p>There are</p> <ul style="list-style-type: none"> <li>• First were forts, gardens, places, residence and tombs.</li> <li>• Second were temples, mosque, wells, tanks and bazaars.</li> </ul> |                          | First were forts, gardens, places, residence |



**Skill** Name some structures built for public activities.

**Engineering Skills and constructions** Pupil Teacher will explain about the super structure that its a part of a building above the ground floor which requires more sophisticated skills

The weight of the Super structure

**Skill** Which structure requires more sophisticated skill? **super structure**

**Technological stylistic Development** Pupil teacher will explain that technological and stylistic development are:-  
 1) The weight of the super structure above the doors and windows was somethings covered by arches. This architect-ural form are called arcuate."

27 Limestone cement, was increasingly used in construction. This made construction of large structure easier and faster.

**Skill** Name the super structure 'arcuate' who was carried by arches.

**Evaluation :-**

1. who built Qutub Minar?
2. what are the kinds of structure?
3. what are the two technological stylistic developments?

**Homework :-**

1. what is arcuate?
2. what is super structure?
3. Name two kinds of structure?



LESSON NO. : .....6.....

Pupil Teacher's Roll No. .... Name Ruchika Singh .....  
 Class VIII ..... Date .....  
 Subject Social Studies ..... Period .....  
 Topic Women change the world Duration of Period 30-35 mins .....

### Instructional Objectives:-

**Knowledge :-** The student will be able to define the types of stereotype in our society. Recognise the struggle of women for equality.

**Understanding :-** The student will be able to identify the real causes of discrimination. Identify the rigid conditions of society.

**Application :-** The student will be able to explain the rigid expectation of parents for their children. Construct their own views regarding changes.

**Skill :-** The student will be able to organise the events as happened. List all the activities happened in the past.



Teaching Aids:- chart, chalk, Blackboard, Duster, Pointer.

Previous Knowledge Assumption:- It is assumed that students are aware of women's discrimination in the society.

Previous Knowledge Testing:-

| Pupil Teacher's Activity   | Student's Activity                                                |
|----------------------------|-------------------------------------------------------------------|
| 1. What is equality?       | Social state of affairs in which all people have the same status. |
| 2. What is discrimination? | Unfair treatment on the basis of gender, race, religion           |
| 3. What are stereotypes?   | NO response                                                       |



## Announcement of the Topic :-

Well students, today we are going to study the lesson 'Women change the world'.

| Teaching Point         | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                                                                                          | Student's Activity        | classboard Work |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------|
| Meaning of stereotypes | Pupil Teacher will explain the meaning of stereotype. It is a fixed general image or a set of characteristics that a lot of people believe. It represents a particular type of person or thing or you can say unchanging, monotonous, Pupil Teacher will also explain how people of our society are stereotypical and the discrimination between the men and women is a result of | Students listen carefully |                 |



our society only. Also how women get fewer opportunities than men.

stereotypical and the discrimination between

Skill

Pupil teacher will ask which kind of discrimination we have between men and women

In occupation education and life style.

Rigid Expectation of Parents

Pupil teacher will further explain about the rigid expectations of parents from their children and sometimes their expectations come in the form of demands from adult. Pupil Teacher will explain that how school is an extremely important part of our life.

Pupil teacher will also state the difference between ancient and recent times educational



system. In past time or you can say in ancient times the situation was worst of women.

Changes  
in the  
19<sup>th</sup>  
century

Pupil Teacher will explain about the changes, new ideas which came in 19<sup>th</sup> century and how schools become more common and communities that had never learnt reading and writing started sending their children to school. But there was a lot of opposition from society.



### Evaluation :-

1. What is stereotypes?
2. Is it right that parents impose their own expectation to their children?
3. What is the most important thing which can bring change in society?

### Homework :-

- 1) Define :-
  - a) Discrimination
  - b) stereotype
- 2) Can we remove or eradicate the stereotypical thing of people in our society.



LESSON NO. : ..... 7. ....

Pupil Teacher's Roll No. .... Name Rulika Singh  
Class VIII Date .....  
Subject social studies Period .....  
Topic All human beings are equal Duration of Period 30-35 mins

### Instructional Objectives :-

**Knowledge :-** The student will be able to define on what basis we have discrimination in our society.  
List major religions of our society.

**Understanding :-** The student will be able to identify the difference between pre-judice and discrimination.  
Identify why equality is important.

**Application :-** The student will be able to identify the importance of study on our life.

**Skill :-** The student will be able to describe about the causes of discrimination.  
Develop a clear view on all major religion.



Teaching Aids:- Chart, chalk, Duster, Pointer, Blackboard.

Previous Knowledge:- It is assumed that students are aware of different religions.

Previous Knowledge Testing:-

Pupil Teacher's Activity

Student's Activity

1. All human beings equal or not?

Yes

2. What is discrimination?

Unfair treatment on a person.

3. Why don't we give equal importance to every one?

No response.

Announcement of the Topic:- Well students, Today we will study how all human beings are equal.



| Teaching Point        | Pupil Teacher's Activity                                                                                                                                                  | Student's Activity     | Classroom Work                                           |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------|
| Introduction          | Pupil Teacher will explain what discrimination is. It is an unfair trade practice on a person or group on the basis of different religions, casts, colours, language etc. |                        |                                                          |
| Skill                 | People do discrimination on the basis of _____                                                                                                                            | Caste, colour and race |                                                          |
| Explanation           | People feel safe with only those who talk, dress and think like them. People also discriminate on the basis financial status.                                             |                        |                                                          |
| Meaning and prejudice | Pupil teacher will Explain that prejudice is an unreasonable dislike for a particular person or a                                                                         |                        | People who discriminate on the basis of financial status |



group of people or preference for one another group / person over another group / person so there may be negative attitudes about a person or a group simply belonging of that person / group would be specific, religion, race, nationality etc.

Skills

What is Prejudice?

More preference for one group / person over another

Discrimination and Prejudice

Pupil teacher will make students understand that how we discriminate on the basis of Prejudice. Pupil teacher will further explain



that it means treating other people badly not allowing them to participate in certain activities.

|         |                                                                                                                                                         |                        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Example | In some villages, some people are not allowed to draw water from the village well. Poor people are also discriminated badly because of their condition. | Students write healthy |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

## Evaluation :-

1. Define discrimination?
2. What is Prejudice?
3. What are the reasons behind discrimination?

## Homework :-

1. Why do people discriminate with each other?
2. Fill in the blanks :-
  - a) People feel safe with only those who dress and \_\_\_\_\_ like them.
  - b) Discrimination is an \_\_\_\_\_ treatment of a person.



LESSON NO. : ..... 2

102

Pupil Teacher's Roll No. ....  
Class VIII  
Subject Social Studies  
Topic Major Domains of Earth  
Name Ruchika Singh  
Date .....  
Period .....  
Duration of Period 30-35 mins

## Instructional Objectives

**Knowledge :-** The student will be able to define the three main components of earth.  
Recall the major domains of earth.

**Understanding :-** The student will be able to identify the seven major continents of the world.  
Identify the favourable conditions for life.

**Application :-** The student will be able to assess the relationship between three components of earth and life.  
Find out favourable conditions necessary for sustainable life.

**Skill :-** The student will be able to describe about the major continents of Earth.



Teaching aids :- Chalk board, Pointer, charts.

Previous Knowledge :- It is assumed that students are aware of three major components of Earth.

Previous Knowledge Testing :-

| Pupil Teacher's Activity                                | Student's Activity       |
|---------------------------------------------------------|--------------------------|
| 1. How many planets we have in space?                   | Nine                     |
| 2. What types of gases are present in atmosphere?       | Nitrogen, carbon dioxide |
| 3. Which is the highest populated country in the world? | China                    |
| 4. What are the major domains of Earth?                 | No response              |



Announcement of the Topic :- Well students,  
Today we will study about the major domains of Earth.

| Teaching Points              | Pupil Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Student's Activity       | Classboard Work                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|
| Main components of the Earth | <p>Pupil teacher will explain about three main components of Earth, these are as follow:-</p> <ol style="list-style-type: none"> <li>1) Lithosphere - The solid portion of Earth on which we live is called lithosphere.</li> <li>2) Atmosphere - The gaseous layer that surrounds Earth is the atmosphere.</li> <li>3) Hydrosphere - The vast area of Earth's surface covered with water is Hydrosphere. Biosphere is the narrow zone where we find lithosphere, hydrosphere, atmosphere together which contains all forms of life.</li> </ol> | Student listen carefully | <div>Biosphere is the narrow zone</div> |



|       |                                                    |                                          |
|-------|----------------------------------------------------|------------------------------------------|
| Skill | What are three main components of the environment? | Lithosphere<br>Atmosphere<br>Hydrosphere |
|-------|----------------------------------------------------|------------------------------------------|

|                                      |                                                                                                                                                                                           |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Major Divisions of the Earth Surface | Pupil teacher will explain two major divisions of the earth surface are continents and oceans basin.<br>The large land masses are known as continents where oceans are huge water bodies. |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|       |                                        |                       |
|-------|----------------------------------------|-----------------------|
| Skill | What are two major divisions on Earth? | Continents,<br>Oceans |
|-------|----------------------------------------|-----------------------|

|                        |                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------|
| Seven major continents | Pupil teacher will explain that there are seven major continents.<br>These are separated by large water bodies. |
|------------------------|-----------------------------------------------------------------------------------------------------------------|



According to their  
size they are :-

Asia  
Africa  
North America  
South America  
Antarctica  
Europe  
Australia

Asia which is the largest  
continent of the  
Earth

### Evaluation :-

- 1) What is Lithosphere?
- 2) What is continents?
- 3) What is Earth called the Blue Planet?
- 4) Name the seven major continents.

### Homework :-

- 1) What are the three major domains?
- 2) Which is largest and smallest continent?
- 3) Define following :-
  - a) Atmosphere
  - b) Continent



LESSON NO. : 9

Pupil Teacher's Roll No. .... Name Ruchika Singh  
Class VIII Date .....  
Subject Social studies Period .....  
Topic The Delhi Sultans Duration of Period 30-35 min

### Instructional objectives:-

**Knowledge:-** The student will be able to recall different rulers of Delhi.  
Define the ruling time of different rulers.

**Understanding:-** The student will be able to identify different rulers of Delhi.  
Identify the gender discrimination under rulers.

**Application:-** The student will be able to explain about the birth sight of Delhi rulers.  
Assess the history of Delhi rulers.

**Skill:-** The student will be able to organise the events exist on the way as happened in the history of Delhi sultans.



Teaching Aids :- A chart, chalk, Duster, pointer, Black board.

Previous Knowledge :- It is assumed that students are aware of who ruled Delhi.

### Previous Knowledge Testing

| Pupil Teacher's Activity         | Student's Activity                                    |
|----------------------------------|-------------------------------------------------------|
| 1. What is Kingdom?              | A political or territorial unit ruled by a ruler      |
| 2. Who is a ruler?               | A ruler is some who owns and controls a area, region. |
| 3. What is the capital of India? | New Delhi                                             |
| 4. Who all were rulers of Delhi? | No response.                                          |



Announcement of the Topic :- Well students,  
Today we will  
study about "the Delhi Sultan".

| Teaching Point    | Pupil Teacher's Activity                                                                                                                                                                                                                                                          | Student's Activity                                         | class Board Work |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------|
| Intro-<br>duction | Pupil teacher will explain that Delhi became an important city in 12th century and become the capital of a kingdom. Under the Tomar, Rajputs and also explain about the five dynasties that together made the Delhi Sultanate. Rajput, Khilji, Tughlugs, Sayeed and Lodi dynasty. | Student listen carefully                                   |                  |
| Skill             | 1) In which century Delhi became an important city.<br>2) Name five dynasties that together made Delhi Sultanate                                                                                                                                                                  | 12th century<br>Khilji,<br>Tughlaq's<br>Lodi and<br>Sayyid |                  |



Finding  
about  
Delhi  
Sultans

Pupil Teacher will  
explain that coins,  
inscription and  
architecture provide a  
lot of information and  
valuable histories.

"They are in Persian  
to Devanagari and tell  
pupil the languages of  
administration under  
Delhi Sultanate.

Rajput  
Khilji  
Tughlaq  
Lodi

Skill

1) What provides information  
about 'histories'?

2) What was the official  
language of Delhi  
Sultanate.

Pupil Teacher will  
explain that a king  
cannot survive without  
soldiers and soldiers  
can not live  
without salaries,



Salaries came from  
the revenue collected  
from peasants only  
when they are  
prosperous and happy.  
And this happens,  
only when the king  
promotes justice.

## Evaluation :-

- 1) Under whose kingdom Delhi became the capital?
- 2) What are the different dynasties?
- 3) How do we get various information/histories about the rulers?

## Homework :-

- 1) Name the ruler / Sultan under different dynasties.
- 2) Fill in the blanks :-
  - a) Delhi first became the capital under \_\_\_\_\_
  - b) Valuable information is also known as \_\_\_\_\_ or \_\_\_\_\_
  - c) The authors of \_\_\_\_\_ are secretaries of countries etc.



LESSON NO. : .....10.....

Pupil Teacher's Roll No. ....

Name .....

Ruchika Singh

Class .....

VIII

Date .....

Subject .....

Social studies

Period .....

Topic .....

Rulers &amp; Buildings

Duration of Period .....

30-35 mins

Human Environment and settlement

### Instructional objectives

**Knowledge:-** The students will be able to define what is settlement.  
Recognise various types of settlement.

**Understanding:-** The student will be able to identify different settlements.  
List various kinds of conditions for settlement.

**Application:-** The student will be able to explain what settlement is.  
Establish the relationship of our life.

**Skill:-** The student will be able to describe about settlements.  
Write about different kinds of settlement.

**Teaching aids:-** chalk, Chart, Duster, Pointer, Black board.



Previous Knowledge :- It is assumed that students are aware about the different between rural and urban areas.

### Previous Knowledge Testing

| Pupil Teacher's Activity               | Student's Activity                                               |
|----------------------------------------|------------------------------------------------------------------|
| 1. what is environment?                | The circumstances to conditions that occurred to a surroundings. |
| 2. What are the basic needs of humans? | Food , cloth, shelter                                            |
| 3. what is settlement?                 | No response.                                                     |

Announcement of the Topic :- Well students, today we will study about human environment and settlement.



| Teaching Points                                       | Pupil Teacher's Activity                                                                                                                                                                                                        | Student's Activity   | Chalkboard Work                         |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------|
| Meaning of Settlement                                 | Pupil teacher will explain the meaning of settlement are place where people build their homes.<br>Pupil teacher will explain about the natural condition which are necessary for the selection of an ideal settlement.          | Listen carefully     |                                         |
| Skill                                                 | What are the ideal conditions of settlement?                                                                                                                                                                                    | Land, Water, Climate |                                         |
| Difference between Permanent and Temporary settlement | Pupil teacher will explain the difference between the permanent and temporary settlement.<br>Permanent settlement are those in which people build homes to live in and temporary are those which are occupied for a short time. | Note down it         | Permanent settlement are those in which |



Pupil Teacher will give examples related to both kinds of settlement.

|                                   |                                                                                                                                                                               |                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Define Rural and Urban Settlement | Pupil teacher will explain to the students the two different pictures of permanent settlement that is the rural settlement and the urban settlement with the help of a chart. | Student will examine the chart carefully. |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|

|       |                                       |                         |
|-------|---------------------------------------|-------------------------|
| Skill | What are the two types of settlement? | Permanent and Temporary |
|-------|---------------------------------------|-------------------------|

|             |                                                                                                                                                                                        |  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Explanation | Pupil teacher will explain two different aspects of rural settlement that is compact or scattered settlement. She will also explain that in rural areas people to soil the environment |  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



### Evaluation :-

1. What is settlement?
2. What is the difference between Permanent & temporary settlement?
3. Give one example of permanent and temporary settlement.
4. What is rural settlement?
5. What is urban settlement?

### Homework :-

1. In what kind of activities people are engaged in rural settlement?
2. What are the reasons that people are rapidly moving towards urban areas from rural areas?



119

---

# 2nd Discussion Lesson

---



120  
LESSON NO. : ..... 2 .....

Pupil Teacher's Roll No. ....

Name

Ruchika Singh

Class

VIII

Date

Subject

Social Studies

Period

Topic

Role of Media

Duration of Period

40-45 mins

## Instructional Objectives

**Knowledge:-** The student will be able to write about the role of media in society.

Define the term media and its use.

**Understanding:-** The student will be able to distinguish between various terms. Illustrate various types of media.

**Application:-** The student will be able to explain about the role of media and advertising in our society.

Explain about the relation of media and money.

**Skill:-** The student will be able to develop speaking and writing skills develop descriptive skills.



Teaching Aids:- Chalk, Chart, Roller, Duster, Blackboard, Pointer.

Previous Knowledge Assumption:- It is assumed that students have some knowledge of media and how it works.

### Previous Knowledge Testing

| Pupil Student's Activity                                      | Student's Activity                           |
|---------------------------------------------------------------|----------------------------------------------|
| 1. What is media?                                             | It gives us information in and around world. |
| 2. What is advertising?                                       | It is a part of media                        |
| 3. What is media's role in society?<br>(Problematic Question) | No response.                                 |

Announcement of the Topic:- So students, Today we will get to know about what is media and how it functions and affects our society.



| Teaching Points  | Pupil Teacher's Activity                                                                                                                                                                                 | Student's Activity          | Classboard Work                            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Meaning of Media | Pupil teacher will explain that media. Is the plural form of the word 'medium' and it describes the various ways through which we communicate in society.                                                | Student Listen's carefully. |                                            |
| Illustration     | Pupil teacher will explain different means of communication through a chart and also explain that these several form of communication can be collectively defined through a single word that is 'media'. |                             | The importance of technology in the field. |
| Mass Media       | Pupil teacher will explain that various means of communication or forms of media which easily reaches to the millions of common people across the country and the world, Thus                            |                             |                                            |



are called mass media.

Media  
and  
Technology

Pupil teacher will now explain about 'Media' and technology'. The technology that means media users keeps changing. Pupil Teacher, explains that newspaper, television and radio can reach million of people because they use certain technology.

Student  
listen  
carefully

Print  
and  
technology  
Media

Pupil teacher will explain about the two different technologies of media i.e. Print and electronic media. It gives some examples also. These name are also related to different technologies that these media use.

Important  
of  
Media

Pupil teacher will explain the Importance of technology in the field

The importance  
of  
Technology  
in the  
field.



of media and also tell that how changing technology helps media to reach more important places and they have how much importance in the society and it also improves day by day.

Media  
and  
Money

Pupil teacher will explain that different technologies that mass media use are very expensive. The technology that mass media use keep changing and so a lot of money is spent on getting the latest technology. Due to these costs, the mass media needs a great deal of money to do its work. This is the result why most television channels and newspapers are parts of big business houses.

Mass  
media  
uses very  
expensive



Advertising

Pupil teacher will explain that advertising is one of the way in which the mass media earns money.

Pupil teacher will explain that advertisements are repeated in the hope that it will attract the buyers for that particular thing which is advertised to also explains that to cost of advertise on a news channel depends on the popularity of the channel.

Write neatly in the notebook's

Media and Democracy

Pupil teacher will explain the meaning of democracy that it is a system of government in which people choose their ruler by voting for them In a democratic country media plays a very important role in providing news and information.

Notedown in your notebook

In a democratic country media plays a important role



Balanced  
Informa-  
tion

Pupil teacher will explain that the information which is provided by media should be balanced. A balanced report is one that discuss all points of view of a particular story and then leave it to the readers to make up their minds.

Students  
writes  
neatly on  
their  
notebook

Indepe-  
dent

Pupil teacher will explain that for writing and balanced report the media should be independent. An independent media means that no one should control and influence it coverage of news. No one should tell the media what can be included what should not be included in a news story.

An  
independent  
media  
means  
that no  
one can  
should can

Skill

So, what kind of media is necessary for a democratic country.

Independent  
media



## Evaluation :-

1. How media and money are related?
2. Give me some examples of advertisement.
3. What does an independent media require?
4. Define 'balanced information'.

## Homework :-

1. What costs a lot of thing in TV shows?
2. Fill in the blanks :-
  - a) Technology that media uses are very
  - b) Advertisements \_\_\_\_\_ the buyers to buy a particular thing.
  - c) For writing a balanced report media should be \_\_\_\_\_.