

LESSON PLAN
SCIENCE

Pg - (01)

- * Date :-
- * Name of the Pupil Teacher :- A B C
- * Name of the School :- XYZ
- * class :- IXth * Section - 'B'
- * Time :- 45 mints. * Period :- 1st
- * Subject :- Science
- * Topic :- Natural Resources
- * Sub-Topic :- Types of Natural Resources

* General Aim :-

- (i) To generate interest in Science among the students.
- (ii) To develop the imagination power in the students.
- (iii) To develop scientific attitude in the students.
- (iv) To develop intellectual power in the students.

S/ksm
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

Scanned by TapScanner

* Specific objective :-

- (i) Students will be able to define natural resources.
- (ii) Students will be able to recognise and classify natural resources.
- (iii) Students will be able to make proper use of natural resources in their daily life.
- (iv) Student can show different natural resources on chart paper and Model.

G. K. S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GRIDH (JHARKHAND)

(03)

Teaching methods :- Lecture cum demonstration method

* Teaching Aids :-

* General aids :- chalk, Duster, pointer, BlackBoard.

* specific aids :- A chart paper & Model showing types of Natural Resources.

* Previous knowledge :- Students have general knowledge about Natural Resource.

* Introductory questions :-

S.N.	Pupil Teachers Questions	Students Response
01.	What are natural resources?	Those resources which are obtained directly from the Nature.
02.	Give some examples of Natural Resources.	Forest, wild life.
03.	Can you classify Natural Resources?	NO Response

(6A)

Announcement of the topic :-

Students, Today we shall
Study about Natural Resources & their
Various types.

* Presentation :-

Teaching Points	Pupil Teachers Activity	Students Activity	Black-Board work
<u>Natural Resources</u>	Resources is a source of supply or support held in reserve for. Eg- wood off from forest is used for making furniture, fibres obtained from cotton are used to wearing cloth, fossile fuels, rivers, lakes, air etc.	Students will note down about natural Resources	
<u>Definition</u>	A Resource is any means of supplying a natural held in		

G/K/S
PRINCIPAL

G. D. BAGARIA TEACHERS'
TRAINING COLLEGE

GIRIDIH (JHARKHAND)

Scanned by TapScanner

(05)

Learning Points	Pupil Teachers Activity	Students Activity	Black Board work
<p>Types of Resources :-</p> <p>Natural and Man-made Resources</p>	<p>resource which can be converted into more valuable and useful items.</p> <p><u>Natural Resources</u> and <u>Man-made</u>:-</p> <p>Natural resources are directly obtained from nature. Eg:- forest, wild-life, minerals, Air, water etc.</p> <p>Man-made resources are manufactured by man. Eg:- Plastics, Pesticides etc.</p>	<p>Students listen carefully</p>	<p>Eg- showing different Resources</p>
<p>classification</p>	<p>Natural resources are obtained from Earth & its environment. They are classified in 3-ways:-</p>	<p>Students will note down the classified Resources.</p>	<p>Flow chart of Natural Resources</p>

S. K. M.
PRINCIPAL
B. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH, JHARKHAND
Scanned by [Signature] Scanner

Learning points	Pupil-Teachers Activity	Students Activity	Black-board Activity
classification on.	<p>A. Based on chemical Nature :-</p> <ol style="list-style-type: none"> (i) Inorganic resources (ii) Organic resources (iii) Mixed resources <p>B. Based on Abundance and availability :-</p> <ol style="list-style-type: none"> (i) <u>Inexhaustible resources</u> :- 	<p>Students note down the classification of Natural Resources.</p>	<p>Examples of Natural Resources</p>
classification of Natural Resources	<p>These occur in such abundance that they are not likely to be exhausted by human use.</p> <p>Eg:- Air, clay, Sand.</p> <ol style="list-style-type: none"> (ii) <u>Exhaustible resources</u> :- <p>They are likely to be finished due to continuous use.</p> <p>Eg:- minerals, fossils, fuel. These are of two types :-</p>	<p>Students will note the definitions of various Resources.</p>	<p>Example showing different types of Inexhaustible & Exhaustible Resources</p>

S. K. S.
PRINCIPAL
B. D. BAGARI TEACHERS
TRAINING COLLEGE

Scanned by TapScanner

Date	Pupil Teacher Activity	Students Activity	(D.T) Black Board work
Renewable Resources	<p>(a) Renewable resources</p> <p>(b) Non-renewable resources.</p> <p>(A) <u>Renewable</u> :- These resources can maintain themselves by natural recycling and reproduction or can be replenished if managed wisely. They include forests, crops, domestic animals etc.</p>	<p>Students will note the important definitions</p>	
Non-Renewable Resources	<p>(B) Non-Renewable resources :- They get exhausted with use because they are not recycled. They include metallic minerals and fossil fuels coal, natural gas, petrol etc.</p>		<p>Exeg →</p> <p>Both Renewable & Non-Renewable</p>

S. K. S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GRIDH (JALGAON)

Scanned by TapScanner

Learning Outcome	Capil. Teacher Activity	Student Activity	District Based Work
Need for Conserva- tion of Natural Resources	<p>conservation of Natural resources for sustain-able development :-</p> <p>Continuous increase in human population and unending desire of human has resulted in increasing demand for natural resources utilisation and Excessive use of resources at such fast rate are definitely causing their depletion.</p> <p>So, Nature has only limited amount of them in resources.</p>	<p>Students note down important-points of <u>Conservation</u></p>	

S/ks
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

Recapitulation :-

- (i) what are Natural resources?
- (ii) what are Inexhaustible resources?
- (iii) what are Renewable & Non-renewable resources?
- (iv) why is conservation of Natural Resources necessary?

* HOME WORK :-

- (1) what are natural resources?
classify them & give examples of each type.

S.K.S.
PRINCIPAL
O.D. BACHA TEACHERS'
TRAINING COLLEGE
GIRIDI (MARRUDD)

LESSON PLAN

Name of the pupils teacher –

Name of the school -

DATE -

Class – 10th.

Duration- 45 min.

Section- A

Subject- History

TOPIC – Nationalism in India.

SUB- TOPIC – Ideas of Satyagraha, Rowlatt act and Jallianwalla bagh incident.

OBJECTIVE WRITING-

General objectives-

- 1) Develop and increase the interest and respect towards history among the students.
- 2) Develop the moral values among the students.
- 3) Develop the patriotic feeling among the students.
- 4) Develop the scientific outlook among the students regarding historical incident.

Specific objectives

- 1) students will be able to recall the concept of satyagraha.
- 2) Students will be able to explain the effect of rowlatt act and jallianwalla bagh incident in Indian freedom movement in their own words.
- 3) Students will be able to adopt the ideas of satyagrah in their own life and be a good citizen of the country.
- 4) Students will be able to indicate the area of Jallianwalla bagh and areas related to satyagraha movement in Indian political map.

TEACHING METHOD – Lecture cum questioning method.

Teaching learning material –

General teaching learning material –

General class room equipments.

Specific teaching learning material-



Edit with WPS Office

SPS
PRINCIPAL
Q. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

1) Political map of India.

2) A chart paper showing the Picture of Mahatma Gandhi.

PREVIOUS KNOWLEDGE- Students have general knowledge about Indian freedom movement.

INTRODUCTORY QUESTION-

Sl. NO	TEACHERS QUESTION	STUDENTS ANSWER
1	Who is the father of the nation of India?	Mahatma Gandhi.
2	what is the full name of mahatma Gandhi?	Mohan Das karamchand Gandhi
3	Name some movements launched by him?	Non co-operation, civil disobedience and quit India movement.
4	what was the main theme of his movements?	Satyagraha.
5	what was the background of satyagraha?	Problematic question.

Announcement of the topic -Today we are going to learn about the ideas of satyagraha ,rowlatt act and jallinwalla bagh incident related to Indian freedom movement.

S/K/S
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)



Edit with WPS Office

PRESENTATION -

TEACHING POINTS	PUPILS TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	B.B.WORK
--------------------	-------------------------------	------------------------	----------

Principal
G. D. Bagaria Teachers'
Training College
Girgaon (Mumbai)

the idea of satyagraha	<p>Mahatma Gandhi returned India in January 1915. In south Africa he invented a new novel method of mass agitation called satyagrah. The idea of satyagraha emphasised the power of truth and need to search truth. It suggested that if the cause was truth, if the struggle against injustice then physical force was not necessary to fight the oppressor. A satyagrahi could win the battle through non-violence. Mahatma Gandhi believed that non-violence can unite the India for fight against British rule.</p>	<p>Students will listen attentively and write the important points of lecture in their note book.</p>	<p>Mahatma Gandhi returned India in year 1915.</p> <p>The method of satyagraha is based on truth and non-violence.</p>
The rowlatt act-	<p>T.Q-In which year Gandhi ji returned India?</p> <p>TQ-What was the condition of India in that time?</p> <p>In year 1919 British imperial legislative council passed an oppressive law called Rowlatt act. It gave the government enormous power to repress political activities and allow detention of political prisoners without trial for two years. Mahatma Gandhi wanted non-violence civil disobedience against such unjust law, which could start with hartal on 6th April.</p>	<p>P.A-In year 1915.</p> <p>P.A-India was the colonial state of British.</p> <p>Students will listen attentively and write the important points of lecture in their note book.</p>	<p>Rowlatt act was passed on year 1919.</p>



TEACHING POINTS	PUPILS TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	B.B WORK
Jallinwalla bagh incident	<p>T.Q-In which year rowlatt act was passed?</p> <p>On 13 april 1919 the famous jallinwalla bagh incident took place.on that day a crowd of villagers come to Amritsar to attend a fair gathered in the enclosed ground of jallinwalla baghthey were unaware of the martial law that had been imposed.Dyer entered the area blocked the exit points and opened fire on the crowed,killing hundreds.This incident was non as jallinwalla mascara in Indian history.</p>	<p>P.A-In year 1919.</p> <p>Students will listen attentively and write the important points of lecture in their note book.</p>	<p>Jallinwalla bagh incident 13 april 1919.</p> <p>Dayer was responsible for this incident.</p>

RECAPTULATORY QUESTIONS-

- 1) What was the concept of satyagaraha?
- 2) What was the provision of rowlatt act?
- 3) Explain the incident of jallianwallan bagh.

HOME ASSIGNMENT-

- 1) Make a project on role of Mahatma Gandhi during the year 1919.

G.D.BAGARIA TEACHER'S TRAINING
COLLEGE.



Edit with WPS Office

S.K-Sr
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

LESSON PLAN OF ENGLISH POETRY

/DRAMA/STORY.

Name of pupils teacher-

Name of the school-

Class- VIII

Section- B

Periods- 2nd

Duration- 45min

Date- 19/04/2020

Subject- English

Topic- English Poem

Sub-topic- Rainy season

GENERAL AIMS-

- 1) To develop the ability and skill among students to write correct English.
- 2) To develop and increase the interest of students in English language.
- 3) To assist the students in organizing and expressing their own thinking and feeling in English
- 4) To develop students way of expressing of imagination feeling and understanding in a systematic way.

SPECIFIC OBJECTIVE

- 1) Students will be able to recall/define/recognize the poem Rainy season.
- 2) Students will be able to discriminate/give examples/classify/interpret the poem Rainy season.
- 3) Students will be able to use the difficult words of the poem Rainy season in their vocabulary.
- 4) Students will be able to draw the picture of Rainy season.



Edit with WPS Office

S. K. S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

OR

students will be able to write the difficult word of poem Rainy season in chart paper

Method of teaching- translation cum grammar method.

Teaching aids -

General aids – general class room equipment.

Specific aid – I) chart paper showing the picture of Rainy season.

II) Model showing the scenario of Rainy season.

Previous Knowledge – Students have general knowledge about Rainy season and its features.

INTRODUCTORY QUESTIONS

Sl No	Teachers questions	Students answers
1	How many seasons are there in our country ?	There are mainly three seasons in our country.
2	Name them.	Summer, Rainy and winter season.
3	In which season sky is full of clouds?	In rainy season.
4	What is the beauty of rainy season?	Problematic question.

Aim of the statement- well students today we are going to study the poem under the title 'How beautiful the Rainy season'.

PRESENTATION

Teaching points	Pupils teacher activity	Students activities	Black board work
-----------------	-------------------------	---------------------	------------------

SKH
PRINCIPAL
G. D. DADARIA TEACHERS'
TRAINING COLLEGE
GURGAON (HARYANA)



Edit with WPS Office

Model reading	(Teacher will recite the poem with proper pose rhythm and intonation) How beautiful rain we see in the land which fill the water bodies.....it is the bless of almighty God.	Students will keep their books close and listen the poem attentively.	How beautiful is rain
Imitation reading	Teacher will ask a few students to read or recite the poem individually one by one.	Some students will recite the poem and others will enjoy the poem.	
Pronunciation drill	Teacher will conduct the pronunciation drill of the following difficult words – Beautiful Broad Fiery Narrow clatters	Students will see the black board and pronounce the words.	Same as black board.
Meaning of difficult words	Teacher will try to explain the meaning of difficult words – Broad- chouda(write in hindi) Fiery- garm Lane- narrow road Clatter- sound Suddenly- acchanak(in hindi)	Students will write the words and their meaning in their note books.	Same as black board.
Explanation of the stanza	(Explain the meaning of the stanza in hindi or english as you like)	Students will listen attentively	
Comprehensive question	What is the meaning of narrow? Why rainy season is beautiful? (Students can repeat all the steps again according to the	Students will reply properly.	



Edit with WPS Office

S.K.S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

RECAPTULARY QUESTION –

- 1) Who wrote the poem 'How beautiful is the rain?'
- 2) What the poet want to say through this poem?
- 3) According to poet why rainy season is beautiful among all the season?

Home assignment –

- 1) Make a picture of Rainy season in chart paper.
- 2) Write the difficult words of poem in chart paper.

G.D.BAGARIA TEACHERS' TRAINING COLLEGE

S. K. S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

पाठ योजना - इतिहास

छात्राध्यापक/छात्राध्यापिका का नाम -

विद्यालय का नाम -

दिनांक -

वर्षा - IXth खंड - A

अवधि - 40 min कक्षा - II

विषय - इतिहास।

प्रकरण - फ्रांसीसी क्रांति।

उप-प्रकरण - फ्रांसीसी क्रांति के कारण।

आमन्य उद्देश्य -

- 1) छात्रों में इतिहास के प्रति सौच जागरूक करना।
- 2) छात्रों में औद्योगिक दृष्टिकोण पैदा करना।
- 3) छात्रों में इतिहास के प्रति सम्मान की भावना पैदा करना।
- 4) छात्रों में लोकतांत्रिक सौच पैदा करना।
- 5) छात्रों में लक्ष्यनिष्ठता का विकास करना।
- 6) छात्रों में नीतिकला का विकास करना।

S.K.S.

PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDI (MURSHIDABAD)

विशिष्ट उद्देश्य -

- 1) छात्र फ्रांसीसी क्रांति के कारणों का प्रत्यक्ष महसूस कर सकेंगे / फ्रांसीसी क्रांति के कारणों की पहचान कर सकेंगे।
- 2) छात्र फ्रांसीसी क्रांति के कारणों की अपनी भाषा में व्याख्या कर सकेंगे / क्रांति के कारणों में अंतर कर सकेंगे।
- 3) छात्र फ्रांसीसी क्रांति के आदर्शों को अपने दैनिक जीवन में प्रयोग कर सकेंगे।
- 4) छात्र फ्रांसीसी राजक्रांति एवं संबन्धित घटनाओं को विश्व मानचित्र पर दर्शा सकेंगे।

* शिक्षण विधि - व्याख्यान सह प्रश्नोत्तरी।

* शिक्षण सहायक सामग्री -

→ सामान्य शिक्षण सहायक सामग्री →
सामान्य कहानियाँ सामग्री।

→ विशिष्ट सहायक सामग्री -

1) फ्रांस के विश्व मानचित्र को दर्शाना चार्ट पपर।

2) फ्रांसीसी राजक्रांति के प्रतीकों को दर्शाना प्रतिसूचक (साइन्स)।

S. K. S.
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

पूर्वज्ञान - देशों की फ्रांसीसी राजकुमारों के संबंध में सामान्य जानकारी है।

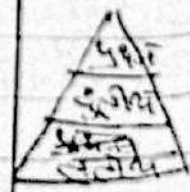
प्रस्तावना प्रश्न -

क्रम	द्विभाषायापक प्रश्न	देश/उत्तर
1)	विश्व की कुछ महान क्रांतियों के नाम बताएं।	1850 की क्रांति। फ्रांसीसी राजकुमारों की सभी बौद्धिक क्रांति।
2)	इनकी किस क्रांति की स्वतंत्रता, समानता तथा भाईचारे का नारा दिया गया?	फ्रांसीसी राजकुमारों की।
3)	फ्रांसीसी राजकुमारों कब हुई थी?	1789 ई०
4)	इस क्रांति के क्या कारण थे।	सामर्थ्यात्मक प्रश्न।

उद्देश्य कथन - देशों आज हमारी फ्रांसीसी राजकुमारों के कारणों एवं इसके कारणों के संबंध में अध्ययन करेगी।

S.K.S.
PRINCIPAL
G.D. BACARIA TEACHERS
TRAINING COLLEGE
GIRIDIH (JHARKHAND)

राष्ट्रिय विन्दु	संस्थापक विचार	संस्थापक कार्य	संस्थापक कार्य
फ्रांसीसी राजक्रांति	फ्रांसीसी राजक्रांति विश्वहीनता की एक अभिव्यक्ति थी यह क्रान्ति सन् 1789 ई. में लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	संस्थापक कार्य लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	फ्रांसीसी राजक्रांति 1789 लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।
फ्रांसीसी राजक्रांति के कारण	फ्रांसीसी राजक्रांति की प्रथम कारणों में लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	संस्थापक कार्य लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	फ्रांसीसी राजक्रांति के कारण
समाजिक कारण	समाजिक जीवन में असमानता को दूर करने के लिए प्रथम संस्थापक कार्य लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	संस्थापक कार्य लुई राजवंश के शासक लुई XVI के अविश्वस राजतन्त्र के विरुद्ध हुई थी।	समाजिक कारण



पुनर्जाति प्रश्न -

1) फ्रांसीसी राजकुमार के समय फ्रांस का शासक कौन था?

2) फ्रांसीसी समाज किन्से रैंकटेड्स में बंटा था?

3) किसने तथा मजदूर किस रैंकटेड्स में आते थे?

बूट काथे -

फ्रांसीसी समाज की वर्ग व्यवस्था था, रैंकटेड्स की व्यवस्था को चित्र के माध्यम से पेपर पर दर्शाए।

S.K.-h
PRINCIPAL
G. D. BAGARIA TEACHERS'
TRAINING COLLEGE
GIRIDIH (JHARKHAND)