

Lesson plan: 1
Name of the pupil teacher: <i>Nisha Jobanputra</i>
Name of the school: <i>K J S P college of education</i>
Date: <i>6/8/21</i>
Subject: <i>History</i>
Standard: <i>8th</i>
Unit: <i>End of Medieval History</i>
Sub unit: <i>Europe and India</i>
Previous knowledge: <i>Pupils are aware about Britishers ruled India</i>
Teaching Points: <i>Renaissance, Reformation movement, Geographical Discoveries</i>
Teaching methodology: <i>Lecture method</i>
Maxims of teaching: <i>Known to Unknown</i>
Teaching value fulfilled by experience/core experience: <i>The content essential to know circumstances behind any event.</i>
New words in concept: <i>Renaissance, Reformation</i>
Teaching aids: <i>PowerPoint Presentation, Maps</i>

Teaching Points	Objectives and Specification	Pupil teacher's activity	Student's activity	Evaluation
<i>In the end of Medieval period there were many changes in the European society.</i> <i>Instead of religion, man became the centre of ideologies.</i> <i>Rationalisation and scientific way of thinking took place in the mind of people.</i> <i>Invention of printing press led to spread of awareness through books.</i>	<u>Knowledge:</u> <i>The pupils acquire the knowledge of the society in Europe and reason behind Reformation.</i> <i>The pupil recalls reformation and discoveries.</i> <u>Understanding:</u> <i>The pupil understands the routes discovered from Europe to India with their geographical location.</i>	<u>Set introduction:</u> 1) Who ruled India for more than 200 years? 2) For what purpose European countries came to India? 3) What mode they used to reach India? <u>Statement of aim:</u> So today we will learn about Europe and India in the end of medieval period. <u>Presentation:</u> 1) Renaissance: Rebirth	<i>Britishers</i> <i>Trade</i> <i>Sea route</i> <i>Listens carefully</i>	

People realised that religious priest were misguiding the in the name of religion and looted them which led to religious reforms. Defeat of Belgium blocked the trade route between Europe and India led	<u>Application:</u> <i>The pupil applies his knowledge in new unfamiliar situation.</i> <i>The pupil understands importance of circumstances behind any event.</i> <u>Skill:</u> <i>The pupil develop the skill to locate places in the map.</i>	▪ <i>Art Architecture and philosophy</i> ▪ <i>Revival of Greek and Roman Tradition</i> ▪ <i>Humanitarianism</i> ▪ <i>Discovery of Printing press</i> ▪ <i>Translation of Holy book in local languages.</i> 2) Religious reform movement: ▪ <i>Christion priest took advantage of the ignorance of the people.</i> ▪ <i>Priest looted people in the name religion.</i> ▪ <i>Intellectuals opposed authority of the priest.</i> 3) Geographical Discoveries: ▪ <i>Ottoman Turks conquered Constantinople.</i> ▪ <i>Thus trade route of Asia blocked.</i>	<i>Man</i> <i>Johanas Gutenberg</i> <i>Vasco Da Gama</i>	<i>Who became the centre of ideology?</i> <i>Who discovered the printing press in 1450 AD?</i> <i>Who was the first to reach the Indian coast Calicut?</i>
--	---	---	---	---

to discoveries of new trade routes.		▪ Need for new trade route emerged led to discoveries. <u>Recapitulation:</u> Teacher summarises the Topic of 'Europe and India'. <u>Closure:</u> So today we have learnt renaissance , religious reformation and routes discovered to reach India. <u>Homework:</u> Write geographical discoveries in 15th and 16th century.	Recalls points with teacher. Note down Homework.	
-------------------------------------	--	--	--	--

Lesson plan: 2
Name of the pupil teacher: <i>Nisha Jobanputra</i>
Name of the school: <i>K J S P College of Education</i>
Date: <i>11/08/2021</i>
Subject: <i>History</i>
Standard: <i>6th</i>
Unit: <i>Civics</i>
Sub unit: <i>Diversity in society</i>
Previous knowledge: <i>Pupils are aware of the society we live in.</i>
Teaching Points: <i>Diversity is our strength, Th principle of secularism, Contribution of society to our development</i>
Teaching methodology: <i>Lecture method</i>
Maxims of teaching: <i>Known to unknown, General to specific</i>
Teaching value fulfilled by experience/core experience: <i>Content to nurture respect the differences in each other</i>
New words in concept: <i>Diversity, Secularism</i>
Teaching aids: <i>PowerPoint Presentation, pictures.</i>

Teaching Points	Objectives and Specification	Pupil teacher's activity	Student's activity	Evaluation
<i>India is the country which have lots of diversity in terms of religion, language, region, festival, culture and tradition.</i> <i>Level of understanding increase in society when we stay in such diverse society.</i> <i>People co-operate and tolerate each other. They also start respecting each other's way of living.</i>	<u>Knowledge:</u> <i>Pupils are aware of different religion, language, cultures and traditions.</i> <i>Pupils know importance of our society.</i> <i>Pupil recalls all the differences existed in our society.</i>	<u>Set introduction:</u> 1) Which language do you speak? 2) Which religion do you follow? 3) Which festivals do you celebrate? <u>Statement of aim:</u> <i>So today, we are going to discuss Diversity in society.</i> <i>Showing pictures and asks to identify festivals.</i> <u>Presentation:</u>	<i>Students give different answers.</i> <i>Listen carefully.</i> <i>Identify festivals</i>	

Lesson plan: 3
Name of the pupil teacher: <i>Nisha Jobanputra</i>
Name of the school: <i>K J S P College of Education</i>
Date: <i>13/8/21</i>
Subject: <i>History</i>
Standard: <i>7th</i>
Unit: <i>civics</i>
Sub unit: <i>Preamble to the constitution</i>
Previous knowledge: <i>Students are aware of Constitution of India</i>
Teaching Points: <i>Introduction of Preamble, Meaning and understanding of each term of the Preamble.</i>
Teaching methodology: <i>Lecture method</i>
Maxims of teaching: <i>Known to unknown, General to specific.</i>
Teaching value fulfilled by experience/core experience: <i>The content essential to nurture respect for our constitution.</i>
New words in concept: <i>Sovereign, Socialist, Secular, Democratic, Republic</i>
Teaching aids: <i>power point presentation, pictures</i>

Teaching Points	Objectives and Specification	Pupil teacher's activity	Student's activity	Evaluation
<i>Constitution of India was written by Constitution assembly.</i> <i>Preface to the Constitution is known as Preamble in which aims and objectives of the constitution are mentioned in a systematic manner.</i>	<u>Knowledge:</u> <i>The pupil acquires the knowledge of the Preamble of the constitution.</i> <i>The pupil recalls about formation of Constitution of India.</i> <u>Understanding:</u> <i>The pupil understands the basis of Preamble.</i>	<u>Set Introduction:</u> <i>1) Where does the rules and regulation of our country written?</i> <i>2) Who have made this constitution?</i> <i>3) When our country started implementing constitution?</i> <i>4) What is the introduction of any book called?</i> <u>Statement of Aim:</u> <i>So today, we will learn the preface of our constitution which is Preamble to the constitution.</i> <u>Presentation:</u>	<i>Constitution</i> <i>Constitution Assembly</i> <i>26 Jan 1950</i> <i>Preface</i> <i>Listen carefully</i>	

<i>Every term mentioned have a deep meaning.</i>	<i>The pupil analyses the values which are described in the constitution of India.</i> - <u>Application:</u> <i>The pupil applies his knowledge in new and unfamiliar situation.</i> <i>The pupil understands the importance of the basic values in constitution as well as Preamble.</i>	What is Preamble: ▪ <i>Systematic arrangement of all aims and objectives of the law.</i> ▪ <i>The preface to the Indian constitution is called preamble.</i> <i>Meaning of each term of the constitution:</i> 1) Sovereign state: ▪ <i>state is not under the control of any foreign power.</i> ▪ <i>ultimate authority to govern yourself.</i> 2) Socialist state: ▪ <i>Gap between rich and poor is minimum.</i> ▪ <i>Equal right over the wealth of the country.</i>	<i>Preface of the Indian constitution.</i> <i>Independent</i>	<i>What is the Preamble?</i> <i>What is the meaning of Sovereign?</i>
---	---	---	---	---

<i>Secular state means State has no religion. Citizen of India are free to worship their own religion.</i> <i>Democratic state means a state where people have right to chose their representative who makes law for the welfare of people.</i> <i>Republic state means no public position is occupied on the basis of hereditary succession.</i>	<u>Skill:</u> <i>The pupil develop skill to memorise Preamble of our constitution.</i>	3) Secular state: ▪ <i>No religion is considered as state's religion.</i> ▪ <i>No discrimination on the basis of religion.</i> ▪ <i>Indian citizens are free to worship their own religion.</i> 4) Democratic state: ▪ <i>People elect their representatives.</i> ▪ <i>Power is in the hands of the people indirectly.</i> ▪ <i>Representatives elected by people make laws for the welfare of people.</i> 5) Republic static: ▪ <i>No public position is occupied on the basis of hereditary succession.</i>	<i>Equality of all religion.</i> <i>Representatives are elected by people.</i>	<i>What is the meaning of Secular?</i> <i>What is meaning of Republic?</i>
--	---	---	--	--

<i>Representatives are elected by universal adult franchise.</i>		▪ <i>Representatives are elected by the people.</i> <u>Recapitulation:</u> <i>Teacher summaries the topic Preamble and meaning of each term of the preamble.</i> <u>Closure:</u> <i>So today, we learnt about basic terms of our preamble next we will learn values mentioned in the preamble.</i> <u>Homework:</u> <i>Read and write preamble of the constitution of India.</i>	<i>Recalls topic with teacher.</i> <i>Listens carefully.</i> <i>Note down the homework.</i>	
---	--	---	--	--

Lesson plan: 4
Name of the pupil teacher: <i>Nisha Jobanputra</i>
Name of the school: <i>K J S P College of Education</i>
Date: <i>17/8/21</i>
Subject: <i>History</i>
Standard: <i>8th</i>
Unit: <i>Modern history of India</i>
Sub unit: <i>The freedom struggle of 1857</i>
Previous knowledge: <i>Students know our leaders have struggled a lot to gain freedom from British.</i>
Teaching Points: <i>Causes of the revolt of 1857</i>
Teaching methodology: <i>Narration method</i>
Maxims of teaching: <i>Known to unknown, Simple to complex</i>
Teaching value fulfilled by experience/core experience: <i>The content essential to nurture national identity.</i>
New words in concept: <i>Revolt, discontent</i>
Teaching aids: <i>Power point presentation, pictures.</i>

Teaching Points	Objectives and Specification	Pupil teacher's activity	Student's activity	Evaluation
<i>British East India company ruled over India for many years.</i> <i>Indians were exploited in every strata of their life.</i> <i>Raw materials were taken at very low cost where as finished goods were sold at high rates.</i>	<u>Knowledge:</u> <i>The pupil acquires the knowledge of exploitation of Indians by Britishers.</i> <i>The pupil recalls the struggle of Indian kings to eradicate interference of foreign power.</i>	<u>Set Introduction:</u> <i>1. Why Britishers came to India?</i> <i>2. For how many years they ruled India?</i> <i>3. Do you think all of sudden one fine morning they left India and we got independence?</i> <u>Statement of Aim:</u> <i>So today, we will learn one such struggle " The freedom struggle of 1857."</i> <u>Presentation:</u> Background:	<i>For Trade</i> <i>Around 200 years</i> <i>No</i> <i>Listen carefully</i>	

<i>Many states were annexed by Lord Delhousie and brought under British rule</i> <i>High duties were laid on Indian products. High amount of tax was collected from peasants and farmers despite of floods of famines.</i> <i>Many Indians were become bankrupt.</i> <i>Kings lost their supremacy.</i> <i>Religious changes done by Britishers hurt Indian orthodox society.</i>	<u>Understanding:</u> <i>The pupil understands the situation of the society.</i> <i>The pupil understands the need to fight against exploitation.</i> <u>Application:</u> <i>The pupil applies his knowledge in new and unfamiliar situation.</i> <i>The pupil understands the importance of Freedom and Equality.</i>	• <i>Discontent in Indians because of exploitation by Companies rule.</i> • <i>Forceful tax collection</i> • <i>Britisher overtook tax free land of Paikas.</i> • <i>Salt price increased.</i> Political cause: • <i>The policy of Doctrine of Lapse by Delhousie.</i> • <i>States of Satara, Nagpur, Sambalpur, and Jhansi were annexed.</i> • <i>Pension of Nana saheb Peshwa was cancelled.</i> • <i>Nawab of Ayodhya was dethroned.</i> Socio-religious causes: • <i>Sati system was abolished.</i> • <i>Widow remarriage act was corrected.</i> • <i>Forceful conversion into Christianity.</i>	<i>Lord Delhousie</i>	<i>Who introduced the policy of Doctrine of Lapse?</i>
--	--	--	------------------------------	---

<i>Soldiers were not given higher post or higher salaries despite of their good ability.</i> <i>Fats of cow and pig used in the cartridge of new enfield rifles. soldiers had to tear cartridge with their mouth had hurt their religious sentiments.</i> <i>Mangal Pande shot British officer to oppose Britishers led to outburst the Revolt.</i>	<u>Skill:</u> <i>The pupil develops the skills to explore the life struggle of our national leaders.</i>	Military causes: • <i>Lower salaries to Indian soldiers then British.</i> • <i>Indian rank could not rise above Subedar.</i> • <i>Overseas deployment was against Hindu belief.</i> Immidiade causes: • <i>New enfield rifles were given to Indian soldiers.</i> • <i>Cartridges were smeared in the fat of cow and Pig.</i> • <i>It hurt religious sentiment of Hindu and Muslim soldiers as they have to cut it with teeth.</i> • <i>Mangal Pande at Barakpur shot the British officer to revenge.</i> • <i>Resulted in revolt in so many parts of India.</i> <u>Recapitulation:</u>	<i>Subedar</i> <i>Cow and Pig</i> <i>Enfield rifle</i> <i>Mangal Pande</i>	<i>Which was the highest rank given to Indian soldiers?</i> <i>Which animal's fat was used to smear the cartridges?</i> <i>Name the rifle provided to Indian soldiers in 1856.</i> <i>Who shot the British officer in Barakpur?</i>
--	---	--	--	---

		<i>Teacher summarises the topic causes of the freedom struggle of 1857.</i> <u>Closure:</u> <i>So today we learnt causes of revolt of 1857, in next lecture we will study its nature and consequences.</i> <u>Homework:</u> <i>Collect information and make a note on 'Mangal Pande'.</i>	<i>Recalls all points with teacher.</i> <i>Listen carefully.</i> <i>Note down homework.</i>	
--	--	--	--	--

Lesson plan : 5

Name of the pupil teacher: *Nisha Jobaputra*

Name of the school: *K J S P college*

Date: *20/8/21*

Subject: *History*

Standard: *7th*

Unit: *Medieval History*

Sub unit: *The foundation of Swaraj*

Previous knowledge: *Students are aware about great leaders who struggled and sacrificed their life for freedom from foreign powers*

Teaching Points: *Foundation of swaraj, Shahaji Raje, Jijabai, Shivaji's companion and associates.*

Teaching methodology: *Story telling method*

Maxims of teaching: *Known to unknown, simple to complex, general to specific.*

Teaching value fulfilled by experience/core experience: *The content essential to nurture national identity*

New words in concept: *Swaraj, associates*

Teaching aids: *Pictures, Power point Presentation.*

Teaching Points	Objective and specification	Pupil teacher's activity	Student's activity	Evaluation
<i>Shivaji was a great leader, born in 1630 at Shivneri fort.</i> <i>He struggled a lot for the welfare of the people.</i> <i>Shahaji was Shivaji's father.</i> <i>He worked for Nizamshah but defeated</i>	<u>Knowledge:</u> <i>Pupil acquire the knowledge of how swaraj was established</i> <i>Pupil recalls the name of Shivaji's father and mother.</i>	<u>Set Introduction:</u> <i>A strong leader born in 17th century , name of Mumbai railway station is kept on his name , guess who is he?</i> <u>Statement of aim:</u> <i>So today, we will learn about how did Shivaji established Swaraj in our Topic The foundation of Swaraj.</i> <u>Presentation:</u> Shahaji raje ❖ Prominent Sardar of Nizamshah	<i>Chhatrapati Shivaji Maharaj</i> <i>At Shivneri fort</i> <i>See the picture of Shahaji and Jijabai</i>	<i>Where did Shivaji born</i>

<i>He gained jagir to collect revenue for his livelihood</i> <i>He loved his subjects.</i> <i>He was very efficient and skilled.</i> <i>He had vision of Swaraj.</i> <i>Jijabai was Shivaji's mother.</i> <i>She was trained in military as well as other skills</i> <i>She gave proper training and</i>	<u>Understanding:</u> <i>Pupil understand the situation which led to establishment of Swaraj</i> <u>Application:</u> <i>The pupil applies his knowledge in new and unfamiliar situation.</i> <i>The pupil differentiates the problems faced for the development of our state.</i>	❖ fought strongly against Mughals and Aadil shah but defeated ❖ started working under Adil shah ❖ some jagirs were given to him instead of salary. ❖ He had the dream of Swaraj ❖ wanted to eradicate foreign power ❖ he is known as Swaraj visionary Jijabai: ❖ She was daughter of great sardar Lakhuji Jadhav of Buldhana district. ❖ Gained military training as well as education in various subjects ❖ constantly guided Shivaji for establishment of Swaraj.	<i>listen carefully</i> <i>Shahaji raje</i> <i>Jijabai and Shahaji raje</i>	<i>Who is known as Swaraj visionary?</i> <i>Who was Shivaji's mother and father?</i>
---	--	--	--	--

<i>education as well as moral values to Shivaji.</i> <i>Shivaji have courageous companions with him to fight for establishment of Swaraj.</i> <i>They were even ready to sacrifice their own life for Shivaji.</i>	<u>Skill:</u> The pupil develop skill to understand importance of forts for their historical importance.	<u>Shivaji's companions:</u> Yesaji Kank, Baji Pasalkar, Bapuji Mudgal, Narekar Deshpande Brothers, Kavji Kondhalkar, Jivamahar, Tanhaji Malusare, Kanhoji Jedhe and Bajiprabhu Deshpande. <u>Recapitulation:</u> Quick recap of the topic which was explained in a story way. <u>Closure:</u> So today we learnt the basis on which Swaraj was established <u>Homework:</u> Find more information about 1) Jivamahar 2) Tanhaji Malusare 3) Bajiprabhu Deshpande	<i>Tanhaji Malusare and Bajiprabhu Deshpande</i>	<i>Name any two companions of Shivaji.</i>
---	---	---	---	---