

# LEARNING DESIGN - 13

<p>Name of the school - Kadamtala High School</p> <p>Class - VI</p> <p>Duration - 40 mins</p> <p>Date - 20.9.22</p> <p>Name of the Trainee - Aditi Sharma</p>	<p>Subject - History</p> <p>Unit - India under the Mauryas</p> <p>Sub Units -</p> <ul style="list-style-type: none"> <li>• Chandragupta Maurya and the Mauryan Administration</li> <li>• Ashoka and his Dhamma</li> <li>• Economy of the Mauryas</li> </ul> <p>* Today's Lesson - Chandragupta Maurya and the Mauryan Administration</p>
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## LEARNING OBJECTIVES IN BEHAVIOURAL TERMS

After completing the concerned sub-unit, the students will be able to:

• REMEMBERING

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→ Recall the name of the last Nanda ruler. (F.K)

	<p>→ Write down the meaning of the term 'Rajadhiraja' (F.K)</p>
<p>• UNDERSTANDING</p>	<p>→ Describe the power of the emperor in the Mauryan administration (C.K)</p> <p>→ Summarize the words of Megasthenes on Pataliputra (C.K)</p>
<p>• APPLYING</p>	<p>→ On a map of India mark the extent of the Mauryan empire and Pataliputra. (P.K)</p>
<p>• ANALYSING</p>	<p>→ Analyze how Chandragupta came to power (C.K)</p> <p>→ Analyze the importance of the Arthashastra. (C.K)</p>
<p>• EVALUATING</p> <p>Attested</p> <p><i>(Signature)</i> 21/11/2022</p> <p>Principal Siliguri B Ed. College</p>	<p>→ Evaluate why Alexander didn't invade Mauryan empire. (C.K)</p>

° Examine the role of spies in the Mauryan Empire (C.K)

° CREATING

→ Create a chart-work on the hierarchical system of governance of the Mauryas (P.K)

## ANALYSE LEARNER'S AND CONTEXT

In order to assess the learner's motivation level, readiness and previous knowledge, the following questions will be asked:

→ Can you tell me what was the most important and strongest Mahajanapada?

→ Who ruled a Mahajanapada?

→ Do you know who is a king?

→ How does a king come to power?

## DEVELOPING AND SELECT LEARNING MATERIALS

General Materials - Chalk, duster, blackboard

Teaching Learning Materials - Book, Map of world

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# LEARNING STRATEGY

BRIEF CONTENT	RELATED STRATEGY
<ul style="list-style-type: none"> <li>• Introduction to Kings of the Mahajanapadas</li> </ul>	<p>→ The teachers will use the question-answer method to know about previous knowledge.</p>
<ul style="list-style-type: none"> <li>• Alexander's Invasion</li> </ul>	<p>→ The teacher will use demonstration method and show the world map to teach about Alexander's advancement in India.</p>
<ul style="list-style-type: none"> <li>• Chandragupta Maurya</li> </ul>	<p>→ The teacher will use the lecture method to teach about how Chandragupta Maurya.</p>
<ul style="list-style-type: none"> <li>• Chanakya and Arthashastra</li> </ul>	<p>→ The teacher will use the demonstration</p>

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	method and show a book to teach about the importance of the Arthasashtra
• Administration	→ The teacher will use the blackboard to show the hierarchical system of administration.

### DESIGN FOR EVALUATION

A. Fill in the blanks:

1. The emperor of the Mahajanapadas was known by the title \_\_\_\_\_.
2. \_\_\_\_\_ wrote the Arthasashtra.
3. \_\_\_\_\_ invaded India during the rule of Mauryas.
4. \_\_\_\_\_ was the last Nanda ruler.

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# SILIGURI B.ED. COLLEGE

AFFILIATED TO WBUTTEPA

Baramohan singh jote, kadamtala, Darjeeling,  
West Bengal 734011



Course – Pedagogy of School Subject (Part-2)

## PRACTICUM

**Topic – One Pedagogical Analysis (The Vegabond  
Class- VII)**

Under The Supervision of Dr. Rituparna Basak (Dasgupta)

**SUBMITTED BY**

BISHAL BASAK

College ROLL NO. – F-14

B.ED. 3<sup>RD</sup> SEMESTER

University Roll NO. – 06001220042

SESSION- 2020-2022

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# Acknowledgement

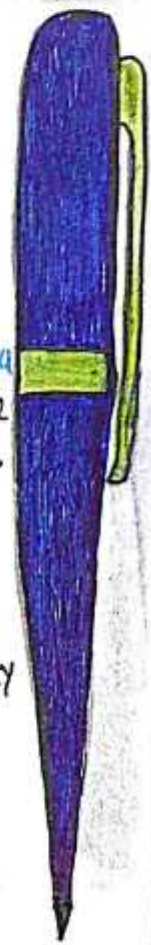
I would like to express my special thanks of gratitude to our professor Dr. Rituparna Basak (Dasgupta) madam for her able guidance and support in completing my practicum work.

I would also like to extend my gratitude to the principal Dr. Bibhulibhusan Sarangi sir for providing me with all the facility that was required.

.....  
Teacher's Signature  
Date:

Bishal Basak  
B.Ed 3<sup>rd</sup> semester  
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# Table of Contents

01. Introduction [A]
02. Content Analysis [1p.]
03. Analysis of sub-units [2p.]
04. Previous Knowledge [3p.]
05. Instructional objectives [3p.]
06. Sub-unit wise concepts [5p.]
07. Teaching-learning strategies [8p.]
08. Blueprint for Criterion-Referenced Test [14p.]
09. Scoring Key [16p.]
10. To conclude [17p.]

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# Introduction to Pedagogical Analysis:

**Concept and Meaning:** Pedagogy is the art and science of how something is taught and how students learn it. The English word 'Pedagogy' comes from the Greek word 'Paidagogos' means 'child' (paidos) and 'lead' (ago). So it literally means 'to lead the child'.

Hence, pedagogical analysis signifies the analysis of the content and teaching actions. Pedagogical analysis includes the analysis of content as per the student's learning ability, setting instructional objectives, teaching method, suitable for teaching different students and suitable way to evaluate their achievements.

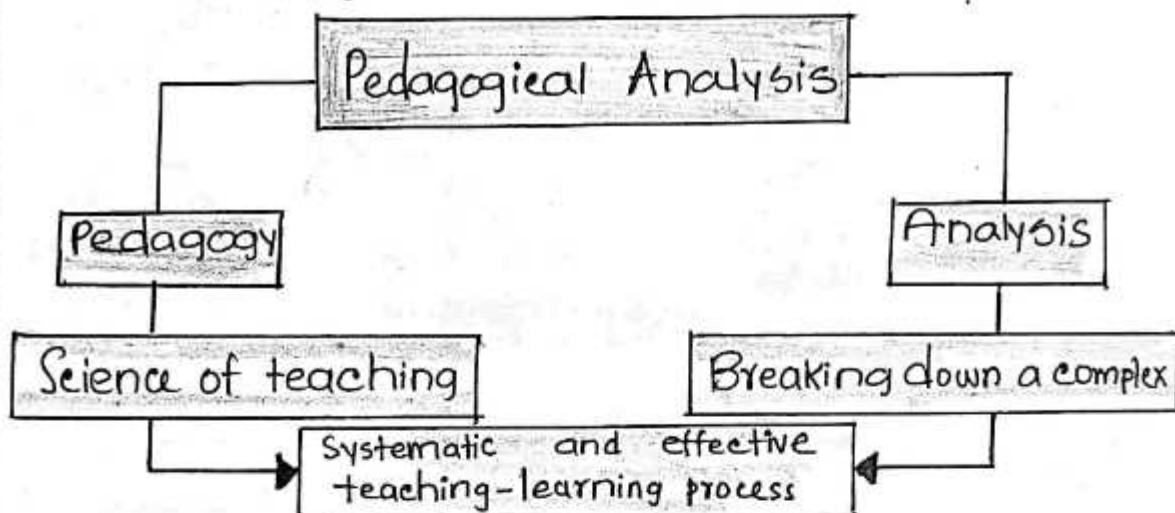


Fig: Pedagogical Analysis

## Importance:

- It includes all the details of teacher's planning and executing the task of teaching and its activities.
- It offers help to the students to comprehend concepts, principles or phenomena in a easier way.
- Pedagogy makes the teachers to know and use of different strategies that fulfill the need of the students.
- It enhances their curiosity to learn and through achievement tests.

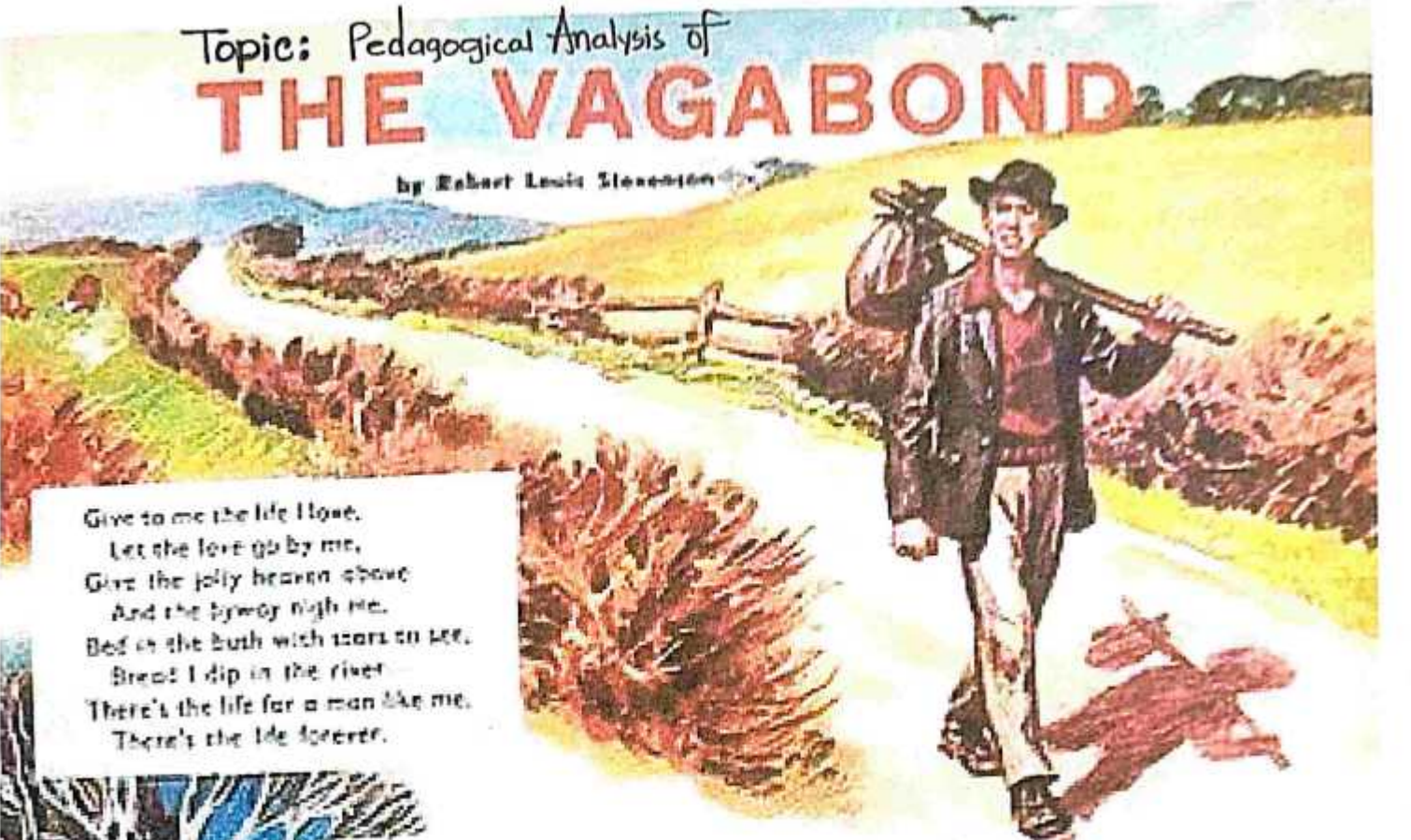
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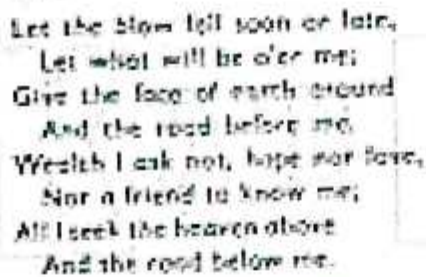
Topic: Pedagogical Analysis of

# THE VAGABOND

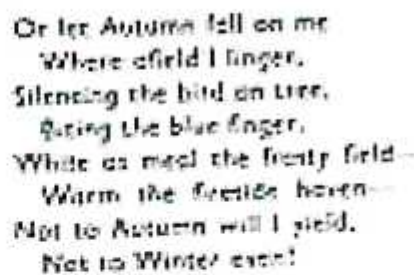
by Robert Louis Stevenson



Give to me the life I love,  
Let the love go by me,  
Give the jolly heaven above  
And the byway nigh me,  
Bed in the bush with stars on see,  
Bread I dip in the river—  
There's the life for a man like me,  
There's the life forever.



Let the blow fall soon or late,  
Let what will be o'er me;  
Give the face of earth around  
And the road before me,  
Wealth I ask not, hope nor love,  
Nor a friend to know me,  
All I seek the heaven above  
And the road below me.



Or let Autumn fall on me  
Where of field I linger,  
Silencing the bird on tree,  
Fading the blue finger,  
White as meal the frosty field—  
Warm the frost's heaven—  
Not to Autumn will I yield,  
Not to Winter even!



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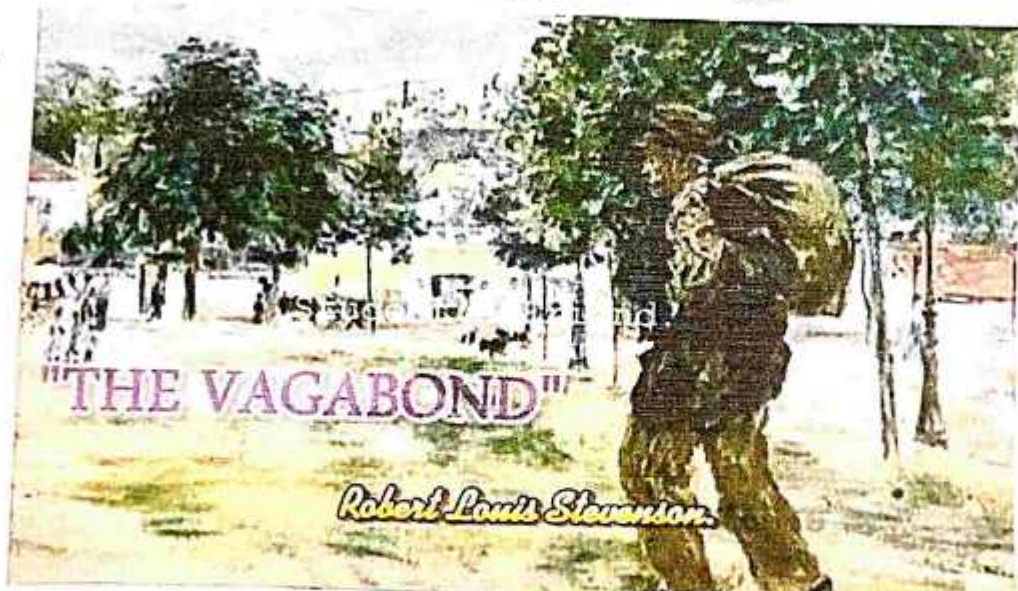
(B)

# Content Analysis:

Class: VII  
Text book: Blossoms  
(West Bengal Board  
of Secondary  
Education)



## Unit: 'The Vagabond'



Poet: Robert Louis Stevenson

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## A. Analysis of sub-units :

Subunits	Periods
<p>1. Reading and comprehension:</p> <p>Let's start (introducing the poet)</p> <p>Let's share (background knowledge/contextualization)</p> <p>Let's read (the whole poem)</p> <p>Let's do (activities 1-5)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>2. Language study &amp; use/grammar:</p> <p>Let's do (activities 6-11)</p> <p>(Learning objectives, degree, participle, adjectives, punctuation, plural nouns)</p>	<p>1</p>
<p>3. Composition:</p> <p>Describe in short paragraph about experience of picnic (activity-12)</p> <p>Developing the given points into a paragraph.</p>	<p>1</p>
<p>4. Extension of reading/followup activities/further activities:</p> <p>Let's work together (framing a picture and hanging on the wall)</p>	<p>1</p>
<p>5. Evaluation</p>	<p>1</p>
<p>6. Remedial teaching</p>	<p>1</p>
<p><b>Total</b></p>	<p><b>8</b></p>

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## B. Previous Knowledge:

● The learners are expected to be familiar with the literary pieces dealing with the feelings of the vagabond.

● The learners have little experience and acquaintance with the famous English poets.


They have experience of travelling far away from home, to a riverside, woods and open field etc.

● They have knowledge and experience of feeling of a vagabond.

## C. Instructional Objectives As per Revised Bloom's Taxonomy:

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**Sub-unit-I :** The students will be able to -

  
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- ① Identify the genre of the text. (R/CK)
- ② Name the original work from where the text is taken. (R/FK)
- ③ Locate the specific information given in the text (U/FK).

- 4 state the behavioural aspects of the vagabond (U/ck)
- 5 Describe the theme of the poem in their own knowledge as the sequence given in the poem. (U/PK)
- 6 Evaluate the traits of the character of the vagabond. (E/ck)
- 7 Suggest another title of the poem. (C/MK)
- 8 Describe the feeling of the vagabond. (C/MK)
- 9 Justify the title of the poem. (E/ck)
- 10 Differentiate between a vagabond and the worldly man (An/ck).

**Sub-Unit-II:** The students will be able to -

- 11 Write or state the meaning of the words used in the text e.g. 'lave', 'nigh', 'linger' etc. (R/FK)
- 12 Use the words they have learnt from the text in new context. (A/ck)
- 13 Figure out the meanings of unfamiliar words like 'heaven', 'blow' from the context (U/ck).
- 14 Differentiate between two applications of a homonym. (An/FK)
- 15 state the degrees of adjectives. (R/FK)
- 16 Able to use participle adjectives. (A/ck)
- 17 Use appropriate noun forms in relevant situation (A/ck).
- 18 Make new sentences with participle adjectives (A/MK).

**Sub-unit-III:** The students will be able to -

- 19 Summarize a given text in their own language (C/ck)
- 20 Develop the given points into a paragraph. (A/PK)
- 21 Write a paragraph about the experience of a picnic (C/MK).

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**Sub-unit-IV:** The students will be able to -

- 22 Draw a picture of vagabond and his qualities (C/PK).
- 23 Make a thesaurus by collecting words and their homophones us with their meaning. (U/PK).

**N.B.** - the abbreviations should be read as follows -

R = Remembering	FK = Factual Knowledge.
U = Understanding	CK = Conceptual Knowledge.
A = Applying	PK = Procedural Knowledge.
An = Analyzing	MK = Meta cognitive Knowledge.
C = Creating	
E = Evaluating	

## D. Sub-unit Wise Concepts

### 1) Reading and comprehension:

#### Introducing the type of the poem:

The poem is taken from "Songs of Travel" where the poet favours the life of a traveller who enjoys utmost freedom and independence. He emphasizes the unrestrained joys of independent life in the outdoors free from all its hassles. The tramp is unlike the worldly man who fears about the blows.



### SONGS OF TRAVEL

Robert Louis Stevenson



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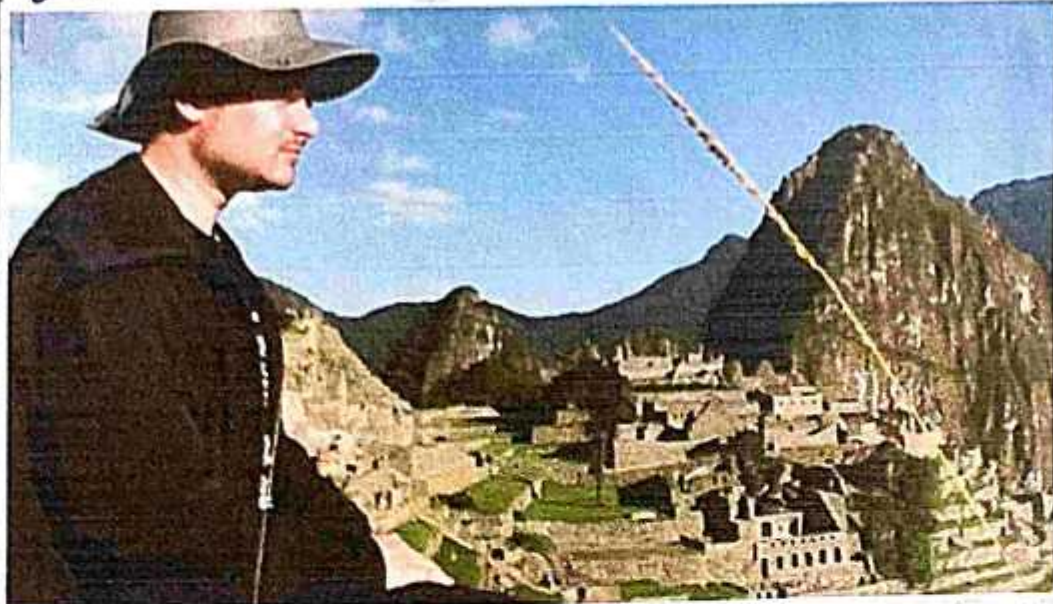
## → Brief introduction of the poet:

Robert Louis Stevenson (1850-1894), Scottish novelist, essayist and poet, contributed several classical works to children's literature. His popularity is based on the exciting subject matter of his adventure novels and fantasy stories.



## Theme of the poem: ←

The speaker the vagabond summarizes the joys of the life he loves. He has the radiant sky above him. When he sleeps at night in nature's natural bed and has the ceiling of the sky above him. For breakfast he dips the morning



bread in the fresh cool river. He makes it clear that the only thing he seeks to have is the sky above and the road to follow. He will not yield to the cold of autumn or even winter. He will have the life of abundant freedom.

• Use of rhyming pattern

• Features and use of homophones.

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## 2) Language study and use/ Grammar:

### Grammar:

- Fill in the blanks with degrees of adjectives.
- Formation of suffixes.
- Fill in the blanks with appropriate nouns.
- Making new sentences with the participle adjectives.

### Vocabulary:

- Finding words from the passage to the meanings which are given.
- Finding the rhyming words.
- Finding the homophones from the text.

### Composition:

- Developing the given points into a paragraph.
- Writing a letter in relation to a vagabond's life.

### Follow up activities / further activities:

- Making a picture on the life of a vagabond.
- Making a thesaurus by collecting words and their homophones.

### Evaluation:

- To get the immediate feedback of what the students have learnt, whether the learning objectives are fulfilled or not.
- Taking steps for remedial teaching if the learning objectives are not fulfilled.

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**Remedial teaching:** On the basis of the evaluation, if not satisfactory, remedial teaching is to be done to fulfill the desired level of development and learning.

## E) Teaching - learning Strategies :

### Sub-unit-I:

#### (a) Broad method of teaching:

The communicative approach and Grammar translation method may be used. An activity based, learner centered and joyful learning activities should be implemented for enjoying the learners activity to the individual as well as group activity.

● The teacher will read, introduce the author, make a correlation with their previous knowledge through sufficient use of real example, explain the topic and scaffold the students.

● The learners will be provided individual as well as group activity.

#### (b) Probing cycles :

##### I. "Give me the life I love"

(i) What kind of life does the speaker love?

Ans: Life of freedom, the carefree life is loved by the speaker.

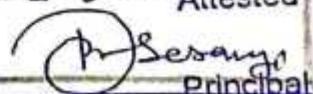
(ii) Where do you get the life of freedom?

Ans: Far away the worldly life one can get the life of freedom.

(iii) What did the poet want to get to taste of independent life?

Ans: Only the face of the earth and the road is wanted by the poet speaker.

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## II. "Or late autumn fall on me"

(i) Why does the poet allow the autumn to fall on him?

Ans: He does not fear to roam or travel in the autumn or winter.

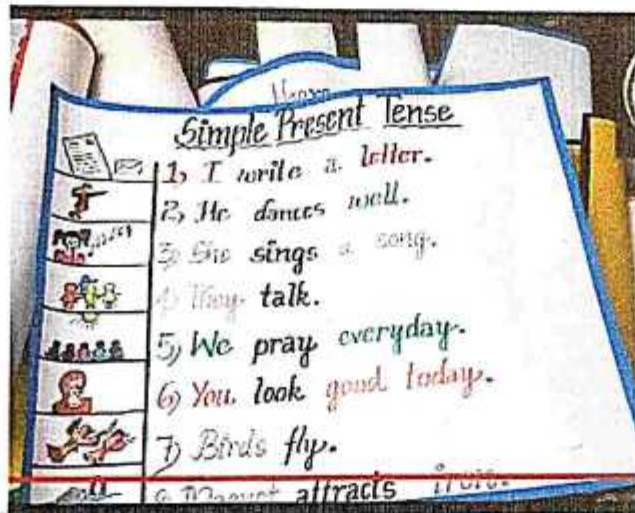
(ii) What is the 'blow'?

Ans: 'Blow' refers to the troubles and challenges.

(iii) What are the only demand of the poet-speaker?

Ans: He only demands the face of the earth around and the road before him.

## (c) Teaching Aids



Teaching aids	Stage	Purpose of Using
1. Chart containing picture of the poet, his works and his writing styles.	Pre-reading	To give information in relation to the poet and his themes in different works.
2. Chart containing picture of Vagabond and his desires.	Pre-reading	To give the concept of a Vagabond and his desire.
3. Chart containing list of homophones.	While & post reading	To give information about homophones.
4. Worksheet	While & post reading	To give the student introduction about the passage.
5. Chart containing outline of a story	Post-reading	To develop the writing skill.

(d) Board work:

- ◆ The teacher will write down the meaning of the words like - afield, blow etc.
- ◆ The teacher will write down the answers given by the students.
- ◆ The teacher will write down the examples to illustrate that text.

MODEL WORKSHEET

A. Choose the correct answer from the given alternative:

- (i) The poet speaker wants a life he \_\_\_\_\_.  
(a) Loves (b) hates (c) wants.
- (ii) He wanted a heaven which is \_\_\_\_\_.  
(a) jolly (b) pure (c) freedom.

B. Write 'True' or 'False' with supporting statements:

(i) The speaker is a vagabond .  
S.S. \_\_\_\_\_

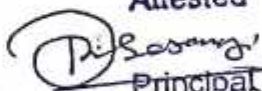
(ii) The speaker is a nature lover .  
S.S. \_\_\_\_\_

C. Fill in the blanks with information from the text:

- (i) The poet wanted the autumn fall on him to \_\_\_\_\_.
- (ii) Weather I ask not, all I ask \_\_\_\_\_.
- (iii) let the blow fall \_\_\_\_\_.

D. Identify the words in the text which means the following:

- a) stream . . . . .
- b) Near . . . . .
- c) Troubles . . . . .

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## Sub-unit - II

### (a) Broad method of teaching:

The functional communicative approach with the inductive method will be used sufficient number of examples will be provided.

### b. Probing cycles:

1. What is the meaning of the word 'jolly'?

Ans: 'Jolly' means happy.

2. What is the antonym of 'Jolly'?

Ans: 'Gloomy' is the antonym of 'Jolly'.

3. Who is 'jolly' here in this poem?

Ans: Heaven is 'jolly' in this poem.

### c. Teaching aids

Teaching aids	Stage	Purpose of Using
Text book	Whilereading & post reading	To mark the words and their meanings. To identify the grammatical items while going through the text. To use the words. Synonyms and antonyms and grammar in the activity.
Chart containing examples of participle adjectives	while & post reading	To mark the students understanding the use of participle adjectives.
Slides on turning the pictures of plural nouns	While & post reading	To mark the students understanding and use of participle adjectives.
Worksheet	While reading	To get immediate feedback regarding the grammatical points explained.

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## WORKSHEET

1. Fill in the blanks with appropriate degree of adjectives:

- a) Ram is \_\_\_\_\_ (old) than shyam.
- b) Mount Everest is the \_\_\_\_\_ (high) peak in the world.
- c) A mango is as \_\_\_\_\_ (sweet) to taste as apple.
- d) Kolkata is the \_\_\_\_\_ (large) city in West Bengal.
- e) Sita is \_\_\_\_\_ (tall) than Reshma.

2. Find participle adjectives from the given sentences:

- a) Football is an exciting game.
- b) Rotten eggs smells bad.
- c) I met a charming lady.

3. Make new words by adding suffixes:

- a) \_\_\_\_\_ full.
- b) \_\_\_\_\_ ly.

## Sub-unit - III

### (a) Broad method of teaching:

Inductive and deductive method of teaching along with explanation. will be used.

### (b) Probing Cycles:

Ⓐ Who is a vagabond?

Ans:- A person primarily a walker, wondering from place to place to have a life of freedom.

Ⓑ What does the vagabond want?

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Ans:- The Vagabond wants a carefree life.

Q Why does he want road only?

Ans:- Only roads can lead him to get an independent life.

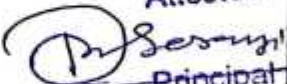
### (c) Teaching aids

Teaching aids	stage	Purpose of Using
Text book	Post reading	Solving the activities/ composition given in the lesson.
Chart containing outline of composition	While and post reading	The outline will be used to write /compose something.
Worksheet	Pre-reading	The points are given in the worksheet to form a story/essay or any form of writing.

## WORKSHEET

Describe in a short paragraph the experience of enjoying and outing to a riverside.

- place
- time of outing
- companions
- activities
- feeling about outing.

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# (F) Blueprint for Criterion Referenced Test:

## F.1. Table of Specification:

Knowledge Dimension	Cognitive process domain					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual Knowledge			II/A-1, II=2			
Conceptual Knowledge		I/A/a, b=2	I/D-a, b, e=3 II/B- i, ii=2		I/B-a, b = 2	
Procedural Knowledge			II/A=8			
Meta-cognitive Knowledge			II/C-i, ii, iii=3			

## F.2. Criterion referenced test:

Class-VII

Full marks - 25

Time : 30 mins.

I. Read the passage carefully and answer the questions that follow:

" Give to me the life I love

.....

And the road below me."

A. Choose the appropriate alternative (u/c/k) 2X1=2

a) "Let the lave go by", here 'lave' refers -  
sea/road/river/stream.

b) "All I ask the \_\_\_\_\_ above"  
Heaven/roof/shade/sky.

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B. Write true or false with supporting sentence against the following sentences: (E/ck)  $2 \times 1 = 2$

a) The vagabond wanted worldly pleasure .  
Supporting statement: \_\_\_\_\_

b) The poet speaker wanted the autumn fell on him .  
Supporting statement: \_\_\_\_\_

c. Answer the following questions: (U/ck)  $3 \times 1 = 3$

- (i) Why did the speaker not seek any hope or love?
- (ii) Why did the poet not fear about autumn or winter?
- (iii) What type of writing is the given passage?

D. Complete the sentence. (A/ck)  $3 \times 1 = 3$

- a) The vagabond is a person who \_\_\_\_\_.
- b) The vagabond wants a life of \_\_\_\_\_.
- c) The vagabond asks for \_\_\_\_\_.

## II. Grammar & Vocabulary:

A. Make sentences with the following words: (A/FK)  $2 \times 1 = 2$

- (i) Blow
- (ii) Autumn.

B. Fill in the blanks with the antonyms: (A/ck)  $2 \times 1 = 2$

- (i) After spring comes \_\_\_\_\_ (winter).
- (ii) I don't know why I get \_\_\_\_\_ (early) in the morning.

c. Change the degree: (A/MK)  $3 \times 1 = 3$

- (i) Kolkata is the largest city in W.B. (Comparative)
- (ii) Darjeeling is cooler than Siliguri. (Positive)
- (iii) No other peak is as high as Mount Everest (Superlative)

## III. Composition:

A. Write a paragraph on the importance of freedom in student's life on the basis of the following points. (A/PK) 8

Points: Freedom — Effect on individual development —  
Effect on social development — Freedom in student's  
life — Drawbacks — conclusion.

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## Scoring/Answer Key :

Qs. No.	Answer	Marks.
I) A)	a) Stream b) Heaven	1 1
I) B)	1) False.	1
A)	SS: "Wealth I ask not, hope not love"	
	2) True.	
B)	SS: "Or let autumn fall on me where failed I linger"	1
I) e)	i) He may not find complete freedom from hope, love and friend rather he can find in nature.	1
	ii) The natural seasons like autumn or winter can give him a real freedom compared with the worldly joy.	1
	iii) This poetry is a song of travel where the poet speaker reveals his desire to travel and gets freedom.	1
I) D)	a) Wonder aimlessly.	1
	b) Freedom.	1
	c) Heaven above and road below him.	1
II) A)	a) One should have strength to suffer that blows of life.	1
	b) Autumn is my favourite season.	1
II) B)	a) Summer    b) Late.	2
II) e)	i) Kolkata is larger than any other cities in WB.	1
	ii) Siliguri is as cool as Darjeeling.	1
	iii) Mount Everest is the highest peak.	1
III) A)	Title - introduction - development of thought - personal view - conclusion.	8

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# LESSON-PLAN

Name of the School Nitya Memorial High School	Subject: Physical Science Book: Pressure in Fluids and its Applications
Class: 10	Sub. units
Duration: 40 mins	<ol style="list-style-type: none"><li>1. Fluids and Pressure</li><li>2. Pressure in Fluids</li><li>3. Pressure exerted by liquid column</li><li>4. Laws of liquid pressure</li><li>5. Some consequences of liquid pressure</li><li>6. Transmission of pressure in liquids Pascal's Law</li><li>7. Application of Pascal's Law</li><li>8. Examples of Hydraulic Machines</li></ol>
Name of the Teacher: Jyoti Das	Today's lesson: 1 and 2

## STUDENTS NEEDING EXTRA SUPPORT

Number of students: 2	Type: 1) Hearing Impaired 2) Visually Impaired
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## ADAPTATIONS / MODIFICATIONS

The unit to be taught is divided into smaller portions and each topic is taught using appropriate teaching learning materials and activities that will meet the needs of all learners. This will ensure effective delivery of the lesson. Multisensory TLMs will be used. Examples - water, bottle, clay, slides, model using bottle (for demonstrating liquid pressure), bricks (showing pressure - surface area relationship), board pin (pressure).

## LEARNING OBJECTIVES

a) For MOST (General) : After completion of this lesson, the general students will be able to :

Remembering	<ol style="list-style-type: none"><li>1. Define thrust and pressure.</li><li>2. State the S.I units of thrust and pressure.</li></ol>
Understanding	<ul style="list-style-type: none"><li>• Explain how does pressure exerted by solid and liquid differ.</li></ul>
Applying	<ul style="list-style-type: none"><li>• Experiment with a sharp and blunt knife to deduce the relationship between pressure and surface area.</li></ul>
Analysing	<ul style="list-style-type: none"><li>• Differentiate between thrust and pressure.</li></ul>

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Evaluating	• Can judge the importance of surface area in case of thrust and pressure relationship.
Creating	• Design an activity to show that pressure increases with the depth of liquid.

b) FOR SOME (CWSN): After completion of this lesson, the CWSN students will be able to:

1. Understand the basic concept of thrust, pressure and pressure in fluids.
2. Identify different examples related to those concepts in their real life and environment.
3. Apply those concepts in real life.
4. Present simple experiments related to these concepts.

c) FOR FEW (Gifted / Advanced Learners): After completion of this lesson, the gifted learners will be able to achieve the goals of general students. Moreover, they will be motivated to get more information on the topic and clarify the concepts.

### PRE-ASSESSMENT / CURRENT LEVEL ASSESSMENT

The pre-assessment will be done at the same time for all learners. The teacher will conduct the pre-assessment with

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the help of pictures and an activity keeping in mind all the type of learners. This will be done to analyze previous knowledge of learners, and the following questions will be asked -

### FOR MOST

- (a) What do you understand by force?
- (b) In what direction can a force be applied?
- (c) Is force a scalar or vector?
- (d) What is the meaning of perpendicular to the surface?
- (e) Can you show with the help of a diagram the perpendicular direction?
- (f) Can force act in a perpendicular direction?

### FOR SOME

• Hearing impaired - The teacher will ask all the questions by displaying some pictures related to the topic.

- (a) Describe the pictures.
- (b) With reference to the pictures, the students are required to identify who is applying force and in which direction.
- (c) In which picture the force is being applied in the perpendicular direction.

• Visually Impaired - The children will be involved in an activity which the child has to do and it will

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require the child to apply force on an object.

- (a) Can you show how to apply force on this object?
- (b) In how many ways can you apply force on this object?
- (c) Can you demonstrate how to apply force in perpendicular direction?

### FOR FEW

- (a) How can you tell if force is a scalar or vector?
- (b) Will the direction of application of force make any difference on the body on which it is acting? How?

### OPENING

Description	Teacher's Activity	Student's Activity	UOL Task
Introduction to thrust	<p>Teacher will display pictures showing the application of force and ask them to describe the picture by-</p> <ol style="list-style-type: none"><li>1) Identifying the point of application of force</li><li>2) Stating the direction of force.</li></ol> <p>Teacher will bring a board pin and ask the learners to put it</p>	<p>The students will observe each picture carefully.</p> <p>The students will try to</p> <ul style="list-style-type: none"><li>• identify the point of application of force</li><li>• state the direction of force.</li></ul> <p>The students will try to do the activity and answer the question</p>	<p>Emphasizing on bridging the gap between real life examples and the content.</p>

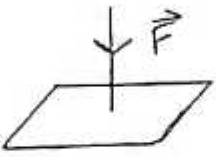
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*Dr. Sesango*  
Principal  
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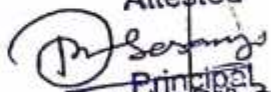


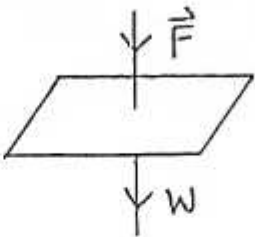
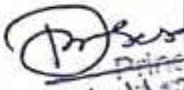
Description	Teacher's Activity	Student's Activity	UDL Task
	<p>on the board and ask: In which direction did you apply force in this case?</p> <p>Teacher will state that thrust is a force which acts in a perpendicular direction to the surface.</p>	<p>to be perpendicular to the surface.</p> <p>Students will note down the definition of thrust.</p>	

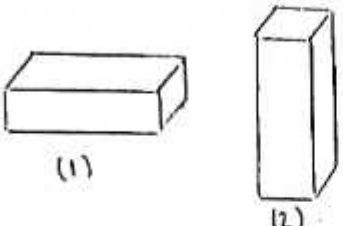


## LESSON ACTIVITY

For MOST

Description	Teacher's Activity	Student's Activity	UDL Task
1. Thrust	<p>Having defined thrust in the opening portion, the teacher will explain the meaning of thrust with the help of a diagram.</p>  <p>Teacher will state that Thrust exerted by a body = Weight of the body.</p> <p>Teacher will ask a student to draw the direction of weight on the previous diagram.</p>	<p>Students will note down the relation between thrust and weight.</p> <p>One student will mark on the diagram the weight along with the direction.</p>	<p>Presentation of the concept of thrust and its equivalence to weight of the body.</p>

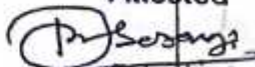
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Description	Teacher's Activity	Student's Activity	UOL Task
	<p>Teacher will explain that both forces - Thrust and weight act normally on a surface and hence can be equated.</p>	 <p>Students will clarify their doubts with the teachers.</p>	
2. Pressure	<p>Teacher will define pressure as Thrust per unit area and state and write the units of pressure on board</p>	<p>The student will note down the definition and units.</p>	
3. Factors affecting pressure	<p>To explain the meaning of pressure teacher will ask the students the formula for pressure.</p> <p>By using the student's response, teacher will discuss the factors on which it depends.</p> <p>a) Surface area: The teacher will use a brick to show the relation.</p>	<p>The students will answer by saying:</p> $\text{Pressure} = \frac{\text{Thrust}}{\text{Area}}$ <p>The students will participate in this activity and give responses by saying:</p>	<p>Presentation and explanation of the concept of pressure using tachet learning materials (TLM)</p> <p style="text-align: right;">Attested    Principal  Sri Ram B. P. S. School</p>

Description	Teacher's Activity	Student's Activity	UDL Task
	 <p>(1) (2)</p> <p>In which case the pressure will be more?</p> <p>b) Magnitude of thrust: Teacher will use clay mould and ask students to apply thrust. The deformation will depend on the pressure generated.</p>	<p>Pressure will be more in case 2 as surface area is less.</p> <p>A group of students will try out this activity and conclude that: Pressure will be more if thrust applied is large and vice-versa.</p>	
<p>4 Pressure in fluids</p>	<p>Teacher will explain pressure in fluids with the help of an activity using water, bottle, bottle with three holes.</p>  <p>PRESSURE AND DEPTH</p>	<p>Students will observe and clarify their doubts and note down the respective results.</p>	<p>Presentation and elaboration of fluid pressure and its characteristics using paper TLMs and activities.</p> <p>Attested    Principal  Siliguri B.ED. College</p>

## FOR SOME

Description	Teacher's Activity	Student's Activity	Obj. Task
1. Thrust and Pressure	The teacher will present all the topics using Powerpoint presentation along with board work.	The students will be able to see clearly and note down properly and have doubts cleared.	Presentation of concept of thrust and its expression as weight of body and pressure using proper words TMS
2. Factors affecting pressure	Teacher will use table like TMS like brick and clay for explaining the factors. Books will used to explain surface area and pressure dependence and clay will be used for explaining the dependence of pressure on thrust.	Student will touch and feel and learn the dependence of these factors on pressure.	Presentation and explanation of concept of pressure using practical teaching learning materials.
3. Pressure in fluids	Teacher will involve the students in an activity using TMS like water and bottles to demonstrate the pressure in fluids.	Students will actively participate and work towards completing the task given. Students will touch and perform the activities and experience the pressure in fluids.	Presentation and elaboration of fluid pressure and its characteristics using proper TMS and activities.

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## For FEW

Description	Teacher's Activity	Student's Activity	Obj. Tosts
	Teacher will ask different questions and give the students different challenges and experiment to design related to various concepts. For example, an experiment can be prepared to show the effect of surface area on pressure.	Students will actively participate and work towards completing the tasks given.	Maintain motivation to express, solve and develop interest in the gifted students.


## CLOSING

Summarisation of the contents and clarifications if needed will be given. After that as a feedback, following assessment will be done.

Assessment: (For the Visually impaired student, same questions will be asked verbally)

1. Define the term thrust. State its S.I unit.
2. What is meant by pressure? State its S.I unit.
3. Define 1 Pascal (Pa)
4. Differentiate between thrust and pressure.
5. How does pressure exerted by thrust depend on area of surface on which it acts? Explain with a suitable example.
6. What is fluid pressure? Describe a simple experiment to demonstrate that a liquid enclosed in a vessel exerts pressure in all directions.

Attested

  
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