

# INDEX

Sr. No.	Date	Lesson No.	Topic	Pages	Sign. of the Supervisor
<u>I</u>					
			Microw lessons		
1		1	1) Alpana	1-3	
2		2	2) Ikabana	4-6	
3		3	3) TYPES OF KITCHEN	7-9	
4		4	4) BENEFITS OF WATER IN HUMAN BODY.	10-12	
				<del>13-15</del>	
5		5	5) DYSENTERY	13-15	
<u>II</u>					
			MEGA LESSON.		
1		1	1) Flower arrangement	16-22	
2		2	2) FOOD PRESERVATION	23-29	
3		3	3) TEXTILES	30-35	
4		4	4) DECORATION OF HOME.	36-40	
8			<del>5) TYPHOID</del>		
<u>III</u>					
			DISCUSSION LESSON.		
1.		1.	TYPHOID	40-46	
<u>IV</u>					
			REAL TEACHING PRACTICE LESSONS		
1)		1	CARBOHYDRATES	49-55	
2)		2	LIVER	57-63	
3)		3	TEXTILES	64-70	

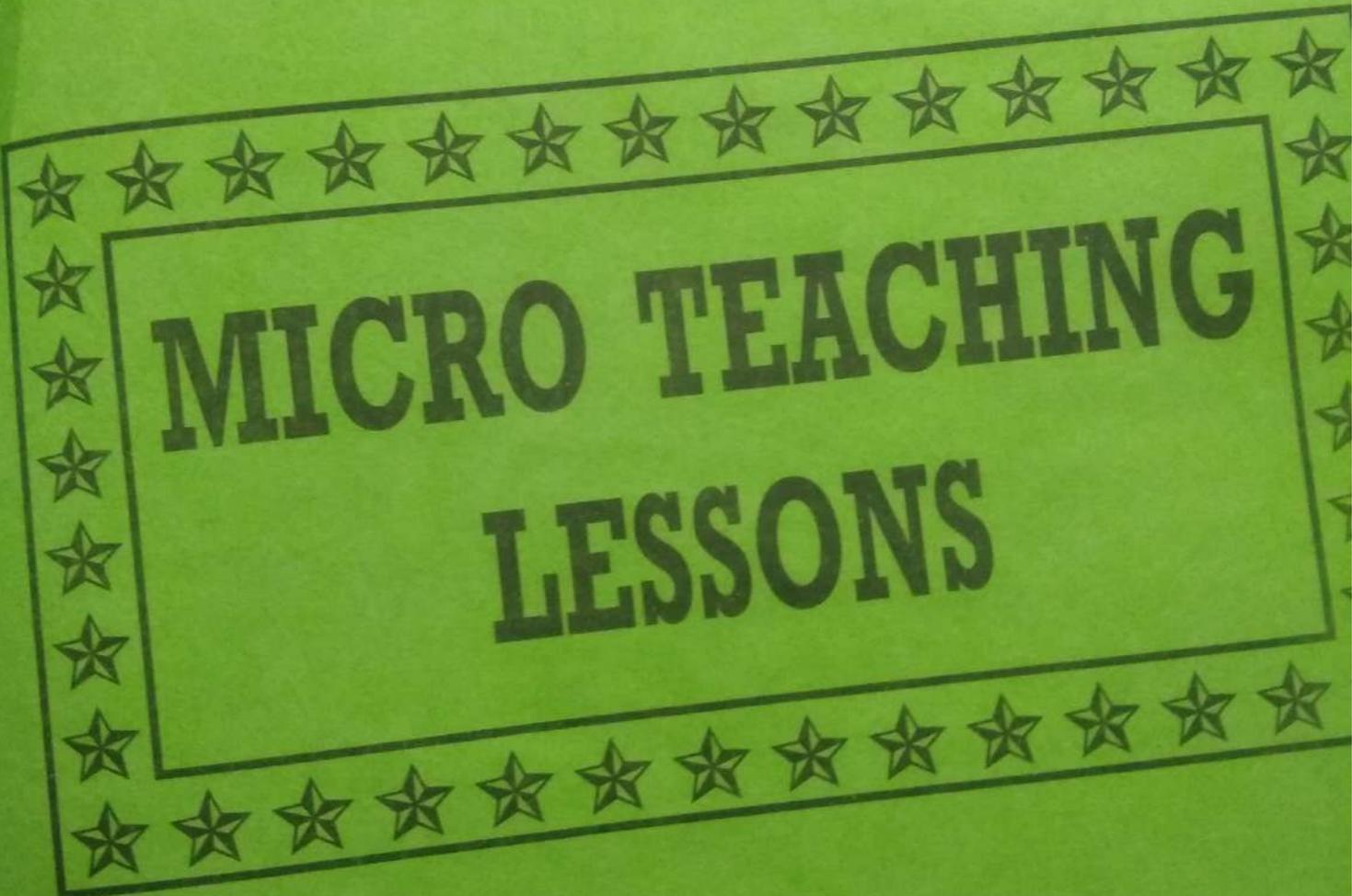
VIII

Signature

# INDEX

Sr. No.	Date	Lesson No.	Topic	Pages	Sign. of Superv
4		4	BUDGET	71-76	
5		5	VITAMIN-D	77-82	
6		6	PROTEIN DEFICIENCY	83-89	
7		7	BALANCED DIET	90-95	
8		8	BESAN BARFI	96-99	
9		9	FLOOR DECORATION	100-104	
10		10	FLOWER DECORATION	105-108	
11		11	SPINACH SOUP	109-111	
12		12	MANGO PICKLE	112-114	
			OBSERVATION LESSONS	Total 6	

vis



# **MICRO TEACHING LESSONS**

## LESSON No. ....1.....

Date.....  
 Pupil Teacher's Name CHEENA SINGH Duration of the period.....  
 Class VII<sup>th</sup> Pupil Teacher's Roll No.....  
 Subject HOME SCIENCE Average Age of the pupils.....  
 Topic Alpana

## Skill of Questioning

Pupil teacher activities	Student's activity
Students today we will discuss about alpana.	Students are listening carefully
What is Alpana.	Colourful motifs, sacred art or painting done with hands or paints which is mainly a paste of rice and flour.
Where did alpana begin?	In Bengal.
What sort of thinking promotes that it is auspicious to make in our homes?	Traditional and cultural thinking

Pupil teacher activity      student's activity

Should we leave empty spaces in alpana?

No

Should we fill the space of the ground with alpana

Yes.

What are the colorful motifs and sacred art done with hands known as?

Alpana.

In how many shapes alpana is made?

Alpana is made in many shapes like square, hexagon, circle and semi-circle.

According to room size how alpana should be made in <sup>the centre</sup> and how should we design the corners?

In the centre of the room we should make a circular shape and in the the corners we should make triangular shape.

MICRO TEACHING  
OBSERVATION SCHEDULE - CUM - RATING SCALE FOR THE SKILL OF INTRODUCING THE LESSON

TALLIES	COMPONENT	RATING		
		NEVER	Seldom	OCCASSIONALLY
	The teacher use of prev knowledge			✓
	The teacher made use of appropriate device and techniques.		✓	
	Maintainence of continuity			✓
	Relevancy of verbal and non-verbal behaviour.	✓		

# Skill of Explanation .

LESSON No. 2

Name of the pupil teacher - Chetna Singh

TOPIC :- Ikabana Subject :- HOME SCIENCE

CLASS - VII<sup>th</sup>

Pupil teacher activities

Today I will teach you about flower decoration.

Explanation:

Flower decoration is an ancient form of art. This form of art is not only used in homes but in temples too. During festivals and auspicious occasions temples are adorned with garlands and flower petals. Gradually organisational skills in organizing flowers has turned into most popular art.

Now-a-days this form of art is used in competitions and exhibitions.

Student activities

Students are listening.

LESSON No. ....

Date .....

Duration of the period .....

Pupil Teacher's Name .....

Pupil Teacher's Roll No .....

Class .....

Average Age of the pupils .....

Subject .....

Topic .....

Pupil teacher activities

Q On auspicious occasions and festival how are temples decorated?

Flowers, petals and garlands.

Q what is the art form known as in which we organize and decorate flowers?

Ikabana or flower decoration

Q Where do we use this form of art?

This form of art is used in temples as well as homes.

Q. What aesthetic value does it provide to people?

Sense of beauty

MICRO TEACHING - OBSERVATION SCHEDULE  
 - CUM-RATING SCALE FOR THE INTRODUCTOR-  
 - ON OF LESSON

S.No.	Component	Rating			
		NEVER	SELDOM	OCCASIONALLY	FREQUENTLY
1	Use of previous knowledge by the teacher			✓	
2	The teacher made use of appropriate device and technique.			✓	
	Maintainence of continuity.				✓
	Relevancy of verbal and non-verbal behaviour.				✓

LESSON No. 3  
 MICRO TEACHING

⑦

SKILL OF EXPLANATION  
 TOPIC - TYPES OF KITCHEN

S.No.	Popil teacher activities	Student activities
1.	Today students I will tell you about kitchen.	Students listen carefully.
2.	The kitchen which has one wall is long in shape is also known as open kitchen.	Students are listening carefully
3.	With two walls kitchen in L shaped is also known as L shaped kitchen.	Students are listening carefully and looking at the blackboard.
4.	Kitchen with three walls resembles the alphabet U is also known as U shaped kitchen.	Students are listening carefully
5.	What will we call the kitchen which <del>is</del> has two walls?	Two-walled / L-shaped kitchen.
6.	What will we call the kitchen with 3 walls?	U-shaped kitchen.

S.NO

Pupil Student activity

Student activity

- 1. Which kitchen is the best kitchen? L-shaped
- 2. Name two types of kitchen mostly used in India? L-shaped U-shaped.
- 3. Should kitchen be spacious? Yes.
- 4. If kitchen is spacious then the homemaker is more comfortable at home. Yes.

LESSON No. 3

Date: ..... Duration of the period: .....  
 Pupil Teacher's Name: Cherna Singh Pupil Teacher's Roll No. ....  
 Class: VII<sup>A</sup> Average Age of the pupils: .....  
 Subject: HOME SCIENCE Topic: TYPES OF KITCHEN

OBSERVATION SCHEDULE

S.no	Component	RATING			
		NEVER	SELDOM	OCCASSIONALLY	FREQUENTLY
1.	Previous knowledge.	✓			
2.	The teacher made use of appropriate devices and techniques.				✓
3.	Maintainence of continuity			✓	
4.	Relevancy of verbal and non verbal behaviour.		✓		

SKILL OF ILLUSTRATION WITH EXAMPLES

TOPIC: BENEFITS OF WATER IN HUMAN BODY.

Human body is composed of 60-70% of water. Water is found within and outside the cells. If for few days human body doesn't get water it cannot survive. With ageing the quantity of water in the body decreases. Mostly obese people drink less water than thin people.

S.no	Pupil Teacher's activity	Student's activity
1.	Explain the chemical formula of water	$H_2O$
2.	What percentage of water is found in human body?	60%-70%
3.	In urine what is the percentage of water present?	97%
4.	Which water is considered best for consumption?	Soil water.
5.	How many types of hard water is there?	Two types of hard water 1) Temporary 2) Permanent

Date ..... Duration of the period .....  
Pupil Teacher's Name ..... Pupil Teacher's Roll No .....  
Class ..... Average Age of the pupils .....  
Subject ..... Topic .....

Pupil teacher's activity	Student's activity
6. Which minerals get dissolved in water?	Calcium and magnesium nitrates, sulphates and chlorides
7. Does the deficiency of water does not lead to proper cooking?	Yes.
8. How can body be cured if the temperature rises in our body?	One should be advised high intake of water.
9. If too much water is wasted from the body then what happens?	Dehydration.
10. Plasma and the blood count decreases with the decline of water in human body. Heart rate increases.	Students listen carefully

## SKILL OF OBSERVATION

(12)

S.no	Component	Rating			
		NEVER	SELDOM	OCCASSIONALLY	FREQ. - -nt
1	Previous knowledge			✓	
2	Use of techniques and devices.		✓		
3	Maintenance of continuity.			✓	
4	Relevance of verbal and non-verbal behaviour.				✓
5	Skill of questioning.				✓

## MICRO TEACHING LESSON PLAN No. 5

(13)

### SKILL OF QUESTIONING

TOPIC - WATER BORNE DISEASE

S.no	Pupil teacher activities	Student's activities
Q1	What time of the year does diarrhoea spread?	It <del>is</del> spreads in summer.
Q2	What are the reasons for spreading diarrhoea?	It is due to bacterial growth spread due to unhygienic conditions.
Q3	What is the age group and gender those susceptible for this disease?	All age groups and genders are susceptible to this disease.
Q	What is the reason for dysentery?	The shigella and campylobacter bacteria that cause bacillary dysentery are found all over the world. It is transmitted through food and water. Patient's clothes and bedding should be kept separately.

How can dysentery be prevented.

The patient should be orally rehydrated and should be well taken care of. He should be looked after sympathetically.

LESSON No. ....

Date \_\_\_\_\_ Duration of the period \_\_\_\_\_

Pupil Teacher's Name \_\_\_\_\_ Pupil Teacher's Roll No. \_\_\_\_\_

Class \_\_\_\_\_ Average Age of the pupils \_\_\_\_\_

Subject \_\_\_\_\_ Topic \_\_\_\_\_

Observation Skills

S.no	Component	Rating		OCCA asionally	FRE quently
		Never	Seldom		
1.	Previous knowledge	✓			
2.	Use of techniques and devices		✓		
3.	Maintainence of continuity			✓	
4.	Relevance of verbal and non-verbal behaviour.				✓
5.	Skill of Question.				✓

# MEGA-LESSONS

## INSTRUCTIVE MATERIALS

**General Aids:** An ordinary classroom, chalk, duster, pointer etc.

**Specific Aids:** Chart and real objects.

- (i) To develop interest in Home Science.
- (ii) To increase knowledge, application, comprehension.
- (iii) To make use of knowledge of Home Science in their daily life.

**SPECIFIC AIMS:**

- (i) To help the students know about significance of therapeutic diets.
- (ii) To impress on pupils about diet therapy.

**P.K. Testing:** To arouse the interest and create an atmosphere P.T. will ask the following questions.

1. What are the basic needs of a man?
2. When a person falls sick, then how will you cure him/her?
3. Which other things will you give to patient except providing medicine?
4. **Introduction and announcement of the Topic:** After getting the response from the student P.T. will introduce

the topic by saying:  
"A person can be cured by  
taking medicines and diet.  
Diet has its own significance.  
A little modification in diet  
according to disease is called  
diet therapy. Prescribed diets  
are known as Therapeutic  
diets.

**SIMULATED  
TEACHING LESSONS**

LESSON No. ...1.....

Date.....

Duration of the period.....

Pupil Teacher's Name Chetna Singh

Pupil Teacher's Roll No. ....

Class VII<sup>th</sup>

Average Age of the pupils 12-13 yrs

Subject Home Science

Topic Flower decoration

Skill of presentation.

Topic	Pupil teacher activities	Pupil activities	Blackboard
What is flower decoration?	How do we decorate our homes?	With flowers.	
How do we decorate our homes with flowers?	How do we decorate our homes with flowers?	Problematic Question.	Flowers
<u>Pupil teacher explanation.</u>			
Flower arrangement is an organization of design and color towards creating an ambience using flowers, foliage and other floral accessories.			
If we do not			

TEACHING POINT PUPIL TEACHER ACTIVITIES

have flowers at home we feel the house is empty.

We feel fresh with flower decoration in home and can feel the freshness.

In modern home we have many amenities but the only thing that makes home lively is because of flower decoration. However beautiful the curtains and accessories might be but a flower decoration makes it very lively and natural.

1. What are the benefits of flower decoration?

House looks attractive.

2. List the benefits of flower decoration?

Problematic question.

Pupil Activities Black board

Flowers are essential - essential

Pupil teachers Activity

Flowers are beneficial for our health as these plants make the air clean.

Flowers are easily available too.

They are inexpensive and are affordable.

Children are filled with the values of kindness after touching and feeling them.

Precautions

What all we should consider while flower arrangement? We should consider the colour of furniture and room.

Pupil's Activity

Students are listening carefully.

Students listen carefully.

Black board

Benefits of flowers

Problematic Question.

Evaluation

- 1) What is flower arrangement
- 2) What are benefits of flower arrangement.
- 3) How should we do flower arrangement.

Homework:-

- 1) How do we do flower arrangement?
- 2) What should we consider while flower arrangements.

Date: \_\_\_\_\_ Duration of the period: 30 min  
 class - IX<sup>th</sup> Average age of pupils: 15 yrs  
 Subject - Home Science Topic: Food preservation

**Task/functional objectives:** Students will be able to clearly understand the topic after understanding the following points.

- (i) **Knowledge Objectives:**
  - Students will be able to know why it is important to preserve the food.
  - Students will be able to give the definition of food preservation.
- (ii) **Understanding Objectives:**
  - Students will be able to understand the importance of food preservation and will be able to define it meaningfully.
  - They will be able to tell the advantages.
- (iii) **Application Objectives:**
  - Students will be able to know the use of food preservation in their day-to-day life.
  - They will be able to use food preservation knowledge.
- (iv) **Skill Objectives:**
  - Students will be able to use food

preservation tactics.  
They will be able to gain full knowledge about food preservation.

(vi) Previous knowledge: To know the previous knowledge of student teacher will ask for the following questions.

Ques 1: If food is kept out for long time what happens to it?

Ques 2: If we don't eat fresh food what happens.

Ques 3: What are the methods of food preservation?

Announcement of topic:-  
Today we will study about "Food preservation" in detail.

LESSON No. 2

Date: \_\_\_\_\_ Duration of the period: 30-40 min  
Pupil Teacher's Name: CHETNA SINGH Pupil Teacher's Roll No. \_\_\_\_\_  
Class: 12<sup>th</sup> Average Age of the pupils: 16  
Subject: Home - Science Topic: Food preservation.

aching point	Pupil teacher Activity	Pupil Activity	Black board work
Food preservation	Food preserves are not delectable and add variety to the meal. Food is preserved by the destruction or inactivation of micro-organisms and the toxins produced by them which are responsible for the spoilage of food.	Students listen carefully	Growth of micro-organisms, warmth, moisture and access of air. preserves salt + sugar
Indication of spoilage	The conditions favorable for the growth of micro-organisms are warmth, moisture and access of air.		
Method of preservation	Avoidance of the condition of spoilage is the basis of the		

Teaching Point	Pupil-teaches activity	Pupils activity	Black-board work.
----------------	------------------------	-----------------	-------------------

Food Preservation.	Food preserves are various methods employed for the preservation of food. It includes sun-drying, dehydration, salting, smoking, deep freezing, canning and bottling and the addition of acid, salt, sugar, spices, oil and chemical preservation.		
--------------------	--	--	--

Role of salt and sugar.	The presence of salt and sugar at high concentration draws water from the tissue cells of fruits and vegetables because of osmosis and thus prevents water from being available for		
-------------------------	---	--	--

Pupil teachers activity.	Pupils activity	Black-board.
--------------------------	-----------------	--------------

d. Acid preserves food by virtue of the hydrogen ion concentration which produces toxic effect on microbial protoplasm. The use of vinegar for the pickle, meat, tomato sauce use acid medium.	Students listen carefully and note important points.	
up: Drying is one of the most ancient food preservation technique which reduces water activity sufficiently to prevent bacterial growth.		

Preserves food by slowing down growth and reproduction of micro-organisms and the action of enzymes which causes food to rot. The domestic refrigerator improves diet of many by allowing food		
--	--	--

such as fresh fruit, salads and dairy product to be stored safely for longer periods of time especially in warm weather.

Students listen carefully.

**Vacuum Packing** stores food in a vacuum environment usually in an air tight bag or bottle. The vacuum environment strips of bacteria of oxygen needed for survival slowing spoiling. Vacuum pack is usually used to store nuts from oxidation of flavone.

Students listen carefully and note down important point.

**Canning** involves cooking and food, sealing it in sterile cans or jars and boiling the containers.

Evaluation

- Q1 What do you mean by food preservation?
- Q2 If we keep food in open for a long time what will happen to it?
- Q3 How can you protect your food from spoilage?
- Q4 Explain the method from which we can preserve pickles.

Home work

Gather information about the types of preservation other than taught in the class and write about them briefly.

# LESSON PLAN No. 3

Duration of Period - 30-40 min

Class - IX<sup>th</sup>

Average age of Pupils - 15 yrs

Topic - Textiles

Subject: Home Science

Instructional objectives: - Students will be able to recall and revise the topic after understanding the following points.

## a) Knowledge Objectives:

- (i) Students will be able to know about textiles and its importance.
- (ii) Student will be able to differentiate the types of textiles.
- (iii) Students will be able to define the meaning of textiles and clothing.

## b) Understanding objectives

- (i) Students will be able to understand what is the meaning of textiles and what are its sources.
- (ii) Students will be able to understand and different types of fabric.
- (iii) Students will be able to understand and the process of fabric.

# LESSON No. ....

Date..... Duration of the period.....  
Pupil Teacher's Name Chetna Singh Pupil Teacher's Roll No.....  
Class..... Average Age of the pupils.....  
Subject..... Topic.....

## (c) Application <sup>skill</sup> Objectives

- (i) Students will be able to define fabric and use its importance in day-to-day life.
- (ii) Students will be able to understand natural fibres and its importance.

## (d) TEACHING AIDS: -

- (i) Chalk, blackboard, duster, charts.

## (e) PREVIOUS KNOWLEDGE:- Teacher will ask following questions.

- 1) Where do we get fabric from?
- 2) How many types of fabric are there?
- 3) What is the importance of fabric?

Teaching Point

Pupil teacher activity

Pupils activity

Black-board work

Textiles The word 'textiles' is derived from the latin from 'textiles' for woven fabrics. Thus by textiles we understand those objects which have been prepared by weaving. Laces, nets, knitwear, belt etc. though not woven are included.

Students listen carefully.

Textile  
↓  
woven fabrics  
↓  
Indians  
↓  
Vedic Indians  
fond of Surasas

were fond of Surasas (beautiful garments) From Atharvashastra we learn that the materials then employed for spinning were wool (Wusha), cotton (Carpasi), hemp (tula) and flax (Kshauma)

History India is known for beautiful fabrics from ancient days. The art of India's gold brocades and helmy muslin is older than Puroanas. The Puroanas tells us that spinning and weaving were important handicrafts and that vedic Indians

embk Kashmir is noted for its exquisitely embroidered fabrics, and its carpets are famous all over the world.

title Our primary needs are food, clothing, shelter and energy. Textiles serve the clothing requirement of an individual. Textiles add to our comfort appearance and to our happiness in many ways by exceptional versatility.

- students listen carefully
- Shelter
  - Clothing
  - Enhancing beauty of home
  - Save our country

Teaching Point	Pupil-teacher activities	Pupil activity	Black board work
	We use them to help enhance the beauty of our homes.		
	- They help to serve our country in army, navy, airforce and manifold industries.		
Character of Textile	A new textile world has emerged. New fibres, new fabric and new finishes are new demand for understanding and evaluation. The development of rayon, the advent of new synthetic fibres and finishes speaking volumes. India	Students listen carefully.	

light weight, soil, resist, permanent pressed fabric. durable - pressed garments are becoming increasingly popular.

Now one can produce a wide range of fabric that are crease-resistant, lustrous, matte and other quality.

Students listen carefully.

Light wt. soil resist permanent pressed fabric durable. pressed garments are popular.

### Evaluation

- 1) What are textiles?
- 2) How textiles are developed in India?
- 3) List use of textiles.

### Homework

Write a short note on textiles, its development in our country and the need and importance of textile in our lives.

Date .....

Duration of the period .....

Average age of the Pupil - 14 yrs.

Subject:- Home Science.

Topic: Decoration

Class - VII<sup>th</sup>

**Instructional Objectives:** Students will be able to understand the topic after examining the following points.

- (i) **Knowledge Objectives:**
  - Students will be able to know the principles of the decoration.
  - Students will be able to give meaningful definition to them.
- (ii) **Understanding Objectives:**
  - Students will be able to understand about decoration
  - Students will be able to differentiate different types of decoration.
- (iii) **Application Objectives:** Students will be able to decorate their surrounding.
  - Students will be able to know the importance of decoration.
- (iv) **Skill Objectives:** Students will be able to understand the decoration of their house.
  - Students will be able to do decoration with the help of various methods.

Date .....

Duration of the period .....

Pupil Teacher's Name .....

Pupil Teacher's Roll No. ....

Class .....

Average Age of the pupils .....

Subject .....

Topic .....

Teaching strategy	Pupil-teacher activity	Pupil Activity	Black board activity
Discussion	Decoration of object is not just done to make it attractive but also how can it serve us. To decorate a room the wife must know the rules of decoration.	Students listen carefully and note important point.	
Listing objectives	1. Unity 2. Balance 3. Emphasis 4. Contrast 5. Proposition 6. Rhythm		<ul style="list-style-type: none"> <li>• Unity</li> <li>• Balance</li> <li>• Emphasis</li> <li>• Contrast</li> <li>• Proposition</li> <li>• Rhythm</li> </ul>
Unity	In home decoration, unity refers to the blending of all elements and		Unity - All objects in a room look like they are together.

Teaching point

Pupil teacher activity

Student's activity

Blackboard work

Pupil teacher activity

Students activity

Blackboard work

principles of design. Unity exudes a feeling that all objects in the room look like they belong together

Balance Balance refers to the arrangement of object and create an even feeling in a room. It brings equilibrium to the space. It means large and small items in the room should be distributed evenly. The entire should be comfortable to the eye.

Contrast It is achieved in all elements of design by using one elements that differ in colour or shape among object.

Balance: Arrangement of object to create an even feeling in a room.

Contrast Achieved: all elements by using designs of different colours, shape and size and

It is the focal point of the centre of design. It is the object which received the most attention than others.

The relationship between two objects and how they look when they are placed together with each other.

When a room has rhythm it means that the colour or the patterns are repeated in a way that stimulates the eyes and mind.

Types of decoration - Indian; includes diwan, carpets, wall hanging.

emphasis, focal point of centre of design. Most attentive.

Proposition: - The relationship of two objects and how they look when placed together

- Indian decoration
- Western decoration
- Indian western mixed decoration

- Western; furniture,  
floor, doors.

Announcement of the topic:-  
Today we will study about the  
topic "Decorations" in detailed  
manner.

### Evaluation

- Q1) What do you mean by decoration
- Q2) What are the principles of  
decoration?
- Q3) Discuss the types of decoration.

### Homework:-

Write down the methods of  
decoration.

Duration of the Period: 25-30 min

Average age of pupils 15 yrs.

Class: 9<sup>th</sup>

Topic: Typhoid.

Subject: Home science

- A) **Instructional Objectives:-** Students will be able to understand the topic after understanding the following points and aims.
- i) **Knowledge Objective:-**
    - The students will be able to recall the causes of typhoid.
    - The students will be able to recognize the precaution and cure against typhoid.
    - They will be able to define about water borne diseases and communicable disease.
  - ii) **Understanding Objectives:-**
    - The students will be able to recall the causes, consequences, prevention and cure of typhoid.
    - The students will understand the causes of spread of disease and how can one stop it with scientific way.
  - **Application Objectives:-**
    - Student will be able to detect the symptoms when typhoid strikes a person.

- The students will understand the causes of spread of disease and how one can prevent it with scientific way.

(iii) Application Objectives:-

- Students will be able to detect the symptoms that occur when typhoid strikes a person.
- Students will apply the knowledge of typhoid causes and prevention in day to day life.

(iv) Skill aim:- Students will be able to acquire all the related information about typhoid brilliantly.

(v) Teaching Aids:- Chalk, duster, blackboard, chart about causes and symptoms and precautions.

(vi) Previous knowledge:-

Teacher will ask some questions from students to know their knowledge.

- Students what do you mean by communicable diseases
- Which disease can spread due to contaminated food and water.

DISCUSSION LESSON

43

LESSON No. 5.....

Date: ..... Duration of the period: 30-40 min.  
 Pupil Teacher's Name: CHETAN SINGH Pupil Teacher's Roll No: .....  
 Class: 9<sup>th</sup> Average Age of the pupils: 15 yrs  
 Subject: Home Science Topic: Typhoid

Teaching Point	Pupil Teacher Activity	Pupil's activity	Black-board work
Typhoid	This is a communicable disease. It is caused by a bacteria salmonella typhosa. It is transmitted through faecal oral route i.e. consumption of contaminated food and water with intestinal contents.		Typhoid. Salmonella typhosa transmitted through oral faecal route Consuming contaminated food and water.
questi- on	Typhoid is caused by which micro-organism? What is it transmitted through?	Salmonella typhosa. Oral-faecal route.	
imp- tance	Loss of body tissues Glycogen stores are quickly depleted and water electrolyte balance is disturbed.		

Teacher's Point	Pupil Teacher activity	Student's activity	Black-board activity
<ul style="list-style-type: none"> <li>The intestinal tract is highly inflamed and irritable and diarrhoea, is, therefore a frequent complication with absorption of food.</li> <li>Peyer's patches occur on the wall of intestine fever upto 104°F which is accompanied by pain in chest dilatation.</li> </ul>			
<p>Question</p> <ol style="list-style-type: none"> <li>1. Typhoid affects most?</li> <li>2. Name the patches that occur on the wall of intestine.</li> </ol>	Intestine	Peyer's Patches.	
<p>Other Symp-toms (Visible)</p> <ul style="list-style-type: none"> <li>Mild headache with pain in back.</li> <li>1 week 38°C - 41°C</li> <li>2<sup>nd</sup> week 38°C - 41°C but fever falls down.</li> <li>Tongue gets dry.</li> </ul>		Students listen carefully.	

Pupil teacher's activity	Student's activity	Black board work
<p>Treatment of typhoid involves:-</p> <ol style="list-style-type: none"> <li>(i) Rest in bed</li> <li>(ii) Keeping the patient warm</li> <li>(iii) Antibiotic therapy</li> <li>(iv) Providing full fluid diet high energy and high protein.</li> <li>(v) soft diet (mashed food) semi solid.</li> </ol>		<p>Treatment</p> <p>↓</p> <p>Rest in bed</p> <p>↓</p> <p>Keeping patient warm</p> <p>↓</p> <p>Antibiotic therapy</p> <p>↓</p> <p>Modified diet</p> <ol style="list-style-type: none"> <li>1. Clean</li> <li>2. Surrounding</li> <li>3. Fresh and clean food</li> <li>4. Every month vaccination.</li> </ol>
<p>Q2</p> <p>What type of diet be given to a person who is suffering from typhoid?</p>	Soft, blended diet.	
<p>Q2</p> <p>Give some examples of semi-solid foods?</p>	khichdi, banana, custard.	
<p>Q3</p> <p>Prevention and care</p> <ol style="list-style-type: none"> <li>(i) Surroundings must be clean.</li> <li>(ii) Fresh and clean food must be consumed.</li> <li>(iii) Every year typhoid vaccination must be done.</li> </ol>	Students listen carefully.	

Ques:- What prevention must should be taken?

- 1. Clean Surrounding
- 2. Healthy food
- 3. Yearly vaccination

Announcement of the Topic:-

Today we will study Typhoid in detail.

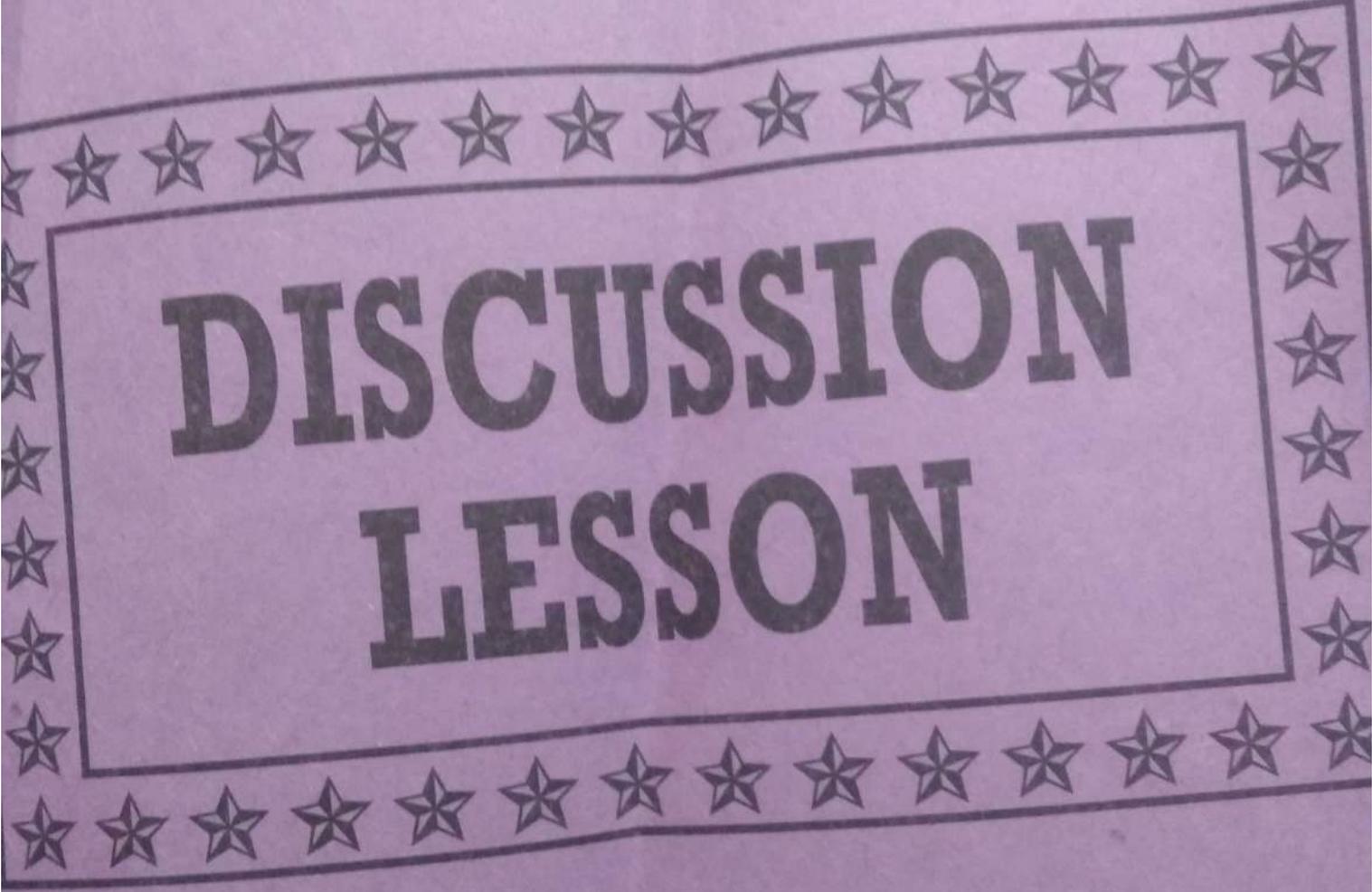
Evaluation

- Q1 Which bacteria causes Typhoid?
- Q2 What are the symptoms of Typhoid?
- Q3 What is the best possible treatment and how can it be prevented from spreading?

Homework:-

Write a short essay on typhoid mentioning all important points discussed in the class.

REAL TEACHING LESSON PLAN

A decorative border consisting of a series of small, five-pointed stars arranged in a slightly wavy line around the central text.

# **DISCUSSION LESSON**

LESSON No. .... 1 .....

Duration of the period..... 30-40 min

Date.....

Pupil Teacher's Name..... Chetna Singh

Pupil Teacher's Roll No. ....

Class..... 9th

Average Age of the pupils..... 15 yrs

Subject..... Home Science

Topic..... Carbohydrates

**(A) Instructional Objectives: (Knowledge objectives)**

- (i) Students will be able to recall food components and its need in our daily life.
- Students will be able to define and give information about the nutritional component.

**(ii) Understanding Objectives:**

- Students will be able to elaborate the nutritional components.
- Students will be able to compare different nutritional components.

**(iii) Skill Objectives:-**

- Students will be able to use the information of carbohydrates in day to day life.
- Students will be able to make diet in their daily food intake.

**(iv) Application Objectives:**

Students will be given information about different types of meals that can be cooked by nutrition object.

Students can brilliantly make a chart in the intake of Carbohydrates information and how to maintain it.

(V) Teaching Aids

Chalk, duster, Blackboard, Chart of Carbohydrate information.

Previous knowledge :- To know the previous knowledge of the student and following questions can be asked.

- (i) What is important to keep the health fit?
- (ii) What all nutritional components are present in your food?
- (iii) From where do we get nutritional components.

thing int food and its pos- nce

Pupil teacher activity

Life cannot be sustained without its adequate nourishment. Man needs adequate food for growth, development and to lead an active and healthy life.

Plant can manufacture the foods they need from simple chemical derived from the soil, water and carbon dioxide of the air.

Animal satisfied basic food requirement mainly through natural selection.

Man however has access to a wide range of foods to make up his diet.

Man's ability to meet his nutritional needs

Pupil's activity

Students are listening carefully

Black board work.

Teaching Point

Pupil-teacher activity

Pupil Activity

Blackboard work

and maintaining good health depends upon the type and quantity of foodstuffs he is able to include in his diet to satisfy his hunger.

Students listen Carefully.

Nutrient and their function: Man needs a wide range of nutrients to perform various functions in the body and to lead a healthy life. The nutrients include proteins, fats, carbohydrates, proteins, vitamins and minerals. The food that contains these nutrients which we consume daily are classified as cereals, legumes, nuts, rice, seeds, vegetables, fruit, milk product and flesh foods.

Nutrient  
Carbohydrate  
Protein  
Fats  
Vitamin  
Mineral

Pupil teacher activity

Pupil's activity

Blackboard work

Proteins, Carbohydrates

What all nutrients include?

- 2) What does protein help us in
- 3) Plant sources of fats?
- 4) Why is food important?

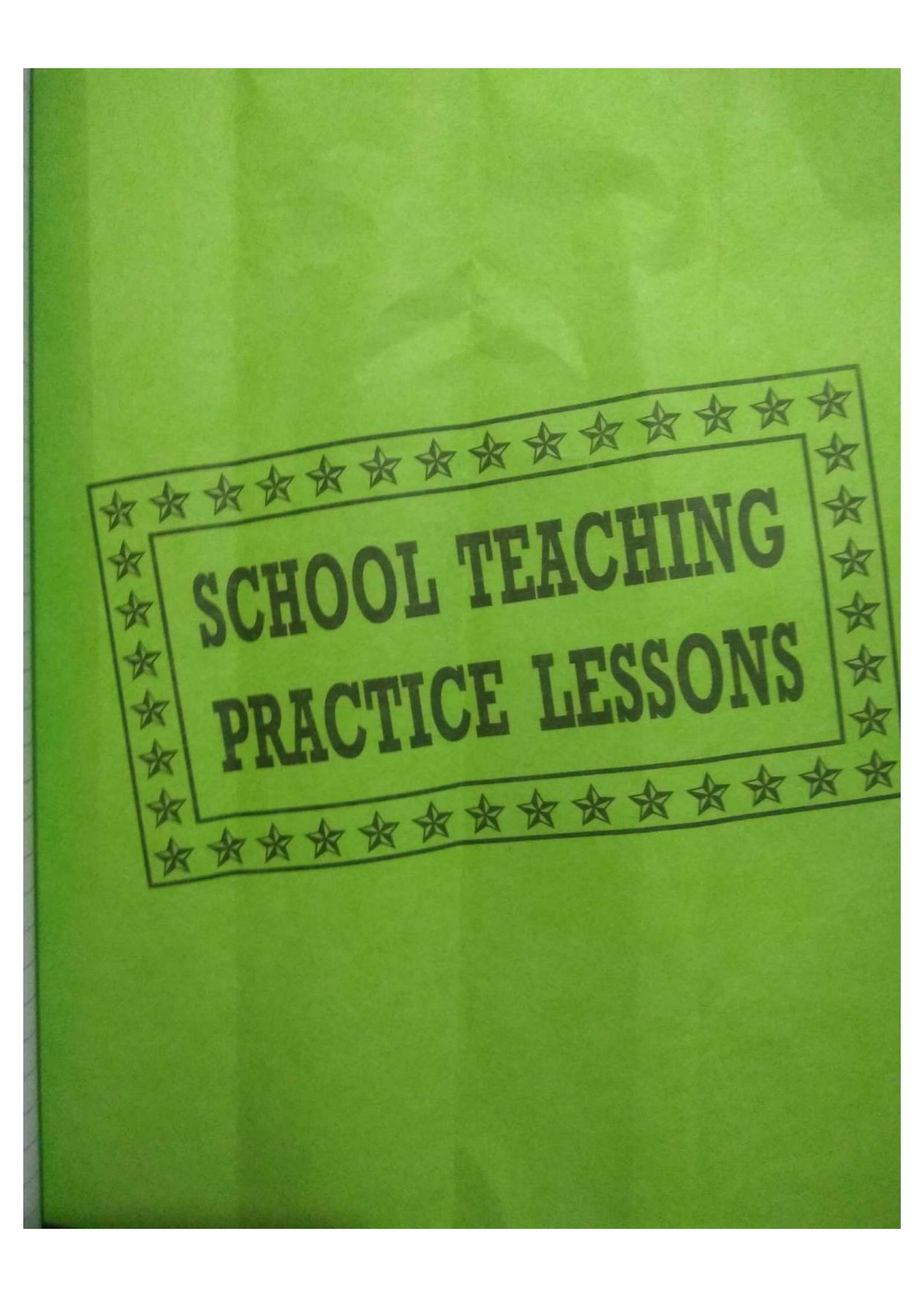
A) Carbohydrate, fat, protein, vitamin and minerals.

Ans) To build our body vegetable oil seeds

- a) satisfied our hunger.
- b) Provides us nutrients
- c) keep us healthy.
- d) Helps in functioning in our organs.

why carb

Carbohydrates are a class of energy yielding substance. It contains Carbon, Hydrogen and Oxygen.



**SCHOOL TEACHING  
PRACTICE LESSONS**

LESSON No. 2

30-40 mins

Date.....

Duration of the period.....

Pupil Teacher's Name... CHETNASINGH

Pupil Teacher's Roll No.....

Class... 9<sup>th</sup>

Average Age of the pupils... 15 yrs.

Subject... HOME SCIENCE

Topic... LIVER

(A) Instructional objectives :- Students will be able to understand the chapter/ lesson after they are able to understand the following objectives :-

- I (i) Knowledge Objectives :- Students will be able to understand about different organs of our body.
- (ii) Students will be able to give information about organ liver.

II Understanding Objectives:-

- (a) Students will be able to know the importance of liver and will be able to define it.
- (b) Students will be able to understand the liver and its function in detail.

III Application Objectives:-

- a) Students will be able to know the importance of liver and its relation to various other body parts.
- b) Students will be able to understand its functions.

(iv) Skill Objectives; Students will be able to make the diagram of liver and through that they can present it properly.

(ii) Students will be able to understand lives and functions in detail.

(v) Teaching Aids:-  
Chart that shows lives and its parts, chalk, blackboard, duster, pointer.

(vi) Previous knowledge:-  
Teacher asks following question to judge the previous knowledge about lives.

1. What are the functions of our body?
2. What are the internal organs of our body?
3. What is the importance of lives in our body?

59  
Pupil teacher activity

man The human body consists of head, neck, torso, two arms and two legs. The average height of an adult male human is about 1.7-1.8 m (5.7" to 5.11") tall and adult female is about 1.6-1.7 m (5.2" to 5.7") tall.

Height is largely determined by genes and diet. The organ system of the body contains muscular skeletal system, cardiovascular system, digestive system, endocrine system, urinary system, lymphatic system, immune system, respiratory system, nervous system, reproductive system. Human contains 206 bones and 656-800 muscles.

Pupil Activity

Students listen carefully.

Black-board Work

- Head  
- Neck  
- Torso  
- Arms  
- Legs  
Man Height  
1.7-1.8 m  
Women height  
1.6-1.7 m  
206 bones  
800 muscles

Question: 1. Our body is divided into how many parts?

2. How many bones are present in human body?

Head, neck, torso, arms and legs  
206 bones.

Liver, Colour, weight and shape

The liver is a vital organ. It has a wide range of functions. The liver is the largest gland in the body. Situated in the uppermost part of the abdominal cavity on the right hand side below the diaphragm.

The liver is a reddish brown organ, with and lobes of unequal sizes and shape.

It normally weighs 1.44 - 1.66 kg and is a soft, pinkish, brown, triangular organ.

Listen carefully

Weight of liver

- Pinkish
- Brown
- soft
- triangular organ.

Ques: 1. Shape of liver?

Pinkish, brown, triangular organ.  
Listen carefully.

The liver is the largest chemical factory in the body and it carries out intermediate metabolism.

It modifies the nutrients absorbed from the gut and stored elsewhere in the body to make them suitable for use in the tissues. The liver cells are nucleated polyhedral cells.

The protoplasm of contains large no. of enzymes. It stores vitamins, minerals and sugars. It filters blood and removes harmful substances. It serves as a life-saver for absorbing and storing blood for emergency.

Immediate Metabolism

- Absorbs nutrients
- Stores vitamins and minerals
- sugar
- Filters blood

Func-tions	Pupil - Teacher Activity	Pupil Activity	Black board Work
Func-tions	Modifies waste product and toxic substances.	Students write down	
	2) Stimulated by action of an enzyme in the liver cell produces glycogen by concentrate of glucose derived from and food.	notebook	
	3) Maintains normal blood sugar level.		
	4) The secretion of bile.		
	5) Formation of urea.		
	6) Action of fats.		
	7) Storage and distribution of many substances including glycogen fat, vitamins and iron.	* students write down in notebook.	
	8) Maintenance of body temperature.		
	9) The protective action of liver.		
Announcement: Today we'll study			

LESSON No. ....

Date \_\_\_\_\_ Duration of the period \_\_\_\_\_  
 Pupil Teacher's Name \_\_\_\_\_ Pupil Teacher's Roll No. \_\_\_\_\_  
 Class \_\_\_\_\_ Average Age of the pupils \_\_\_\_\_  
 Subject \_\_\_\_\_ Topic \_\_\_\_\_

the 'Liver' in detail.

**Evaluation:** Where is the liver situated in the body? How much it weighs?

- Q2 What are functions of liver?
- Q3 How many organ system does our body have named them?

**Homework:**

- Draw the diagram of liver and label its parts
- Write down a short note about it and give information about composition and its function.

## LESSON PLAN No. 3

Duration of period:- 30-40 min

Class:- IX<sup>th</sup>

Topic:- Textiles

Subject:- Home Science

**Instructional Objectives:-** Students will be able to recall and revise the topic after understanding the following points.

### (a) Knowledge Objectives:-

- (i) Students will be able to know about textiles and its importance.
- (ii) Students will be able to differentiate the types of textiles.
- (iii) Students will be able to define the meaning of textiles and clothing.

### (b) Understanding Objectives:-

- (i) Students will be able to understand what is the meaning of textiles and what are its sources.
- (ii) Students will be able to understand different types of fabric.
- (iii) Student will be able to understand the process of fabric.

### (c) Application Objectives:-

- (i) Students will be able to define fabric and use its importance to day life.

(d) Students will be able to know the functions of fabric.

### (d) Skill Objectives:-

- (i) Students will be able to use the knowledge of fabrics and apply it in different fabric activities.
- (ii) Students will be able to understand natural fibres and its importance.

### (e) Teaching Aids:-

(i) Chalk, blackboard, duster, charts.

(f) **Previous knowledge:-** Teacher will ask the following questions.

- (i) Where do we get the fabric from?
- (ii) How many types of fibres are there?
- (iii) What is importance of fabric?

Teaching Point	Pupil Teacher Activity	Pupil's activity	Black-board work
Textiles	The word 'textiles' is derived from the latin word textiles from woven fabrics. Thus by textiles we understand those objects which have been prepared by weaving. Laces, nets, knitwear, belt etc though not woven are included.	students listen carefully.	Textiles ↓ woven fabrics ↓ Indian art -ent. ↓ Vedic Indians fond of surasa.
History	India is known for beautiful fabrics from ancient days. The art of India's gold brocades and filmy muslin is older than Pusanas. The Pusanas tell us that spinning and		

weaving were important handicrafts and that Vedic Indians were fond of surasa (beautiful garments). From the Arthashastra we learn that the materials then employed for spinning were wool (curna), cotton (kapasa), hemp (tula) and flax

Example Kashmir is noted for its exquisitely embroidered fabrics, and its carpets are famous all over the world.

Textiles Our primary needs are food, clothing, shelter and energy. Textiles serve the clothing requirement of an individual.

\* Textiles add to our comfort appearance and to our happiness in many ways

Students listen carefully.

by their exceptional versatility.  
 • We use them to help enhance the beauty of our homes.  
 • They help to serve our country in army, navy, airforce and in manifold industries.

Students listen carefully.

- Shelter
- clothing
- Appearance
- enhancing beauty of home.
- Save our country.

Characteristics of Textiles  
 A new textile world has emerged. New fibres, new fabrics and new finishes are new demand for understanding and evaluation. The development of rayon the advent of new synthetic fibres and finishes speaking volumes. Today, lighter weight, soft, resilient, firm and pressed fabrics are popular.

Students listen carefully

- Light weight
- Soil resistant
- Permanent pressed fabric
- Durable
- Pressed garments are popular.

LESSON No. ....

Date..... Duration of the period.....  
 Pupil Teacher's Name..... Pupil Teacher's Roll No.....  
 Class..... Average Age of the pupils.....  
 Subject..... Topic.....

pressed garments are becoming increasingly popular. Now we can produce a wide range of fabric that are crease resistant, lustrous, motted and other quality

Announcement of Topic :- We'll study about the "fabric and its importance" in detail

- Evaluation :-
- (Q1) What are textiles?
  - (Q2) How textiles are developed in India?
  - (Q3) List down the use of textiles?
  - (Q4) Fill in the blanks :-
    - (1) Textiles are derived from Latin word meaning .....
    - (2) In ancient times wool was called .....
    - (3) ..... is famous for its embroidery fabrics and its carpets.
    - (4) ..... helps our country to serve navy, army and airforce.

(Q5) State True or false.

- (1) Tula is the ancient and name for flax.
- (2) Textiles are not older than Purnas.

Homework:- write a short note on textiles, its development in our country and the need and importance of textile in our lives.

Lesson Plan Number:- 4.

Date

Duration of the period:- 30-40

Class: 9

Average age of pupil:- 15 years

Name: Chetna Singh

Topic:- House Budget

(i) Instructional objectives:- After carefully examining the following topic, the students will be able to understand the following topic 'Budgeting'.

(ii) Knowledge objectives:-

- Students will be able to know the importance of family Budget.

- Students will be able to give the definition of family Budget.

(iii) Understanding objectives:-

- Students will be able to give the information about the family budget and state its advantages.

- Students will be able to give the knowledge about the need of the family Budget.

(iv) Application objectives:- Students will be able to make a family budget for themselves and will be able to use it.

- Students will be able to know the importance of budgeting in their 'Daily life'.

(v) Skill objectives:- Students will be able to make a family budget very easily.

- They will be able to know the method to save money.

(vi) Previous knowledge:- To determine how much a student knows about the topic, teacher will ask the following - type questions:-

- (1) What should be done according to Income?
- (2) Do you know how to save your money?

Announcement of topic:- Students, to-day we will study about the topic 'house budget'

Please Turn Over →

# LESSON PLAN No. 4.

Teaching Point	Pupil-Teacher Activity	Pupil's Activity	Black Board Work
Budget	It is a quantitative expressions of a plan for a defined period of time. It may include planned sales volumes and revenues, resources quantities, costs and expenses, assets, liabilities and cash flows. It expresses strategic plan of business units, organisational activities, in measurable events.	Students listen carefully and note important point.	Budget Quantitative expressions of plan for a defined period of time.
Family Budget	The most common planning device for the use of money is budgeting. Its origin lies in the french word "four bag". A budget is a plan for future needs. It represents the first in the managerial process as applied	Students listen carefully and note important point	Family Budget is referred as "wallet" First managerial process to apply to money • Realistic • flexible • suitable to each

TEACHING POINT	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY	Blackboard work
	to money. It has to be realistic, flexible and the plan should suit each specific individual for whom is the budget being made. A family budget in detail is the income and the expenditure under different headings such as food, health, medicines. It shows overall amount spent on various items.		individual
Engles law of consumption	In the year 1857, Engles prepared a family Budget for 3 types of families. The families included:- (i) working class (ii) Middle class (iii) Rich class		Engles law of consumption:- • working class. • middle class. • Rich class.
conclusion of Engles	(i) As a person becomes richer and richer, he/she spends small percentage of money on food and other necessities of life.	Students listen carefully and note the	

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY	BLACK BOARD WORK
	(i) As a person's income increases the percentage of money spent on clothing increases.	input - out papers	
	(ii) As a person's income increases the % in end-recreational recreation and medicines and luxurious things and increases.		
	Broadly speaking as a person becomes rich, he/she spends a smaller amount of proportion of his income on consumption and save a portion of his/her income.		

Limitation of a Budget	Limitations
(1) It cannot make an inadequate income adequate.	-ons • Time consumption
(2) Does not provide the ability to select products in the market.	-ing. • No ability to select products
(3) It can be time consuming.	

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY	BLACK-BOARD WORK
			• can't make inadequate income adequate.
Advantages of Budget	1. It gives an overview of the use of income 2. It balances between categories that can be established. 3. It helps families to use their income in a fashion that will help them to achieve goals.		
Significance of a budget	1. A budget is more than a plan for the use of money. It can tell you a great deal about your family. 2. It has a dynamic activity. 3. It has to constantly keep pace with changing requirements. 4. It serves an approach to family problems.		

TEACHING POINT	TEACHER ACTIVITY	PUPIL'S ACTIVITY	BLACK-BOARD WORK
	approach for training children in the use of money.		

### Evaluation:-

- (Q1) what do you mean by a budget?
- (Q2) what is a family budget and state why is it important?
- (Q3) Discuss about Engel's law of consumption?
- (Q4) state the advantage and disadvantages of budget.
- (Q5) State true and false:-
- (1) Budgeting is a dynamic activity
  - (2) Budgeting is time consuming.
- (Q6) Fill in the blanks:-
- (1) \_\_\_\_\_ is useful for family stability
  - (2) Budget enables families to enjoy their \_\_\_\_\_

Homework:- write a note on Budget, include type and give great importance on family budget.

## LESSON-5

(77)

Name of the Pupil - Chetrasingh  
 Class - 9th Average age of pupil - 15<sup>1/2</sup> yrs  
 Topic - Vitamin D Subject → Home Science.

- 1 Instructional Objectives:-** After studying about the importance of vitamin D students will be able to understand the importance of vitamin D in the body.
- 2 Knowledge Objectives:-** Students will be able to tell the reason of deficiency of vitamin D. They will know about the diseases due to deficiency of vitamin D.
- 3 Understanding Objectives:-** They will know the sources of vitamin D and deal with the problem related to deficiency of vitamin D.
- 4 Skill Objectives:-** They will be able to suggest the right vitamins and sources required for the body.
- 5 Application Objectives:-** Students will be able to know the exact source of vitamin D and plan their outdoor activities.

6. Previous knowledge:-

To judge their knowledge of vitamins and their sources. Teacher will be able to ask questions related to their knowledge of vitamins.

- a) How many types of vitamins are there?
- b) Why are they important for our body?

Announcement of the topic: Today we will study about the importance of vitamin D.

aching int

Pupil Teacher activity

Pupil's activity

Black-board - d used.

Reasons what are reasons for deficiency of vitamin D? What happens due to the deficiency of vitamin D?

Bones get weak

Reasons of vitamin D deficiency.

- 1) Reasons for vitamin D deficiency in diet.
- 2) Due to non-availability of sunlight the skin cannot produce vitamin D.
- 3) If the lady conceives too quickly then also one is deficient of vitamin D.
- 4) If the diet is deficient of calcium

Students listen carefully

REASONS FOR DEFICIENCY OF VITAMIN D.

Teaching Point

Pupil-Teacher Activity

Pupil's Activity

Black board work

and protein then also one gets deficient by vitamin D

Students listen carefully

Diseases due to deficiency of vitamin D. Different types of diseases due to deficiency of vitamin D.

1) Due to deficiency of vitamin D calcium and phosphorus is not absorbed. Due to this in children they develop Rickets and in adults they develop Osteoporosis.

Students listen carefully

2) Rickets:- Due to deficiency of vitamin D calcium and phosphorus in body

LESSON No. ....

Date.....

Duration of the period.....

Pupil Teacher's Name.....

Pupil Teacher's Roll No. ....

Class.....

Average Age of the pupils.....

Subject.....

Topic.....

Teaching Point

Pupil Teacher Activity

Pupil's Activity

Black-board work

is not absorbed and bones tend to get weaker and malformed. Children's teething is delayed or they are rotten. The bones of children are not well developed.

Students listen carefully

Osteomalacia:- Those ladies which are who are deficient of vitamin D and the lady who remain in veils are also deficient in vit. D. Legs becomes mal-formed and bones are porous. They even break with one's own weight

Teaching  
Points

Pupil-Teacher  
Activity

Pupils  
Activity

Blackboard  
work

What are the sources of vitamin D?

Problematic Question.

We get sunlight for vitamin D from sunlight.

Evaluation:-

Q1. Where do we get vitamin D from?

Q2. What are the sources of vitamin D?

Q3. Name the diseases caused due to deficiency of vitamin D?

Q4. What are reasons for deficiency of vitamin D?

Homework:-

Mention diseases due to deficiency of vitamin D.

Name - Chetna Singh

Class - 9th

Subject - Home Science.

Topic - Proteins deficiency

(i) Instructional objectives:-

Students will understand the components of protein sources.

Students will be able to give information about nutritional requirement.

(ii) Understanding Objectives:-

Students will be able to elaborate the nutritional component.

Students will be able to compare different nutritional components.

(iii) Skill Objectives:-

Students will be able to use the information of proteins in day to day life.

Students will be able to analyse diet and their daily protein intake.

(iv) Application Objectives:-

Student will be given <sup>knowledge</sup> about incorporating proteins in healthy meal options.

Students can wonderfully analyse their diet chart and can include proteins very nicely.

(V) TEACHING AIDS:-  
Chalk, duster blackboard, chart of protein foods.

Previous knowledge:-  
To know the previous knowledge of the students following questions can be asked.

- a) What all nutritional components are present in the food?
- b) Why proteins are important in our diet.

Announcement of the topic:-  
Today we will study about the energy of proteins and diseases caused due to deficiency of it.

Teaching Point	Pupil-Teacher Activity	Pupil's activity	Black board work
Deficiency diseases	1) whose milk should babies drink? 2) If mother's milk is not given to the babies then to what will happen? 3) What are the reasons for various diseases.	Mother's milk.  The babies will fall ill.	
	Protein deficiency is more prevalent in developing countries than developed nation.	Students listen carefully.	DEFICIENCY DISEASES DUE TO PROTEIN.
	Reasons:- Due to illiteracy and nutritional deficiency the child child is protein deficient. Due to protein superstition even after the availability of sources the parents don't feed the children properly.		

Teaching Point

Pupil-teacher Activities

Pupil's activities

Black-board work

Symptoms of deficiency of proteins -  
 1) What all foods have are sources of proteins.  
 2) When children are deficient of proteins what are the diseases they can become susceptible to.

1) Piles:- Due to deficiency of proteins piles occur. It generally happens when the child does not get sufficient mother's milk.

Symptoms  
 The child often appears to be irritable, depressed, disinterested in all the activities etc.

Children listen carefully

DEFICIENCY DISEASES OF PROTEIN

LESSON No. ....

Date.....  
 Pupil Teacher's Name.....  
 Class.....  
 Subject.....

Duration of the period.....  
 Pupil Teacher's Roll No.....  
 Average Age of the pupils.....  
 Topic.....

Teaching Point

Pupil-teacher activity

Pupil's activities

Black-board work

- 2) Muscles become weak.
- 3) Due to nutritional deficiency the growth of the child is hampered.
- 4) It leads to hair fall and hair browning
- 5) Infants of children get loose motions.
- 6) Digestive disorders.
- 7) Water retention due to which the face appears big.
- 8) Skin becomes dry and rough.

SYMPTOMS OF PROTEIN DEFICIENCY DISEASES.

Q. What is Marasmus caused due to?

Explanation:-  
 Marasmus occurs due to nutritional deficiency

Teaching Point

Pupil-Teachers Activity

Pupils Activity

Blackboard writing

This disease occurs mostly in the children less than 15 months of age. Marasmus is a greek word which means swelling.

Students listen Carefully.

Precautions A child should be given thin milk

- 2) Wearing should be done in hygienic utensils.
- 3) Bottle and water should be properly boiled.
- 4) Mother should be educated properly.

Students note down important points.

PRECAUTIONS OF DISEASE

Symptoms In Marasmus the child is very weak just like a skeleton

- 2) Watery loose motions.
- 3) Mineral density loss.

Pupil Teachers activity

Pupils activity

Blackboard work

- 1) Hair quality lowers and turns brown.
- 5) Temperature of the body remains low.
- 6) Stomach size of the child shrinks and gets rough.
- 7) Child is cranky always.

SYMPTOMS OF MARASMUS.

Evaluation:-

- Q1 What are deficiency diseases?
- Q2 What are deficiency diseases caused due to?
- Q3 What is marasmus caused due to?
- Q4 What is the Age of when marasmus and Kwashiorkor happens in the body.

Home-work.

What is Protein deficiency? Discuss different diseases, symptoms and precautions of protein deficiency diseases?

Name - Chetna Singh

Class - VII<sup>th</sup>

Subject - Home Science

Topic - Balanced diet

1. Instructional Objectives:-  
Students will be able to understand the components of balanced diet.

They will be able to give information about nutritional requirements.

2. Understanding Objectives:-  
Students will be able to elaborate the components of balanced diet.

Students will be able to tell about healthy and junk food.

3. Skill Objectives  
Students will be able to understand balanced diet in their day-to-day life.

Students will be able to analyse the food groups of balanced diet.

4. Application Objectives:-  
Students will be given knowledge about healthy different meal options for balanced diet.

5. TEACHING AIDS:-

Chalk, duster, charts of various food groups.

6. Previous knowledge:-

To know about the previous knowledge of the students following questions can be asked.

Q1. What do you have <sup>for</sup> your breakfast?

Q2. Which meal is considered most important and why?

Q3. What kind of food do you have?

Q4. What is a balanced diet.

7. Announcement of the topic :- Well students "Today we will study about balanced diet."

Teaching Point

Pupil Teacher Activity

Pupil's Activity

Black-board work

Meaning of balanced diet: 1) What do we get from food

energy.

2) By eating what kind of food our body becomes healthy?

Problematic question.

Pupil teacher explanation:- We become healthy and strong by eating balanced diet. Balanced diet includes all food groups in right amount of quantity. Food that is according to gender, age and working class which provides nutrition to them and protects them from diseases is called balanced diet.

Students listen carefully.

BALANCED DIET  
↓  
AGE  
↓  
GENDER  
↓  
WORK  
↓  
PROTECTS FROM DISEASES

Date  
Pupil Teacher's Name  
Class  
Subject

Duration of the period  
Pupil Teacher's Roll No.  
Average Age of the pupils  
Topic

- These include
- 1) Milk and milk products.
  - 2) Fruits
  - 3) vegetables
  - 4) Cereals.
  - 5) Pulses
  - 6) If non-vegetarian meat products.
  - 7) Fats

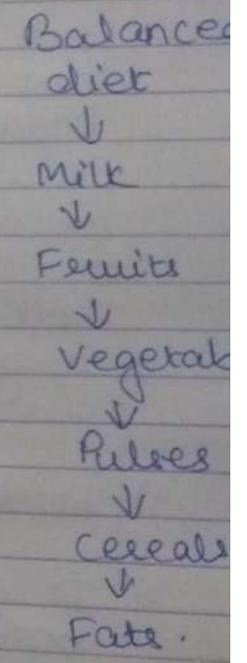
- Q. What does potatoes give us?
- Q. Vitamins and carbs that we get from food are known as?

Uses of balanced diet

- What do we get from balanced diet?
- What is importance of balanced diet?

Carbohydrates  
Problematic Question.

We remain healthy.  
Problematic Question.



Pupil teaches explanation :-

For our mental and physical growth food is very important. Healthy balanced diet is very important for our health.

Body remains healthy.

Food helps in :-

- 1) It gives energy to our body
- 2) It repairs our body.
- 3) It protects our body.
- 4) It helps in the growth of physical and mental aspects.

Evaluation :-

- Q1 What is a balanced diet?
- Q2 What is food related to?
- Q3 What are important components of food?
- Q4 What is protein and vitamin found in?

Home-work:

What is balanced diet and what is its importance?

Name :- Chetna Singh

Class - IX<sup>th</sup>

SUB:- HOMESCIENCE

Topic - BESAN BARFI

(i) Instructional Objectives:-

Students are able to understand the components of besan barfi.

They are able to give information about the nutritional components.

(ii) Understanding Objectives:-

Students will be able to elaborate the nutritional components.

(iii) Skill Objectives:-

Students will be able to tell the importance of besan barfi as a food component.

(iv) Application Objectives:-

Students will be able to incorporate healthy food options taking besan as a part of it.

(v) TEACHING AIDS

Blackboard, chalk, besan, ghee, milk sugar.

(vi) Previous knowledge

Teacher asks the question to judge the child's previous knowledge:-

Q1. What is Besan made of?

Q2. What is made of besan?  
A. Kadhi, Pakoda, Bada.

Q3. How is besan barfi made?

Announcement of the topic:-

Today I will teach you about Besan barfi.

Teaching Point

Pupil Teacher Activity

Pupils activity

Black board work

Ingredients of Besan baafi

List of items

- Ghee - 25 gms
- Besan - 85 gms
- Sugar - 30 gm
- Cardamom - 2-3

Students write down.

Pupil teacher explanation:-

1) Heat the ghee in a pan.

2) Add besan to it and roast till brown.

3) Add to it sugar.

4) Add nuts and cardamom sugar.

5) Put ~~it~~ it in a thali and cut it in a rhombus shape

6) Let it cool.

Students write down the procedure

LESSON No. ....

Date .....

Duration of the period .....

Pupil Teacher's Name .....

Pupil Teacher's Roll No. ....

Class .....

Average Age of the pupils .....

Subject .....

Topic .....

Evaluation:-

- 1) How do we make besan baafi?
- 2) What are the ingredients of besan baafi?
- 3) How is baafi used in diet?

Homework:-

Make besan baafi at home.

LESSON PLAN No. 101

Name - Chetna Singh  
Class - 11<sup>th</sup>

Topic :- Floor decoration  
Subject :- Home Science

(i) Instructional Objectives

Student will be able to understand the importance of floor decoration.

They will be able to give different components of design.

(ii) Understanding objectives :-

Students will be able to elaborate the components of floor decoration.

(iii) Skill Objectives:

Students will be able to tell different design patterns.

(iv) Application objectives:-

Students will be able to apply different design motifs understanding different spaces.

(v) Teaching aids:-

Blackboard, chalk, rangoli colours, wooden scale.

(vi) Previous knowledge:-

Q. From when is the floor decoration going on?

A. From ancient times.

Q. When is floor decorated?

A. Floor is decorated on festivals.

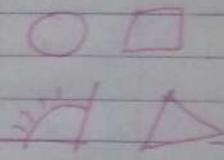
Q. How are motifs made on floor?

A. Problematic question.

Announcement of the topic:-

Today we will study about floor decoration or rangoli.

Teaching Point	Pupil teacher activity	Pupil's activity	Black board work
What is floor decoration?	How is floor decorated?	Students listen carefully	
	<b>Pupil Teacher's explanation:</b> In India on auspicious and festive occasions floors are decorated. From ancient times this art is being used. Many types of things are used in it. For rangoli coloured powders are used. For alpana wet colours are used.		
Selection of floors	What should be kept in mind while decorating floors?		
	<b>Floor selection:</b> Generally the entrance door or the verandah is suitable for floor decoration.	<b>Floor decoration:</b>	

Teaching Point	Pupil teacher activity	Pupil's activity	Black-board work
	They guests feel obliged and respected.		
	Where ever we have to apply the rangoli. We must clean the floor. We must draw it with chalk and scale.		
	It can be of square circle, semi-circle shape. Then the colours should be filled in it. Red, pink, yellow etc.		
	Principles of art: What are the principles of floor decoration?	Students listen carefully.	<b>SHAPES</b> 
	<b>Preparation of design</b> may be of any shape but it should have beautiful design. Looking at the size of the space available the shape should be.		

**Teaching Point** Pupil Teacher  
**Activity**  
 according to size available. In the excess margin should be of small size.

Pupil's activity  
 Blackboard

**Rhythm:** To create a rhythm repetition of design is done.  
**Emphasis:** The centre point can be made to looking attractive by using dark colours.

students listen carefully and note down important points.

RANGE  
 ↓  
 PROPORTION  
 ↓  
 RHYTHM  
 ↓  
 EMPHASIS

**Evaluation:-**

- Q What do you mean by decoration?
- Q What is the principles of decoration?

**Homework:-**

Write down the methods of decoration?

**LESSON No. 10**

Duration of the period 30-40 min

Date.....  
 Pupil Teacher's Name Chetna Singh  
 Class 9th  
 Subject Home Science

Pupil Teacher's Roll No.....  
 Average Age of the pupils 15 years  
 Topic flowers decoration

(i) **Instructional Objectives:-**  
 student will be able to understand flower decoration.  
 The flowers it colours and sizes will be appropriate for their knowledge for arrangement.

(ii) **Understanding Objectives:-**  
 Students will be able to elaborate flower decoration and the concepts behind it.

(iii) **Skill Objectives:-**  
 The students will be able to implement their skills and in accordance to the shape available.

(iv) **Application Objectives:-**  
 The student will be able to apply his skills in accordance to the components, principles and aesthetic value.

(v) **Teaching aids:-**  
 Blackboard, chalk, duster, flowers, pin holders, scissors, foliage.

Teaching point

Pupil Teacher activity

Pupil's activity

Black-board work

Definition of decoration is not just done to make it attractive but also how can it serve us.

Pupil teacher's explanation:

At home we arrange the flowers in such a manner that flowers, foliage and other articles are kept in proportion to each other. Colours to be used in flower arrangement are maximum 3, otherwise the looks turn out to be messy.

Students listen carefully

Arrange - enter in the class



beauty of the house. Its fragrance and looks provide relaxation to our mind. It is an inexpensive form of art.

What all should be kept in mind while decorating or arranging flowers?

Problematic question.

Explanation: It should be well thought of where flower arrangement has to be done. According to the vase and shape and size of the container flower arrangement should be done.

To remove and reduce the smell of the flowers sugar should be added.

During flower arrangement size of the room, colour of furniture

Teaching Point

Pupil Teacher activity

Pupil's activity

Blackboard

and room should be kept in mind. ~~Food~~ flower arrangement on dining table should be small in size and with very less smell.

To increase the shelf-life of the flowers sugar or diprin should be dissolved in the water of flower arrangement.

Evaluation:

- Q. What is flower arrangement?
- Q. What are the benefits of flower arrangement?
- Q. How should flower arrangement be selected.

Home work:

- Q. What is flower arrangement?
- Q. What principles should be kept in mind while flower arrangement

Name :- Chetna Singh

Class - 9th

Topic - Spinach soup

Subject - Home Science

Instructional Objectives:-

Students are able to understand the importance of spinach and its benefits.

The spinach has immense benefits of green leafy vegetables and calcium in it.

Understanding Objectives:-

Students will be able to elaborate the benefits of spinach and different recipes.

Skill Objectives:-

The students will be able to use spinach in various forms. It can be used in soups and vegetables as well.

Application Objectives:-

The students will be able to apply his skills in making soups.

Teaching aids: Black-board, chalk, duster, maida, spinach, milk, butter, salt and pepper.

Announcement of the Topic:- Today we will study about spinach soup.

Teacher's Role Pupil-Teacher activity Pupil's activity Black-board work

Ingredients:-

- 1. Spinach - 250gms
  - 2. Water - 2 cups
  - 3. Milk - 2 tbsps
  - 4. Maida - 1 1/2 tsp
  - 5. Butter - 1 tsp
- Salt and pepper according to taste

Students note down carefully.

Ingredients

- 1) Spinach
- 2) Water
- 3) Milk
- 4) Maida
- 5) Butter
- 6) Salt and pepper

Method:

- 1. Boil the spinach and strain the stock. Heat butter, add maida, and stir. Add milk and make white sauce to spinach stock and cook till 2-3 boils
- 2. Remove from fire and sprinkle salt and pepper
- 3. Squeeze lemon and serve hot.

LESSON No. ....

Date..... Duration of the period.....  
 Pupil Teacher's Name..... Pupil Teacher's Roll No.....  
 Class..... Average Age of the pupils.....  
 Subject..... Topic.....

Teacher Pupil's activity Pupil's activity Black-board work

Spinach may also be crushed in a mixer and added to the soup.

Nutritional value Spinach is a rich source of iron.

Evaluation:-

- Q. When are soups given?
- Q. What is the nutritional value of spinach soup?
- Q. Why are soups healthy?

Homework:-

Q. What other soups can be made. Write the recipe.

Name - Chetna Singh  
 Class - 9<sup>th</sup>  
 Sub - Home Science

Topic :- South Indian  
 mango Pickle

Teaching Point	Pupil-Teacher Activity	Pupil's activity	Black-board work
Ques why did people put pickles?		They use <sup>put</sup> to get all vegetables in all seasons - ns	Mango Pickle
Ques what nutritional value does pickle have?		Pickle has vitamin K which is rarely available in other food groups	
Ques what nutritional value does mango have?		vitamin C	

Teaching Point Pupil-Teaching Activity

Pupil's activity

Black-board work

Ingredients

- Mangoes - 1kg
- Salt - 600gms
- Red chilli - 50gm
- Round Rye - 50gm
- Hing - 1/4 tsp
- Ground nut oil - 20gm
- Black eye - 20gm.

- Ingredients
- mangoes
  - salt
  - Red chilli
  - Round Rye
  - Hing
  - Ground nut oil.

Method:-

- 1) Cut the mangoes in small pieces apply salt and let it dry over night.
- 2) Mix all the ingredients. Add oil and mix well
- 3) Put it in sunlight for 15 minutes.
- 4) Put it in bottle and cover it with mustard seeds oil till the brim.

Students listen carefully and note down carefully.

Black eye.

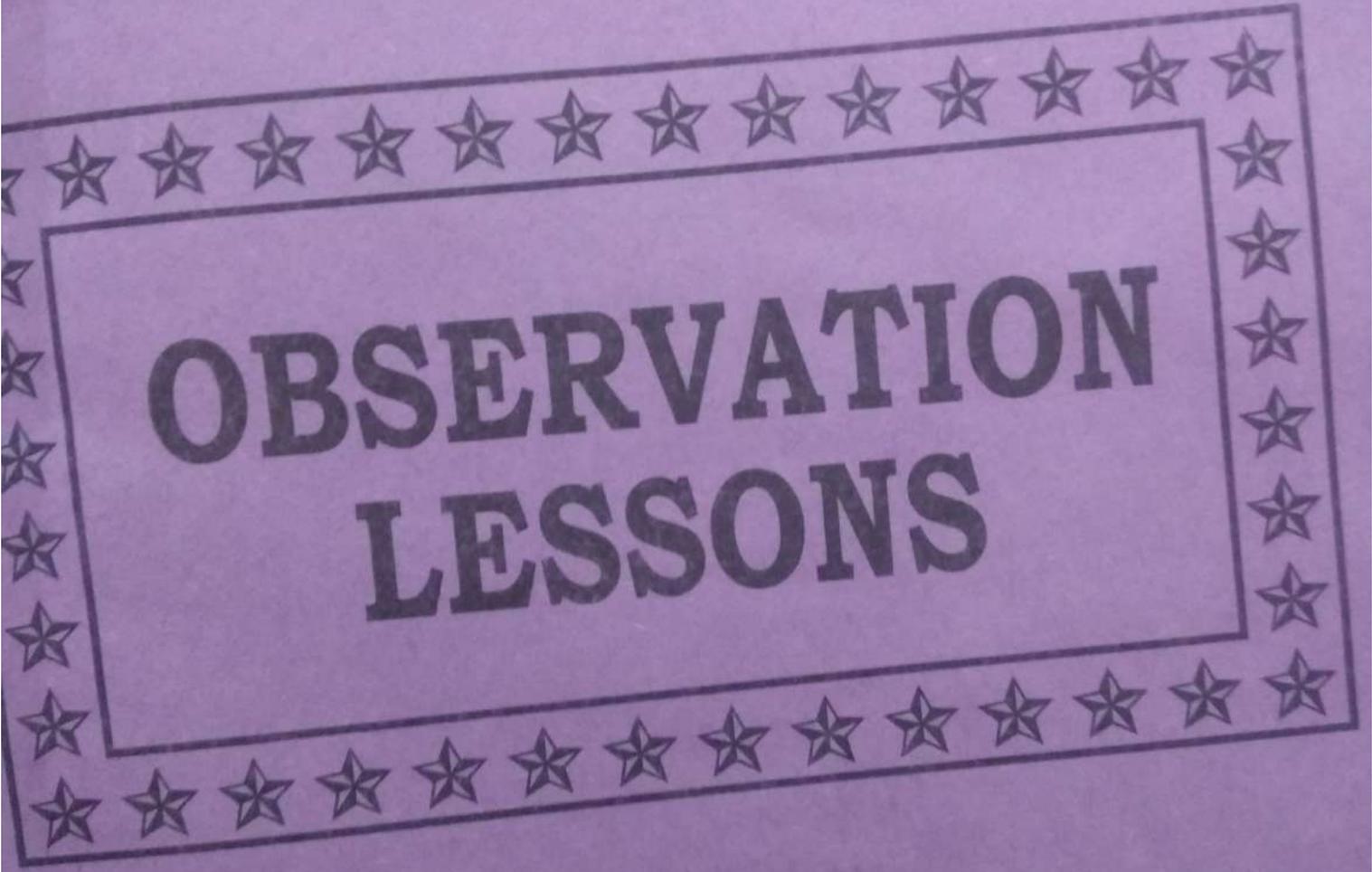
(114)

## Evaluation

- Q1. What nutritional value does Mangoes have?
- Q2. Why is pickling done?
- Q3. Is pickle healthy?

## Homework:-

- Q Do put another type of pickles?  
Put your feedback and get the sample to the class.



**OBSERVATION  
LESSONS**

Observation Lesson No. 1

Date ..... Duration of the period 30-40 min  
Pupil Teacher's Name CHARU MISHRA Pupil Teacher's Roll No .....  
Class VII<sup>th</sup> Average Age of the pupils .....  
Subject SOCIAL STUDIES Topic .....

Introduction of the previous knowledge was up to the mark.  
Questioning was relevant and specific.  
Blackboard summary was properly developed.  
The handwriting was legible.  
Overall presentation was up to the mark.

Chetna Singh

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 2

Date ..... Duration of the period .....  
Pupil Teacher's Name Nishish Jain Pupil Teacher's Roll No .....  
Class VII<sup>th</sup> Average Age of the pupils .....  
Subject Mathematics Topic .....

Introduction of previous knowledge was upto the mark.  
Questioning was relevant.  
Explanation was in a systematic way.  
Teaching aids were properly used.  
Innovative methods lacked skills.  
Overall presentation was good with little flaws.

Chetna Singh

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 3

Date .....  
Pupil Teacher's Name Manisha  
Class VII<sup>th</sup>  
Subject Science  
Duration of the period .....  
Pupil Teacher's Roll No .....  
Average Age of the pupils .....  
Topic .....

Introduction of previous knowledge was good.  
Discipline of the class could have been better.  
Teaching methods used were learner centered.  
Overall presentation was average.

Sign. of Pupil Teacher ..... Sign. of Supervisor .....

Observation Lesson No. 4

Date .....  
Pupil Teacher's Name Amit Garg  
Class VII<sup>th</sup>  
Subject English  
Duration of the period .....  
Pupil Teacher's Roll No .....  
Average Age of the pupils .....  
Topic .....

Introduction and previous knowledge testing was below average.  
Students participation could have been a little better.  
Blackboard summary was properly developed and legible.  
Teaching method could have been learner centered.  
Overall preparation was displayed well.

Sign. of Pupil Teacher ..... Sign. of Supervisor .....

Observation Lesson No. 5

Date .....  
Pupil Teacher's Name Rohit Jain  
Class VII<sup>th</sup>  
Subject Mathematics  
Duration of the period .....  
Pupil Teacher's Roll No .....  
Average Age of the pupils .....  
Topic .....

Previous knowledge testing was good.  
The introduction was satisfactory.  
Questioning was relevant, concise and specific.  
Blackboard summary was properly developed.  
It was legible and teaching methods used were upto the mark.

Sign. of Pupil Teacher ..... Sign. of Supervisor .....

Observation Lesson No. 6

Date .....  
Pupil Teacher's Name Shajja  
Class VII<sup>th</sup>  
Subject Hindi  
Duration of the period .....  
Pupil Teacher's Roll No .....  
Average Age of the pupils .....  
Topic .....

Introduction of the story was perfect.  
Teaching aids were used at its best.  
Discipline of the class could have been better.  
Teaching method was learner centered.  
Overall teaching method and content was good.

Sign. of Pupil Teacher ..... Sign. of Supervisor .....