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LESSON PLAN NO. 1P.T's Roll No. 81

Date.....

Class 9thDuration 20-25 minutesSubject Home ScienceTopic House Decoration

Skill.....

Session 2018-2020PUPIL TEACHER
ACTIVITYPUPIL
ACTIVITIESCLASS
BOARD WORK

Home decoration refers to the methods of how to decorate, that gives peace to your mind and heart.

A house is a home, building or structure that functions as a habitat for human or other creatures.

The social unit that lives in a house is known as a household.

There are 3 types of home ?

→ LIG

→ MIG

→ HIG

Students
listen
carefully and
note down
important
points.

House
~~~~~  
Decoration  
~~~~~

TYPES

OF PLANS

PUPIL
TEACHER ACTIVITY

PUPIL
ACTIVITY

CLASS
BOARD WORK

(i) LIG → Lower Income group

(ii) MIG → Middle Income group

(iii) HIG → Higher Income group

Homes consist of zones, set of plannings. There are six types of plans :-

(a) SITE PLAN → This consist of a drawing which shows the location of the particular building in a plot with reference to the surroundings.

(b) ELEVATION → This type of plan shows the type & location of windows, doors and roof line which will enhance the outside appearance of the house.

- 6 Types of Plans
- Site
 - Elevation
 - Perspective
 - Cross-Sectional
 - Land scape
 - Floor

PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
(c.) <u>PERSPECTIVE VIEW</u> → This represents the photographic view with 3D effect, assembling the true image of the proposed house.		
(d.) <u>CROSS SECTIONAL PLAN</u> → This represents the details from the roof to the foundation, in a vertical position (Yes, students)	Like height of the windows, doors, thickness of the floor, ceiling.	
(e.) <u>Landscape Plan</u> → This represents the position of plants, shrubs, path, etc that enhance the beauty of the building.		
(f.) <u>FLOOR PLAN</u> → This represents the horizontal plan which shows the general arrangements. (Yes, students).	M'dam like length and breadth, thickness of wall, position of the doors, windows, cupboards, etc.	

Observation

S.NO.	COMPONENTS	1	2	3	4	5
1.	Previous Knowledge			✓		
2.	Complementing Expression.				✓	
3.	Pictorial Description			✓		
4.	Improvement in English				✓	
5.	Assessment of Students.			✓		

LESSON PLAN NO. 2

P.T's Roll No. 81 Date.....

Class 9th Duration 20-25 mins

Subject Home Science Topic Protein

Skill..... Session 2018-2020

PROTEINS

PUPIL
TEACHER ACTIVITY

PUPIL
ACTIVITY

CLASS
BOARD WORK

Protein is the
 principle
 nitrogenous
 constituent of
 the protoplasm
 of all the plants
 and animal tissue.
 Proteins are
 necessary to
 synthesize the
 body tissue and
 other innumerable
 regulatory functions.

Students listen
 very carefully
 and note
 down important
 points.

This food
 component is
 also called the
 complete food because
 it works for the
 overall development of

PUPIL
TEACHER ACTIVITY

PUPIL
ACTIVITY

CLASS
BOARD WORK

body. Protein
contains hydrogen,
oxygen and
nitrogen.

students listen
very
carefully.

Functions ↓

- Maintains the growth
- Regulation of body processes.
- Controls the metabolic processes.
- Regulates the hormonal changes.
- Protects against the diseases.
- Transports the protein to liver through the blood stream.

Functions
of
Proteins

PUPIL
TEACHER ACTIVITY

STUDENTS
ACTIVITY

CLASS
BOARD WORK

Q-1 What do you mean
by protein?

Proteins are the
nitrogenous constituent
of plants and
animals.

Q-2 Out of Milk, potato,
Soyabean dal, which
can be considered as
complete food?

Soyabean dal.

Q-3 Protein are the
constituent of?

Hydrogen, Oxygen,
Nitrogen

Q-4 Protein contain which
amino acid?

No Response.

Observation

S.No.	COMPONENTS	1	2	3	4	5
1.)	Previous Knowledge					
2.)	Interaction with each other					
3.)	Interest of student					
4.)	Assessment of student					
5.)	Delivery of lesson					

LESSON PLAN NO... 3.....

P.T's Roll No... 81

Date.....

Class... 9th

Duration... 20-25 mins

Subject... Home Science

Topic... Narrative Child

Skill.....

Session... 2018-2020

NARRATIVE

PUPIL
TEACHER ACTIVITYPUPIL
ACTIVITYCLASS
BOARD WORK

Q1: Students what do you understand by Narration?

When the narrator in the story narrates the story, it's narration.

Q2: Narrative of Person includes ?

It includes description of the Person.

Q3: In what tense does narration is taught/ written?

Past Tense.

PUPIL
TEACHER ACTIVITY

PUPIL
ACTIVITY

CLASS
BOARD WORK

NARRATIVE
Narratives are the description of a person, his/her expression, characteristics (social), physical description.

Narration is written in Past tense as the incident or the person concerned was seen in the Past.

It works like a story. It is most important for the mothers and children.

These are the storage of their memories.

Narratives are also used for compassion.

PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
Qo children when you talk about your childhood, it means?	When we are narrating a story, it is a narrative.	

837787770, 8527184141

Observation

S.No.	COMPONENTS	1	2	3	4	5
1.)	Previous knowledge.					
2.)	Pictorial Description					
3.)	Expression used while teaching.					
4.)	Interest of Students.					
5.)	Assessment of Students.					

LESSON PLAN NO. 4

P.T's Roll No. 81
 Class 9th
 Subject Home Science
 Skill

Date
 Duration 25 25 mins
 Topic Botanic Dist
 Session 2018-2022

FOOD

PUPIL TEACHER ACTIVITY	STUDENT'S ACTIVITY	CLASS BOARD WORK
Q1. Do you all have breakfast everyday?	yes (all answer together).	
Q2. what do we get when we consume food?	When we consume food, we get energy.	
Q3. How does energy help us?	It help us to carry out all our body functions.	
Q4. who is responsible for the growth and development of body?	Food is responsible for growth and development of our body.	

Pupil
TEACHER ACTIVITY

STUDENT'S
ACTIVITY

CLASS
BOARD WORK

Q5 What type of food should we take?

We should take nutritious food.

Q6 There are how many types of food component. Name them?

Important food components are?
Carbohydrate,
Proteins,
Fats, minerals,
Vitamins,
Water etc.

Q7 Together they are called?

They are called nutritional components.

POPIL
TEACHER ACTIVITY

STUDENT'S
ACTIVITY

CLASS
BOARD WORK

Q1 When we mix all these elements together, what type of food we get?

Balanced Food

Q2 Why should we have the Balanced Food?

Balanced Food prevents and protects the person from any direction disorder or disease.

Observation

S.No	COMPONENTS	1	2	3	4	5
1.)	Previous Knowledge			✓		
2.)	Language used.				✓	
3.)	Time Management			✓		
4.)	Expression used while Teaching				✓	
5.)	Interest of Students.			✓		

LESSON PLAN NO... 5

P.T's Roll No... 81

Date.....

Class... 9th

Duration... 15-20 mins

Subject... Home Science

Topic... Textile Designing

Skill... -

Session... 2018-2020

TEXTILE

PUPIL
TEACHER ACTIVITYSTUDENT'S
ACTIVITYCLASS
BOARD WORK

Q1: What do you mean by Textile?

Textile is a cloth, flexibility woven and consist of natural / artificial fibres or thread.

Q2: Cloth is used for?

→ Dress making
→ Bedsheet
→ Cushion covers
→ Quilt
→ Table clothes,
etc.

POPUL
TEACHER ACTIVITY

STUDENT'S
ACTIVITY

CLASS
BOARD WORK

Q-3 There are how many types of Textiles?

Natural and Artificial

Q-4 Name of some Natural source of Textile.

Cotton, silk, wool.

Q-5 Where do you get natural silk from?

silk moth

Q-6 Name some artificial Textile?

Rayon, Nylon, Nylon 6, 6

Q-7 Do you know the method of designing a cloth?

NO

Q-8 Do you know the types of textile famous in India?

No

Observation

S.No	COMPONENTS	1	2	3	4	5
1.)	Previous Knowledge					
2.)	Interaction Activity (Participation of Students)					
3.)	Interest of Students					
4.)	Assessment of Student			✓		
5.)	Lesson delivered in class and its success.				✓	



**MEGA
TEACHING
LESSONS**

LESSON PLAN NO.....1.....

P.T's Roll No.....81.....

Date.....

Class.....9th.....

Duration.....50-40 mins.....

Subject.....Home Science.....

Topic.....Lives.....

Skill.....

Session.....2018-2020.....

Instructional Objective

Students will be able to understand the lesson after they are able to understand the following objectives:-

* KNOWLEDGE OBJECTIVES

- (a) Students will be able to understand about different organs in our body.
- (b) Students will be able to give information about the organ liver.

* UNDERSTANDING OBJECTIVES

- (a) Students will be able to know the importance of lives and will be able to define it.
- (b) Students will be able to understand the functions of the different organs that is present in our body and will be able to differentiate between them.

* APPLICATION OBJECTIVES

- (a) Students will be able to understand the function of organs and how body works with the importance to know all these properties.

(b.) Students will be able to understand about each organ in detail.

* SKILL OBJECTIVES

(a.) Students will be able to make the diagram of liver and through that, they can present it properly.

(b.) Students will be able to understand the liver and its function in detail.

Instructional Aids

(i) General:- Chalk, board, duster, pointer

(ii) Specific:- liver chart

Previous Knowledge

Teacher will ask the following questions to know student's previous knowledge about liver.

- 1.) What are the functions of our body?
- 2.) Which are the internal organs?
- 3.) What is the importance of liver in our body?

Announcement of the Topic

Today we will study the "liver" in detail

Presentation

TEACHING POINT
HUMAN
BODY

PUPIL TEACHER ACTIVITY
The human body

consists of head, neck, two arms, two legs.

The average height of an adult male human is about (5'7" to 5'11") tall and adult female is about (5'2" to 5'7") tall.

Height is largely determined by genes & diet.

The organ system of the body contains muscle-skeletal system, cardiovascular system, digestive system, endocrine system, urinary system, lymphatic system.

PUPIL ACTIVITY

CLASS BOARD WORK

LIVER

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
	<p>Immune system, respiratory system, nervous system, reproductive system.</p>		
<p>LIVER, COLOUR, WEIGHT AND SHAPE</p>	<p>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 lobes of unequal size and shape. It weighs 1.44-1.66 kg and is</p>		

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
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pinkish brown,
triangular organ.

FUNCTIONS

- Removes waste product and toxic substances.
- Stimulated by action of an enzyme, the liver cells produce glycogen by loss of glucose derived from food.
- Maintains normal blood sugar level.
- The secretion of Bile.
- Formation of urea.
- Action of Fats.
- Storage and distribution of many substances including glycogen, fat, vitamins, iron.
- Maintenance of body temperature.
- The protective action of Liver.

Recapitulation

Q1: Where is the liver situated in the body?

How much it weighs?

Q2: What are the functions of liver.

Q3: How many Organ System does our body have? Name them.

Homework

Q1: Draw the diagram of liver and label its parts.

Q2: Write down a short note on liver.

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

P.T's Roll No. 81. Date.....
 Class 9th Duration..... 30-40 mins.....
 Subject Home Science Topic House Budget
 Skill..... Session 2018-2020

INSTRUCTIONAL OBJECTIVE

After carefully examining the following topic, the students will be able to understand the following topic "Budgeting."

* KNOWLEDGE OBJECTIVES

- (a.) Students will be able to know the importance of family budget.
- (b.) Students will be able to give the definition of family budget.

* UNDERSTANDING OBJECTIVES

- (a.) Students will be able to give the information about the family budget and state its advantages.
- (b.) Students will be able to gain the knowledge about the need of family Budget.

* APPLICATION OBJECTIVES

- (a.) Students will be able to make a family budget for themselves and will be able to use it in their daily lives.
- (b.) Students will be able to know the importance of budgeting in their daily life.

* SKILL OBJECTIVES

- (a.) Students will be able to make a family budget very easily.
- (b.) They will be able to know the method to save money.

INSTRUCTIONAL AIDS

- (i) General → Chalk, duster, Blackboard, Budget chart
- (ii) Specific →

* Previous Knowledge

To determine how much a student knows about the topic, teacher will ask the following questions.

Q1 What should be done according to the income?

Q2 Do you know how to save your money?

ANNOUNCEMENT OF THE TOPIC

Students today we will study about the topic "House Budget"

BUDGET

PRESENTATION

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
BUDGET	It is a quantitative expression of a plan for a defined period of time. It may include planned sales, volumes and revenues, resources quantities, cost and expenses, assets, liabilities and cash flow. It expresses strategic plan of business units, organisations, activity in measurable events.		

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY
FAMILY BUDGET	<p>A family Budget is a statement which shows how family income is spent on various items of expenditure on necessities, comforts, luxuries, and other cultural wants.</p> <p>It shows the distribution of the family income over the various items of expenditure.</p> <p>Family budgets are very helpful in checking, whether the income has been properly distributed among the various items or not. It helps in deriving maximum satisfaction from limited income.</p>	

RECAPITULATION

Q1 What do you mean by a Budget?

Q2 What is a family budget and state its importance?

Q3 Discuss about the Engle's law of consumption.

Q4 State the advantages & disadvantages of budget.

HOMEWORK

Write a short note on Budget, including the types of Budget and give great emphasis on the Family Budget.

LESSON PLAN NO.....3.....

P.T's Roll No.....81..... Date.....
 Class.....9th..... Duration.....30-40 mins.....
 Subject.....Home Science..... Topic.....Decoration.....
 Skill..... Session.....2018-2020.....

INSTRUCTIONAL OBJECTIVE

* KNOWLEDGE OBJECTIVES

- (a) Students will be able to know the principles of the decoration.
- (b) Students will be able to gather information about the decoration and its principles and will be able to give meaningful definition to them.

* UNDERSTANDING OBJECTIVES

- (a) Students will be able to understand about decoration.
- (b) Students will be able to differentiate between the types of decoration successfully.

* APPLICATION OBJECTIVES

- (a) Students will be able to decorate their surroundings in everyday life.
- (b) Students will be able to know the importance of decoration.

* SKILL OBJECTIVES

- (a.) Students will be able to understand the decoration of their house.
- (b.) Students will be able to do decoration with the help of various methods.

INSTRUCTIONAL AIDS

- (i) General → Chalk, Duster, Blackboard.
- (ii) Specific →

Previous Knowledge

To know the previous knowledge of the topic, the teacher will ask the following questions:-

Q-1 → What do you mean by decoration?

Q-2 → What do you do to make your home attractive?

Q-3 → What should be kept in mind before doing decoration?

ANNOUNCEMENT OF THE TOPIC

DECORATION

Today we will study about the topic "Decorations" in detailed manner.

PRESENTATION

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARDWORK
DEFINITION OF DECORATION	Decorations of object is not just done to make it attractive but also, how can it serve us.		<u>Principles of Decoration</u> → Unity → Balance → Emphasis → Contrast → Proportion → Rhythm
PRINCIPLE OF DECORATION	To decorate a room, the person must know the rules of Decoration. 1.) Unity 2.) Balance 3.) Emphasis 4.) Contrast 5.) Proportion 6.) Rhythm	Students listen carefully and note important points.	
UNITY	In home decoration, unity refers to the blending of all the elements and		

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CL BOARD
	<p>Principles of designs.</p> <p>Unity is a feeling that all objects in the room look like they belong together.</p>		
BALANCE	<p>Balance refers to the arrangement of object and create an even feeling in a room.</p> <p>It brings equilibrium to the space. It means large & small items in the room should be distributed evenly. The room should be comfortable to eye.</p>	<p>Students listen carefully and note down the important points.</p>	
CONTRAST	<p>It is achieved in all elements of design by using one element that</p>		

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
	differs in colour or shape among object.		
EMPHASIS	It is the focal point of center of design. It is the object which receives most attention.		
PROPORTION	The relationship between two objects & how they look when placed near each other. The movement that follows a regular pattern.	Students listen carefully and note important points.	
RHYTHM	When a room has rhythm, it means that the colour or the pattern are repeated in a way that stimulates the eyes and mind.		
TYPES OF DECORATION	INDIAN → Includes Diwan, Carpets, wall hanging. WESTERN → Furniture, Floor, doors.		

RECAPITULATION

Q₁ what do you mean by decoration?

Q₂ what are the principles of decoration?

Q₃ Fill in the blanks :-

- 1.) There are 6 principles of decoration.
- 2.) Indian and international culture is called Indian & western Mixed decoration.

Q₄ Discuss the types of decoration.

HOMEWORK

Q₁ write down the methods of decoration

LESSON PLAN NO. 4

P.T's Roll No. 81 Date _____
 Class 9th Duration 30-40 mins.
 Subject Home Science Topic Food Preservation
 Skill _____ Session 2018-2020

Instructional Objective

* KNOWLEDGE OBJECTIVES

- (a.) Students will be able to know, why it is important to preserve the food.
- (b.) Students will be able to give the answers

* 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.

* APPLICATION OBJECTIVES

- (a.) Students will be able to know the use of food preservation in their day-to-day life.
- (b.) They will be able to use the food preservation knowledge.

* SKILL OBJECTIVES

- * Students will be able to use food preservation tactics

* They will be able to gain full knowledge about food preservation

Instructional Aids

- (i) General → Blackboard, posters, chalk, duster
- (ii) Specific →

Previous Knowledge

To know the previous knowledge of student, teacher will ask the following questions:-

Q.1 The food is kept out for long time, what happens to it?

Q.2 If we don't eat fresh food, what will happen?

Q.3 What are the methods of food preservation?

ANNOUNCEMENT OF THE TOPIC

Today we will study about "FOOD PRESERVATION" in detail.

FOOD

PRESERVATION

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
FOOD PRESERVATION	<p>Food preservatives are detectable and add variety to meal. Food is preserved by the destruction or inactivation of microorganisms and the toxins produced by them, which are responsible for the spoilage of food.</p>		
CONDITION OF SPOILAGE	<p>The conditions, favourable for the growth of micro-organisms are warmth, moisture and access of air.</p>		
METHODS OF PRESERVATION	<p>Avoidance of the condition of spoilage is therefore the basis of the various methods, employed for</p>		

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD WORK
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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 concent-
 -ration draws
 water from the
 fruits and veget-
 -ables because of
 osmosis and
 thus prevent
 water from being
 available for
 bacterial growth.

ROLE OF
 ACID

Acid preserves food
 by virtue of this
 hydrogen ion
 concentration which
 produces a toxic
 effect on microbial

Methods
of
Food
Preser-
-vation

TEACHER POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD ACTIVITY
	protoplasm.		
DRYING	Drying is one of the most ancient food preservation techniques which reduces water activity sufficiently to prevent bacterial growth.		
REFRIGERATION	Preserves food by slowing down the growth and reproduction of micro organism & the action of enzymes which causes food to rot.		
VACUUM PACKING	Stores food in a vacuum environment usually is an air tight bag or bottle. The vacuum environment strips of bacteria of oxygen needed for survival, slowing spoiling.		
CANNING AND BOTTLING	Involves cooking food, sealing it in sterile cans or jars & boiling the containers to kill or weaken the bacteria as a form of sterilization.		

RECAPITULATION

Q1. What do you mean by food preservation?

Q2. If we keep food in open for 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.

HOMEWORK

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

LESSON PLAN NO.....5.....

P.T's Roll No. 81

Date.....

Class 9th

Duration..... 30-40 mins

Subject Home Science

Topic..... Carbohydrates

Skill.....

Session..... 2018-2020

INSTRUCTIONAL OBJECTIVES

Students will be able to make all the knowledge gained after understanding the following points:-

* KNOWLEDGE OBJECTIVES :-

- * 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.

* UNDERSTANDING OBJECTIVES :-

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

* SKILL OBJECTIVES :-

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

* APPLICATION OBJECTIVES

- * Students will be informed about the different types of meal that can be cooked by nutrition object.
- * Students can brilliantly make a chart in the intake of carbohydrate and how to maintain it.

INSTRUCTIONAL AIDS

- (i) General → chalk, duster, blackboard, card
- (ii) Specific →

Previous Knowledge

To know the previous knowledge of the student, following questions will be asked:-

- Q-1 what is the importance of being healthy & fit?
- Q-2 what all nutrition components are present in your food?
- Q-3 From where do we get these nutritional components?

Announcement of the topic

Students, today we will study about "carbohydrates."

CARBOHYDRATES

PRESENTATION

TEACHING POINT	PUPIL TEACHER ACTIVITY	STUDENT'S ACTIVITY	CLASS BOARD
<p>FOOD AND ITS IMPORTANCE</p>	<p>Life cannot be sustained without adequate nourishment. Man needs adequate food for growth & development & to lead an active and healthy life. Man has access to a wide range of food, to make up his diet. Man's ability to meet his nutritional needs and maintaining good health depends upon the type of and quality of food stuffs he is able to include in his diet to satisfy his hunger.</p>		

TEACHING POINT

PUPIL
TEACHER ACTIVITY

STUDENT'S
ACTIVITY

CLASS
BOARD

NUTRIENT

Man needs a wide range of nutrients to perform various functions in the body and to lead healthy life. The nutrients include proteins, fats, carbohydrates, vitamin and minerals. The food that contains these nutrients which we consume.

CARBOHYDRATE

Carbohydrates are a class of energy yielding substances. It contains Carbon, Hydrogen & Oxygen. It includes starch, etc. Carbohydrate is derived from cereals as a chief source of Energy.

COMPOSITION

Carbohydrates are simple sugars or polymer of sugar that can be hydrolysed to simple sugar by the action of active enzymes.

TEACHING POINT	PUPIL TEACHER ACTIVITY	STUDENT'S ACTIVITY	CLASS BOARD
	<p>The hydrogen and oxygen are in the proportions to form water, hence the term carbohydrate.</p>		
FUNCTIONS	<p><u>Body Distribution</u> → The amount of carbohydrate in adult body is 300 - 350g. Out of which 100g is glycogen in the liver.</p> <ul style="list-style-type: none"> * Carbohydrates provide the carbon skeleton for the synthesis of non-essential amino acid by the body. * Formation of connective tissue * Prevents in clotting of blood. 		
QUESTIONS	<ol style="list-style-type: none"> 1.) Elements that are present in carbohydrate. 2.) What forms water? 3.) The weight of glycogen in our liver. 		

Recapitulation

Q1 what is the importance of food for our Body?

Q2 what all nutrients are present in food?

Q3 Fill in the blanks :-
(i) Food provides us essential Nutrients to our Body.

(ii) Carbohydrates are the combination of Carbon, hydrogen, Oxygen.

(iii) This helps in the clotting of blood.

Homework

Make a list of carbohydrates that you consume.



**DISCUSSION
LESSONS**

LESSON PLAN NO. 1P.T's Roll No. 81

Date

Class 7thDuration 20-40 minsSubject Home ScienceTopic Weaving

Skill

Session 2018-2019

Instructional Objectives

- * Students will be able to know that how interlocking of warp and weft.
- * Students will be able to identify the weaving techniques.
- * Students will be able to identify the weaving of the fabric.

* UNDERSTANDING OBJECTIVES

- * Students will be able to understand the meaning of weaving.
- * Students will be able to understand the different techniques of weaving.
- * Students will be able to understand the process of weaving.

* APPLICATION OBJECTIVES

- * Students will be able to define weaving.
- * Students will be able to know the techniques of weaving.

* SKILL OBJECTIVES

- * Students will be able to use the knowledge of weave
- * Students will be able to understand the interlocking of warp and weft.

Instructional Aids

- (i) General → Chalk, Blackboard, display
- (ii) Specific →

Previous Knowledge

To know the previous knowledge of the students, following questions will be asked.

Q1: How is fabric constructed?

Q2: What do you understand by warp yarn?

Q3: What do you understand by weft yarn?

Announcement of the topic

We'll study about the technique of weaving the fabric.

PRESENTATION

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
Weaving	<p>Weaving is the process most used for the textile fabrics. In weaving, two or more set of yarns are interlaced at right angles to each other. The warp yarns run in the lengthwise directions in a woven fabric also called as ends. The filling yarns run in the crosswise direction also called as picks.</p>		
Weaving machine	<p>The machine for weaving is a loom. Loom are of different types varying in their complexity from the most primitive to the most modern operate on the same principles.</p>		

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
Essential part of loom.	<p>The essential parts of the loom are - the warp beam, which holds the lengthwise yarns is located at the back of the loom and release yarns as needed. The harness is the frame which holds the needles in position. The needles are the wires or metal strips with an eye at the centre through which individual yarns are threaded. The harness can be raised or lowered to produce the shed. The reed is a combination comb like device, which determines the cloth width and acts as a beater bar.</p>		

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

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The filling yarns are carried by shuttles across bobbins across from side to side. The cloth beam is present at the front of the loom which rolls the fabric as it is.

Basic weaving operation.

SHEDDING → The harness can be raised or lowered which has the warp yarns by means of needles to form the shed. The filling yarn pass the one side of the loom to the other through the opening of the warp yarns.

PICKING → The filling yarns are carried by the shuttle across the shed,

laying the filling in position.
BEATING → consist of evenly packing the filling yarns into position in the fabric with the beater.

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
	<p><u>TAKING UP</u> → Involves the taking up of the newly made fabric on the cloth beam.</p> <p><u>LETTING OFF</u> → Involves releasing thread from the warp beam for the weaving operation.</p>		

Recapitulation

Q1 Name the machine used for weaving?

Q2 What do you mean by shedding?

Q3 Name the parts of the loom.

Homework

Draw the diagrams of the parts of the loom.

B.Ed. 2nd Year 2018.....2020

A decorative border featuring stylized black floral motifs, including leaves and small flowers, framing the central text.

**SCHOOL TEACHING
LESSONS**

LESSON PLAN NO.....1.....

P.Ts Roll No. 81

Date

Class 9th

Duration 30-40 mins

Subject Home Science

Topic Typhoid

Skill

Session 2018-2020

Instructional Objectives

Students will be able to understand the topic after understanding the following points and aims.

* KNOWLEDGE OBJECTIVES

- * The students will be able to recall the causes of typhoid.
- * The students will be able to recognise the prevention and cure against typhoid.
- * They will be able to define about water borne disease and communicable disease.

* 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

- * 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.

* SKILL OBJECTIVES

- * Students will be able to acquire all the related information about Typhoid.

* INSTRUCTIONAL AIDS

- (i) General → chalk, duster, blackboard, chart.
- (ii) Specific →

Previous Knowledge

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

Q1. Students! what do you mean by communicable diseases?

Q2. They are spread from which medium?

Q3. Which diseases can spread due to contaminated food and water?

Q4. What do you know about typhoid disease?

Announcement of the topic

Today we'll study about typhoid in detail

PRESENTATION

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
Typhoid	<p>This is a communicable disease. It is caused by a bacterial <i>Salmonella typhosa</i>. It is transmitted through the faecal oral route, i.e. consumption of contaminated food and water with intestinal contents.</p>		<p><u>Typhoid</u></p> <ul style="list-style-type: none"> → Symptoms → Treatment → Prevention
Symptoms	<ul style="list-style-type: none"> * Loss of body tissues. * Glycogen stores are quickly depleted and water electrolyte balance is disturbed. * The intestinal tract is highly inflamed and irritable and diarrhoea is therefore a frequent complication with absorption of food. 		

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
	<p>* Peyer's patches occur on the wall of intestine. Fever upto 104°F which is accompanied by pain in short duration.</p>		
OTHER SYMPTOMS (VISIBLE)	<p>(i) Mild headache accompanied by pain in waist.</p> <p>(ii) 1 week: $38^{\circ}\text{C} - 41^{\circ}\text{C}$</p> <p>(iii) 2 weeks: $38^{\circ}\text{C} - 41^{\circ}\text{C}$ but in 3 weeks, the fever falls down.</p> <p>(iv) tongue gets dry.</p>		
TREATMENT	<p>Treatment of typhoid involves:-</p> <p>(i) Rest in bed.</p> <p>(ii) Keeping the patient warm.</p> <p>(iii) Antibiotic Therapy.</p> <p>(iv) soft diet (Mashed food) blended, semisolid.</p>		

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
PREVENTION	<p>(i) Surrounding must be cleaned.</p> <p>(ii) Fresh and clean Food must be consumed that is healthy.</p> <p>(iii) Every month typhoid vaccination must be done.</p>		

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Recapitulation

Q-1 Typhoid is caused from which reasons?

Q-2 What are the symptoms of Typhoid?

Q-3 Typhoid patient must be given what type of treatment and how should one take care of themselves for its spread?

Homework

Write a short essay on the disease

Typhoid mentioning all important points discussed today.

P.T's Roll No. 81

Class 9th

Subject Home Science

Skill

Date

Duration 30-40 mins

Topic Textile

Session 2018-2020

Instructional Objectives

Students will be able to recall the topic after understanding the following points:-

* KNOWLEDGE OBJECTIVES

- * Students will be able to know that what is Textile and its importance.
- * Students will be able to differentiate the types of textiles.
- * Students will be able to define the meaning of textiles and clothing.

* UNDERSTANDING OBJECTIVES

- * Students will be able to understand, what is the meaning of Textiles is and what are its sources.
- * Students will be able to understand the different types of fabric.
- * Students will be able to understand the process of fabric.

* APPLICATION OBJECTIVES

- * Students will be able to define fabric and use its importance in day to day life.
- * Students will be able to know the functions of fabrics.

* SKILL OBJECTIVES

- * Students will be able to use the knowledge of fabrics and apply it in different activities.
- * Students will be able to understand Natural fibres and its importance.

* INSTRUCTIONAL AIDS

- (i) General → Chalk, Blackboard, Duster, Charts.
- (ii) Specific →

PREVIOUS KNOWLEDGE

Teacher will ask the following questions :-

Q-1 Where do we get fabric from?

Q-2 How many types of fibres are there?

Q-3 What is the importance of fabric?

Announcement of the topic

We'll study about the "Fabric and its importance" in detail.

PRESENTATION

TEXTILE

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
TEXTILE	<p>The word 'Textile' is derived from the Latin from 'textiles' - for woven fabric.</p> <p>Thus by textiles we understand those objects which have been prepared by weaving.</p> <p>Laces, nets, knitwear, felt, etc. though non woven are included.</p>	<p>Students listen carefully.</p>	
HISTORY	<p>India is known for beautiful Fabrics from ancient days. The art of India's gold brocade and filmy muslin by older than Puranas.</p> <p>The Puranas tell us that spinning and weaving were important handicrafts and that vedic Indians were fond of Sevastas (beautiful garments).</p>		

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

From the Arthashastra we learn that the materials than employed for spinning were wool (vma), cotton (karposu), hemp (tula) and Flax (Kshuma).

TEXTILE IN OUR LIVES

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 their exceptional versatility.

* we use them to enhance the beauty of our homes.

Students listen carefully.

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
	<p>* we use them to help enhance the beauty of our homes.</p> <p>* They help to serve our country in army, navy, airforce and in manifold industries.</p>		
<p>CHARACTER OF TEXTILES</p>	<p>A new textile world has emerged. New Fibres, new Fabric and new finishes are new demand for understanding and evaluation.</p> <p>The development of rayon, the advent of new synthetic fibres & finishes speaking volumes. Today, light weight, Soil resist, permanent pressed fabric, durable pressed garment are becoming increasingly popular. Now one can produce a wide range of fabric that are crease resistant, lustrous, matter & other quality.</p>	<p>Students listen quality</p>	

Recapitulation

Q-1 What are Textiles?

Q-2 How textiles are developed in India?

Q-3 List down the 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.

LESSON PLAN NO. 3

P.T's Roll No. 81

Date.....

Class 9th

Duration 30-40 mins

Subject Home Science

Topic Protein

Skill.....

Session 2018-2020

INSTRUCTIONAL OBJECTIVES

* KNOWLEDGE OBJECTIVES

- * Students will be able to recall Food components and its need in daily life.
- * Students will be able to define and give information about the nutritional component.

* UNDERSTANDING OBJECTIVES

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

* APPLICATION OBJECTIVES

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

* SKILL OBJECTIVES

- * Students will have information about different types of meal that can be looked by nutrition object.

* Students can brilliantly make a chart in the intake of protein and how to maintain it

* INSTRUCTIONAL AIDS

- (i) General → chalk, duster, Blackboard, chart.
(ii) Specific →

Previous Knowledge

To know the previous knowledge of the students, following questions will be asked.

Q-1 What all nutritional components are present in our food?

Q-2 From where do we get these nutritional components?

Q-3 What is important to keep you healthy and fit?

Announcement of the topic

Students today we will study about proteins.

NUTRIENTS

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
<p>NUTRIENTS AND THEIR FUNCTIONS</p>	<p>A wide range of nutrients perform various functions in the body and to lead a healthy life. The nutrients include Proteins, Fats, carbohydrates, vitamins and minerals and are sometimes referred to as macromolecules. They are oxidized in the body and yield energy.</p> <ul style="list-style-type: none"> * Protein provides amino acid for building body protein. * Fats, provides fatty acids. * vitamins play role in regulation of the metabolic activity in the body. 		

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PROTEINS

TEACHING POINT

PUPIL TEACHER ACTIVITY

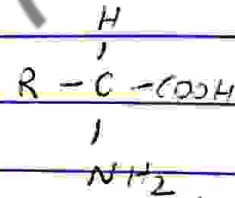
PUPIL ACTIVITY

CLASS BOARD

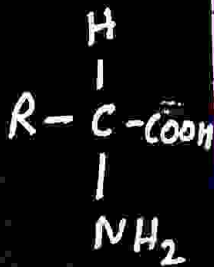
* Minerals are used for the formation of body structure and skeleton.

PROTEIN COMPOSITION

Protein is composed of amino acids which are organic compounds made of carbon, hydrogen, nitrogen, oxygen or sulfur. Amino acids are the building blocks of muscle mass.



Protein
Compo-
-sition



FUNCTIONS OF PROTEINS

- * Transportation of nutrients.
- * Regulation of water balance.
- * Maintenance of appropriate pH.
- * Defence and detoxification.
- * source of energy.

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
PROTEIN DEFICIENCY	<p>Protein deficiency affect both children and adults.</p> <p>⇒ KWASHIORKOR It is seen in 1-3 year old children.</p> <p>⇒ MARASMUS It is seen in children younger than 1-year.</p>		
Sources =	<p>Animal source Meat, fish, milk & milk products.</p> <p>Vegetable source Soyabean, pulses, cereals, etc.</p>		

Recapitulation

Q-1 what all nutrients are present in Food?

Q-2 what are the functions of Protein?

Q-3 what is the composition of Protein?

Homework

Q-1 Make a list of Protein that you consume.

P.T's Roll No. 81

Class 9th

Date

Subject Home Science

Duration 20-40 mins

Skill

Topic Types of weave

Session 2018-2020

INSTRUCTIONAL OBJECTIVES

* KNOWLEDGE OBJECTIVES

- * Students will be able to know about interlocking of warp and weft.
- * Students will be able to differentiate the types of weave.
- * Students will be able to identify the weaving of the fabric.

* UNDERSTANDING OBJECTIVES

- * Students will be able to understand the meaning of weaving.
- * Students will be able to understand the different types of weave.
- * Students will be able to understand the process of weaving.

* APPLICATION OBJECTIVES

- * Students will be able to define weave.
- * Students will be able to know the uses of different weaves.

* SKILL OBJECTIVES

- * Students will be able to use the knowledge of weave and apply it in different activities.
- * Students will be able to understand the interlocking of warp and weft.

* INSTRUCTIONAL AIDS

- (i) General → chalk, Blackboard, Dusty
- (ii) Specific →

PREVIOUS KNOWLEDGE

To know the previous knowledge of the students, following questions, will be asked.

Q: How is fabric constructed?

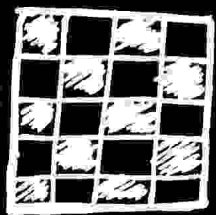
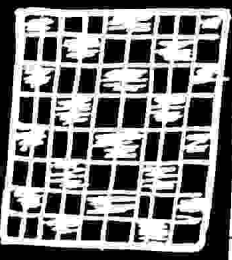
Q: What is weaving?

Q: How do we weave?

ANNOUNCEMENT OF THE TOPIC

We'll study about the different weaves which are used for the formation of the fabric.

WEAVING

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLAS BOARD
WEAVING	Weaving is production of fabric by interlacing two sets of yarns so that they cross each other at right angles. lengthwise, yarns are called warp and crosswise yarns are called weft.		<p><u>Weaving</u> Interlacing of 2 or more sets of yarns that cross each other at 90°.</p>
TYPES OF WEAVE	<p>* <u>PLAIN WEAVE</u> → It is a simplest weave. The weft yarn passes over one warp yarn & under the the next alternatively across the the entire width of the fabric.</p> <p>* <u>RIB WEAVE</u> → Rib weave uses one heavy weight yarn either in warp or weft & the end result is a fabric</p>		<p><u>Plain Weave</u></p>  <p><u>Rib Weave</u></p> 

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

that has raised ribs either horizontally or vertically.

* BASKET WEAVE →

Two or more weft yarn pass alternately over and under two or more warp yarns.

* TWILL WEAVE →

The second basic weave pattern is the twill weave. A twill weave show diagonal ridges across the fabric.

The twill weave may run from right to left.

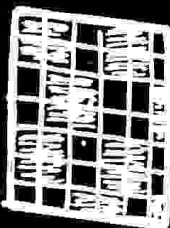
The simplest twill weave uses three warp yarns & three weft yarns.

QUESTION

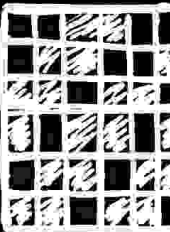
Q. Example of twill weave?

Denim.

Basket weave



Twill weave



TEACHING
POINT

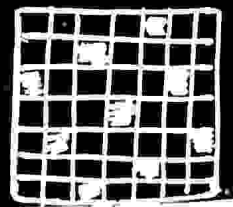
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BOARD

* SATIN WEAVE →
This weave makes use of low twist floating warp yarns of luxurious man-made or silk filaments. The warp yarns pass over a number of weft yarns and under one alternately. So that the warp floats are on the surface along the length of the fabric.
Eg → Damask, Venetian

Satin
Weave



RECAPITULATION

Q: what is weaving?

Q: what is twill weave?

Q: Is Rib weave a plane weave?
what is satin weave?

HOMEWORK

Draw diagrams of all the weaves.

LESSON PLAN NO. 5

P.T's Roll No. 81

Date.....

Class 9th class

Duration 30-40 mins

Subject Home Science

Topic Principle of organising a House

Skill.....

Session 2018-2020

INSTRUCTIONAL OBJECTIVES

* KNOWLEDGE OBJECTIVES

- * Students will be able to know the principles of organising a house.
- * Students will be able to gather information about the factors to be considered while planning a house.

* UNDERSTANDING OBJECTIVES

- * Students will be able to understand about organising a house.
- * Students will be able to understand the factors of planning a house.

* APPLICATION OBJECTIVES

- * Students will be able to organise their house according to the requirement.
- * Students will be able to give notice to the importance of planning a house.

* SKILL OBJECTIVES

- * Students will be able to understand the importance of planning
- * Students will be able to organise a house with various factors.

* INSTRUCTIONAL AIDS

- (i) General → Chalk, duster, blackboard
- (ii) Specific →

PREVIOUS KNOWLEDGE

To know the previous knowledge of the students, following questions were asked:

- Q1. What do you understand by organising a house?
- Q2. What are the factors considered while planning a house?

ANNOUNCEMENT OF THE TOPIC

Today we'll study about the topic "Planning of House."

PLANNING

A HOUSE

TEACHING
POINTPUPIL TEACHER
ACTIVITYPUPIL
ACTIVITYCLASS
BOARD

Factors to be considered while planning a house are aspect, prospect, privacy, grouping, roominess, furniture, requirements, circulation, flexibility, sanitation, etc.

ASPECT

Aspect is the arrangement of doors and windows on the outside walls of a house which allow good breeze, sunshine and a good view of the nature. Aspect is also needed from hygienic point of view.

PROSPECT

It is the impression that the house creates on a person who views it from outside. It must be attractive in appearance, modern, cheerful and comfortable.

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

PRIVACY

Privacy is of two kinds -
privacy of the entire house from the road side, privacy of room from other room and from the entrance.

Privacy from outside can be gained by planting trees and growing creepers or having a compound wall. Privacy within the house can be obtained by proper arrangement of door & windows.

GROUPING

It is the arrangement of rooms in the house in respect to their relative positional & activities towards each other. The dining room close to kitchen, living room near verandah, toilet, near the bedroom & so on.

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
ROOMINESS	<p>The spacious effect a room gives to those who live in.</p> <p>The available space should be fully made use of.</p>		
CIRCULATION	<p>The circulation from room to room must be good.</p> <p>Good circulation means independent entry to each living space through a common space. It should provide privacy to the members and not to disturb any member doing work in the room.</p>		
FLEXIBILITY	<p>This means making use of room originally designed for one purpose, for different purpose of various occasions.</p>		
SANITATION	<p>It includes provision of light & ventilation & attention to general cleanliness & sanitary conveniences. There should not be any room in a house without enough light.</p>		

RECAPITULATION

Q-1 Name the factors to be considered while planning a house?

Q-2 What do you understand by Aspect?

Q-3 What do you understand by Privacy?

HOMEWORK

Rewrite all the factors required for planning a house.

LESSON PLAN NO. 6

P.T's Roll No. 81

Date

Class 9th

Duration 30-40 mins

Subject Home Science

Topic Man made Fibre (viscose Rayon)

Skill

Session 2018-2020

INSTRUCTIONAL OBJECTIVES

* KNOWLEDGE OBJECTIVES

- * Students will be able to know the manufacturing and properties of viscose Rayon
- * Students will be able to gather information about the processer involved in viscose Rayon manufacturing

* UNDERSTANDING OBJECTIVES

- * Students will be able to understand about manufacturing of viscose Rayon.
- * Students will be able to understand about the properties of viscose Rayon

* APPLICATION OBJECTIVES

- * Students will be able to define the manufacturing process
- * Students will be able to know the properties of viscose Rayon

* SKILL OBJECTIVES

- * Students will be able to use the knowledge of viscose Rayon and applied in different activities

* Students will be able to understand the manufacturing of the rayon fibre through the raw material.

* INSTRUCTIONAL AIDS

- (i) General → chalks, blackboard, duster, charts
- (ii) Specific →

PREVIOUS KNOWLEDGE

To know the previous knowledge of the students, following questions will be asked :-

- Q-1 → How many types of fibres are there?
- Q-2 → What do you understand by the man-made fibres?
- Q-3 → What is viscose rayon made up of?

ANNOUNCEMENT OF THE TOPIC

We will study about the manufacturing and the properties of viscose rayon.

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

VISCOSE RAYON

Viscose Rayon is the most prevalent, versatile and successful type of rayon. It can be blended with man-made or natural fibres and made into fabrics of varying weight and texture.

MANUFACTURE

There are 3 main types of making Rayon.

- * To obtain pure cellulose from raw material
- * To form the thick, thread-like liquid from the cellulose
- * To spin the liquid into hardened filament of regenerated cellulose.

For viscose, spruce wood or cotton linters, which yield the cellulose are used as raw materials. They are treated with caustic soda and carbon-bisulphide to form a thick liquid.

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

Spinning → The liquid is forced through a spinneret into an acid bath where the long filaments, which are stretched and twisted to form the yarn.

Delustring → The filaments have metallic luster, if not treated. They are delustred by putting a white pigment in powder form into the spinning solution.

PROPERTIES

* Microscopic Appearance →
→ Longitudinal → Regular Rayon exhibits uniform diameter and interior parallel line called striations.

→ Cross sectional → It shows highly irregular edges. The presence of clusstrunk indicated by sordel effect.

* Physical → Viscose is absorbent, it burns rapidly, is not elastic, it has low dry strength, much

Properties of Viscose Rayon

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	CLASS BOARD
	<p>Reduced strength when wet.</p> <p>* <u>Thermal</u> →</p> <ul style="list-style-type: none"> ◦ It burns rapidly with a yellow flame & gives a light grey residue. ◦ After glow mesuit after extinguishing the flame. ◦ Very high temperature disintegrate the fibres. <p>* <u>Chemical</u> →</p> <ul style="list-style-type: none"> ◦ Rayon fibres disintegrate in acids. ◦ Strong alkaline solution causes rayon to swell and produce a loss of strength. <p>* <u>Biological</u> →</p> <ul style="list-style-type: none"> ◦ Mildew and bacteria damage the fibres and also silverfish. 		
USES	<p>Rayon is used in apparel and home finishing fabrics. It is also used in automobile tyres & various industrial uses.</p>		

RECAPITULATION

Q₀ What are the steps involved in viscose manufacturing?

Q₁ What are the Thermal properties of Rayon?

Q₂ Where can we use Rayon?

HOME

WORK

Draw the flow diagram showing processes in viscose rayon manufacturing.

LESSON PLAN NO. 7

P.T's Roll No. 81
Class 9th
Subject Home Science
Skill

Date
Duration 30-40 mins
Topic Carbohydrates
Session 2018-2020

INSTRUCTIONAL OBJECTIVES

Students will be able to relate all the knowledge gained after understanding the following points:-

* KNOWLEDGE OBJECTIVES

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

* UNDERSTANDING OBJECTIVES

- * Students will be able to elaborate the nutritional components in a proper way.
- * Students will be able to compare different nutritional components.

* APPLICATION 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.

* SKILL OBJECTIVES

- * Students will be informed about different types of meals, that can be cooked by nutrition object.
- * Students can brilliantly make a chart on the intake of carbohydrates and how to maintain it.

* INSTRUCTIONAL AIDS

(i) General → chalk, duster, blackboard, chart

(ii) Specific →

PREVIOUS KNOWLEDGE

To know the previous knowledge of the students following questions will be asked :-

Q1: What is the importance to keep our health fit?

Q2: What all nutritional components are present in your food?

Q3: From where do we get these nutritional components?

CARBOHYDRATES

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

NUTRIENTS

Man needs a wide range of nutrients to perform various functions in the body and to lead to a healthy life. The nutrients include proteins, fats, carbohydrates, vitamins and minerals. The food that contains these nutrients which we consume daily.

CARBOHYDRATE

Carbohydrate are class of energy yielding substance. It contains carbon, hydrogen and oxygen. It includes starch, glucose, cane sugar, milk, sugar, etc.

Carbohydrate is derived from cereals as a chief source of energy.

COMPOSITION

Carbohydrates are simple sugars or polymer of sugar that can be hydrolysed to simple sugar by the action of digestive enzymes. The hydrogen and oxygen are in the proportion to form water,

TEACHING POINT

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

CLASS BOARD

Define the term carbohydrate.

FUNCTION

BODY DISTRIBUTION

The amount of carbohydrate in adult body is 300-350gm out of which 100gm is glycogen in the liver.

* Carbohydrates provide the carbon skeletons for the synthesis of non-essential amino acids by the body.

* Formation of connective tissue.

* Prevents in clotting of blood.

QUESTION

1.) Elements that are present in carbohydrates

2.) What forms water?

3.) The weight of glycogen in our liver?

RECAPITULATION

Q1: What is the importance of food to our body?

Q2: What all nutrients are present in Food?

Q3: Fill in the blanks:-

(i) Food provides us essential Nutrients to our body.

(ii) Carbohydrates are the combination of Carbon, hydrogen, Oxygen.

(iii) This helps in the clotting of blood.

HOME WORK

Make a list of carbohydrates that you consume in daily life.