

Lala Tagat Narayan Education College

* Lesson Plan Notebook *

Science

☆ Uni Roll No :- 24060783

SCHOOL INTERNSHIP PROGRAMME FILE

Name Sumandeep Kaur S/o D/o Baburaj Singh
College Roll No. 24194 University Roll No. 24060783 Teaching of Science

Certificate

Certified that Mr./Mrs./Miss Sumandeep Kaur S/o D/o Baburaj Singh
has delivered 5 Micro Lessons 34 Macro Lessons 8 Diary Form Lessons
ICT Based Lessons 5 Unit Test Based lessons 4
Teaching Model Based Lessons 3 Discussion Lesson 1

in School.

School Supervisor

College Supervisor

ਮੁੱਖਅਧਿਆਪਕ
ਸਰਕਾਰੀ ਮਿਡਲ ਸਕੂਲ
ਚੁੱਤ ਪੰਜ ਕੋਹੀ (ਫਾਜ਼ਿਲਕਾ)
School Principal

Principal
Lala Jagat Narayan Education College
Jalalabad (W)
College Principal

What should we do during Teaching Practice

Do

- (a) Use of teaching skills.
- (b) Discuss problems among your peer and teacher supervisor.
- (c) Always prepare your lesson in advance.
- (d) Never miss your lesson.
- (e) Use Black Board properly.
- (f) Make teaching interactive.
- (g) Use meaningful Teaching Aids.
- (h) Never miss the subject matter or concepts of the subject.
- (i) Avoid artificiality in teaching.
- (j) Never oppose criticism offered by observers.
- (k) Don't miss any chance of learning the art of teaching.

Course Code : EPC-3-1
SEMESTER III
SCHOOL INTERNSHIP PROGRAMME

Assessment by concerned School : 40 Marks
Pedagogical Subject : 100 in each subject
External-100+Internal = 30+30

Total Marks : 300
Duration : 16 Week

16 Weeks internship shall be carried out in the three phases as described below:

Phase-1: Pre-Practice

Duration: 2 week (In parent institute)

1. Student teachers will learn to write micro, macro diary, ICT, test based and teaching model based lesson plans.
2. Every students teacher should go through simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programs for mentor teachers and heads of the selected school be organized by the institute.

Phase-2: Teaching Practice

Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block if 7 weeks, student teachers may be engaged with students of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small group of students teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 61 lesson in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

Nomination of Mentor Teachers': During the internship different teachers of the schools may be nominated as mentor teachers'.

The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship. **Identification of supervisors:** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisors shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects -(60+60)

Macro Lesson Plans-40

Diary form lesson Plans-08

ICT Based Lesson Plans-05

Unit Test Based Lesson Plans-04 (Preparing blue print & conducting unit tests)

Lesson plans based on Models of Teaching - 03

Discussion Lesson-1

(B) Peer teaching observation - 10+10 in each subject

Micro Lesson Plans-5+5 in each Subject, 10-15 pages with heading.

Phase II. Assessment of students' performance:

- * **Assessment Record on the basis of unit test.**

III. Participation in School Activities

- * **Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two)**
- * **PTA/PTM/SMC**

Records to be submitted by a Pupil teacher:

- * **Teacher Practice file (Both teaching subject)**
- * **Assessment record**
- * **Record of Participation/organization of school activities.**

***Phase-III**

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase

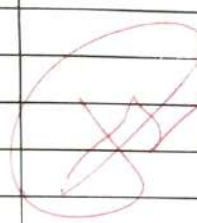
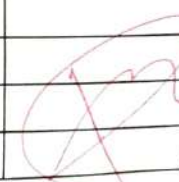
- * **Presentation of brief report by each student teacher on his/her internship experiences.**
- * **Inviting feedback from cooperating schools.**

*** Evaluation (Total - 300 marks)**

The weight age to different components of internship shall be assigned as under:-

- * **Assessment by concerned teaching subject school mentor teacher and teacher educator - 40 marks (20+20 in each subject on assessment Performa- A**
- * **Internal assessment on the basis submitted records-30 in each teaching subject (30+30 in each subject =60)**
- * **External assessment: Final Skill-in-Teaching lesson in each subject to be conducted in the parent college (100+100 in each subject = 200) under the supervision of external Internship Programme Coordinator appointed by the university:**
- * **Breakup of external evaluation for each teaching subject (100 marks) is as follows.**
- * **Written Lesson - 10Marks**
- * **Presentation - 60 Marks**
- * **Teacher Traits - 20 Marks**
- * **Teaching aids - 10 Marks**

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Sr. No.	Particulars	Date	Page No.	Sig.
<u>MICRO LESSON</u>				
1.	Motion	21-8-25	1-3	
2.	Science-Food where does it come from?	22-8-25	4-5	
3.	Microorganisms	23-8-25	6-8	
4.	Air-pollution	24-8-25	9-11	
5.	Planet- Satellite	26-8-25	12-13	
<u>MACRO LESSON</u>				
1.	Nutrition in Plant	9-09-25	14-16	
2.	Components of food	10-09-25	17-20	
3.	Fibre to Fabric	17-09-25	21-24	
4.	Physical & chemical changes	22-09-25	25-28	
5.	Weather and climate	12-10-25	29-33	
6.	Water, a Precious Resource	28-10-25	34-36	
7.	Soil-I	10-09-25	37-40	
8.	Soil-II	12-09-25	41-44	

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9	Respiration in Organisms	15-09-25	45-48	
10	Transportation in plants	18-09-25	49-51	
11	Reproduction in plants	20-09-25	52-55	
12	Motion and Time	23-09-25	56-58	
13	Electric current & its effects	25-09-25	59-62	
14	Light	27-09-25	63-66	
15	Forest - our lifelines	29-09-25	67-70	
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18	Fibre to Fabric	8-10-25	79-82	
19	Plant Tissue	10-10-25	83-86	
20	Natural Resources	10-10-25	87-90	
21	Changes around us	13-10-25	91-94	
22	Combustion and Flame	15-10-25	95-98	
23	Sorting Material into groups	17-10-25	99-102	
24	Expansion and Contraction	18-10-25	103-106	
25	Separation of Substances	20-10-25	107-110	
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28	Getting to know plants - II	27-10-25	119-122	

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31.	Natural Resources	1-11-25	131-132	
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3.	Mixture	9-10-25	149-150	
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4.	Friction	15-11-25	171-174		
5.	Elements, compounds, Mixture	17-11-25	175-178		
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8 OBSERVATION OF SCHOOL TEACHERS' LESSONS PEER TEACHING OBSERVATION	211 to 213

TIME TABLE

	1	2	3	4	R E C E S S	5	6	7	8	9
Mon	Sci (6)	English (8)	Sci (8)	Sci (7)		English (7)	-	English (6)	-	
Tue	"	"	"	"		"	-	"	-	
Wed	"	"	"	"		"	-	"	-	
Thu	-	Sci (6)	"	"		"	English (8)	"	-	
Fri	-	"	"	"		"	"	"	-	
Sat	-	"	"	"		"	"	"	-	

TIME TABLE



	1	2	3	4	R E C E S S	5	6	7	8	9
Mon	<i>Sci</i> (6)	<i>English</i> (8)	<i>Sci</i> (8)	<i>Sci</i> (7)		<i>English</i> (7)	-	<i>English</i> (6)	-	
Tue	"	"	"	"		"	-	"	-	
Wed	"	"	"	"		"	-	"	-	
Thu	"	<i>Sci</i> (6)	"	"		"	<i>English</i> (8)	"	-	
Fri	"	"	"	"		"	"	"	-	
Sat	"	"	"	"		"	"	"	-	

ATTENDANCE CHART

August 2029

Sr. No.	Name of Student	21	22	23	24	25	26	27	28	29	30	31
1.	Ramandeep Kaur	P	P	P		P	P					
2.	Simranjeet Kaur	P	P	P		P	P					
3.	Komalpreet Kaur	P	P	P		P	P		*			
4.	Sukhjeet Kaur	P	P	Ab		P	P				*	
5.	Akashpreet	P	P	P		P	P					
6.	Sandhya Sri	P	P	P		P	P			*		
7.	Simar Kaur	P	P	P		P	P					
8.	Tomana Kaur	P	P	P		P	P					
9.	Sargam	P	P	P		P	P					
10.	Komal Rani	P	P	P		P	P					
11.	Ramandeep Kaur	Ab	Ab	P		P	P					
12.	Narpreet Singh	P	P	Ab		P	P					
13.	Sukhveer Singh	Ab	Ab	Ab		P	P					
14.	Akashdeep Singh	P	P	P		Ab	P			*		
15.	Gautam Singh	P	P	P		P	P					
16.	Kavran Singh	Ab	Ab	Ab		Ab	P			*		
17.	Akashdeep Singh	Ab	Ab	Ab		Ab	Ab					
18.	Khushdeep Singh	Ab	Ab	Ab		P	P					

Sunday

Holidays

Due

to

Floods

ATTENDANCE CHART

September 2025

Sr. No.	Name of Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Ramandeep Kaur				*					P	P	P	P			P	P	P	P	P	P
2.	Simranjeet Kaur				*				*	Ab	Ab	P	P			P	P	P	P	P	P
3.	Komalpreet Kaur				/		/	*	/	P	P	P	P			P	P	P	P	P	P
4.	Sukhjeet Kaur				/		/	/	*	Ab	Ab	Ab	Ab	*		Ab	Ab	Ab	Ab	Ab	P
5.	Dikashpreet			*			/		/	P	P	P	P			P	P	P	P	P	P
6.	Sandhya Biri			/	*		/		*	Ab	P	P	Ab		*	P	P	P	P	P	P
7.	Simran Kaur			/	/		*		/	P	P	P	P			P	P	P	P	P	P
8.	Tamara Kaur			/	/		/		/	P	P	P	P			P	P	P	P	P	P
9.	Sargam			/	/		/		/	Ab	Ab	P	Ab			P	P	P	P	P	P
10.	Komal Rani			/	/		/		/	Ab	P	P	P			P	P	P	P	P	P
11.	Ramandeep Kaur			/	/		/		/	Ab	P	P	P			P	P	P	P	P	P
12.	Harpreet Singh			/	/		/		/	Ab	P	P	P			P	P	P	P	P	P
13.	Sukhwinder Singh			/	/		/		/	P	P	P	P			P	P	P	P	P	P
14.	Akashdeep Singh			/	/		/		/	P	P	P	P			P	Ab	P	P	P	P
15.	Gautam Singh			/	/		/		/	P	P	P	P			P	P	P	P	P	P
16.	Karan Singh			/	/		/		/	Ab	P	P	P			Ab	P	P	P	P	P
17.	Akashdeep Singh			*			/		*	Ab	P	P	Ab		*	Ab	Ab	P	P	P	P
18.	Khushdeep Singh			/	/		/		/	Ab	Ab	Ab	Ab			Ab	Ab	Ab	Ab	Ab	P
										P	P	P	P			P	P	P	P	P	P

HOLIDAYS

DUE

TO

FLOODS

Sunday

School Cleaning Holiday

Second Saturday

Sunday

Signature & Stamp of School Principal

ATTENDANCE CHART

Sr. No.	Name of Student	21.	22.	23	24	25	26	27	28.	29	30	31
1.	Ramandeep Kaur			P	P	P	P	P		P	Ab	
2.	Simranjeet Kaur			P	P	P	P	P		P	P	
3.	Komalpreet Kaur		*	P	P	P	P	P		P	P	
4.	Sukhjeet Kaur			P	P	P	P	P		P	P	
5.	Dikshapreet			P	P	P	P	P		P	P	
6.	Sandhya Bai	*	Tyanti	P	P	P	P	P		P	P	
7.	Simran Kaur			P	P	P	P	P	*	P	P	
8.	Tamara Kaur			P	P	P	P	P		P	P	
9.	Gargam			P	P	P	P	P		P	Ab	
10.	Komal Rani			P	P	P	P	P		P	Ab	
11.	Ramandeep Kaur			P	Ab	P	P	P		P	Ab	
12.	Harpreet Singh			P	P	P	P	P		P	P	
13.	Sukhveer Singh			P	P	P	P	P		P	P	
14.	Akashdeep Singh			P	P	P	P	P		P	P	
15.	Gautam Singh			P	P	P	P	P	*	P	Ab	
16.	Karan Singh			P	P	P	P	P		P	P	
17.	Akashdeep Singh			P	P	P	P	P		P	Ab	
18.	Khushdeep Singh		*	P	P	P	P	P		P	P	

Signature & Stamp of School Principal

ATTENDANCE CHART

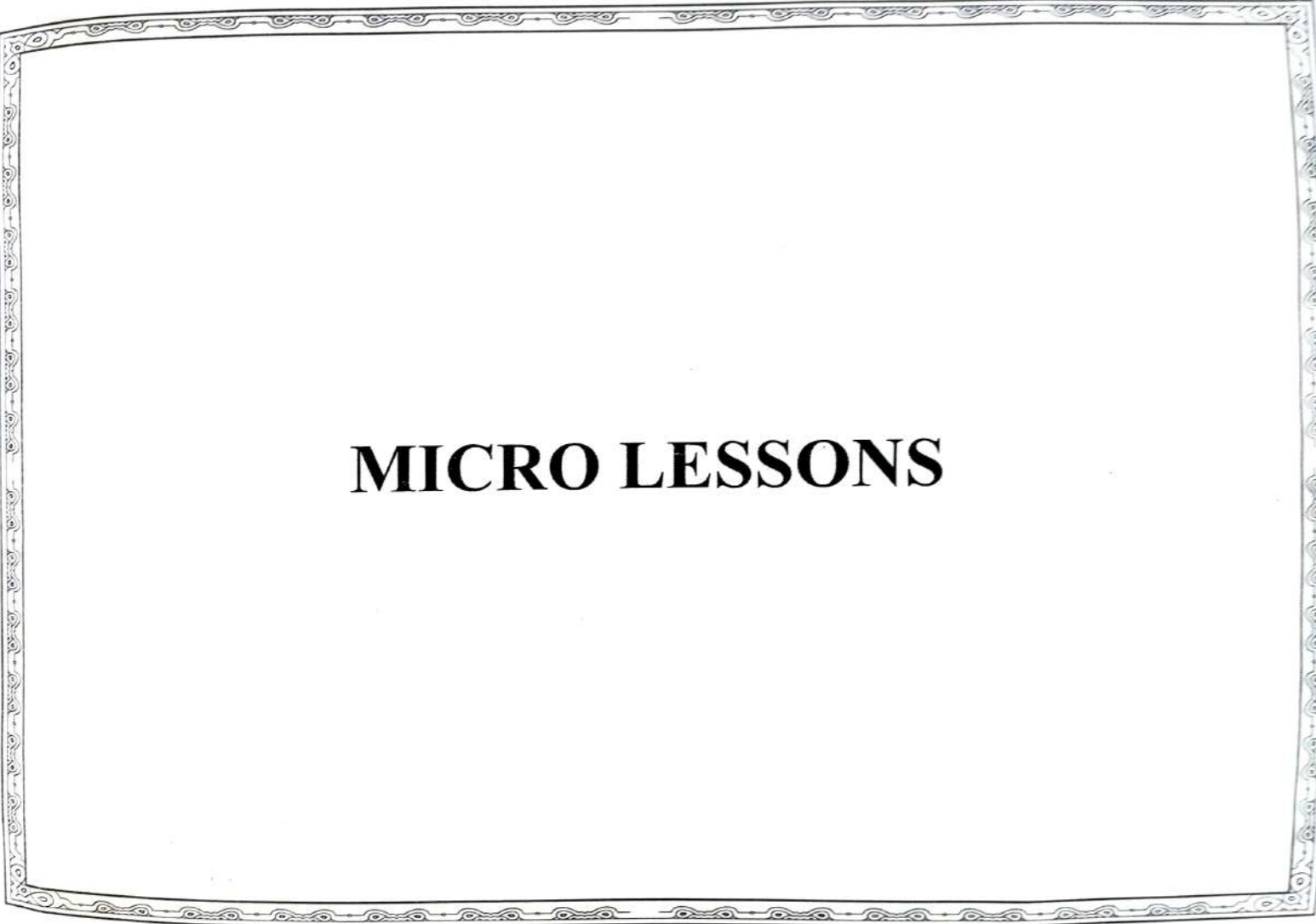
October - 2025

Sr. No.	Name of Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Ramandeep Kaur	P		P	P		Ab		P	P	P			Ab	P	P	P	P	P		
2.	Simranjeet Kaur	Ab		Ab	Ab		P	*	P	P	P	*		P	P	P	P	P	P		
3.	Komalpreet Kaur	P		P	Ab		P		P	P	Ab			P	P	P	P	P	P		
4.	Sukhjeet Kaur	Ab		P	P		Ab		P	P	P			Ab	P	P	P	P	P		
5.	Dikashpreet	P	*	P	Ab		P		P	P	P		*	P	P	P	P	P	P		
6.	Sandhya Bai	Ab		Ab	P	*	Ab		P	P	Ab			Ab	Ab	P	P	P	P		
7.	Simrat Kaur	P		P	P		P		P	P	P			Ab	P	P	P	P	P	*	*
8.	Tamara Kaur	P		P	P		Ab		P	P	P			P	P	P	P	P	P		
9.	Sargam	P		P	P		P		P	P	P			P	P	P	P	P	P		
10.	Komal Rani	P		P	P		P		P	P	P			Ab	Ab	Ab	Ab	Ab	Ab		
11.	Ramandeep Kaur	Ab		P	P		Ab		P	P	P			P	Ab	Ab	P	Ab	Ab		
12.	Harpreet Singh	P		Ab	Ab		P		P	P	P			Ab	P	P	P	P	P		
13.	Sukhvir Singh	P		Ab	P		P		Ab	P	Ab			Ab	P	P	P	P	P		
14.	Akashdeep Singh	P		P	P		Ab		P	P	P			P	P	P	P	P	P		
15.	Gautam Singh	P		P	Ab	*	P		P	Ab	Ab			P	P	P	P	P	P	*	
16.	Karan Singh	P		Ab	Ab		P		Ab	P	P	*	*	Ab	Ab	P	P	Ab	P		*
17.	Akashdeep Singh	P	*	Ab	P		Ab	*	P	P	Ab			Ab	Ab	Ab	P	P	P		
18.	Khushdeep Singh	Ab		P	P		Ab		P	P	P			Ab	P	P	P	P	P		

Principal

ਸਰਕਾਰੀ ਮਿਡਲ ਸਕੂਲ

Signature & Stamp of Principal

A decorative rectangular border with a repeating scrollwork pattern surrounds the central text.

MICRO LESSONS

MICRO LESSON-1

Date:- 21-08-2025

Subject:- Science

Topic:- Motion

Class:- 6th

Period:- 2nd

Time:- 5-7 min

SKILL OF INTRODUCTION

Pupil Teacher Activity

1. Students have you travelled in a Bus or Train
2. How do you feel when you sit beside window and train is moving
3. But in actual who is moving?
4. Person is moving from one place to another is called?

Pupil Activity

Yes

people who are standing on platform are appear to be moving

people inside Bus or Train

motion

5. OK, now tell me definition of Motion. No response

- Announcement of Topic :- After getting no response, pupil teacher will announce the topic by saying "Well students, we shall study about motion today."

S.NO	Components	Rating scale							
		0	1	2	3	4	5	6	
1.	Using previous experience of pupil			✓					
2.	Proper use of technique				✓				
3.	Overall Impression					✓			
4.	Teaching aid used			✓					
5.	Cooperation of students.					✓			

MICRO LESSON-02

Date:- 22-08-25

Class:- 6th

Subject:- Science

Period:- 2nd

Topic:- Food:- where does it come from? Time:- 5-7 min

SKILL OF QUESTIONING

Pupil Teacher Activity

Q ⇒ why do we need food?

Q ⇒ what are sources of food?

Q ⇒ who can prepare their own food?

Q ⇒ what do we call them?

Q ⇒ Name plants whose root we eat?

Pupil Activity

• Living organism need food to survive

• Food is obtained from plant and animals.

• Plants

• Autotrophs

• Carrot, stem.

Announcement of Topic ⇒ we students we shall start chapter food?

S.No	Components	Rating Scale						
		0	1	2	3	4	5	6
1.	Questions were grammatically correct			✓				
2.	Questions were concise				✓			
3.	Questions were not repeated				✓			
4.	Proper speed without any pause or rush			✓				
5.	Questions were relevant to topic						✓	

MICRO LESSON-03

Date :- 23-08-25

Subject :- Science

Topic :- Microorganisms

Class :- 8th

Period :- 4th

Time :- 5-7 min

SKILL OF EXPLANATIONPupil Teacher ActivityPupil Activity

Good morning students! Today we will discuss about topic of Microorganism

- What are micro-organisms?
Some several kinds of living organism which we can't see are called micro-organisms

Good morning mam.
OK mam.

pupil will listen carefully

Micro-organism are classified into four major groups
(P.T will classify micro-organism on chart)

pupils are listening and watching carefully

MICROORGANISM

Bacteria:-



Protozoa:-



Algae:-



Fungi:-



Virus:-



Pupil Activity

Pupil will watch carefully and draw diagram on their notebook.

Pupil Teacher will tell student about harmful and helpful micro-organisms.

Pupil will listen carefully and note down on their notebook.

Pupil Teacher will ask students to tell name of some disease caused by micro-organism.

Students will give response.

S.NO	components	Rating scale					
		0	1	2	3	4	5
1.	opening statement			✓			
2.	closing statement					✓	
3.	covering main ideas & points					✓	
4.	clarity						✓
5.	speed				✓		
6.	correctness and language						✓

9

Mix Lesson - 04

Date:- 24-08-25

Subject:- Science

Topic:- Air pollution

Skill:- Questioning

Class:- VIII

Period:- 11th

Time - 5-7 min

Pupil Teacher Activity

Q₁ ⇒ what do you mean by pollution?

Q₂ ⇒ what is importance of air?

Q₃ ⇒ What are type of pollution?

Pupil Activity

Pollution is defined as change in surroundings that have effect on environment

The air is essential for hum-being, animals, plants to survive

There are 5 types of pollution i.e. soil, Air, land, water, sound.

Q → What do you mean by Air pollution?

Air pollution refers to the presence of harmful substances in air which affects living and non-living organisms.

Q → What are causes of air pollution

Traffic, burning of wood

~~Q →~~

S.NO	COMPONENTS	RATING SCALE						
		0	1	2	3	4	5	6
1.	Prompting				✓			
2.	Seeking further information			✓				
3.	Refocussing					✓		
4.	Redirecting			✓				
5.	Increasing critical awareness						✓	

11

S.NO	COMPONENTS	RATING SCALE						
		0	1	2	3	4	5	6
1.	Prompting				✓			
2.	Seeking further information			✓				
3.	Refocusing					✓		
4.	Redirecting			✓				
5.	Increasing critical awareness						✓	

Lesson Plan-05

Date:- 26-08-25

Subject:- Science

Topic:- Planet and Satellite

Class:- VII

Period:- 11th

Time:- 5-7 min

Pupil Teacher Activity

1. What do you see in sky at night?

2. What is star

3. Name Nearest star to Earth.

4. What is solar system

5. What does sun provide us?

Pupil Activity

Moon, stars

Star is huge ball of hot gases

Sun is nearest star to Earth.

Sun family is known as solar system.

Heat and light.

6. What is a satellite?

Problematic Question

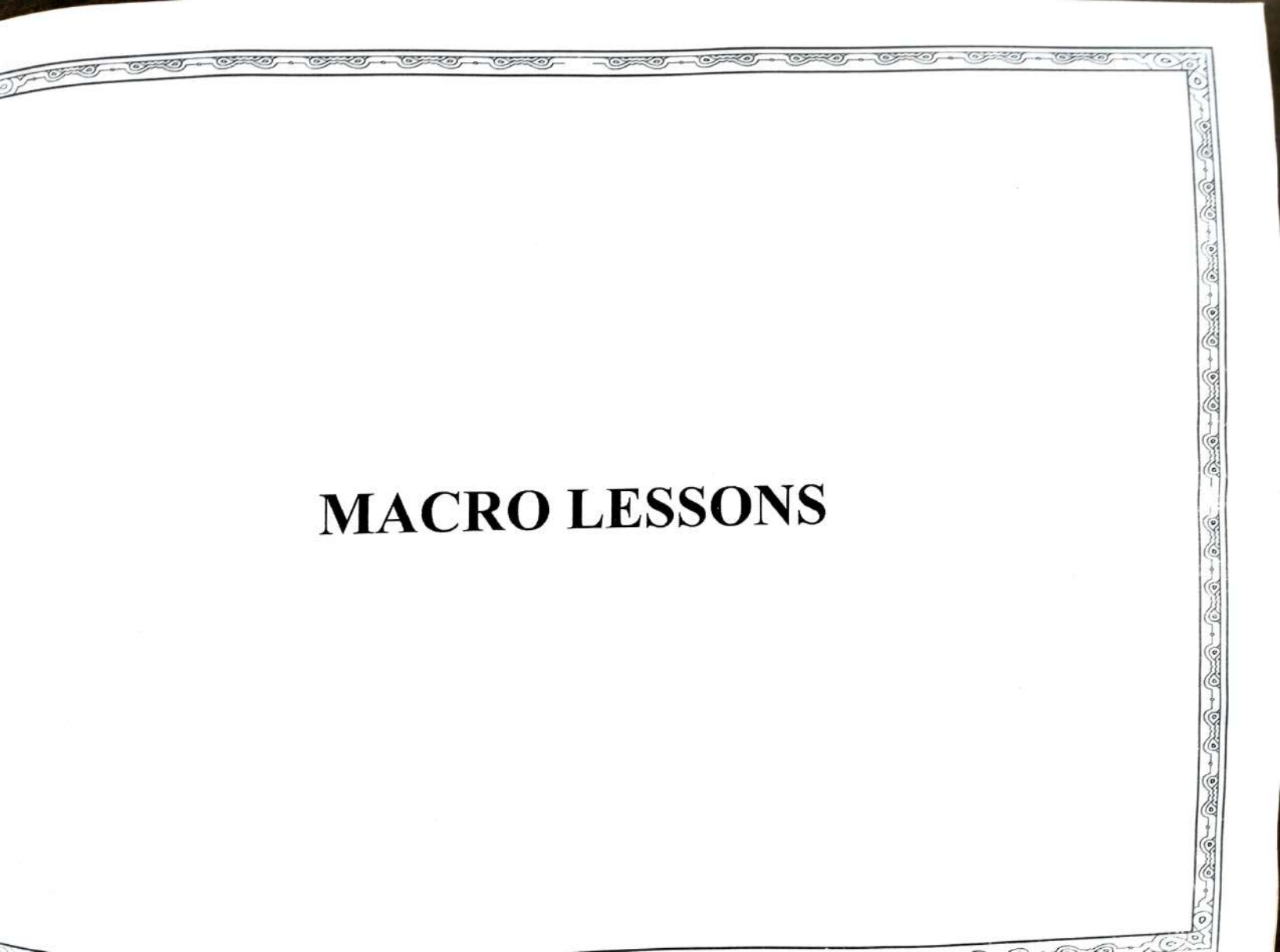
Announcement of the Topic :-

After getting no response for question pupil teacher will announce topic by saying, "well students! Today we will learn the concept of Plants & Satellite".

Observation

Rating

	0	1	2	3	4	5
1. Using good beginning & conclusion			✓			
2. Using explaining links				✓		
3. covering essential points					✓	
4. Use of Visual Techniques				✓		

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MACRO LESSONS

Lesson Plan - 1

Date : 9-09-2025

Subject : Science

Topic : Nutrition in Plants

Class : 7th

Duration : 40 min

Pupil Teacher Roll no. : 24194

Teaching Aid :- A well equipped classroom, chalkboard, chalk, duster.

Specific Aid :- Flashcard and charts related to topic.

General Aim :- 1) To develop the science interest in students.

2. To develop scientific attitude among students.

3. To enable students to understand scientific phenomenon

4. To enable students to develop reasoning & imagination

Specific Aim :- Knowledge, understanding, Application, skill.

Previous knowledge testing :- Q:- why do we take food?

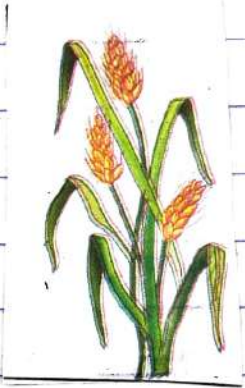
Q:- How do plants get food?

Q:- Do you know mode of nutrition in plants?

Announcement of Topic :- Pupil Teacher will announce the topic by saying : Well students, today we will study

about nutrition.

Presentation of Content:- Lecture-cum-demonstration method will be used.

Subject Matter	Pupil-Teacher Activity	Teaching Aid	Blackboard work
• Nutrients Carbohydrates, fats, proteins, vitamins are components of food. These components of food are called nutrients and are called necessary for our body.	Pupil Teacher will show various food items to student.	  Deer (Herbivore)	Nutrients Carbohydrates, proteins, fats, vitamins are the components of food. Types of Nutrition

Subject Matter	Pupil Teacher Activity	Teaching Aid	Blackboard work
<u>Heterotrophic</u>:- the organism which take food prepared by plants	Pupil Teacher will explain meaning of heterotrophic nutrition		1) Autotrophic 2) Heterotrophic eg) Human beings, Animals.
The Heterotrophic nutrition is one in which organism take food from plants i.e. dependent on other for their food requirement eg) Human being, Animals	Pupil Teacher will explain definition of heterotrophic on blackboard		

Generalisation:- well students. Today we have studied about nutrition.

Homework

Lesson Plan - 2

Date :- 10-09-24

Subject :- Science

Topic :- Components of food.

Pupil Teacher Roll no :- 24194

Class :- VI

Duration :- 40 minutes

Teaching Aids → All well equipped classrooms with board, chalk, duster etc.

Specific aid → Real food items like pulses, rice etc.

General objective → 1. To create logical thinking among students

2. To satisfy curiosity of students.
3. To create interest of students

Specific objective → • Students will understand about components of food.

- Students will be able to find nutrients of food.

Previous Knowledge testing :- Q:- what are basic needs of man.
Q:- Tell the name of your favourite food?

Announcement of Topic :- Pupil teacher will announce the topic by saying well students today we will discuss about components of food

Subject Matter	Pupil-Teacher Activity	Pupil Activity	Teaching Aid / B:B Word
Food:- It is eaten by living things to provide energy. our food consist of cereals like wheat, rice, pulse etc. Food that we eat consist of different components called nutrients. Major nutrients are :- i) Carbohydrates ii) Proteins iii) Fats iv) Vitamin v) Minerals	Pupil Teacher will define food	Pupil will listen carefully	 Grains and Pulses
	Pupil teacher will elaborate different types of nutrients.	Pupil will write down in their notebook.	

Subject Matter

1) Carbohydrates:- These nutrients gives instant energy eg:- Bread

Pupil Teacher Activity

Pupil teacher will discuss about carbohydrates

Pupil Activity

Pupil will listen carefully

Teaching Aid / B.B. Work

Major Nutrients in food:-

- 1) Protein
- 2) Carbohydrates
- 3) Vitamins
- 4) Fats
- 5) Minerals.

2) Proteins:- Food such as protein are called body building foods like eggs, pulses

Pupil teacher will give information about proteins & fats

Pupil will understand concept taught.

3. Fats:- Fats are also energy giving compounds. They contain more energy than carbohydrates

4. Vitamins:- There are group of nutrient that are essential for our body.

Pupil teacher will discuss about vitamins & its type

Pupil will listen carefully

Subject Matter	Pupil Teacher Activity	Pupil Activity	Teaching Aid / B.B work
Minerals:- Just like vitamins, minerals are also required in small quantity	Pupil Teacher will discuss about minerals	Pupil will understand P.T.	Minerals Required in Small quantity

Recapitulation :- Q1. what is a balanced chart?
 Q2. What are type of vitamins?
 Q3. What are minerals.

Home Assignment:- :- Q1. Name nutrients which are present in food?
 Q2. Define nutrients?
 Q3. Which component of food are called body building food?

Lesson-Plan-3

Date :- 17-09-25

Pupil Teacher Roll No.:- VI

Subject :- Science

Class :- VI

Topic :- Fibre to fabric

Duration :-

40 minutes

Teaching Aid :- A well equipped classroom, board, cluster, chalk etc.

Specific Aid :- Flashcard and charts of fibre wood.

General Aim :- 1. To develop interest of student in science.

2. To enable students to understand scientific phenomena.

3. To enable students to develop reasoning thinking & imagination.

Specific Aim :- Knowledge :- The students will get knowledge about fibre.

Application :- The student will be able to know about life history of silkworm.

Understanding :- The student will understand concept of topic.

Previous Knowledge Testing :- Q $\Rightarrow$ what is fibre?
 Q $\Rightarrow$ what type of fibre clothes are made of?
 Q $\Rightarrow$ Name some fibres that obtain from plants?
 Q $\Rightarrow$ which animals give fibres?

Announcement of Topic :- Pupil teacher will announce topic by saying well students today we will study about fibre to fabrics

Presentation of Topic :- Pupil teacher will use lecture-demonstration method along with questions answers technique blackboard work is done side by side

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work.
<u>Animal fibre :-</u> Wool & silk. Wool:- wool comes from sheep, yak & some other animals	Pupil Teacher will show wool to students & give some examples from which we take wool	Pupil will listen carefully.	

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard Work
The fabric made from wool have ability to retain shape better than any other fabric <u>Processing</u>			
1. <u>Shearing</u>:- The fleece of sheep along with thin layer is removed.	Pupil-Teacher will explain the process of shearing & scouring.	Pupil will listen carefully	Animal fibre - wool and silk.
2. <u>Scouring</u>- The sheared skin with hair is thoroughly washed in tanks.		Pupil will note it down in their notebook	Wool- It comes from sheep goat, yak and some other animals.
3. <u>Sorting</u>:- The hairy skin is sent to factory where hairs are separated	Pupil Teacher will explain process of sorting		

Subject Matter	Pupil-Teacher Activity	Pupil Activity
Step 4:- The small fluffy fibre called burs, are picked out & dyed	Pupil will explain the concept.	Pupil will notedown everything in their notebook.

B-B work

Sorting The hairy skin is sent into factory where hair are separated

Recaptulation :- 1. What are burs?
2. How do we remove burs?

Homework :- Q1. Define shearing?
Q2. Define greasing?
Q3. Define scouring?

Session Plan-4:

Date:- 22-09-25

Pupil Teacher Roll no:- 24194

Subject:- Science

Class :- 7th

Topic:- Physical & Chemical changes

Duration :- 40 minutes

Teaching Aid:- A well equipped classroom, chalkboard, chalk, dust

Specific Aid:- A chart of physical & chemical changes.

General Aid :-

- 1) To develop interest of student in science.
- 2) To develop scientific attitude among student.
- 3) To enable students to understand scientific phenomena.
- 4) To enable students develop reasoning, thinking, & imagination.

Specific Aim:-

- Knowledge:- Students will be able to get knowledge about physical & chemical change.

- Understanding:- Students will be able to understand physical & chemical changes.

- Application:- Students will be able to recognize the physical & chemical changes.

Skill:- The students will be able to differentiate between physical & chemical change.

Previous knowledge assumed:- Pupil teacher assume that students have some knowledge about physical & chemical change.

Previous knowledge Testing:- Q. What happen when we freeze water?
Q. What happen when we take ice in room temperature?

Announcement of Topic:- Well students, today we will study about physical and chemical changes

Presentation of Topic:- Pupil Teacher will use lecture-cum-demonstration method along with question answer technique. Blackboard work is done side by side.

Subject Matter	Pupil Teacher Activity	Pupil-Activity	Blackboard Work
Physical change:- The type of change in which physical	Pupil-teacher will explain changes	Pupil will listen carefully.	Changes Around us

Subject Matter

properties of material can be changed into shape, size, colour.

Eg of physical changes

- :- Crushing a can.
- :- Melting an ice cube,
- Boiling water, Dissolving sugar & water

Chemical changes

A change in which one or more new substances are formed is called a chemical change.

Pupil Teacher Activity

Pupil Teacher will explain changes to students.

Pupil teacher will define chemical change to student.

Teaching Aid



Blackboard work.

Physical Change.

The Type of Change in which physical properties of material can be changed.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard Work
Eg of chemical change • Rusting of iron • Burning of wood • Digestion of food • presence of oxygen & moisture	Pupil Teacher will give some examples of chemical changes	Pupil will listen carefully	Eg. of Chemical Change:- • Burning of wood. • Digestion of food.
It is process of applying thin coat of zinc on surface of iron sheet so as to prevent rusting	Pupil Teacher will explain definition of Galvanisation	Pupil will listen carefully	

Recapitulation :- Q1) What type of changes are following eg-

- Burning of Wood
- Rusting of Iron.

Home work :- Q1) What are chemical changes, give example?
Q2) What are physical changes?

Lesson Plan-5

Date :- 12-10-25

Pupil Teacher Roll no :- 24194

Subject :- Science

Class :- 6th

Topic :- weather, climate

Duration :- 40 minutes

Teaching aid:-

A well equipped classroom, chalkboard, chalk, duster etc.

Specific aid:-

Flashcard & charts related to weather.

General aim:-

1. To develop the interest of students in science.

2. To develop scientific attitude among students.

3. To enable students to understand scientific phenomena.

Specific Aim :-

Knowledge:- Students will be able to get knowledge about weather and climate.

Understanding:- Students will be able to understand how animals adapt them in severe climate conditions.

	Application :- students will be able to apply this knowledge in daily life. Pupil teachers assume that students have some knowledge about weather, climate and adaptation of animals to climate.
Previous knowledge assumed	
Previous knowledge testing	Q1. What is weather today? Q2. Name few animals that live in extreme cold places? Q3. How do these animals adapt themselves in extreme conditions?
Announcement of Topic	Pupil teachers will announce topic by saying well students today we will study about weather, climate.
Presentation of Topic	Pupil Teacher will use lecture-com-demonstration method along with question answer technique.

Subject Matter

Pupil-Teacher Activity

Pupil Activity

Teaching Aid / Backboard Work

Weather: The day by day condition of atmosphere at a place with respect to temperature, humidity, rainfall, windspeed etc is called weather at that place.

Maximum & minimum thermometer are used for weather record daily

Climate:- The weather condition prevailing in an area in general

Pupil-Teacher will explain the definition of weather to students by giving some examples

Pupil Teacher will give knowledge of thermometers

Pupil Teacher will explain climate to students

Pupil will listen carefully

Pupil will write down definition in their notebook

Weather:
The day by day condition of atm. at a place with respect to temp. Humidity, Rainfall.

Subject Matter
over a long
period.

Rainfall is measured
by an instrument
called gauge.

Polar regions:-

The extreme climatic
areas covered
with very cold.

Polar bear &
Penguin are
found here

Pupil-Teacher Activity

Pupil Teacher
will give knowl-
ge about rain gauge

Pupil Teacher
will explain
about polar
regions

Pupil Activity

Pupil will
understand
the concept

Pupil will
understand
concept

Blackboard Work



Rainfall
is measured
by an
instrument
called
gauge.

Generalisation :- So students, Today we have studied
about weather, climate, adaptation of animals
to climate.

- Recapitulation:
1. Q $\Rightarrow$ Difference between weather and climate.
2. Q $\Rightarrow$ Name animals that live in polar region.

- Home work $\Rightarrow$ Q1 $\Rightarrow$ Define climate?
Q2 $\Rightarrow$ How rainfall is measured?
Q3 $\Rightarrow$ Define weather?

Lesson Plan - 6.

Date :- 28-10-25

Subject :- Science

Topic :- Water, a Precious Resource

Pupil Teacher Roll no :- 24194

Class :- VI

Duration :- 40 min

General / Teaching Aid :- A well equipped classroom with chalk, duster, blackboard etc.

Specific Aid :- A chart of sources of water.

General Aims :-

1. To develop interest of student in science
2. To develop scientific attitude among student.
3. To enable students to understand scientific phenomenon.

Specific Aim :-

Knowledge :- students will be able to have basic knowledge about Importance of water.

Understanding :- Students will be able to understand importance of water.

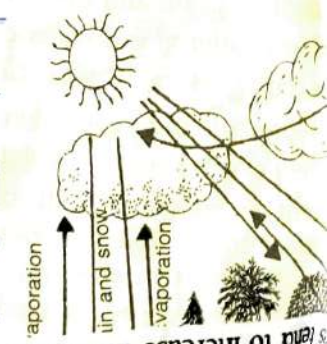
Application :- Students will be able to apply knowledge of water in their daily life.

Previous Knowledge Q → what do you do when you feel thirsty?

Testing Q → where does water come from?

Well, students today we will study about water and its uses.

Presentation of Topic P.T. will use lecture-cum-demonstration method by using question-answer technique along with

<u>Subject Matter</u>	<u>Pupil-Teacher Activity</u>	<u>Teaching Aid</u>	<u>Blackboard Work</u>
<u>Water Cycle</u> It is a natural process of circulation of water from land to sky and back to land.	Pupil Teacher will describe how water cycle proceed	Students will listen carefully.	

Subject Matter	Pupil - Teacher Activity	Pupil Activity	Blackboard work
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- Steps - 1) Evaporation
 2) Condensation
 3) Precipitation
 4) Collection

Evaporation - It is process in which water changes from liquid to gaseous state due to increase in temperature.

Condensation :- It is process where water vapour becomes liquid. It is reverse of evaporation.

Precipitation - Water fall back on earth as rain.

Collection :- Water that fall from clouds.

Pupil Teacher will explain evaporation to students.

Pupil Teacher will define condensation & precipitation & collection to students.

Students will write down in their notebook.

Pupil will understand the concept.

Blackboard work

Water Cycle
 It is a natural process of circulation of water from land to sky and back to land again.

Recapitulation

Lesson Plan-7

Date:- 10-09-25

Subject:- Science

Topic:- Soil

Class:- VII

Period:- 2nd

Time:- 40 minutes

Teaching Aid - A well equipped classroom with chalk, dust, blackboard, duster, pointer etc.

Specific Aid - A chart of soil profile, types of soil and its properties.

General Aim - 1. To develop interest of students in science
2. To develop scientific attitude.
3. To enable students to understand scientific phenomena.

Specific Aim - Knowledge:- Students get knowledge about different layers of soil.

Understanding:- Students will understand the term humus, weathering.

Application:- Students will know about crop grown in different soil.

Previous Knowledge assumed- Pupil teacher will announce topic saying well students today we will study about soil, types of different layers of soil.

Announcement of Topic:- well, students today well will study about topic soil.

Presentation of Topic:- Pupil-Teacher will use lecture-cum-demonstration method. Blackboard work is done side by side.

Subject Matter	Pupil-Teacher Activity	Pupil Activity	Teaching aid / B.B work
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Introduction:- Soil is one of most important natural resources. Soil is essential for agriculture. Agriculture provides food, clothing & shelter for all.

Pupil Teacher will explain term soil

Pupil will listen carefully.

Soil is one of the most important natural resources. It is essential for agriculture.

Subject Matter

Importance of term weathering:- The breaking down of rocks by action of winds, water & climate. This process is called weathering.

Soil profile:- The topsoil (A-Horizon) uppermost horizon is generally dark colour.

(B-Horizon)- The next layer has lesser amount of humus but more minerals.

(C-Horizon) → 3rd layer of soil is made of small lumps.

Pupil Teacher Activity

Pupil Teacher will explain important term weathering.

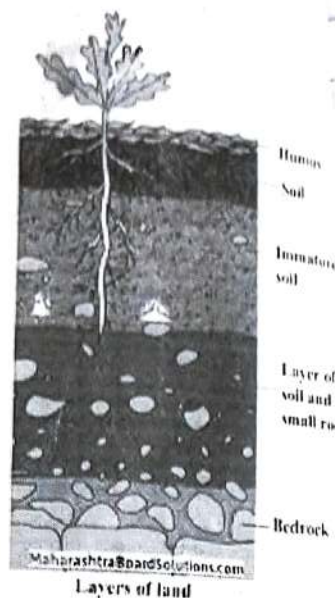
Pupil Teacher will explain soil profile to students.

Pupil Activity

Pupil will note down important term in their notebook.

Pupil will understand concept taught by pupil-teacher.

Blackboard Work



Soil Profile
The Topsoil
(A-Horizon)
B-Horizon
C-Horizon

- 40
- Generalization:- So students today we have studied about soil and layers of soil.

Recapitulation:- Q $\Rightarrow$ What kind of soil is present in A-horizon?
Q $\Rightarrow$ Define weathering.

Homework:- Q $\Rightarrow$ Name the soil horizon?
Q $\Rightarrow$ Define B-Horizon.



Lesson plan-8

Date:- 12-09-25

Subject:- Science

Topic:- Soil-II

Class:- VII

Duration:- 40 min

Pupil-Teacher Roll no:-

Teaching Aids
Specific Aids

A well equipped classroom, chalk, board, display
A chart of soil & Types of soil.

General Aim

1. To develop interest of student in science.
2. To develop scientific attitude among students.
3. To enable students to understand the scientific phenomena.

Specific Aim

- Knowledge - students get knowledge about soil.
- Understanding - students will understand properties of soil.
- Application - students will know about crops, soil erosion.

Previous Knowledge
assumed

Pupil Teacher will assume that students have some knowledge about soil & its type.

Previous Knowledge Testing

Q $\Rightarrow$ - which type of resource soil is?
Q $\Rightarrow$ Name different layers of soil?

Announcement of Topic

Pupil Teacher will announce the topic by saying, well students, Today we will discuss about types of soil & properties of soil.

Subject Matter

Pupil Teacher Activity

Pupil Activity

Teaching Aid / Blackboard work

Types of soil -

1) sandy soil :-
If soil contain greater proportion of big particles it is called sandy soil

Pupil Teacher will explain sandy soil to students

Pupil will listen carefully



Subject Matter	Pupil-Teacher Activity	Pupil Activity	Blackboard work
2) <u>clayey soil</u> :- clay particles, if proportion of fine particles is higher	Pupil Teacher will explain different types of soil to students	student will note down in their notebook.	Types of Soil. 1. Sandy soil 2. Clayey soil. 3. Silt 4. Loamy soil
3) <u>silt</u> :- silt occurs as deposit in river beds, size between soil & clay.	Pupil T will explain concept	Pupil will listen carefully.	
4) <u>Loamy soil</u> :- It is mixture of sand clay & silt	Pupil Teacher will explain various types of crops	Pupil will understand the concept	
* <u>Crops</u> :- clay & loamy soil are both suitable for growing cereals			

Subject Matter

Pupil Teacher
: Activity

Pupil Activity

Blackboard work

like wheat, gram.
For paddy soil
rich in clay
and organic
matter is good.

Pupil will explain
topic to
~~students~~

Pupil will
understand
the concept

Revise
the
chapter

Generalization :- So students, today we have
learned about Types of soil :-

Recapitulation :- Q $\Rightarrow$ Define soil?
Q $\Rightarrow$ Define loamy soil?

Home-work :- Q Define clayey soil?
Q $\Rightarrow$ What is ~~silt~~?

Lesson plan - 9

Date:- 15-09-25

Pupil Teacher Roll no:- 24194

Subject:- Science

Class:- 7th

Topic:- Respiration in Organism

Duration:- 40 min

- ★ Teaching Aid:- A well equipped classroom, chalkboard, duster, chalk, pointer etc.
- ★ Specific Aid:- A chart and flashcard related to respiration in organism
- ★ General Aim:-
 1. To develop interest of student in science.
 2. To develop scientific attitude among the students.
 3. To enable students to understand scientific phenomena.
- ★ Specific Aim:-
 - Knowledge:- Students will be able to define term respiration
 - Understanding:- Students will be able to distinguish between aerobic and anaerobic respiration
 - Application:- Students will be able to explain process of Inhalation & exhalation.
- ★ Previous knowledge assumed:- Pupil teacher will assume that student have some knowledge

Previous knowledge :- 1Q $\Rightarrow$ when you run fast, what happens to breathing?
Testing 2Q $\Rightarrow$ can you tell in which form you get energy?

Announcement of Topic :- Pupil Teacher will announce topic by saying well students today we will discuss about respiration

Presentation of Topic :- Pupil Teacher will use lecture-cum-demonstration method along with question answer technique.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
Respiration:- It is essential for survival of living organisms. It releases energy from food	Pupil Teacher will explain respiration to students.	Pupil will listen carefully	<u>Respiration</u> The mechanical process of inhaling oxygen & exhaling carbon dioxide.

Subject Matter

Aerobic respiration:

The process of breakdown of food glucose occurs with use of oxygen. It is called aerobic respiration.

Pupil Teacher Activity

Pupil Teacher explain aerobic respiration to students.

Teaching Aid

Blackboard work



Figure 45. The orange organelle in this picture is mitochondrion where aerobic respiration in a cell takes place.

Types of Respiration

- Aerobic respiration
- Anaerobic

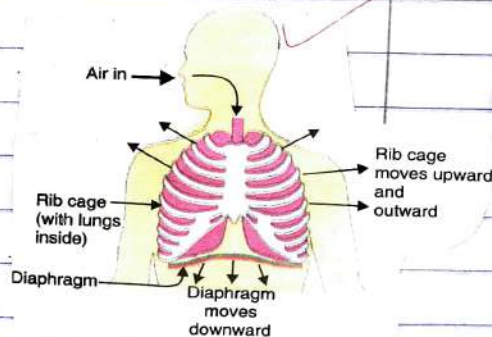
Anaerobic respiration

Food can also be broken down without using oxygen. This is called Anaerobic respiration.

Pupil teacher will discuss Anaerobic respiration with students.

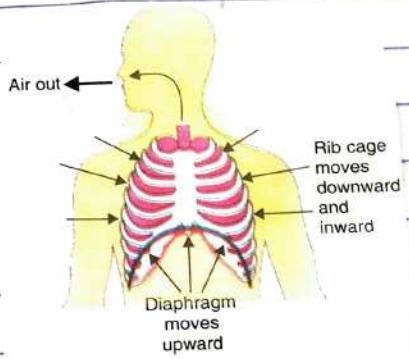
Breathing

Inhalation - The Pupil Teacher will explain taking in air rich in O_2 .



(a) Breathing in : chest cavity becomes bigger, air is sucked into lungs

$O_2 \uparrow$
 $CO_2 \downarrow$

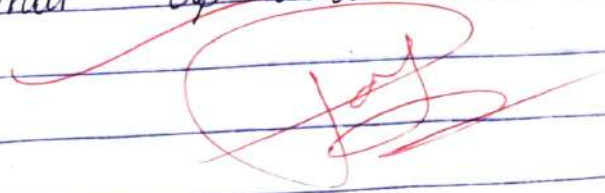
Subject Matter	Pupil Teacher Activity	Teaching Aid	Blackboard work.
<u>Exhalation</u>:- Giving out of air rich in CO_2	Pupil teacher will explain		
<u>Breathing rate</u>:- The number of times a person breath in a minute is termed as <u>breathing rate</u>	Exhalation and Breathing rate	 (b) Breathing out : chest cavity becomes smaller, air is pushed out of lungs	<u>Breathing rate</u> 30-60 times Per minute

* Recapitulation:-

- Q $\Rightarrow$ Define Inhalation
- Q $\Rightarrow$ Define Exhalation
- Q $\Rightarrow$ What is Breathing rate.

* Homework:-

- Q $\Rightarrow$ what is aerobic respiration?
- Q $\Rightarrow$ what is anaerobic respiration?



Lesson Plan - 10

Date:- 18-09-25

Subject:- Science

Topic:- Transportation in plants
and animals

Class:- 8th

Time:- 40 minutes

Pupil Teacher Roll no:- 24194

Teaching Aid	A well equipped classroom, board, chalk, duster
Specific Aid	A chart and flashcard related to topic
General Aim	1. To develop interest of students in science. 2. To develop scientific attitude among students.
Specific Aim	Understanding:- Student will understand phenomenon of pulse rate. Skill :- Students will be able to perform activity to record pulse rate.
P.K. Testing	Q>Name most essential organ that help in functioning of our body? Q→ How does transportation of O_2 take place in body? Pupil teacher will announce topic in class by saying well students today we will discuss about transportation in plants

Presentation of Topic:- Pupil-Teacher will use lecture method along with question answer technique.

Subject Matter	Pupil Teacher Activity
• Blood:- Blood is fluid which flows in blood vessels. • Plasma - Blood vessel is composed of fluid called plasma in which different blood vessel cell. • White blood cells:- These cells fight against germs that may cause infection. • Red blood cells:- It has a pigment present in them called Haemoglobin which provide Red colour to blood.	Pupil Teacher will give knowledge about blood. Pupil Teacher will explain WBC and plasma & RBC to student.

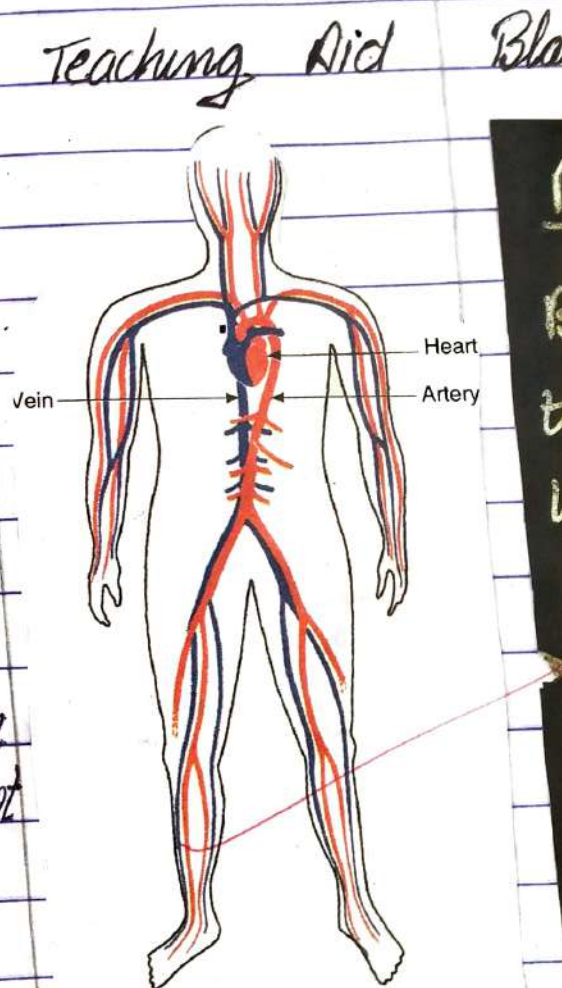


Figure 84. Blood circulatory system in humans (Arteries are shown in red colour and veins in blue colour. Capillaries which join arteries to veins are not shown).

Subject Matter

Pupil Teacher
Activity

Teaching Aid

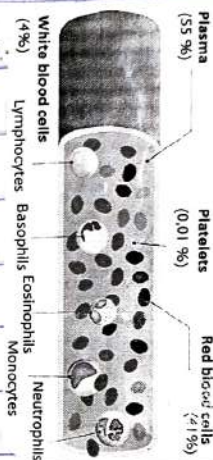
Blackboard
work.

Platelets:- The clot is formed because of presence of another type of cells in blood.

Pupil Teacher will explain platelets & Blood vessels to students.

Blood Vessels

These are two type of Blood vessels Arteries Vein.



Formed elements of the blood

Platelets
The clot is formed because of presence of another type of cells.

Generalisation:- So students, Today we have learned about transportation & component of blood.

Recapitulation

:- Expand term RBC, WBC?
& what is Plasma?

Homework:-

Define Platelets?

Name 2 type of Blood vessels?

Lesson plan - 11

Date:- 20-09-25

Pupil Teacher Roll no:- 24194

Subject:- Science

Class :- VI

Topic :- Reproduction in Plants

Time :- 40 minutes

General / Teaching Aid

A well equipped classroom, chalkboard, chalk, duster etc.

Specific Aid

A chart related to Reproduction in Plants

Specific Aim

1. To develop interest of students in science
2. To develop scientific attitude among students
3. To enable students to understand scientific process

Specific Aim

Knowledge:- To enable students to know how plants reproduce and to enable students to describe different modes

Understanding:- To enable students to learn about asexual reproduction.

Application:- To identify plants undergoing different types of reproduction.

Previous knowledge :- Pupil teachers will assume that assumed students have some knowledge about reproduction in plants.

Previous knowledge :- Q1. What are different parts in plants
Testing Q2. What do you mean by Reproduction?

Announcement of :- Pupil teachers will announce topic Topic by saying well students today we will study topic Reproduction in plants.

Presentation of :- Pupil teachers will use lecture - cum - Topic demonstration method along with question answer technique. Blackboard work is done side by side.

Subject Matter

Pupil Teachers activity

Teaching Aid

Blackboard work

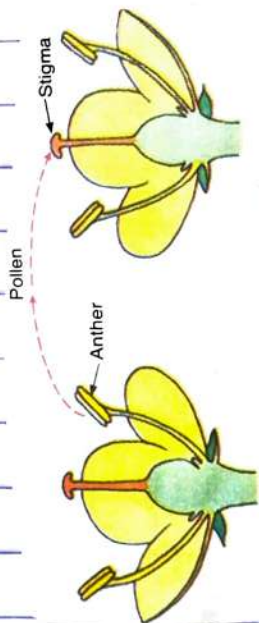
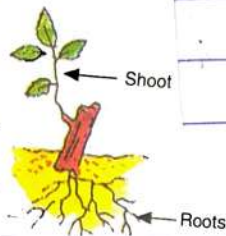
Most plants have roots, stem & leaves. These are called vegetative part. Flowers are the reproductive part. There are several ways by which plants produce their offspring.

These are categorised as:-

- 1) Asexual Reproduction
 - 2) Sexual Reproduction
- Asexual Reproduction:- Asexual & The new plants are obtained without seeds.

1. vegetative Reproduction:- The Reproduction in

Pupil Teachers will explain Asexual & sexual Reproduction.

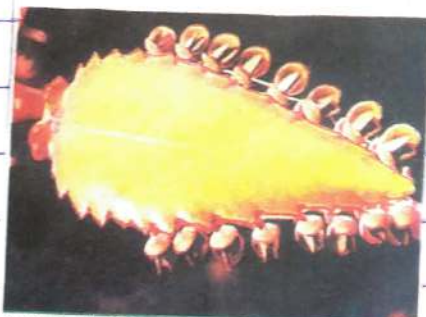


(b) Cross-pollination

Most Plants have roots, stem and leaves. These are called vegetative Part. Flowers are the reproductive shoot.

which new plants are produced from roots, stems, leaves
Budding - It is an asexual reproduction in which new plants formed from bud of parent body

Expt. Teacher will explain vegetative reproduction and Budding



(a) A leaf of *Bryophyllum* plant with buds in its margin (or edges)

Vegetative Reproduction in which new plants are produced from roots, stems, leaves

Generalization :- To students, we have studied about asexual reproduction, vegetative propagation and budding.

Recapitulation :- Define Asexual reproduction?
 Define Sexual reproduction?

Homework :- What is Budding?
 What is Asexual reproduction?

Lesson Plan - 12-

Date :- 23-04-25

Pupil Teacher Roll no :- 24194

Subject :- Science

Class :- VII

Topic :- Motion and Time

Time :- 40 min

General Aid :- A well equipped classroom with chalk, chalkboard & duster

Specific Aid :- A chart & flashcard related to Motion & Time

General Aim :- 1. develop interest of students in science.
2. To develop scientific attitude among students

Specific Aim :- Knowledge, Understanding, Application

Previous knowl- :- Q $\Rightarrow$ Name some objects which we can say
ledge Testing moving object

Q $\Rightarrow$ A fan moves in which direction.

Announcement of Topic :- Pupil teacher announce the topic by saying students today we will discuss about motion and time.

Presentation of Topic :- Pupil teacher will use lecture - cum - demonstration method.

Subject Matter	Pupil Teacher activity	Pupil Activity	Blackboard work
Motion:- Motion is a change in position of an object with respect to time	Pupil Teacher will explain motion to students	Pupil will listen carefully	<u>Motion:</u> Motion is a change in position of an object with respect to time.
Speed - Speed is defined as distance travelled by body in unit time	Pupil Teacher will explain definition of speed	Pupil will note down important terms in their notebook.	
Uniform motion A straight line can move either at constant speed which is called Uniform motion	Pupil Teacher will explain Uniform and Non-Uniform motion		
Non-Uniform motion If the speed of			<u>Speed</u> It is distance travelled by a body.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard Work.
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an object moving along straight line keeps changing. If motion is said to be non-uniform motion.

Pupil will explain the concept to students.

Pupil will listen carefully.

Odometer:
The meter that measure the distance covered by a vehicle

Odometer:- The meter that measure the distance covered by vehicle.

Pupil Teacher will explain odometer

Pupil will understand the concept

Generalization:- To students, we have studied about Motion, speed & Time and odometer.

Recapitulation:- Q $\Rightarrow$ What is odometer?

Homework:- Q $\Rightarrow$ Define Motion?

Q $\Rightarrow$ Define Speed?

Lesson Plan-13

Date :- 25-09-25

Class :- VIth

Subject :- Science

Time :- 40 min.

Topic :- Electric current & its effects

Duration :- 35-40 min

General Aids :- A well equipped classroom, duster, chalk & board etc.

Specific Aids :- A chart and flashcard related to electric current and its effect.

General Aim ⇒
1. To develop interest of students in science.
2. To enable students to develop understanding reasoning & imagination.

Specific Aim ⇒ Knowledge :- Students will be able to define electric current.

Understanding :- Students will be able to differentiate between closed circuit & closed circuit & distinguish between cell & Battery.

P.K Testing ⇒ Q ⇒ What are conductors? Q ⇒ What are Insulators.
Announcement ⇒ To students, - today we will discuss about electric current and its effect.

Presentation of Topic :- Pupil teacher will use lecture-cum-demonstration method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
<u>Electric current</u> An electric current is flow of electric charge. The electric charge is carried by moving charge.	Pupil teacher will explain definitions of electric current	Pupil will listen carefully	Electric current:- An electric current is a flow of electric charge. The electric charge is carried by moving charge.
<u>Closed circuit</u> :- The circuit in which electric current flow from one terminal to another.	Pupil Teacher will explain closed circuit and open circuit to students	Pupil will write down in their notebook	
<u>Open circuit</u> :- The circuit in which electrical contact broken at any point			

Subject Matter

Pupil Teacher
Activity

Pupil Activity

Blackboard Work

Battery :- The positive terminal of one cell is connected to negative terminal of next cell.

Pupil Teacher explain definition of battery and Heating effect of electric current.

Pupil will listen carefully

Heating effect of electric current :- when an electric current is passed through a high resistance wire, wire becomes hot & produce heat

Pupil will explain Heating effect of electric current.

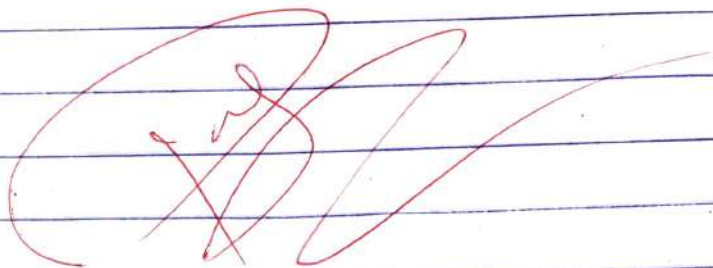
Pupil will understand the concept

Battery
The positive terminal of one cell is connected to the negative Terminal.

Generalisation:- So students, Today we have studied about motion.

Recapitulation :- Q- Define open circuit?
Q- Define closed circuit?

Homework :- What is Battery?
What is Heating effect of electric current?



Lesson Plan- 14

Date:- 27-09-25

Subject:- Science

Topic:- Light

Class:- 6th

Time:- 40 minutes

Pupil Teacher Roll no:- 24194

General Aid :- A well equipped classroom, chalkboard, chalk and duster etc.

Specific Aid :- Flashcards & real objects of light.

General Aim :-

- 1) To develop Interest of students in science.
- 2) To develop scientific attitude among students

Specific Aim :- Knowledge:- students will be able to define light.

Understanding:- students will be able to understand properties of light

Application:- students will be able to analyse reflection of light

Previous Knowledge assumed:- Pupil Teacher will assume that students have some knowledge about light.

Previous Knowledge Testing:- Q $\Rightarrow$ Can you see objects in dark?

Q $\Rightarrow$ How do you find objects at night?

Q $\Rightarrow$ How does light help us to see objects in dark?

Announcement of:- To students, today we will discuss about light.
Topic

Presentation of Topic:- Pupil Teacher will use lecture-cum-demonstration method along with question-answer technique.

Subject Matter

Pupil Teacher
Activity

Teaching Aid Blackboard work

Light:- Light is a radiation or a form of energy that our eyes can detect. Light travel from one place to another in a straight line.

Pupil teacher will explain definition of light



Specular Reflection



Diffused Reflection

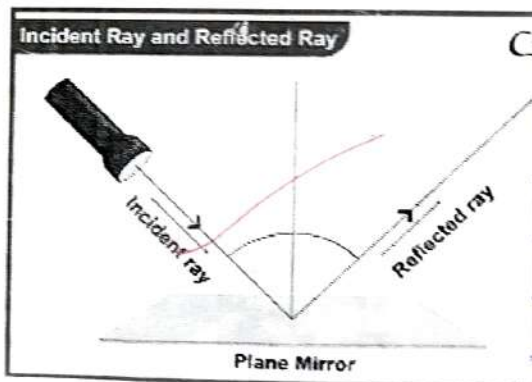
Light

Light is a radiation or a form of energy that our eyes can detect.

Reflection of light:- Reflection of light can be defined as phenomenon of an object throws back the light that falls on it.

Pupil teacher will explain reflection of light to students

Mirror:- A mirror is generally a shiny surface that can



Subject Matter	Pupil Teacher Activity	Pupil Activity:	Blackboard work.
reflect backlight			

Mirror

A mirror is generally any shiny surface that can reflect backlight.

Plane mirror - A Plane mirror that has plane surface

Image :- The Image of an object can be defined as Impression of light created in mirror.

Pupil: Teacher will explain plane mirror & image.

Pupil will listen carefully and write down in their notebook.

Generalisation:- So students we have studied about light.

Recapitulation:- Q. Define Reflection of light?
Q. What is Image?

Home work :- Q. What is light?
Q. What is Mirror?

Generalisation :- So students, Today we have discussed about motion.

Recapitulation :- Q-1 Define open circuit?
Q-2 Define closed circuit?

Homework :- What is Battery?
What is Heating effect of electric current?



Lesson Plan-14

Date:- 27-09-25

Subject:- Science

Topic:- Light

Class:- 5th

Time:- 40 minutes

Pupil Teacher Roll no:- 24194

General Aid :- A well equipped classroom, chalkboard, chalk and duster etc.

Specific Aid :- Flashcards & real objects of light.

General Aim :- 1) To develop Interest of students in science.

2) To develop scientific attitude among students.

Specific Aim :- Knowledge:- Students will be able to define light.

Understanding:- Students will be able to understand properties of light.

Application:- Students will be able to analyse reflection of light.

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Previous Knowledge assumed:- Pupil teacher will assume that students have some knowledge about light.

Previous Knowledge Testing:- Q $\Rightarrow$ can you see objects in dark?

Q $\Rightarrow$ How do you find objects at night?

Q $\Rightarrow$ How does light help us to see objects in dark?

Announcement of:- To students, today we will discuss about light.
Topic

Presentation of Topic:- Pupil teachers will use lecture-cum-demonstration method along with question-answer technique.

Subject Matter

Pupil Teacher
Activity

Teaching Aid Blackboard work

Light:- Light is a radiation or a form of energy that our eyes can detect. Light travel from one place to another in a straight line.

Pupil Teacher will explain definition of light

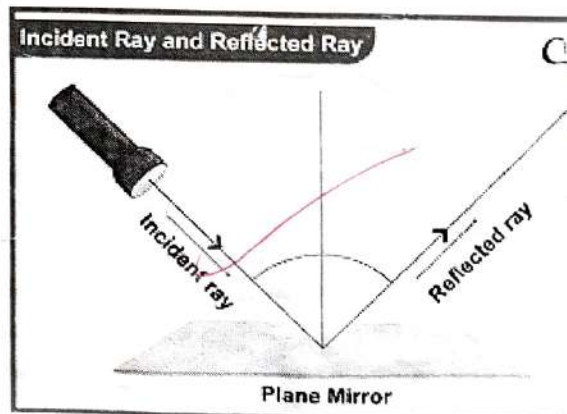


Light
Light is a radiation or a form of energy that our eyes can detect.

Reflection of light:- Reflection of light can be defined as phenomenon of an object throws back the light that falls on it.

Pupil Teacher will explain reflection of light to students

Mirror:- A mirror is generally a shiny surface that can



Subject Matter

reflect backlight

Pupil Teacher
Activity

Pupil Activity:

Blackboard work.

Mirror

A Mirror
is generally
any shiny
surface
that can
reflect
backlight.

Plane mirror - A Plane
mirror that has
plane surface.

Image :- The Image
of an object can
be defined as
Impression of light
created in mirror.

Pupil: Teacher
will explain
plane mirror
& image.

Pupil will listen
carefully and
write down in
their notebook.

Generalization:- So students we have studied about light.

Recapitulation:-
Q-1 Define Reflection of light?
Q-2 What is Image?

Home work :-
Q-1 What is light?
Q-2 What is Mirror?

Lesson Plan-15

Date :- 29-09-25

Class :- 7th

Subject :- Science

Time :- 40 minutes

Topic :- Forest :- Our lifeline

Pupil Teacher Roll no :-

General Aid :- A well equipped classroom, chalk, board, duster etc.

Specific Aid :- A chart and flash card related to topic.

General Aim :-

1. To develop interest of students in science.
2. To develop scientific attitude among students.
3. To develop scientific thinking.

Specific Aim :- Knowledge :- Students will be able to know about forest.

Understanding :- Students will be able to understand and explain about forest.

Previous Knowledge :- Pupil Teacher assume that students have some assumed knowledge about forests.

P.K Testing :- $\phi \rightarrow$ What do you use to write on notebook?
 $\phi \rightarrow$ Where do you get oxygen from?

Announcement of Topic $\Rightarrow$ So students, today we will study about forest.

Presentation of Topic $\Rightarrow$ P.T. will use lecture-cum-demonstration method.

Subject Matter

Pupil Teacher Activity

Teaching Aid

Blackboard work

Forest:- A forest is an area or a part of land that is covered with trees & wide variety of plants.

Pupil teacher will show some photos of forest to students.



Forests as a resource

Crown:- The branchy part of tree above stem is known as crown of tree.

Pupil teacher will explain canopy to students.

Canopy:- In forest different trees grow tall together and

FOREST

A FOREST is an area or a part of land that is covered with trees and wide variety of plants.

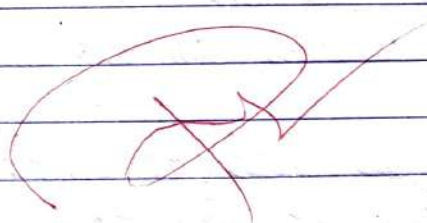
Subject Matter	Pupil Teacher activity	Pupil Activity	Blackboard work
their branches appear as roof of forest. <u>The understory:-</u> It consist of plants that grow above the forest floor but lower than canopy. <u>The forest floor:-</u> It seem dark coloured and covered with a layer of dead and decaying leaves, fruits, seeds, twigs etc	Pupil Teacher will explain understory tree to students	Pupil will listen carefully	
	Pupil Teacher will explain forest floor to students	Pupil will understand the concept & write in their notebooks	<u>The Understory</u> It consist of plant that grow above the forest floor but lower than canopy.

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Generalisation :- Well, 9 students. we have studied about forest.

Recapitulation :- Q $\Rightarrow$ Define Understorey trees?
Q $\Rightarrow$ Define Crown?

Home work :- Q $\Rightarrow$ What is forest?
Q $\Rightarrow$ Define Crown?
Q $\Rightarrow$ Define Canopy?



Lesson Plan - 16

Date :- 2-10-25

Pupil Teacher Roll no :- 24174

Subject :- Science

Class :- 7th

Topic :- Forest our lifeline II

Time :- 40 min

Teaching Aid A well equipped classroom, chalkboard, chalk and duster etc.

Specific Aid A chart and flash card related to forest.

General Aim

1. To develop Interest of student in science.
2. To develop Interest of student in science.
3. To develop scientific attitude among students.

Specific Aim

Knowledge :- Students will be able to know about concept & fact related to forest.

Understanding :- Students will be able to understand & explain forest.

Application :- Students will be able to apply learned knowledge to real life.

Previous knowledge :- assumed
 P.K. Testing :-

Pupil : teacher will assume that students have some knowledge about forest?
 Q1-) what do you mean by forest?
 Q2-) what is crown
 Q3-) what do you mean by Humus?
 So students, today we will study about forest.

Announcement of Topic

Presentation of Topic:-

Pupil Teacher will use lecture-cum-demonstration method along with question answer technique

Subject Matter	Pupil Teacher Activity	Teaching Aid	Blackboard work
Humus:- It is a dark coloured substance found in soil. Humus is made from dead & decaying organisms. The	Pupil Teacher will explain definition of Humus		<u>Humus</u> It is a dark coloured substance found in soil.

Subject Matter
microorganism live upon decaying matter & convert it to humus

Decomposers:- the microorganisms which convert dead plants & animals to humus are known as decomposers.

Green lungs plants release oxygen through the process of photosynthesis which help animals for respiration. They may balance O_2 & CO_2 in atmosphere.

Pupil Teacher activity
Pupil Teacher will explain definition of humus

Pupil Teacher will explain decomposers to students

Pupil Teacher will explain term Green lungs to students

Teaching Aid



Blackboard work

Decomposers
Microorganisms which convert dead plants & animals to humus are known as decomposers.

Subject - Matter	Lupil Teacher Activity	Teaching Aid	B-B work.
Forest prevent pollution - The air also remained cool. - Noise pollution is also reduced because forest absorb noise.	Lupil Teacher will explain how forest prevent pollution		

Generalization :- Well students, Today we have studied about forest

Recapitulation :- Q1) What is Humus?
Q2) What are decomposers?

Homework :- Q1) Why are forest called "Green Lungs"?
Q2) How forest prevent pollution?

Lesson Plan-17

Date:- 5-10-25
 Subject:- Science
 Topic:- Food:- where does it come from.
 Kripil Teacher Roll no:- 24194
 Class:- VI
 Time:- 40 mins

General Aid:- A well equipped classroom, chalk, duster & Blackboard
Specific Aid:- A chart & flash cards related to topic.
General Aim:- 1. To develop interest of students in science.
 2. To develop scientific attitude among students.
Specific Aim
Knowledge:- Students will know about the different types of food sources.
Understanding:- Students will be able to understand role of ingredients

Previous Knowledge (Q) Are you Hungry?
Testing (Q) What did you do when you feel hungry?
 (Q) Why do we eat food?

Announcement of do. students today we will discuss
Topic about food
Presentation of Topic P.T will use lecture-cum-demonstration method.

Subject Matter
Food variety:- There seems to be so much variety in food, we cooked rice at home etc. we saw rice & put it in water

It may be easy for us to gain source of some ingredients. Fruits & vegetables come

Pupil Teacher Activity
 Pupil teacher will show various food items to students

Pupil Teacher will show table of Ingredients.

Teaching Aid



Butter मक्खन



Cod Liver Oil
कोड लीवर तेल



Milk दूध



Carrot गाजर



Maize मक्का



Papaya पपीता



Mango आम



Egg अंडा



Cabbage पत्ता गोभी

Blackboard work

Food variety-
 There seems to be so much variety in the food we cooked rice at home. we take

Subject Matter
from plants. These
are called plant
sources.

Animal sources:-

Animal provide us
with milk, meat
products & eggs.

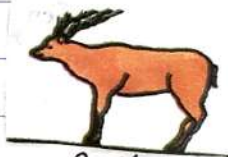
Herbivores :-

Animals which
eat only plants
& plant product
are called
herbivores for
example - cow, goat etc.

Pupil Teacher Activity

Pupil teacher will
explain about
animal source
and Herbivore
to students.

Teaching Aid



Deer

Herbivores

Blackboard work

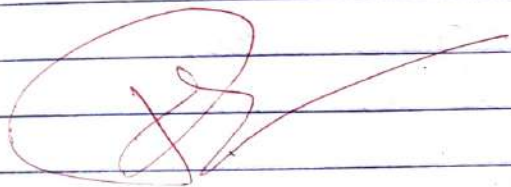
Energy
↑
Food
↓
Vitamin

Herbivore.

animals
which eat
only plants
and
plant
products.

Recapitulation :- Q $\Rightarrow$ what are food materials?
 ... Q $\Rightarrow$ which ingredients are required daily?

Homework :- Q $\Rightarrow$ where do food & vegetables come from?
 Q $\Rightarrow$ what are herbivore?



Lesson Plan - 18

Date :- 8-10-25

Pupil Teacher Roll no :- 24194

Subject :- Science

Class :- VI

Topic :- Fibre to Fabric

Time :- 40 min

General Aids - A well equipped classroom with chalks, blackboard and duster etc.

Specific Aid - Flashcard related to topic fibre to fabric for recapitulation

General Aim -

1. To develop Interest of students in science.
2. To develop scientific attitude among students.
3. To enable students to understand scientific phenomena.

Specific Aim **Knowledge** :- students will be able to know about fibres, student will be able to differentiate between different types of fibres.

Understanding :- students will be able to understand how to identify fibre.

Previous knowledge assumed:- Pupil teacher will assume that students have

Previous knowledge Testing:- Q1 $\Rightarrow$ which type of clothes do you wear in winter?

Q2 $\Rightarrow$ where do we get wool from?

Q3 $\Rightarrow$ Wool which is used to make sweaters?

Announcement of Topic:- Pupil teacher will announce topic by saying ~~students~~ we will study about ~~Fibre to fabric~~.

Presentation of the Topic:- Pupil teacher will use lecture-cum-demonstration method.

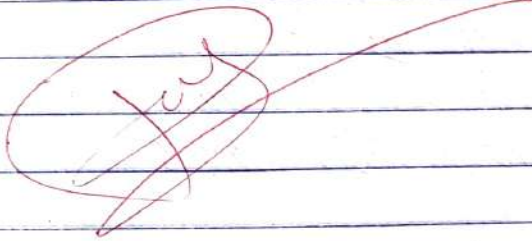
Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work.
<u>Types of fibres</u> :-			
1. Natural fibres.	Pupil teacher	Pupil will	Fibre is basic building block, which is final textile product.
2. Synthetic fibres	will explain in	listen carefully.	
3. Natural fibres that are present or obtained from nature	the types of fibres with example.		

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
2. <u>Synthetic fibre</u> The fibre made by man from chemical are called synthetic fibres eg:- nylon.	Pupil Teacher will explain synthetic fibres	Pupil will write down in their notebook.	<u>Natural fibre-</u>
Different types of fabric:- Material required T-Shirt, dupatta, schoolbag Procedure - just touch the fabric from T-Shirt & jute bag. you will observe some clothes are light and some are smooth	Pupil teacher will explain different types of fabric to pupil.	Pupil will understand the concept.	Fibres that are present or obtained from Nature are called Natural fibre.

Generalisation :- well students today we have studied about fibres and fabrics

Recapitulation :- Q $\Rightarrow$ what are natural fibres?
Q $\Rightarrow$ different types of fibre

Homework :- Q $\Rightarrow$ what are synthetic fibres?
Q $\Rightarrow$ Give example of synthetic fibres?



Lesson Plan-19

Date :- 10-10-25

Subject :- Science

Topic :- Plant Tissue

Pupil Teacher Roll no :- 24194

Class :- VIIIth

Time :- 40 minutes

Teaching Aid :- A well equipped classroom with chalk, board, duster, pointer etc

Specific Aid :- A chart related to topic

General objective :-

- 1) To develop curiosity of students.
- 2) To create interest of students in science.
- 3) To enhance imagination power of students.

Specific Aim

- 1) To introduce students with concept of plant tissue
- 2) To enable students to learn about types of plant tissue?

P.K Testing

Q-What are cells?

Q $\Rightarrow$ what are multicellular organisms?

Q $\Rightarrow$ Do you know about tissues?

Announcement of So students, today we will study about
Topic plant tissue.

Presentation of Pupil Teacher will use lecture-cum-demo
Topic stration method along with question answer
technique.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work.
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Plant Tissues $\Rightarrow$ They are
of two types $\Rightarrow$

Meristematic Tissue

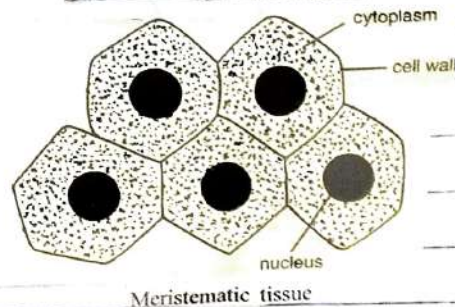
Permanent Tissue

Meristematic Tissue:-

The growth of plants
occurs only in
certain specific regions
this is because dividing
tissue known as

Pupil Teachers
will describe
plant tissue.

Pupil will
listen carefully



Subject Matter	Pupil Teacher Activity	Pupil Activity	Teaching Aid, Blackboard work.
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meristematic tissue

is located only at these points.

Apical meristem is present at

growing tips of stem and roots. The

growth of stem or root increases

due to lateral meristem.

Permanent Tissue:

cells formed by meristematic tissue

take up a specific role and lose

ability to divide

Pupil Teacher

will explain

the concept

Pupil will try

to understand

the concept

Pupil Teacher will write down important point in their notebooks

• Permanent Tissue

→ Simple Permanent Tissue

- Parenchyma
- Collenchyma
- Sclerenchyma

→ Complex Permanent Tissue

- Xylem
- Phloem

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work.
<u>Types of permanent tissue</u> (i) <u>Simple Permanent</u> Issue:- They are of 3 types Parenchyma, collenchyma & Sclerenchyma.	Pupil teacher will describe simple permanent tissue	Pupil will listen carefully	 <pre> Parenchyma ↓ Collenchyma ↓ Sclerenchyma </pre>
(ii) <u>Complex Permanent Tissue</u>:- - Xylem and Phloem are example of these tissues.	Pupil teacher will describe complex permanent tissue	Pupil will understand concept taught	

Recapitulation:-

- Q-7 what are two types of permanent tissues?
- Q-7 what are example of complex permanent tissue?

Home - Assignment:-

- Q-7 Name types of simple tissue?
- Q-7 Where is apical meristem found?

Lesson Plan - 20

Date :- 10-10-25

Subject :- Science

Topic :- Natural Resources

Pupil Teacher Roll no :- 24144

Class :- 7th

Time :- 40 minutes

General Aid :- duster, chalkboard, chalk, pointer etc.Specific Aid :- Diagram on chart.General Aim :- 1) To develop interest of students in science.

2) To develop imagination, reasoning & observation in students.

3) To develop scientific thinking among students.

Specific Aim:- Knowledge :- Students will gain knowledge about natural resources.• Understanding :- Students will be able to understand the concept of natural resources.Application :- Students will be able to apply this knowledge in their daily life.P.K Testing :- In order to test students P.K, P.T will ask few questions from students :-

Q 1:- Can you classify natural resources?

Announcement of Topic:- Well students, Today we will study about topic "Natural Resources".

Presentation of Topic:- Discussion method, Inductive Method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
<u>Natural resources</u>:- Resources as a source of supply are support held in reserve. eg:- Wood from forest is used to make paper. There, cotton obtained from fibres are used to wear clothes. <u>Types of resources</u>:- Natural & man-made	Pupil Teacher will explain about what in actual natural resources are. P.T will explain.	Students will note down in their notebooks.	<u>Natural Resources</u> Natural resources are resources that are drawn from nature & used with few modifications.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work.
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resources are obtained from nature eg - forest, minerals etc	to students		
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Classification of natural resources:-

They are classified in 3 ways:-

Inorganic resources
Mixed resources
Organic resources

Pupil Teacher
classify the resources

Students will
note down
in their
notebooks

Renewable resource

- Sunlight
- Air
- Water
- Wind

Non-Renewable resources

- Coal
- Oil
- Metals
- Stone

a) Renewable resources:-

These resources can maintain themselves by natural recycling

Pupil Teacher
will explain
renewable &
non-renewable
resources

Students will
try to under-
stand concept.

b) Non-Renewable resources

They get exhausted

Subject Matter Pupil Teacher Activity Pupil Activity Blackboard work

\$ are not recycled
Need for conservation of resources:
Continuous increase in human population & unending desire of man has resulted in increase demand for natural resources

P.T will tell that why there is need to conserve natural resources

Students will listen carefully

Need to Conserve Natural Resources

Recapitulation :- Q⇒ Define Renewable & non-renewable resources?
Q⇒ why is there need to conserve natural resources?

Homework :- Q⇒ Types of resources?
Q⇒ classify natural resources?

Lesson-Plan- 21

Date :- 13-10-25

Subject :- Science

Topic :- changes around us

Pupil Teacher Roll no :- 24194

Class :- 7th

Time :- 40 minutes.

General Aid A well equipped classroom with duster, chalk and Blackboard etc.

Specific Aid A picture chart related to topic changes around us.

General Aim

1. To develop interest of students in science
2. To enable students to understand scientific phenomena
3. To enable students to develop reasoning, thinking and Imagination.

Specific Aim Knowledge :- The students will be able to get knowledge about changes around us.

Understanding :- students will be able to understand the topic.

Skill :- Students will be able to draw diagram and flowchart.

Previous knowledge assumed:-	Pupil teacher will assume that students have some knowledge of the topic.
Previous knowledge Testing	Q1 $\Rightarrow$ What is matter? A1 $\Rightarrow$ A substance that occupies physical space. Q2 $\Rightarrow$ What are states of matter? A2 $\Rightarrow$ Solid, liquid, gas. Q $\Rightarrow$ How matter changes its states? A $\Rightarrow$ Problematic Question.
Announcement of the Topic:-	Pupil teacher will announce the topic by saying that well students today we will study about changes around us.
Presentation of topic:-	Pupil teacher will use lecture-cum-demonstration method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
changes around us:- Many changes are taking place around us on their own. Eg:- crop growth, seasonal changes, hair growth.	Pupil teacher will explain changes around us.	Pupil will listen carefully	Changes around us:- Many changes are taking place around us on their own.

Changes are of Types:-

1. Reversible changes:-

The changes that can be reversed are called as reversible changes for eg- melting of ice, Inflation of Balloon.

Pupil Teacher will explain Reversible changes

Pupil will listen carefully and write down in their notebooks

for eg-
Melting of Ice,
Inflation of balloon.

Subject Matter	Pupil Teacher Activity	Teaching aid	Blackboard work.
<u>Irreversible changes</u> The changes which can't be reversed are called Irreversible changes.	Pupil Teacher will explain Irreversible changes.		<u>Types of changes</u> • Reversible change • Irreversible change
<u>Physical change</u> - Most physical changes are reversible.	Pupil teacher will explain about reversible and irreversible changes.	<u>Irreversible change</u>	
<u>Chemical changes</u> - These changes are usually irreversible & permanent.			



Generalization :- Well students, today we have studied about changes around us.

Recapitulation :- Q $\Rightarrow$ what are Reversible changes?

Q $\Rightarrow$ what are Irreversible changes?

Homework :- Name following changes :- growing of hair, crop growth, Burning of paper, height growth.

Lesson Plan - 22

Date :- 15-10-25

Pupil Teacher Roll no :- 24142

Subject :- Science

Class :- 8th

Topic :- Combustion and Flame

Time :- 40 min

General Aids :- A well equipped classroom

Specific Aids :- A chart related to topic

General Aim :- 1. To create curiosity in students.

2. To enhance scientific attitude in students.

3. To increase students imagination.

4. To build interest of students.

Specific Aim :- 1. To introduce students with concept of combustion and flame.

2. To enable students to solve questions related to topic.

Previous Testing :- Q $\Rightarrow$ What is temperature?

Q $\Rightarrow$ What does candle produce?

Announcement of Topic $\Rightarrow$ Today, we will discuss about "Combustion and flame".

Presentation Method $\Rightarrow$ Pupil Teacher will use lecture-cum-demonstration method along with question-answer technique.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work / Teaching Aid
Combustion:- A chemical process in which a substance reacts with oxygen to give off heat is called combustion.	Pupil Teacher will define combustion	Pupil will listen carefully	<u>Combustion</u> A process in which a substance reacts with oxygen to give off heat is called combustion. eg $\Rightarrow$ Burning of paper
<u>Ignition Temperature</u> :- The lowest temperature at which a substance catch fire	Pupil Teacher will explain the concept	Pupil will listen carefully.	

Subject Matter

Rapid Combustion

:- Combustion in which a material burns rapidly & produce heat & light

Spontaneous Combustion

:- Combustion in which a material suddenly burns into flames without application of any apparent cause

Flame :- The substance which vapourise during burning, give flame eg:-
Kerosene oil

P.T Activity

Pupil Teacher will define types of combustion.

Pupil Activity

Pupil will write down in their notebook.

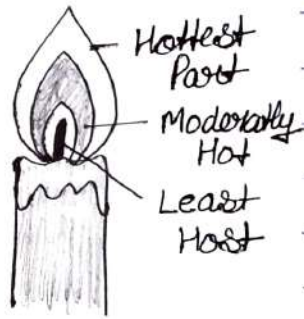
Blackboard work

Ignition Temperature

The lowest temperature at which a substance catches fire is called its Ignition temperature

Flame

The substance which vapourise during burning, give flame.

Subject Matter	P.T. Activity	Pupil Activity	Teaching Aid / B.B Work.
Name of candle $\Rightarrow$ Name of candle is waxy	Pupil Teacher will explain with help of an example concept taught	Pupil will understand the	
Fuel $\Rightarrow$ Wood, petrol are fuel. Fuels are necessary for combustion			

Recapitulation :- Q $\Rightarrow$ what is combustion?

Q $\Rightarrow$ what is flame?

Q $\Rightarrow$ what is Ignition Temperature?

Home work :- 1Q $\Rightarrow$ what is rapid combustion?

2Q $\Rightarrow$ Define calorific value?

3Q $\Rightarrow$ Compare L.P.G. & wood as fuels?

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Session Plan-23

Date:- 17-10-25

Lupil Teacher Roll No:- 24192

Subject:- Science

Class :- 7th

Topic :- Sorting material into groups

Time :- 40 minutes

General Aid:- A well equipped classroom with duster, chalk and chalkboard etc.

Specific Aid:- Flashcards related to topic.

General Aim:-

- 1) To develop interest of students in science.
- 2) To develop scientific attitude among students.
- 3) To enable students to develop reasoning, thinking and imagination.

Specific Aim:-

Knowledge:- The students will be able to get knowledge of topic

Understanding:- To inculcate understanding among students.

Previous Knowledge: assumed
Previous Knowledge: Q $\Rightarrow$ what are "different material around us?"
Testing: Q $\Rightarrow$ what are properties of these materials?
 Q $\Rightarrow$ How can you classify these materials?
Announcement: Students today we will study about properties of material.
Presentation of the Topic: Pupil Teacher will use lecture-cum-demonstration method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Teaching Aid / B.B work
<u>Properties of Materials</u> 1. Roughness 2. Hardness & softness 3. Physical state solid, liquid & gas. 4. Appearance of	Pupil Teacher will explain properties of Material.	Pupil will listen carefully.	<u>Properties</u> 1. Roughness 2. Hardness 3. Softness

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard words
Properties shine or dullness 5. Soluble or Insoluble: [Soluble] The material which can be dissolved in water eg - salt is soluble in water [Insoluble] $\Rightarrow$ The substances which do not dissolve eg fats, wood. [Miscible liquid] The liquid which mix with other liquid are called miscible liquid.	Pupil Teacher will explain about term Soluble & Insoluble.	Pupil will note down in their notebooks.	Properties of material. 1. Roughness. 2. Hardness and softness. 3. Physical state - solid - liquid - gases.

Generalization:- Well students, we have studied about sorting of material

Recapitulation:- Q $\Rightarrow$ On what basis material are classified

Q $\Rightarrow$ what are miscible liquid

Homework $\Rightarrow$ Q. what are Insoluble substances?

Q. what do you mean by solubility?



Lesson Plan - 24

Date:- 18-10-25

Subject:- Science

Lupil Teacher Roll no:- 2419

Topic:- Expansion and contraction

Class:- 7th

Time:- 40 min

General Aid:- A well equipped classroom with chalk, duster and blackboard.

Specific Aid:- A picture chart related to topic expansion and contraction.

General Aim:-

1. To develop interest of students in science.
2. To develop scientific attitude among students.
3. To enable students to understand scientific phenomena.

Specific aim :-

- Knowledge:-** The students will be able to get knowledge about topic.

Skill :- They develop skill about expansion & contraction.

Previous knowledge :- Pupil Teachers will assume that students have some knowledge of the topic.

P.K. Testing :- Q1 $\Rightarrow$ what are reversible changes?
Q2 $\Rightarrow$ what are example of reversible changes?
Q3 $\Rightarrow$ what is expansion.

Announcement of Topic :- Well students, today we will study about expansion and contraction.

Presentation of Topic :- Pupil Teachers will give lecture-cum-demonstration method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard Work
Expansion $\Rightarrow$ The expansion is done increase in the dimension of a body when subjected to high temperature to high pressure.	Pupil Teachers will explain expansion to students	Pupil will listen carefully.	<u>Expansion</u> It is increase in dimension of body when subjected to high temp & high pressure.

Subject Matter

Pupil Teacher
Activity

Pupil Activity

Blackboard work

for eg - placing
balloon stretching
a spring

→ when the
contraction is due
to increase in
temperature it
is called thermal
contraction.

Pupil Teacher
will explain
Thermal
contraction

Pupil will
listen
carefully

Contraction

It is decrease
in dimension
when material
is cooled, it's
atoms & mole-
cules move more
slowly which
will cause
material to
contract.

Contraction

Contraction is
opposite to the
expansion that
is It is decrease
in dimension when
material is
cooled, it's

Pupil Teacher
will explain
Contraction
& give
examples

Pupil will
understand
concept
taught by P.T.

Subject Matter	P.T. Activity	Pupil Activity	Blackboard work
atoms & molecules move more slowly, which will cause material to contract	Pupil T will explain the concept	Pupil will listen carefully	Glass Tumbler Cracking

Generalisation :- Well students, today we have studied about expansion and contraction.

Recapitulation :- Q) What do you mean by expansion & contraction. Differentiate between them.

Homework :- Q $\Rightarrow$ What do you mean by expansion?
Q $\Rightarrow$ Give example of contraction?

Lesson Plan- 25

Date:- 20-10-25

Subject:- Science

Topic:- Separation of Substances

Lupil Teacher Roll no:- 2415

Class :- 7th

Time :- 40 min

General Aid

A well equipped classroom with chalk, duster & blackboard.

Specific Aid

show some pictures of separation of substances

General Aim

1. To develop interest of students in science.
2. To develop scientific attitude among students.
3. To enable students to understand scientific phenomena.

Specific Aim

Knowledge:- students will be able to get knowledge of separation of substances

Understanding:- students will be able to understand various separation techniques.

Previous knowledge
assumed
Previous knowledge
Testing

Pupil: Teacher will assume that students have some previous knowledge of topic
 Q $\Rightarrow$ when we prepare dal, the first step in the process is?
 Q $\Rightarrow$ which is used to separate tea leaves from tea?
 Q $\Rightarrow$ Have you observed mother separating with different separation technique

Announcement
of topic

Pupil Teacher will announce the topic by saying, well students today we will study about separation of substances

Presentation of
topic.

Pupil Teacher will use lecture: - cum - demonstration method to deliver lecture.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard work
<u>*Handpicking</u> :- It is used for separation slightly larger sized impurities such as dirt, stone, husk from wheat, Rice	Pupil Teacher will explain the method of separation	Pupil will listen carefully	<u>Handpicking</u> It is used for separation slightly used for larger sized impurities such as dirt, stone, husk from wheat, Rice
<u>*Threshing</u> Threshing is process in which stem of wheat or paddy are beaten to separate grains from the stem & from chaff that cover grains	Pupil Teacher will explain term threshing	Pupil will listen carefully & note down in their notebooks	<u>Threshing</u> It is process in which stem of wheat or paddy are beaten to separate grains

Subject Matter	P.T. Activity	Pupil Activity	Blackboard work
A machine called threshers is used for threshing process. <u>Winnowing</u>:- Winnowing is the method of separation of husk from grains with help of wind. Husk is light coloured & grain is heavy.	Pupil Teacher will explain term winnowing to students	Pupil will listen carefully & write down in their notebooks	<u>Winnowing</u> It is method of separation of husk from grains with help of wind.

Recapitulation :-

Q $\Rightarrow$ Give various method of separation?

Q $\Rightarrow$ What is winnowing?

Homework :-

Q $\Rightarrow$ What is Threshing?

Q $\Rightarrow$ What do you mean by handpicking?

Lesson Plan- 26

Date :- 23-10-25

Subject :- Science

Topic :- Separation of substances-II

Pupil Teacher Roll no :- 24194

Class :- 7th

Duration :- 40 min.

General Aids

A well equipped classroom with chalk, duster, blackboard etc.

Specific Aids

Show some flashcards and pictures related to topic.

General Aim ⇒

1. To develop interest of students in science.
2. To develop scientific attitude among students.
3. To enable students to understand scientific phenomena.

Specific Aim

Knowledge ⇒ Students will be able to acquire knowledge regarding topic.

Understanding ⇒ Students will be able to understand separating techniques.

Previous Knowledge assumed : Pupil Teacher will assume that students have some knowledge of topic.

Previous Knowledge Testing Q1 $\Rightarrow$ What is handpicking method of separation?

Q2 $\Rightarrow$ What is threshing?

Q3 $\Rightarrow$ What do you mean by magnetic separation?

Announcement of Topic Pupil Teacher will announce the topic by saying that by saying that, so students today we will study magnetic separation.

Presentation of Topic Pupil teacher will use lecture-cum-demonstration method along with question answer technique.

Subject Matter	P.T Activity	Pupil Activity	Blackboard work
material to be separated :-			
<u>Magnetic separation</u> :- It means separation of substances by magnet. A mixture of iron filings & sulphur powder can be separated by using magnet.	P.T will explain term Magnetic separation.	Pupil will understand the concept	Magnetic <u>Suspension</u> ↓ Using Magnet

Generalization :- Well students, Today we have studied about sieving & Magnetic separation?

Recapitulation :- Q $\Rightarrow$ what is sieving?
Q $\Rightarrow$ what is Magnetic separation?

Homework :- Q $\Rightarrow$ Give some example of separation of substances?

Lesson Plan- 27

Date:- 25-10-25

Subject:- Science

Topic:- Getting to know plants

Lupil Teacher Roll no:- 24192

Class:- 7th

Time:- 40 min

General Aid

A well equipped classroom with chalk, duster, blackboard etc.

Specific Aid

flashcard and chart related to topic.

General Aim

1. To develop interest of the student in science.

2. To develop scientific attitude among students.

3. To enable students to understand scientific phenomena.

Specific Aim:-Knowledge :- Students will be able to recognize plants.Understanding :- Students will be able to categorise plants & its parts.Skill :- The differentiation of plant by physical appearance.

Previous knowledge:

Testing

- 1 Q $\Rightarrow$ What do you see in park?
 2 Q $\Rightarrow$ Is height of all plants are same?
 3 Q $\Rightarrow$ Do you know about various plant parts.

Announcement of topic

Pupil Teacher will announce topic by saying
 "Well students today we will study about plant parts."

Presentation of Topic

Pupil Teacher will use lecture-cum-demonstration method.

Subject Matter

Pupil Teacher Activity

Teaching Aid

Blackboard Work

Flowering Plants:-

Plants which bear flowers are called flowering plants. Their bodies are divided into root, stem & leaves.

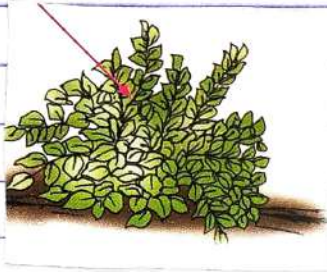
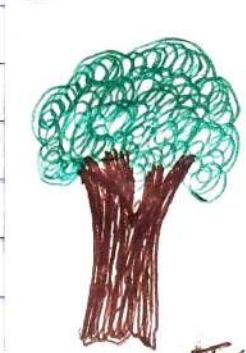
Pupil Teacher will discuss ~~the~~ flowering plants with students.



Rose plant

Parts of Plant

- Flower
- Bud
- Fruit
- Stem
- Root
- Leaf

Subject Matter	P.T Activity	Teaching Aid	Blackboard work.
Herbs :- Plant with green and tender stems are called Herbs. They are usually short and sometimes donot have branches.	Pupil Teacher will explain herbs to students		• <u>Herbs</u> Have soft green non-woody stems • <u>Shrubs</u> Branches arise from base & shorter than tree. • <u>Trees</u>:- Have very tall & hard thick stem.
Shrubs :- Some plants have branches arising from base of stem	Pupil Teacher will explain shrubs to students	Shrub 	
Trees :- Some plants are very tall and have hard and thick stem.		Tree	

Subject Matter	Pupil Teacher Activity	Teaching Aid	Blackboard work.
They are called creepers, have branches arising from upper part of stem. <u>Creepers</u> :- These plants have weak stem & spread on ground	Pupil Teacher will explain about creepers to students.	 Creeper	<u>Creepers</u> ↓ Plant have weak stem

Generalisation :- Well students, we have learned about parts of creepers.

Homework :- Q ⇒ Define herbs?
Q ⇒ what are creepers?

Recapitulation :- Q ⇒ what are shrubs?
Q ⇒ what are herbs

Lesson Plan - 28

Date:- 27-10-25

Pupil Teacher Roll no:- 24194

Subject:- Science

Period :- 3rd

Topic :- Getting to know plants-II

Time :- 40 min

Class :- 7th

General Aid :- A well equipped classroom with duster, chalk and blackboard etc.

Specific Aid :- Chart related to topic.

General Aim :-

1. To develop interest of students in science.
2. To develop scientific approach among students.
3. To enable student to understand scientific phenomena.

Specific Aim :-

Knowledge :- Students will be able to acquire knowledge of topic.

Understanding :- Students are able to understand the topic.

Previous Knowledge assumed :-

Pupil Teacher will assume students have some previous knowledge of Topic.

P.K. Testing :-

Announcement of Topic

Q $\Rightarrow$ what are herbs? Q $\Rightarrow$ what are creepers?
Will students today we will discuss about
leaf, veins, midrib?

Subject Matter

Leaf: Leaves have a variety of shapes & structures.

• Venation:- The pattern of veins & veinlets on leaves is called venation.

• Veins - Thread like structures in leaves forming a network.

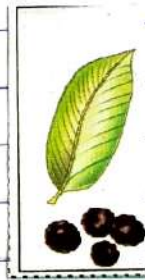
• Midrib:- It is thick vein

Pupil Teacher Activity

Pupil Teacher will discuss definition of leaf & venation

Pupil will listen carefully what pupil teacher explain

Teaching Aid



Blackboard work.

leaf

Leaves have a variety of shapes, size and structures.

Venation

The pattern of veins and veinlets on the leaves is venation.

Subject Matter

the middle of
leaf.

Types of venation

1. **Reticulate:-** If the venation is most like appearance on both sides of midrib. It is called reticulate venation.

2. **Parallel:-** In the leaves of grass, the veins & veinlets are parallel to one another.

Nodes:- Place where leaves are branched are joined to stem.

P.T Activity

Pupil Teacher will discuss about parallel & Reticulate venation.

Teaching Aids

Blackboard work



Types of
Venation

- Reticulate
- Parallel



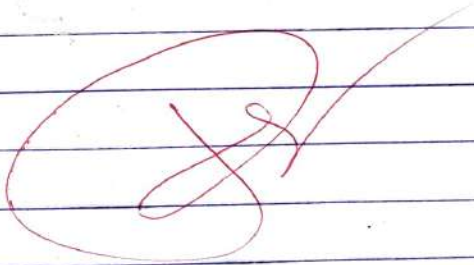
Nodes

↓
Leaves join
Stem

Generalization $\Rightarrow$ well students, today we have studied about venation & its types

Recapitulation $\Rightarrow$ Q $\Rightarrow$ Define venation?
Q $\Rightarrow$ What are veins?
Q $\Rightarrow$ Types of venation?

Homework $\Rightarrow$ Q $\Rightarrow$ Define Reticulate venation?
Q $\Rightarrow$ What are Node?



Lesson plan-39

Date :- 29-10-25

Subject :- Science

Topic :- Motion

Pupil Teacher Roll no :- 24194

Class :- 7th

Time :- 40 min.

General Aid :- A well equipped classroom with chalk, duster and Blackboard.

Specific Aid :- Flashcards and charts related to topic.

General Aim :-

1. To develop interest of students in Science.
2. To develop scientific attitude among students.

3. To enable students to understand basic scientific phenomena.

Specific Aim :-

Knowledge :- Students will be able to get knowledge about motion.

Understanding - Students will be able to understand units of measurement.

Application - Students will be able to do correct measurement of length.

Background knowledge:- Inlet Teacher will assume that students have some previous knowledge of topic?

Ex. Testing :- Q:- what do you mean by distance?
Q:- what do you mean by measure-
ment of distance?

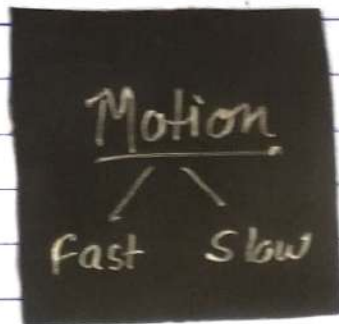
Announcement of :- Well students, today we will
topic study about Motion

Introduction of topic :- Lecture - cum - demonstration method -

Subject Matter P.T. Activity Teaching Aid Blackboard work.

Motion:- change in Inlet Teacher
the position of an will explain
object with subject Term Motion
is and motion
with time.

Uniform Motion:-
the object which P.T. will discuss
covers equal distance. Uniform motion
in equal intervals.



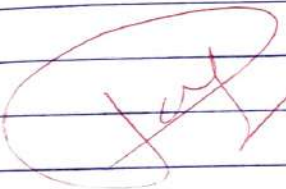
Subject Matter	P.T Activity	Pupil Activity	Blackboard Work
of Time Eq :- Car Travelling 2Km in 2min.			<u>Motion</u> -
<u>Non-Uniform Motion</u>			Change in the position of an object with respect to a fixed position with time.
The object covers unequal distance in equal interval of time	Pupil Teacher will discuss Non-Uniform Motion.	Pupil will listen carefully	Uniform Motion -
<u>Speed</u> :- Distance travelled by object in unit time			Speed -
<u>Velocity</u> :- Speed of an object moving in definite direction	Pupil Teacher will explain term speed, Velocity & acceleration.	Pupil will note down in their notebooks.	Distance travelled by an object in unit time.
<u>Acceleration</u> It is Rate of change of velocity (vector quantity)			

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Generalisation:- well students, Today we have studied about: Motion.

Recapitulation $\Rightarrow$ Q $\Rightarrow$ Define speed?
Q $\Rightarrow$ Define velocity

Homework $\Rightarrow$ Q $\Rightarrow$ Define Non-uniform Motion?
Q $\Rightarrow$ what is acceleration?
Q $\Rightarrow$ Define Motion?



Lesson Plan-30

Date :- 31-10-25

Subject :- Science

Topic :- Air Around us

Pupil Teacher Roll no :- 24194

Class :- 8th

Time :- 40 minutes

Teaching Aid :- A well equipped classroom with chalk, board & duster.

Specific Aid :- Some pictures related to topic

General Aim :-

1. To develop interest of student in science.
2. To develop scientific attitude among students.
3. To enable students understand scientific phenomena.

Specific Aim :-

Knowledge :- Students will be able to know about temperature of surrounding.

Understanding :- Students will be able to understand importance of air in life.

Application - Students will be able to know about components of air.

<u>Previous knowledge assumed</u>	Pupil: Teacher will assume that students have some previous knowledge of topic?
<u>P.K. Testing :-</u>	Q1 $\Rightarrow$ Students, what kind of weather is today? Q2 $\Rightarrow$ What affects the temperature? Q3 $\Rightarrow$ Does air occupies space?
<u>Announcement of topic</u>	Will students, Today we will discuss about various components of air.
<u>Presentation of topic</u>	Pupil Teacher will use lecture-cum-demonstration method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Blackboard Work
<u>Air :-</u> Air is mixture of different gases. <u>Properties of Air :-</u> It is colourless, it has no colour & taste.	Pupil Teacher will explain term Air.	Pupil will listen carefully.	<u>Air</u> Air is mixture of different gases.

Subject Matter

- It is transparent i.e. we can see through it.
- Air occupies space. It fills all space in container which is otherwise empty.

Smoke:- These are dark coloured gases caused by burning.

Composition of air

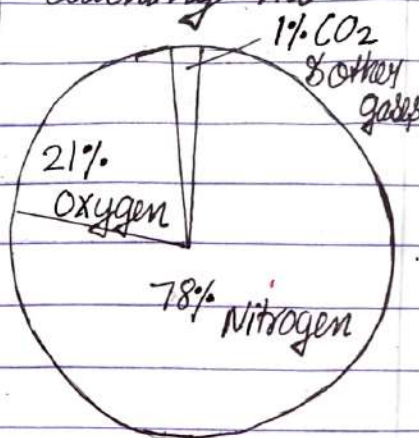
- Air is not substance but mixture.
- Air is not substance but mixture of water vapours, dust etc.

P.T. Activity

Pupil Teacher will explain properties of Air.

Pupil Teacher will explain Smoke.

Pupil Teacher will explain composition of air.

Teaching AidBlackboard workSmoke

These are dark coloured gases caused by burning.

Composition of Air.

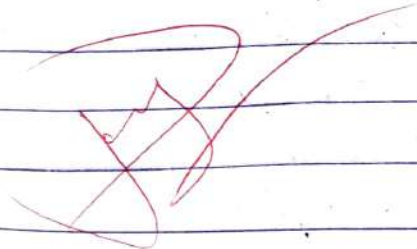


Subject Matter	P.T Activity	Pupil Activity	Blackboard Work
Highest amount is of Nitrogen oxygen, CO ₂ in small amount	Pupil T will explain the topic	Pupil will write in their notebooks	

Generalization:- Well students, today we have studied about Air.

Recapitulation:- Q $\Rightarrow$ what is composition of Air?
Q $\Rightarrow$ what are properties of Air?

Homework:- Q $\Rightarrow$ Write various properties of air?
Q $\Rightarrow$ Define term smoke?



Lesson Plan-31

Date:- 1-11-25

Class:- 7th

Subject:- Science

Time:- ~~1st~~ 35 min

Topic:- Natural Resources

Lupul Teacher Roll no:- 35 min

General Aid :- A well equipped classroom with chalk, chalkboard, pointer etc.

Specific Aid :- Diagram on the chart

General objective:- 1) To develop interest of students in learning science.

2) To develop understanding among students.

3) For all round development of students

Specific objective :- Knowledge:- students will gain knowledge about natural resource.

Understanding:- Students will be able to understand concept of natural resources.

Remembering :- Students will remember concept.

Previous knowledge :- Q $\Rightarrow$ what are natural resources?
Q $\Rightarrow$ Give example?

Announcement of topic :- After this students will announce the topic, well, students today we will study about topic "Natural Resources".

Presentation Method :- Discussion Method, Inductive Method.

Subject Matter	Pupil Teacher Activity	Pupil Activity	Support System.
<u>Natural Resources</u> :- Resources is a source of supply or support held in reserve eg:- Wood from forest is used to make furniture	P.T will explain about what is actual natural resources are.	students will note down in their notebooks	- Natural Resources Resource is a source of supply or support held in reserve.

Subject Matter	P.T Activity	Pupil Activity	Support system.
Types of resources:- Natural and man made resources are obtained from nature eg:- forest, wildlife etc Man-made resources are made by man eg- plastic.	P.T will explain about type of resources	Students will listen carefully	

Classification of Natural Resources:-

They are classified in 3 ways.

1. Inorganic resources
2. Mixed resources
3. Organic resources

P.T will classify the resources

Students will note down in their notebooks

Classification of Natural Resources

1. Inorganic resources
2. Mixed resources
3. Organic resources

Subject Matter	P.T Activity	Pupil Activity	Teaching Aid
<u>Renewable Resources:-</u> These resources can maintain themselves by natural Recycling.	P.T will explain about Renewable & Non-Renewable Resources	Students will try to understand concept	
<u>Non-Renewable Resources:-</u> These resources get exhausted with use.			

Recapitulation:-

Q → Define Natural Resources?

Q → Define Renewable and non-Renewable resources?

Home-work:-

Q → Type of Resources?

Q → Classify Natural Resources?

Lesson Plan - 32

Date:- 3-11-25

Class:- VIIth

Subject:- Science

Time:- 40 min

Topic:- Soil Profile

Pupil Teacher Roll no:- 24194

General Aid:- well equipped classroom with chalk, duster, pointer,

Specific Aid:- Diagram, chart

General objective :- i) To develop interest of students in science

ii) To develop scientific attitude among students.

Specific objective :- Knowledge:- students will gain knowledge.

Understanding:- students will be able to understand concept.

Remembering:- students will remember concept.

Previous Knowledge Testing:- Q $\Rightarrow$ How many type of resources are there?

Q $\Rightarrow$ what type of Resource is soil
Announcement of Topic:- well students, today we will discuss the topic.

Presentation of Topic:- Lecture cum demonstration method.

Subject Matter	Pupil Teachers Activity	Pupil Activity	Teaching Aids
• <u>Soil</u> $\Rightarrow$ soil is mixture of rock, particles and humus is called soil. It is essential for agriculture	Pupil Teacher will explain term soil	Pupil will listen carefully	<u>Soil Layers</u> • Humus • Topsoil • Subsoil • Weathered rock fragments • Bedrock

Soil Profile:- A vertical section through soil. Pupil T will explain different layers of soil. Pupil will listen carefully.

Subject Matter
is called soil

P.T Activity

Pupil Activity

Teaching Aid

profile. Each
layer differ in
feel, colour, depth etc

These layers are:-

→ A - horizon / Top soil

→ B - horizon / Middle
layer

→ C - horizon

→ Bedrock.

Pupil will
explain all
layers using
chart

Pupil will
listen
carefully

Soil Types:- The
soil can be
classified as:-

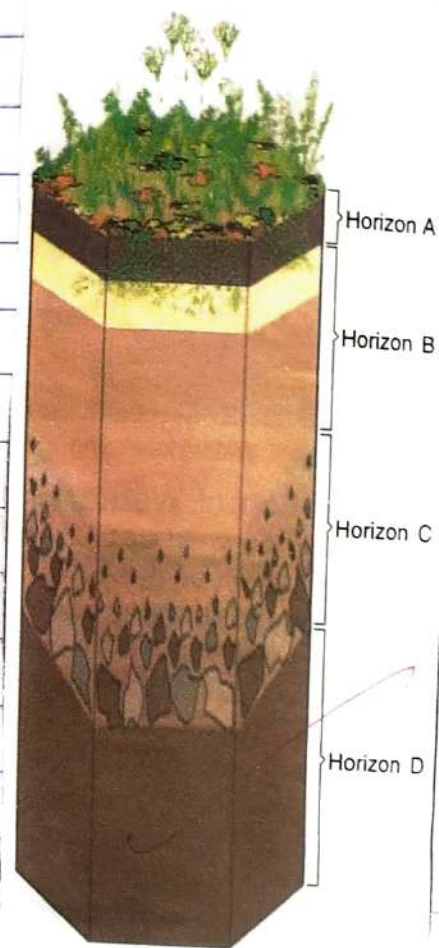
Sandy, clayey &
loamy.

• Sandy soil → It
contain greater
proportion of big

Pupil will
explain types of
soil

Pupil will
listen carefully

Pupil will
listen carefully



Soil Horizons

<u>Subject Matter</u> particles	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Teaching Aid.</u>
• <u>clayey soil</u> :- This soil contain proportion of fine particles relatively higher.	Pupil Teacher will explain clayey soil and loamy soil to	Pupil will understand the concept	<u>Types of soil</u> • Sandy soil • Clayey soil • Loamy soil • Sandy soil
• <u>loamy soil</u> :- It is mixture of sand, clay & another type of soil particles called silt	Pupil		

Recapitulation:-

Q → What are uses of clayey soil?

Q → Soil is mixture of

Home-work

Q → Describe various type of soil?

Date :- 6-11-25

Pupil Teacher Roll No :- 2419

Subject :- Science

Class :- 7th

Topic :- Distance and Displacement

Time :- 40 min

General Aid :- A well equipped classroom with chalk, duster, blackboard.

Specific Aid :- Diagram on chart.

General Aim :- 1) To develop interest of students in science.

2) To develop imagination, reasoning & observation

3) To develop scientific thinking among students.

Specific Aim :- • Understanding :- Students will be able to understand concept of topic 'Distance and Displacement'.

• Knowledge :- student will get knowledge.

• Application :- students will be able to apply knowledge.

Previous knowledge assume:- P.T will assume that students have some knowledge about

P.K. Testing:- Q1 $\Rightarrow$ What is distance?

Q2 $\Rightarrow$ What is Initial point?

Announcement of Topic:- Well students, Today we will discuss about topic "Distance and Displacement".

Subject Matter	P.T Activity	Pupil Activity	Teaching Aid / B.B work
<u>Distance.</u> The actual path or length travelled is called distance. $\rightarrow$ Distance is scalar quantity. It has no direction.	Pupil Teacher will explain term Distance.	Pupil will listen carefully.	<u>Distance</u> The actual path or length travelled is called distance.
<u>Displacement</u> The shortest length between initial point	P.T will explain term Displacement.		

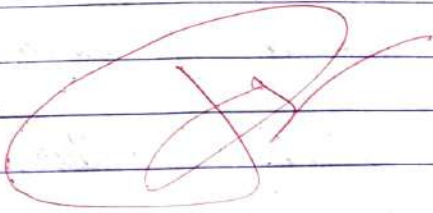
Subject Matter and final point travelled by any object is called Displacement. It is vector quantity	P.T Activity	Lupil Activity	Teaching Aid
- It can be zero (when Initial and final point are same). - Eg - Circular motion - Distance is scalar quantity - Displacement is vector quantity - Distance can be equal or larger than displacement.	Lupil Teacher will explain difference between Distance and Displacement	Lupil will understand concept taught.	→ Distance is the scalar quantity. It has no direction It can be zero (when initial and final point are same)

Generalization $\Rightarrow$ Well students, we have studied about distance and displacement.

Homework $\Rightarrow$ Q $\Rightarrow$ What is distance?

Q $\Rightarrow$ What is displacement?

Q $\Rightarrow$ Is displacement vector or scalar quantity?



Lesson Plan - 34

Date:- 10-11-25

Class:- 7th

Subject:- Science

Time:- 40 min

Topic:- Disaster Management

Lupil Teacher Roll no:- 24-1-94

- General Aid:- A well equipped classroom with chalk, board and duster.
- Specific Aid:- A chart and flashcard related to Topic. Disaster Management.
- General objective :- 1) To develop interest of students in science.
2) To develop scientific attitude among students.
- Specific objective :- Knowledge:- Students will know about topic.
Understanding:- Students will understand the concept
- P.K Assumed :- Students have some previous knowledge.

- P.K. Testing $\Rightarrow$ Q $\Rightarrow$ what happen when level of water rise?
Q $\Rightarrow$ Can this result in flood?
- Announcement of :- Well, students today we will study about
Topic Topic
- Presentation of Topic :- Lecture cum demonstration method.

Subject Matter	P.T Activity	Pupil Activity	Teaching Aid
<u>Disaster Management</u> It means continuous integrated planning organising, co-ordinating the measures for prevention of danger from disaster.	Pupil Teacher will explain Disaster management to students.	Pupil will listen carefully.	<u>Natural Disaster</u> • Flood • Earthquake
• preparation to deal with disaster • Evacuation rescue & relief.			

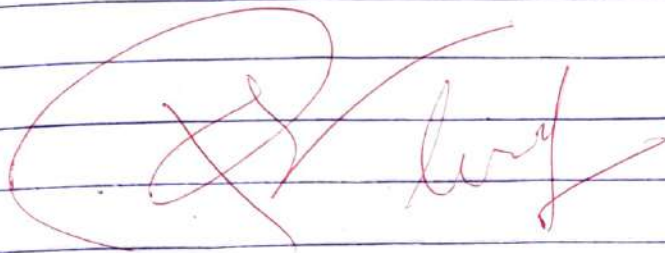
Subject Matter	Pupil Teacher Activity	Pupil Activity	Teaching Aid / Etc.
• Magnitude of effect of disaster • <u>Natural Disaster</u> These are result of natural events is called Natural disasters eg ⇒ Flood, Earthquake, Drought, Volcanic eruption.	Pupil teacher will explain natural disaster	Pupil will listen carefully.	
• <u>Man Made Disaster</u> It is result of man-activities - explosions, - oil spills, - gas leak, war etc.	Pupil Teacher will explain topic	Pupil will listen carefully.	

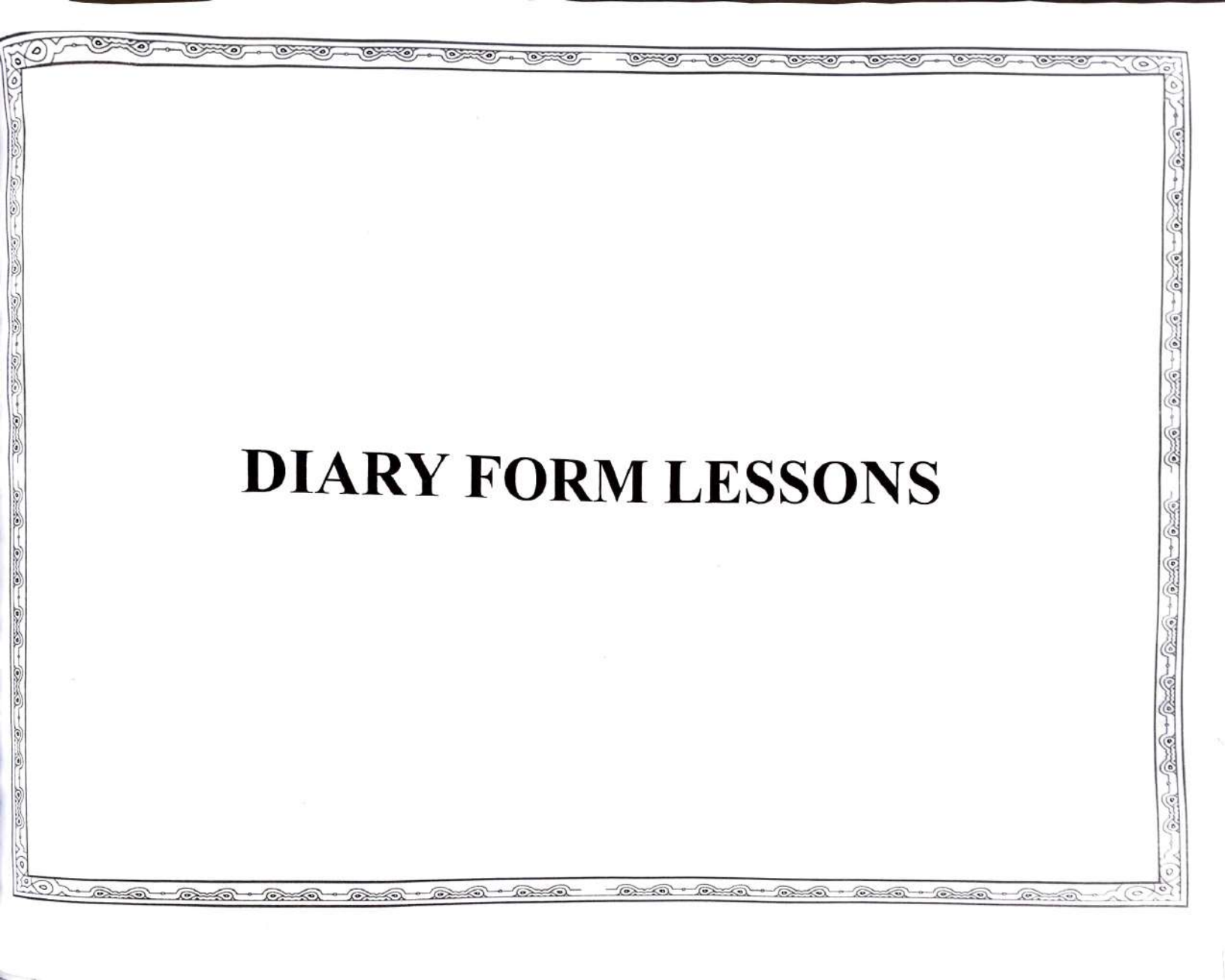
Disaster Management

- It means continuous, integrated planning
- Organising
- Coordinating the measures for prevention

eg) flood, earthquake, volcanic eruptions, Drought.

- Generalisation :- well students we have studied about Disaster Management
- Recapitulation :- Q → What do you mean by Disaster?
Q → Explain term Disaster Management?
- Home-work, Q → Difference between Man-made and natural disaster?
Q → Give some examples of Man-made Disaster?

leaf

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DIARY FORM LESSONS

Lesson Number - 01

Date:- 19-09-25

Subject:- science

Topic:- Defect of vision

Class:- VIIIthPeriod:- Ist

Time:- 40 min

Teaching Point	specific objective	Method to be used	Material to be used	Evaluation
Meaning of defect of vision	pupil will understand meaning of defect of vision	lecture method	chart	What do you understand by defect of vision
Myopia causes and cure	pupil will be able to explain Myopia	lecture method	chart	Explain Myopia with diagram-
Hypermetropia i.e. causes and cure	pupil will be able to understand Hypermetropia	lecture method	chart	Explain Hypermetropia with diagram

- Homework

Explain both defects of vision with ray diagrams.

Lesson Plan-02

Date - 7-10-25

Subject - Science

Topic - Cell

Class - 8thPeriod - 5th

Time - 40 min

Teaching Point	specific objective	Method Used	Material Used	Evaluation
Cell Membrane: The plasma membrane is also called cell membrane. The membrane regulates the transport of material entering & exiting cell	Students will know about cell membrane	Lecture method	chart	What is cell membrane.
Cell Wall-	Students will			

Teaching Point	Specific objective	Method to be used	Learning Material used	Evaluation
Cell wall is specialized form of Extracellular matrix that surround every cell of plant	know about cell wall	Lecture Method	Blackboard	What is cell wall?
A round part of most cell which is enclosed in a double membrane & controls the activities of cell	students will gain knowledge about cytoplasm	Lecture Method	Blackboard	Define Nucleus

Homework :- d) What is cell membrane?
 e) What is nucleus?

Lesson plan-03

149

Date:- 9-10-25

Subject:- Science

Topic :- Mixture.

Class:- VIIIth

Period:- 3rd

Time :- 40 min

Teaching Point	Specific Objective	Method to be used	Learning material Used	Evaluation
<u>Mixture</u> Mixtures are constituted by more than one kind of pure form of matter	Students will know about the Mixture.	Lecture Method	Blackboard	What are Mixtures.

Types of Mixtures

Homogeneous Mixtures in which components mixed	Students will know about Homogeneous Mixture.	Lecture Method	Blackboard	What are Homogeneous Mixture?
--	---	----------------	------------	-------------------------------

Teaching Point
are uniformly
distributed
through out
mixture.

Specific Objective

Method Used

Learning Material

Evaluation

Heterogeneous Mixture

Type of mixture
where substances
are not uniformly
distributed resulting
in different
composition.

Students will
know about
Heterogeneous
Mixtures

Lecture
Method

Blackboard

What are
Heterogeneous
Mixture

Solution

A solution is
Homogeneous Mixture of
one or more subst-
nces.

Students will
be able to know
about solution

Lecture
Method

Blackboard

What are
solutions?

Homework:-

Q $\Rightarrow$ What is mixture?

Q $\Rightarrow$ What are properties of solution?

Lesson Plan - 04.

Date:- 17-10-25

Subject:- Science

Topic:- Microorganism

Class:- VIIIthPeriod:- IIIrd

Time:- 40 min

Teaching Point	Specific Objective	Method Used	Learning Material Used	Evaluation
<u>Microorganisms:-</u> There are other living organisms around us which we normally cannot see. These are called Microorganisms.	Students will get knowledge about the microorganism	Lecture Method	Chart	What are Microorganism?
<u>Groups</u> Bacteria, fungi, protozoa, algae	Students will know about Bacteria, fungi	Lecture Method	Blackboard	What is Bacteria, fungi?

Teaching Point	Specific objective	Method to be used	Learning Material Used	Evaluation
<u>Virus</u> Virus are also microscopic but different from other living organism <u>Commercial use</u> of microorganism: Used to produce alcohol, wine <u>Medicinal Uses:-</u> The Medicines kill or stop growth of disease causing Microorganism.	Students will know about virus	Lecture Method	Blackboard	What are viruses
	Students will know about Microorganism & their Medicinal use	Lecture Method	Blackboard	What are medicinal use of Microorganism.

Homework :- What are Microorganisms?
What are Medicinal use of Microorganism?

Lesson Plan-05

Date:- 1-11-25
 Subject:- Science
 Topic:- Atom

Class:- VIIIth
 Period:- 11nd
 Time:- 40 min

Teaching Point	Specific objective	Method used	Learning material Used	Evaluation
Atom:- An atom consist of central nucleus that is usually surrounded by one or electrons. Each electron is negatively charged	Pupil Teacher will explain the defination of atom	Lecture method	Blackboard	What is atom?
<u>Size of Atom</u> :- Atom are very small, they are smaller	Students will know about size of atom	Lecture Method	Blackboard	What is size of atom?

154

Teaching Point	Specific Objective	Method Used	Learning Material Used	Evaluation
than anything that we can imagine or compare with				
<u>Atomic mass</u> The atomic mass of an element is average mass of atoms of an element measured in atomic mass unit	Student will know about atomic mass	Lecture Method	Blackboard	What is Atomic mass?

Homework :- Q. What is Atom?
Q. What is Atomic mass?

Lesson Plan-06

155

Date:- 4-11-25

Subject:- Science

Topic:- Algae

Class:- VIIth

Period:- IInd

Time:- 40min

Teaching Point	Specific Objectives	Method to be used	Material to be used	Evaluation
Meaning of algae	Lupil will be able to understand meaning of algae	Lecture Method	B.B Writing	Define algae
Green Algae	Lupil will be able to understand green algae.	Lecture Method	Transparencies are used	Explain green algae
Characteristics of Algae	Lupil will be able to explain characteristics of Algae.	Lecture Method	B.B writing	What are characteristics of green algae.

Homework:-

- Write short note on types of Algae?
- What are uses of algae?



Lesson Plan-07

Date:- 5-11-25

Subject:- Science

Topic:- Reproduction

Class:- VIIIthPeriod:- VIth

Time:- 40 min

Teaching Points	Specific objective	Method to be Used	Material to be Used	Evaluation
Reproduction	Explain about reproduction	Lecture Method	Blackboard	Explain reproduction
Sexual Reproduction	Pupil will able to define sexual reproduction	showing teaching Aid	chart	Define sexual reproduction
Asexual Reproduction	Pupil will be able to define asexual reproduction	showing teaching Aid	chart	Define Asexual reproduction

Teaching Point	Specific objective	Method Used	Material Used	Evaluation
Male reproductive system	Lupul will be able to name parts of male	Discussion Method	Blackboard	Explain Male & female reproductive system
Female reproductive system	& female reproductive system.			

Home-work

- Q $\Rightarrow$ Differentiate b/w sexual and asexual reproduction?
- Q $\Rightarrow$ Define Male Reproductive system & its parts?
- Q $\Rightarrow$ Draw well labelled diagram of female reproductive system.

Lesson Plan-08

Date:- 7-11-25

Subject:- Science

Topic:- Coal & Petroleum

Class:- VIII

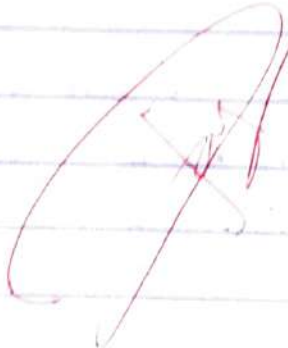
Period:- 11th

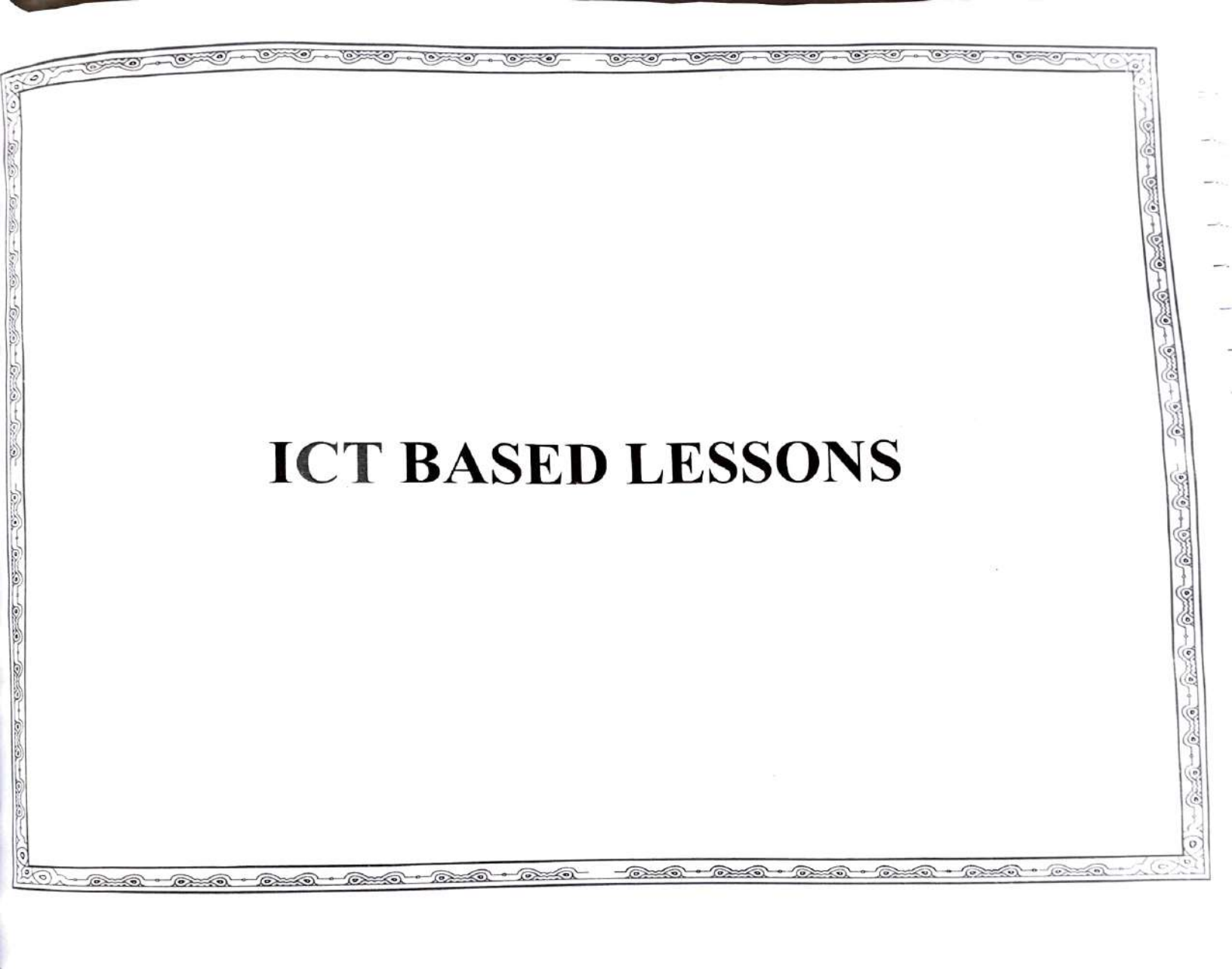
Time:- 40 min

Teaching Point	Specific Objective	Method Used	Material Used	Evaluation
Define resources and natural & man-made resources	Pupil will come to know about resources & its types	Lecture Method	Pictures	What are resources
Exhausted & Deexhausted resources	Pupil will come to know about exhaustible & inexhaustible resources	Lecture Method	Pictures	Differentiate b/w exhaustible & inexhaustible resources
Characteristics of coal & Petroleum	Pupil will come to know about characteristics of coal	Lecture Method	Flash Card	Write 2 characteristics of coal & petroleum.

Home-work

1) write characteristics of coal and petroleum?



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ICT BASED LESSONS

ICT Based Lesson - 01

160

Date :- 24-10-25

Subject :- Science

Topic :- Air around us

Class :- 7th

Period :- 5th

Time :- 40 Min

General Aid :- A well equipped classroom with duster, chalk, board, pointer and smartboard.

Specific Aid :- A ppt related to Topic Air.

General Aim :-

- 1) To enhance knowledge of students.
- 3) To enhance mental ability of students.
- 4) To enable students to understand scientific phenomena.

Specific Aim :- Students will be able to understand about Topic air around us.

P.K. Testing :- :- Q → Students what kind of weather is today?

Q2 $\Rightarrow$ What affects the temperature?

Announcement of Topic :- P.T will announce topic by saying well students, today we will discuss about air around us.

Presentation of Topic :- P.T will present the topic with help of lecture com demonstration method. Pictures will be shown on smartboard.

Subject Matter	P.T Activity	Students Activity	PPT
<u>Air</u> :- Air is mixture of gases on earth. A blanket of air surrounding the earth surface is called atmosphere. The moving air	What is air?	Air is mixture of gases	

Subject Matter
is called wind

P.T. Activity

Students Activity

ICT. Used.

Composition of Air
Which substances
make air can
be known

individually identified.
Air contains

O_2 , CO_2 , Nitrogen
& noble gases

Nitrogen & Oxygen

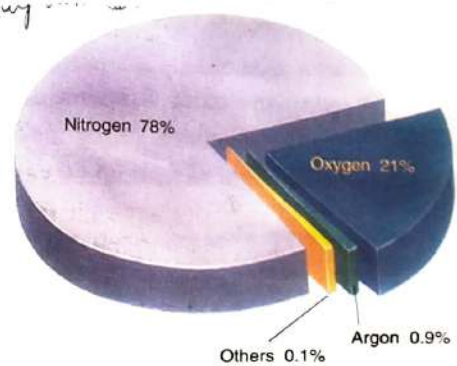
Air contains
about 78% of
nitrogen, 21%
of O_2 &

0.08% of CO_2 .

Animals take in
 O_2 & give out CO_2 .

What is
composition of air?

Students will
observe ppt
carefully &
write in
their notebooks



Composition of atmosphere

Pupil Teacher will
explain about
composition of
air

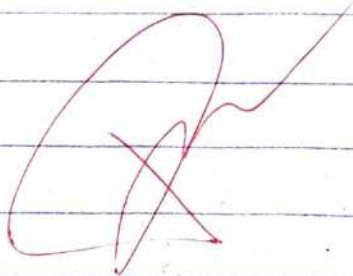
listen and
see it carefully.



Generalisation :- So students, today we have studied about air around us

Recapitulation :-
Q $\Rightarrow$ What is composition of Air?
Q $\Rightarrow$ What is properties of Air?

Home-work :- List percentage of various gases present in air, making pie-chart?



ICT Based Lesson Plan- 02

164

Date:- 30-10-25

Subject:- Science

Topic:- Water Cycle

Class:- 8th

Period:- 4

Time:- 40 min

General Aid:- A well equipped classroom, with pointer, duster, chalk, blackboard and smartboard.

Specific Aid:- Lounder, PPT

General Objectives:-

- 1) To enhance knowledge of students.
- 2) To develop interest of students in science.
- 3) To enable students to understand scientific phenomena.
- 4) To enable students to understand, Reasoning, thinking.

Specific Objectives:- Students will be able to understand

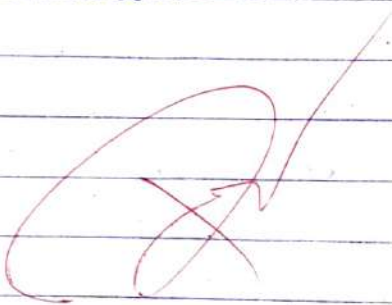
the scientific phenomena & Topic: water cycle.

- Students will be able to apply it in their daily life situation.

Previous know-:- P.T will assume the students have some **lege assumed** previous knowledge of Topic.

Announcement of Topic:- P.T will announce Topic by saying well, students today we will do Topic water cycle.

Presentation of Topic:- P.T will present Topic using low-level point presentation.

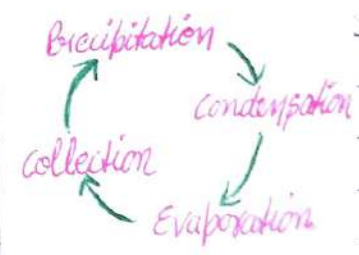
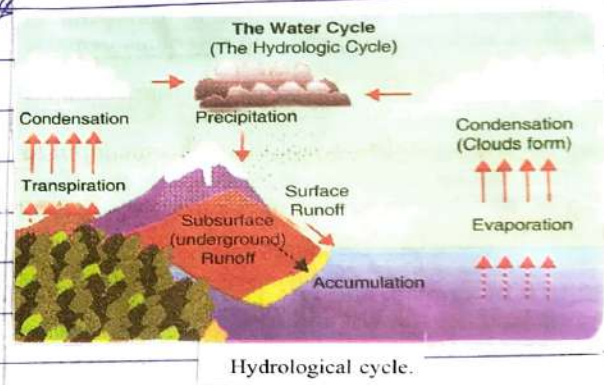


Subject Matter	P.T Activity	Student Activity	ICT Used
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Water Cycle:- It has 4 stages • Evaporation • Condensation • Precipitation • Collection	Teacher will explain water cycle to student by showing some slides.	Pupil will listen & see slides carefully	
---	---	--	--

Evaporation :- When water heats up and form vapours	What is evaporation and see it	listening	
---	--------------------------------	-----------	--

Condensation stream get in air gets cold and back to liquid forming clouds	What is condensation		
--	----------------------	--	--



Subject Matter

P.T Activity

Pupil Activity

I.C.T Used.

Precipitation

It is any form of water, liquid or solid, that falls from atmosphere and reaches the Earth's surface such as rain, snow, sleet and hail

Pupil Teacher will explain precipitation to students

Student will listen and see it

Students will note down important terms in notebook.



Recapitulation:- Q $\Rightarrow$ What is Evaporation?

Q $\Rightarrow$ What is Precipitation?

Home-work:- Q1 $\Rightarrow$ Make diagram of water cycle?

ICT Based Lesson Plan:-03

168

Date:- 14-11-25

Subject:- Science

Topic:- Animals

Class:- VIIth

Period:- VIIth

Time:- 40 min

General Aids:- A well equipped classroom, dustbin, chalk & smart board etc.

Specific Aid:- Pendrive, containing data related to topic.

General Aim:- 1) Students will develop scientific aptitude
2) To develop interest of students

Specific Aim:- Different categories of animals based on type of food they eat.

• Example of different categories of animals

P.K Testing :- 1) what kind of food lion eats?
2) what we call animals which eat flesh?

Announcement of:- students, today we will learn
Topic about different animals, which food they eat.

Presentation of:- lecture cum demonstration method
Topic is used. ICT based method is also used.

Subject Matter

P.T Activity

Teaching Aid

B.B Work

Carnivores:-

The animals which eat only flesh are called carnivores.

Pupil Teacher will show slides of characteristics and examples of carnivores.



(b) Lion eats only meat (or flesh) of other animals, so it is a carnivore

Herbivores:-

The animals which eat only plants & grass are called herbivores.

P.T will show examples & characteristics of herbivores.



(a) Cow eats only plant food (like grass), so it is a herbivore

Herbivores
 ↓
 Carnivores
 ↓
 Omnivores

Subject Matter
Omnivores:-
 The animals which eat both plants and flesh are called omnivores.

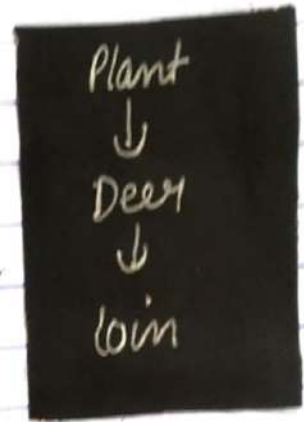
P.T Activity
 pupil Teacher will show slides of animals.

Teaching Aid



Figure 9. Dog is an omnivore because it eats both, plant food (such as bread) as well as meat.

B.B work



Recapitulation:- Q1 $\Rightarrow$ what are examples of omnivores?
 Q2 $\Rightarrow$ what are herbivores?

Homework:- Paste the pictures of herbivores & carnivores on scrap book.

Date:- 15-11-25

Subject:- Science

Topic:- Friction

Class:- VIIIth

Duration:- 40 min

General Aid :- A well equipped classroom with chalkboard, chalk, pointer, smartboard.

Specific Aid :- A ppt related to topic.

General Objective :-

- 1) Students will develop scientific attitude.
- 2) Students will develop interest in science.

Specific objective :- To enable students to get knowledge about friction.

P.K Testing

:- $\phi \Rightarrow$ when we walk, we are in rest or motion?

ICT based Lesson Plan-04

Date:- 15-11-25

Class:- VIIIth

Subject:- Science

Duration:- 40 min

Topic:- Friction

General Aid:- A well equipped classroom with chalkboard, chalk, pointer, smartboard.

Specific Aid:- A ppt related to topic.

General Objective:-

- 1) Students will develop scientific attitude.
- 2) Students will develop interest in science.

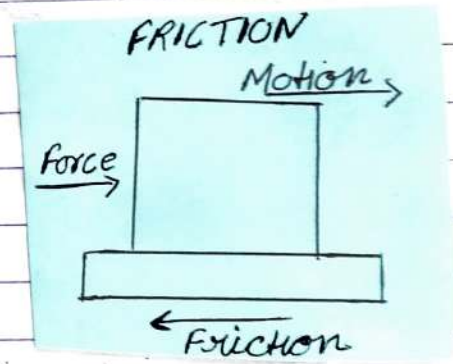
Specific objective :- To enable students to get knowledge about friction.

P.K. Testing

:- $Q \Rightarrow$ when we walk, we are in rest or motion?

Q.1] Do you know about friction?

Announce:- Today, we will discuss about "friction".
name of Topic

Subject Matter	P.T.'s Activity	Pupil Activity	ICT Used.
Friction:- Friction is opposing force when two surfaces are in contact with each other. Eg:- when we walk on floor.	Pupil Teacher will explain friction	Pupil Teacher will listen carefully.	 The diagram shows a rectangular block on a horizontal surface. An arrow labeled 'Force' points to the right, originating from the left side of the block. Another arrow labeled 'Friction' points to the left, originating from the bottom surface of the block. Above the block, the word 'Friction' is written, and below it, 'Motion' is written with an arrow pointing to the right.
Static Friction:- Force that hinders the movement of an object moving along path.	P.T. will show	Pupil will watch carefully.	

Subject Matter	P.T Activity	Pupil Activity	ICT Used.
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Kinetic Friction $\Rightarrow$ Force that acts b/w moving surfaces. A body moving on surface experiences a force in opposite direct^{on} of its movement.

P.T will show slide of Kinetic friction

Pupil will listen carefully



A rough surface causes more friction.

Rolling Friction

It takes place when an object rolls on surface. It takes place due to deformation of surface.

P.T will show a slide of Rolling friction of the concept.

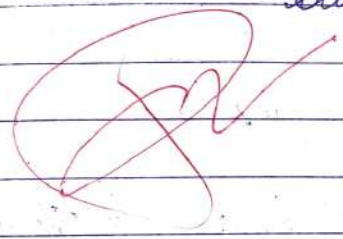
Pupil will understand the concept.



A smooth surface causes less friction.

Recapitulation $Q \Rightarrow$ why wear and tear of shoes take place.

Homework:- $Q \Rightarrow$ why ball stops after some time?
 $Q \Rightarrow$ why it is hard to walk on sand.



Lesson Plan - 05

Date :- 17-11-25

Class :- VII

Subject :- Science

Time :- 40 min

Topic :- Elements, Compounds, Mixture

General Aid :- A well equipped classroom with chalkboard, chalk, pointer, duster and smartboard.

Specific Aid :- A PPT related to topic.

General Aim :-

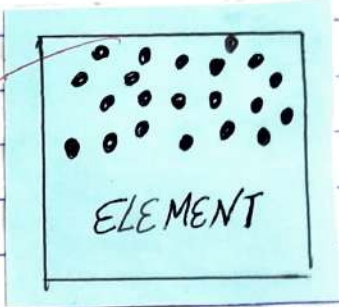
1. To enhance scientific attitude among students.
2. To increase interest of students.
3. To satisfy curiosity of students.
4. To increase creativity of students.

Specific Aim :- To enable students to get knowledge about topic.

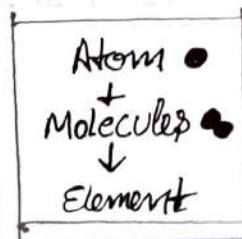
Previous Knowledge :- Q $\Rightarrow$ what are symbols of various elements?
Testing

Q $\Rightarrow$ what do you know how compounds are formed.

Announcement of topic :- Today we will discuss about "Elements, Compounds, Mixture."

Subject Matter	P.T Activity	Pupil Activity	ICT Used
<u>Elements</u> :- A substance that can't be split into simple substance. Eg:- Helium = He Hydrogen = H Zinc = Zn Sodium = Na.	P.T will show slides of elements	Pupil will listen carefully.	

Compound $\Rightarrow$ PT will explain

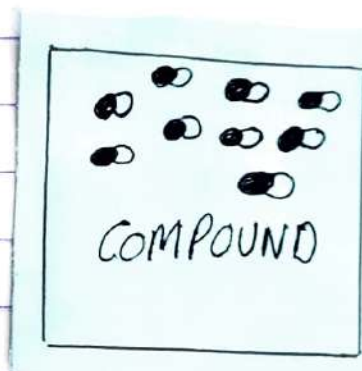


Subject Matter
into simple
substance by
chemical means
Carbon Dioxide - CO_2
Ammonia - NH_3
Nitric Acid - HNO_3
Sulphur Dioxide - SO_2

P.T Activity
Compound &
show a
slide

Pupil Activity
Pupil will
listen care-
fully

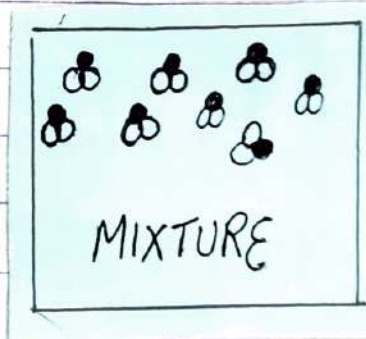
I.C.T Used



• Mixture - It can
be split into
two or more
pure substances
by physical
means

P.T will
explain Mixture

Pupil will
understand
the concept.



Type of Mixture $\Rightarrow$

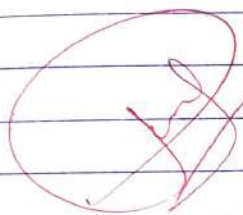
- Solid
- Liquid
- Gas

Homework :-

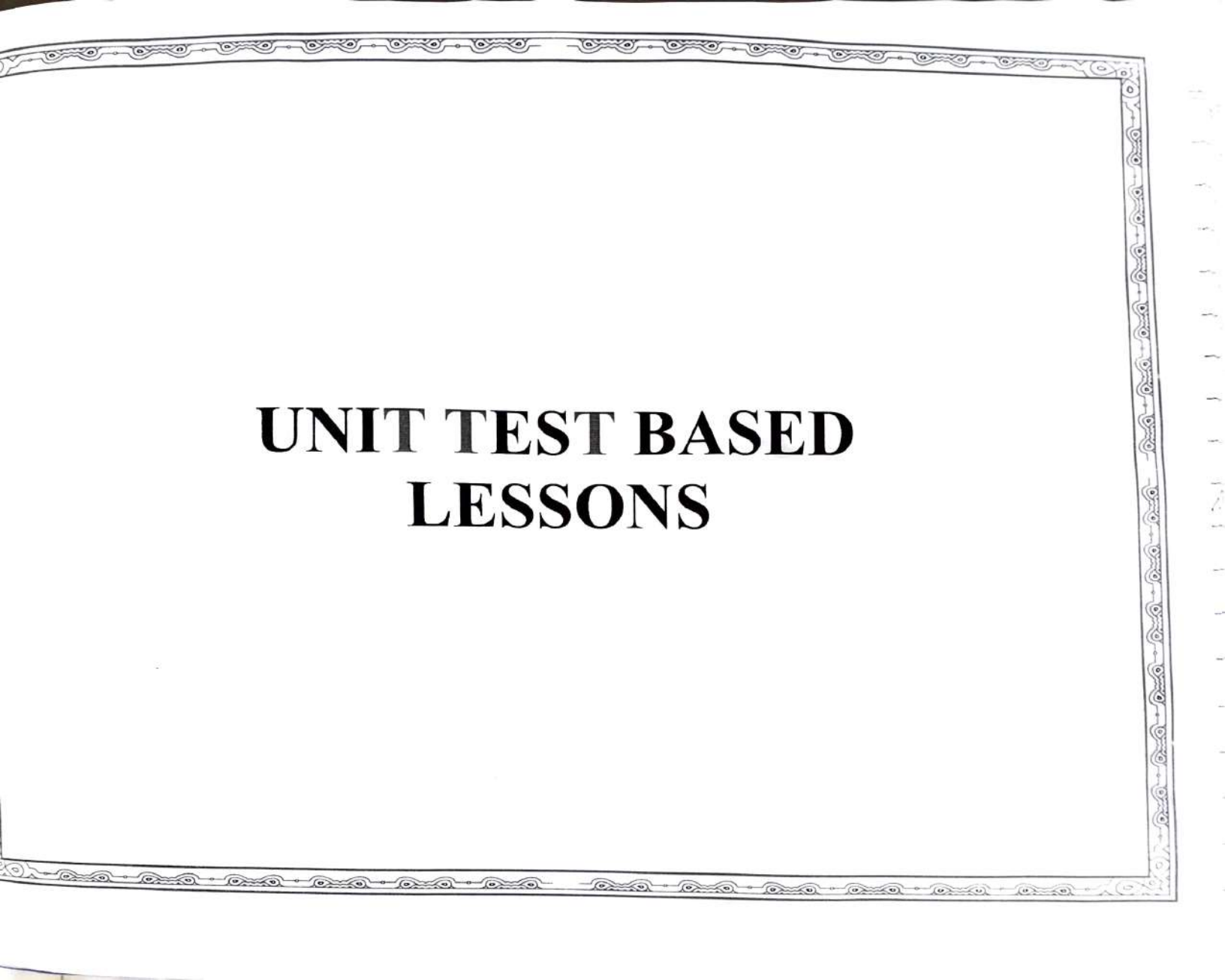
- Q → What are compounds?
Q → What is element?

Recapitulation :-

- Q → Give some example of elements?
Q → Define mixture with help of an example?

 26/11/25

The lesson & Explanation was very good

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UNIT TEST BASED LESSONS

Lesson Number:-01

Date :- 19-09-25

Subject :- Science

Topic :- Fossil Fuel

Class :- 8th

Time :- 40 minutes

Pupil Teacher Roll no :-

• Objectives

- 1) To check the knowledge of students related to topic.
- 2) To check understanding of students.
- 3) To check ability of students to compare and contrast different concepts.
- 4) To develop thinking and reasoning power of students.

• Topic for the Test :-

Types of fuel.

Knowledge Domain:-

Type I:- Match the following (3)

- | | |
|-----------------|----------|
| 1) Liquid fuel | coke |
| 2) Gaseous fuel | Kerosene |
| 3) Solid fuel | CNG |

Type II:- Fill in the blanks (3)

- Coal stands for _____
- Petroleum is also known as _____
- Charcoal is made from _____

Understanding Domain :-

Type III:- Long answer type question (5X2)

- Explain the formation of petroleum.
- Differentiate between exhaustible and non exhaustible resources.

Unit Test Based Lesson-02

Date:- 27-09-25

Duration:- 30 min

Class:- 7th

Subject:- Science

Topic:- Respiration

- Objectives:-
 - 1) To check knowledge of students.
 - 2) To check understanding of students.

Topic:- Respiration

Knowledge Domain

Type I- (Fill in the Blanks)

1. In cockroaches, air enters the body through.
2. During exhalation, ribs move.
3. Normal range of breathing per minute is _____ in adults.

Type II $\Rightarrow$ (V. Short : answer type Questions)

- 1) Name the process that release energy from breakdown of food?
- 2) Name the process of breathing?
- 3) Name two unicellular organisms?
- 4) Name an organ which help in exchange of gas.

• Understanding Domain

Type I $\Rightarrow$ How do you check heart rate of an adult?

Type II $\Rightarrow$ (Short answer type Questions)

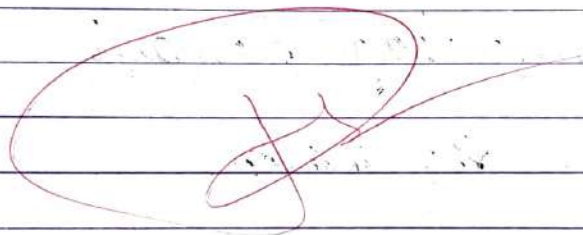
- 1) How do unicellular animals respire?
- 2) Explain process of breathing in fish?
- 3) What is respiration?
- 4) Explain functions of Nose.

Type III (True / false.)

1. In cockroaches, air enters through lungs ()
2. During heavy exercise, we get cramps in legs due to accumulation of alcohol ()
3. During exhalation, ribs move outward ()

Skill Domain

Type I List similarities and differences between aerobic and anaerobic respiration?



Unit based Lesson Plan-03

Date:- 4-10-25

Class:- 7th

Subject:- Science

Time:- 40 min

Topic:- Changes around us

Objectives:-

- 1) To check knowledge of students related to Topic:- changes around us.
- 2) To check understanding of students.

Topic:- changes around usKnowledge DomainType-I ⇒ Fill in the Blanks

- 1) Weathering of rock is a _____ change.
- 2) Rusting of Iron is a _____ change.
- 3) A Desirable changes has _____.
- 4) Bursting of crackers is a _____ change.
- 5) Melting of Ice is a _____ change.

Type II $\Rightarrow$ Short answer. Type Questions

- * Mention type of changes below.
- 1) Boiling of water
 - 2) Change of milk to curd.
 - 3) Stretching of Rubber band.
 - 4) Squeezing.
 - 5) Glowing of Iron bulb.

Understanding Domain

- Type III $\Rightarrow$
1. Give two differences between Reversible and Irreversible change?
 2. State two advantages of periodic changes?
 3. Can all changes be reversed?

Type IV $\Rightarrow$ True or False.

1. The Glowing of electric bulb is a physical change. ()
2. Melting of wax is a chemical change. ()
3. Rotation of day and night is periodic change. ()

Skill Domain

Type V $\Rightarrow$ Long Answer Type.

Q1 $\Rightarrow$ classify different types of changes in your surroundings.



Unit Test - Based Lesson Plan-04

Date :- 9-10-25

Subject :- Science

Topic :- Air around us

Class :- 8th

Time :- 30 minutes

Objective :-

- 1) To check knowledge of students related to topic.
- 2) To check understanding of students.
- 3) To develop thinking power of students.

Topic :- Air around us.

(Knowledge Domain)

Type - I

(Fill in the Blanks) :-

- 1) Air in motion is called _____
- 2) Air occupies _____
- 3) The layer of air around earth is _____

Type II. (Very short answer types:-)

1. Is air present in water?
2. Is air occupy space?
3. Air in motion is called?

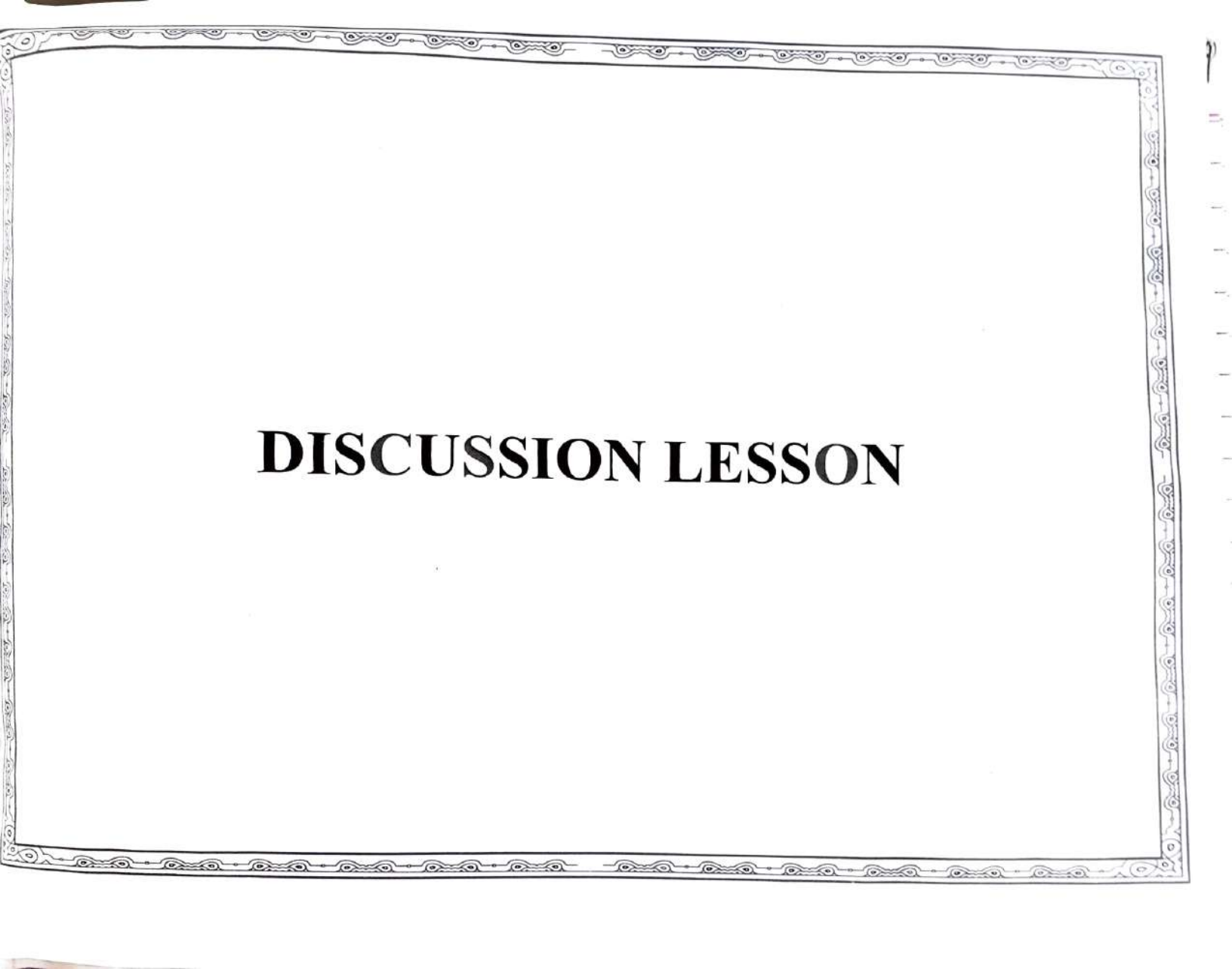
(Understanding Domain)

Type I - Short Question:-

- 1) What is composition of air?
- 2) Why does lump of cotton shrink in water?
- 3) How will you show air dissolved in water?

(Skill Domain)

- Q1- List five activities that are possible due to presence of Air

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DISCUSSION LESSON

Lesson Number - 01

Date :- 19-11-25

Subject :- Science

Topic :- Nutrition in Animals

Class :- 7th

Period :- 2nd

Time :- 40 min

General objectives

The students will be able to :-

- Develop scientific attitude among students.
- To develop interest in scientific knowledge.
- To develop interest in science subject

Teaching points :-

- what is nutrition?
- what are types of nutrition?

Specific objectives :-

- Explain nutrition
- Type of nutrition
- Nutrition in human body

Teaching Method:- Discussion method and Lecture-cum-demonstration method

Teaching Points	Lupil Teacher Activity	Institutional Objectives	Students Activity
• Nutrition	• Animal nutrition includes nutrient requirements, mode of intake of food & its utilization in body	Students will be able to know about animal nutrition	Students will note down their notebook
• Digestion	the components of food such as carbohydrates are complex substances these can't be utilized as such so they are broken down into simpler substance. This process is called digestion.	• Students will be able to know about digestion.	

Teaching Aid

Blackboard Activity

Evaluation

What is meaning of nutrition?



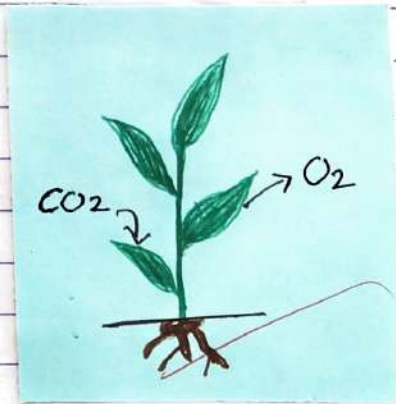
NUTRITION
↓
Consuming, absorbing, using
Nutrients from
food.

Digestion
↓
Small intestines

What do you mean by digestion?

Teaching Point	Pupil Teacher Activity	Institutional Activity	Students Activity
a) Type of Nutrition	there are different types of nutrition in animals.	Students will be able to learn about type of nutrition	Students will listen carefully & write down in their notebook
i) Autotrophic Nutrition	These plants & animals which make their food themselves & consume to get energy is called autotrophic nutrition	To know about autotrophic, heterotrophic & saprophytic nutrition	Students will listen carefully
ii) Heterotrophic nutrition	This type of nutrition mean animals depend upon another for food		
iii) Saprophytic nutrition	The organism feed on dead & decaying material		

Teaching Aid



Blackboard work

Types of Nutrition

- * Autotrophic
- * Heterotrophic
- * Saprophytic

Evaluation

What are different type of nutrition?

Differentiate b/w all these mode of nutrition?

Teaching Points	Pupil-Teacher Activity	Instructional Objective	Student Activity
Process of Nutrition	The food we intake provide energy only when it is consumed properly.	To know about the process of nutrition	Students will listen carefully & write down in their notebook.
Ingestion	The intake of food is called ingestion.	Ingestion Digestion Absorption	
Digestion	The Breakdown of complex substance is called digestion.	Assimilation Egestion.	
Absorption	The process by which body accepts nutrient.		Students will listen carefully.
Assimilation	The process of absorbing nutrient from food & distributing them to body.		

Teaching Aid

Blackboard work

Evaluation

What are processes of nutrition?

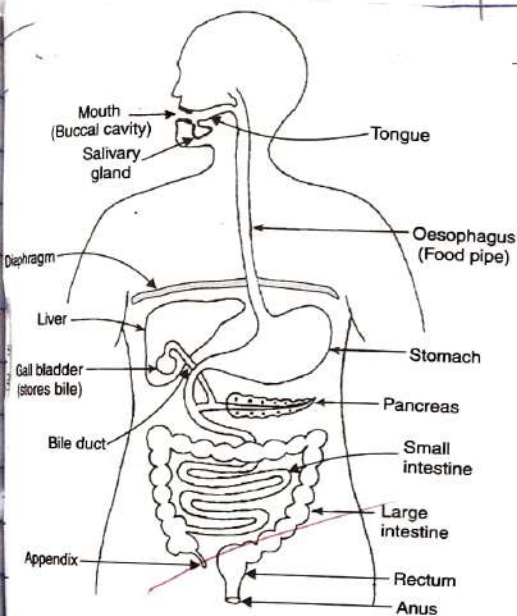


Figure 32. The human digestive system.

PROCESSES OF NUTRITION

- i) Ingestion
- ii) Digestion
- iii) Absorption
- iv) Assimilation
- v) Egestion

What do you mean by Ingestion?

What do you mean by Absorption and Assimilation?

Teaching Point	Pupil-Teacher Activity	Institutional objectives	Student Activity
iv) Egestion	The removal of unwanted & residue substance from body is called egestion	To know about egestion	Students will listen carefully & write down in their note book.

Teaching Aid



Blackboard work

Egestion
Discharge of waste
Material.

Evaluation

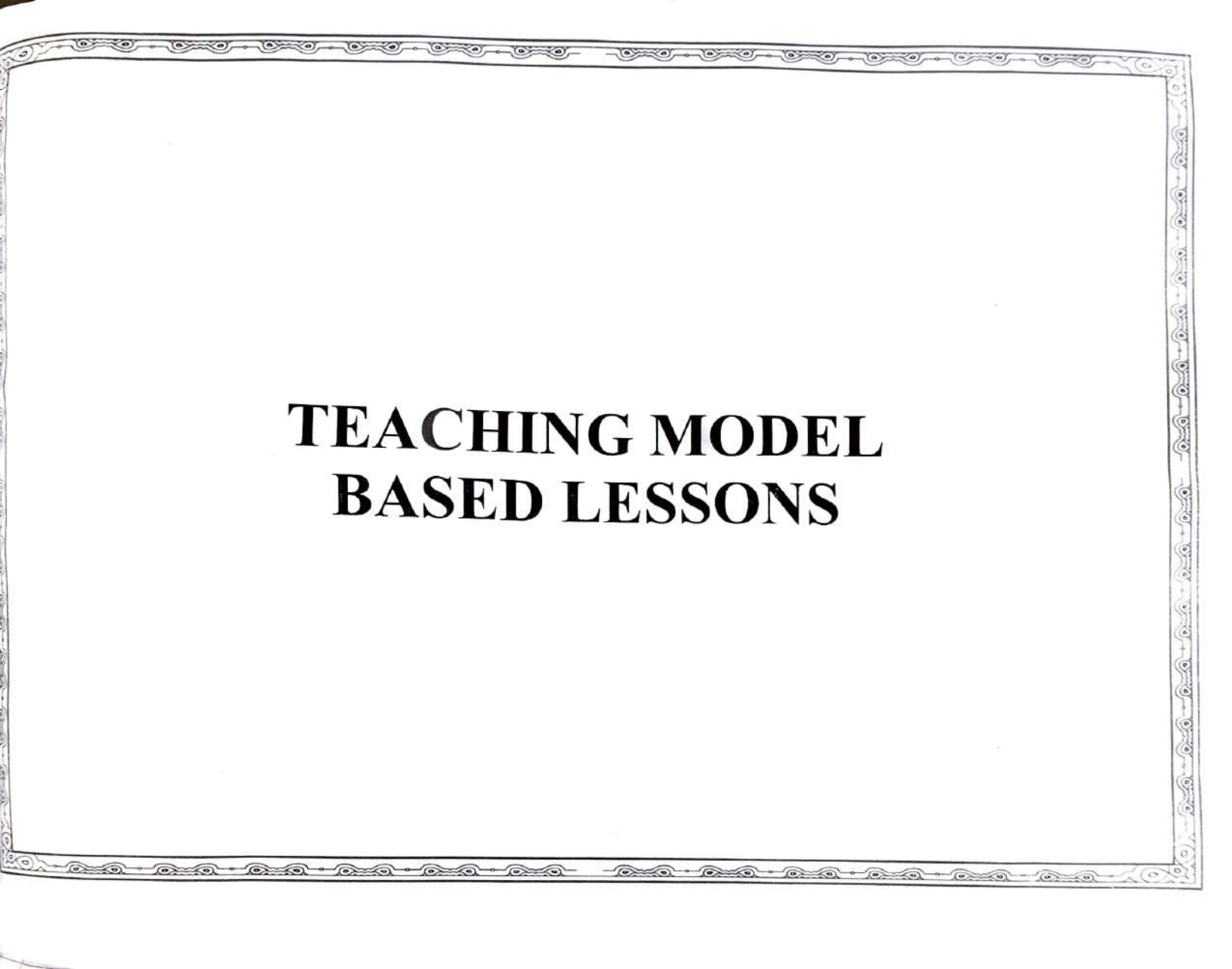
What do you mean
by egestion?

Recapitulation :-

- Q:- What do you mean by nutrition?
- Q:- Describe different types of nutrition?
- Q:- Describe process of nutrition?

Homework :-

- Q⇒ Write down the process of nutrition in your own words?

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TEACHING MODEL BASED LESSONS

Teaching Model Based Lesson Plan - 01

Date :- 17-11-25

Class :- 8th

Subject :- Science

Time :- 40 min

Topic :- Compounds

Pupil Teacher Roll No :-

Focus :- To enable students to understand about concept of compounds

Support System :- A well equipped classroom with proper sitting arrangement, pointer, chalk, chalkboard, duster. Teaching aid with positive and negative examples are used as support system.

Behavioural Objectives :- After the completion of topic, students will be able to :-

- 1) Analyse the examples.
- 2) Understand the topic compound
- 3) Identify various compounds
- 4) Enumerate essential attribute of compounds.

essential attributes :- 1) compounds are obtained by combination of two or more elements
2) It can be decomposed.

Syntax It has basically three phases

Syntax	Pupil Teacher Activity	Pupil Activity	Support System														
PHASE-I Presentation	Pupil Teacher will present some examples using the chart and label them as yes or no without telling students about topic	Pupil will look carefully and try to understand the example	<table><tr><td>Water</td><td>Yes</td></tr><tr><td>Salt</td><td>No</td></tr><tr><td>Hydrogen</td><td>Yes</td></tr><tr><td>Sodium</td><td>No</td></tr><tr><td>Glucose</td><td>Yes</td></tr><tr><td>Carbon</td><td>Yes</td></tr><tr><td>Sulphur</td><td>No</td></tr></table>	Water	Yes	Salt	No	Hydrogen	Yes	Sodium	No	Glucose	Yes	Carbon	Yes	Sulphur	No
Water	Yes																
Salt	No																
Hydrogen	Yes																
Sodium	No																
Glucose	Yes																
Carbon	Yes																
Sulphur	No																
Revision of attributes	Pupil Teacher will write some additional examples on																

boards and ask	pupil will label
students to	them as
compare examples	Yes
and identify the	No
characteristics	Yes
of +ve & -ve examples	No
	No
	Yes

Supporting
hypothesis

pupil teacher will	pupil will try
ask students	to define concept
to make hypothesis	as 1st say that
on basis of	elements. 2nd say
analysis of	it is molecule
examples	3rd will define as
	compounds

Naming the
concept

pupil teachers will	pupil will look at
announce topic	board carefully &
to pupil that	tries to understand

Sulphuric acid
Oxygen
Methanol
Nitrogen
Silver
Ethanol

Today we are going to study about compounds. P.T will describe that by giving more example. To relate topic all positive example & write it on board.

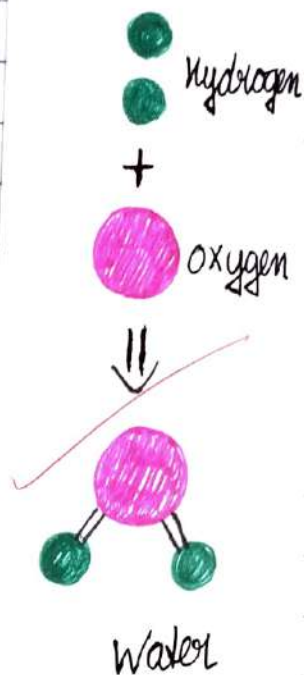
Refining the concept

Pupil Teacher will describe the concept & will show a chart to students.

Phase-II Testing the Attainment of Concept

Pupil Teacher will write some examples on board & ask the students to label them with Yes or no

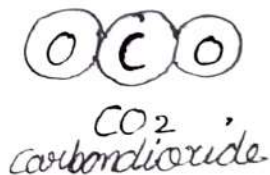
Pupil will look at examples & label them.



Phase - III Analysis

Lupil teacher will ask pupil to write examples and elaborate topic on board

Lupil will give some examples one by one.



Instructional Effect :- Students will be able to learn about concept of compounds & will be able to tell about them.

Application :- Lupil teacher will assign homework to students.

Home Work.

Revise chapter

203

T.M Lesson Plan-02

Date :- 20-11-25

Subject :- Science

Topic :- Nutrients

Class :- 7th

Duration :- 40 min

Pupil Teacher Roll No.:-

Focus:- To enable students to understand about concept of nutrients.

Support System:- A well equipped classroom with duster, chalkboard, pointer, teaching aid with positive and negative examples.

Behavioural Objectives:- After completion of topic students will be able to:-

- 1) Analyse the examples.
- 2) students will be able to define term nutrients.
- 3) students will state characteristics of nutrients.

Desired Effects:- To develop habit of independent thinking.

Syntax

Phase - I
Presentation of
data and identification of
concept

Pupil Teacher
Activity

I have an idea in
my mind. Now I am
going to present idea.
If it is one that
is in my mind. I

will say yes & if it
is not, I will say no.
While I am displaying
you should see carefully.

P.T will write note
on blackboard

some label word

P.T will present some

more examples so

that students can

compare attributes of

the and -ve examples.

Pupil Activity

Pupil will observe
presented idea
carefully & try
to think about
concept

Important notes
like fat.

Pupil will be

able to define

concept by

saying :- Substances

present in food

are called nutrients

Support Systems

+ve Example

Rice

Nuts

Eggs

-ve Example

Burger

Pizza

Snacks

Hypothesis - i) Junk
food is harmful
for health.

205

Phase-II Testing of concept attainment

Pupil Teachers will present some additional unlabelled examples such as BREADS, fats, Minerals, vitamins carbohydrates.

PT will elicit definition according to essential attributes (by writing on black-board)

Pupil will label these examples as yes or no

After that, students will be able to generate own examples.

Minerals

Yes	No
BREAD	PIZZA
NUTS	BURGER
Eggs	SNACKS

Phase-III Analysis of strategies

P.T will evaluate strategies by asking questions to the students.

Pupil will describe the thoughts.

"Can you say how you arrived on this concept"

Discussing role of hypothesis & attributes

Fats

PT will instruct
students to present
discussed parts

Discussing types
& numbers
of hypothesis

Through, this
discussion, PT
will clarify
doubts & can
conclude the lesson

Vitamins

↓

A, C, D

E, K, B

Homework :- Q1 ⇒ what do you know about
nutrients?

Q2 ⇒ How many types of nutrient are there?



207

Teaching Model Based Lesson plan - 03

Date :- 21-11-25

Class :- 6th

Subject :- Science

Time :- 40 min

Topic :- Food :- where does it come from Pupil Teacher Roll No.:-

Focus:- To enable students to understand concept related to Topic FoodSupport System:- Well equipped classroom with dustbin, chalk, chalkboard, pointer, positive & negative energy.Instructional Outcome:- To develop power of compassion, analysis and thinking about topic ...

Phases	Pupil Teachers Activity	Pupil Activity
Phase - I	Pupil Teacher addressed the class, Dear students I have concept in my mind you have to identify it. For this I will give you	Pupil will listen carefully

some hints and you
have to identify concept
with help of whole
hints?

Are you ready?

P.T will give some positive
and negative examples
upil teacher will use
blackboard & flashcards

Positive

Negative

Orange

Coal

Mint

Petroleum

Milk

Sunlight

Phase - II

Identification
of concept
and Testing.

you have to identify concept

P.T will give more positive

& negative examples wrong

assumptions will be made

from above testing students

will try again concept. Upil
Teacher was going to take

Examples

+ve/-ve

Orange

+ve

Coal

-ve

Mint

+ve

Petroleum

-ve

Sunlight

-ve

Coal

-ve

Milk

+ve

Juice

+ve

Thinking about wrong
concept.

about food. New pupil
Teacher will give more
clear examples

Students will analyse

Phase - III Testing the attainment of concept

Students will pick eight
examples. Pupil Teacher
will say that good students
now. They can draw
result from above
discussion. That P.T. will
teach lesson about food

After that students will
be able to generate
own examples.

Activity - I Recapitulation

Actual behaviour outcome
question for recapitulation

Pupil will listen
carefully & understand
the concept.

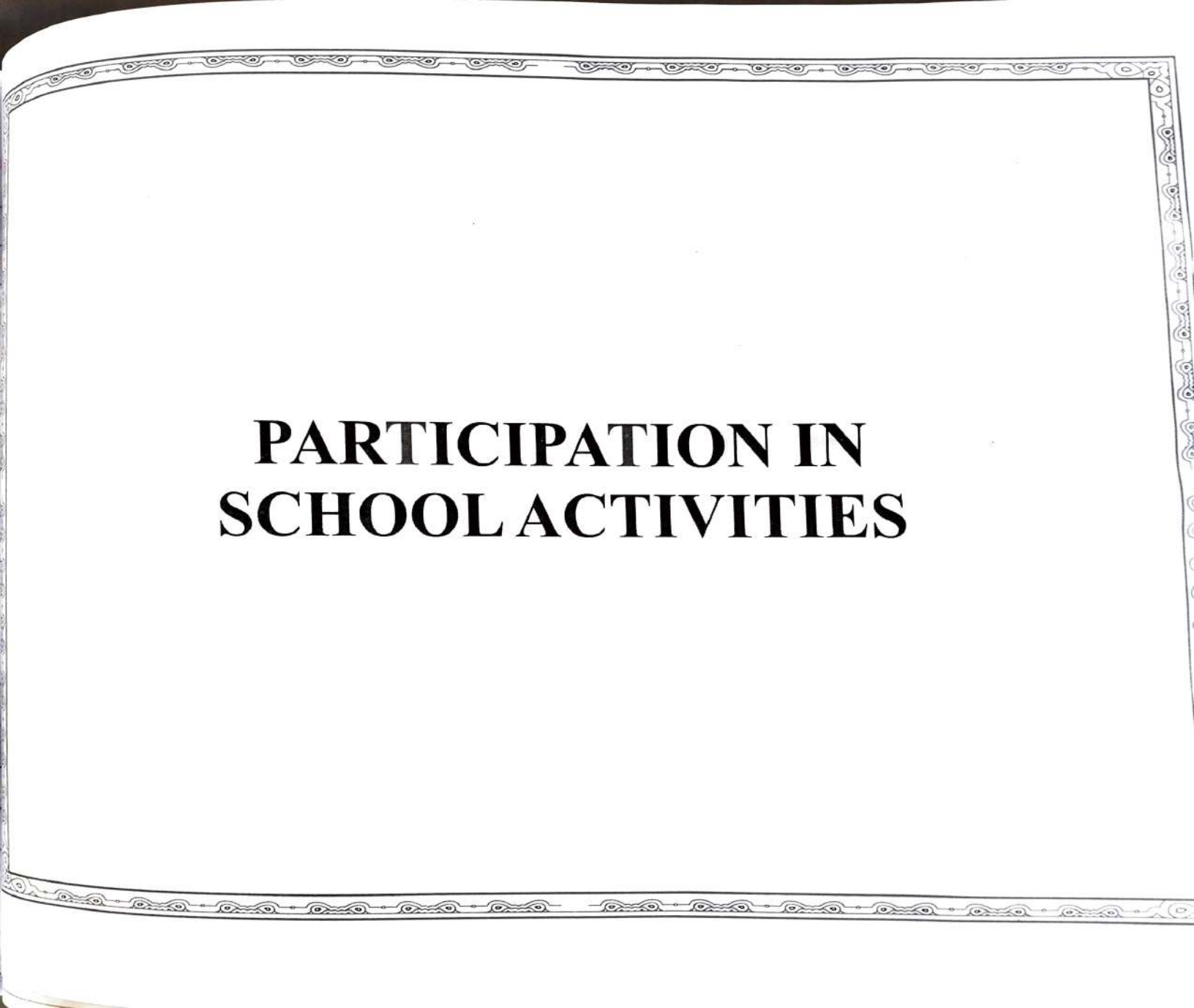
Through this discussion
Pupil Teacher will
clarify doubts.

Homework:-

Q:- Name two animals which eat only plant product

Q:- Name two food items containing proteins?

26/11/25

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PARTICIPATION IN SCHOOL ACTIVITIES

1. Bagless day

2. Science and Math Fair

3. S.S.T and English Fair

4. Seminar on Health & Hygiene

5. Diwali Celebration

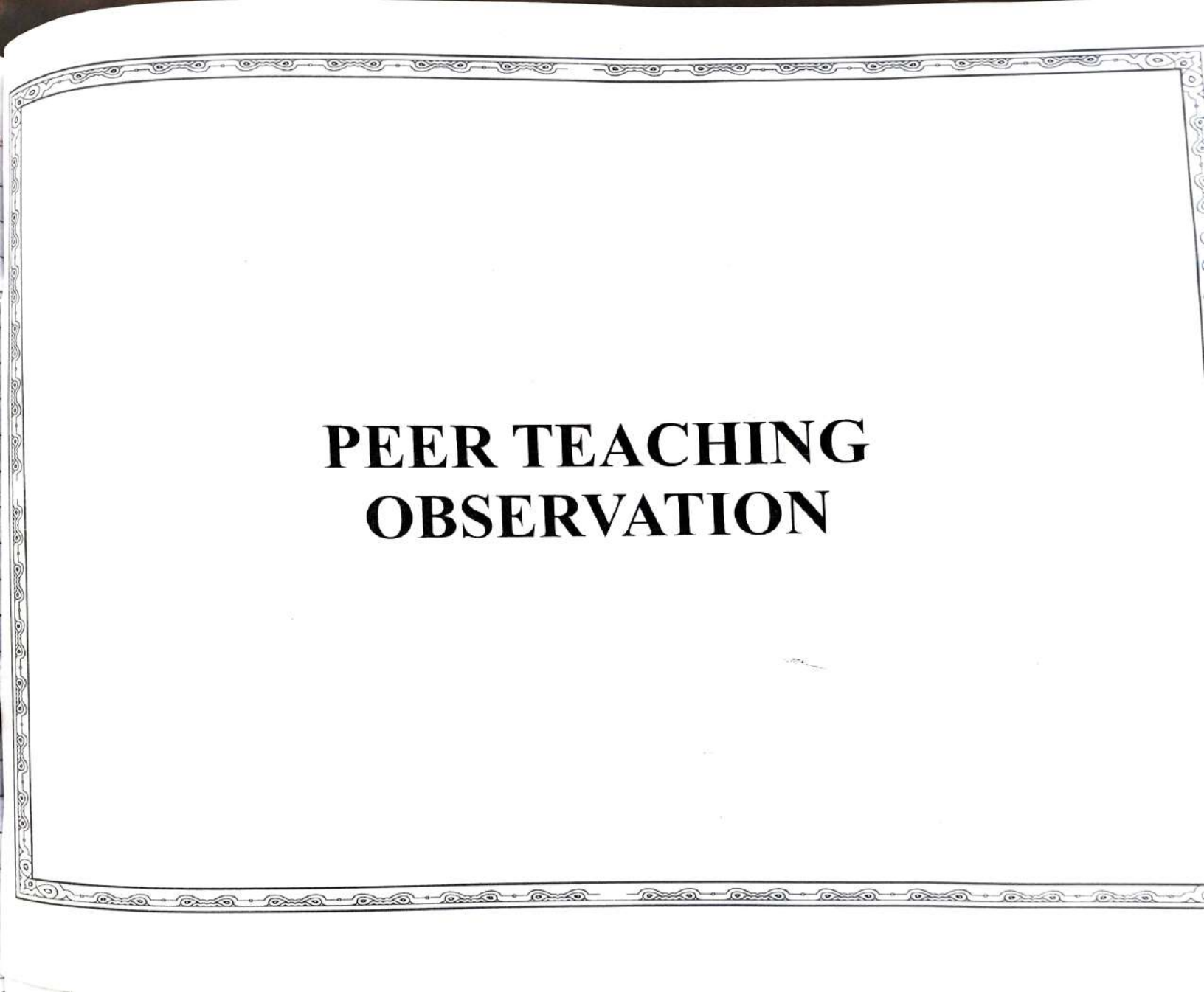
6. Science Drama at Block level.

7. P.T.M

8. Veer Gatha

9. Blackboard decoration

10. Childrens day.

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PEER TEACHING OBSERVATION

Check list for Peer Teaching Observation

Pupil's Teacher's Name Sumandip Sub Science Class 8th

Roll No. 24194 Topic Microorgs Dated 23-8-25

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

1 2 3
Good Satisfactory Needs Imp.

* INTRODUCING :			
Previous Knowledge Testing			✓
(Announcement of the topic)			✓
* PRESENTATION			
(i) Explanation		✓	
(ii) Questioning (Relevant, specific, concise, through provoking)			✓
(iii) Black Board Summary (Properly develop, legible, Systematic)		✓	
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)		✓	
(v) Teaching (Preparation, display and proper use)	✓		
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)		✓	
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)			✓
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)		✓	
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)		✓	
(iii) Proper posture gestures & Audible Voice			✓

General Remarks/Suggestions

GRADE

B

Signature of the Pupil Teacher

Check list for Peer Teaching Observation

Pupil's Teacher's Name Sumandip Sub Science Class 8th

Roll No. 24194 Topic Components of food Dated 10-9-25

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

1 2 3
Good Satisfactory Needs Imp.

* INTRODUCING :			
Previous Knowledge Testing		✓	
(Announcement of the topic)	✓		
* PRESENTATION			
(i) Explanation	✓		
(ii) Questioning (Relevant, specific, concise, through provoking)		✓	
(iii) Black Board Summary (Properly develop, legible, Systematic)		✓	
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)		✓	
(v) Teaching (Preparation, display and proper use)	✓		
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)		✓	
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)			✓
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)		✓	
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)		✓	
(iii) Proper posture gestures & Audible Voice		✓	

General Remarks/Suggestions

GRADE

A

Signature of the Pupil Teacher

Check list for Peer Teaching Observation

Pupil's Teacher's Name human Sub Science Class 6th

Roll No. 24194 Topic food Dated 6-10-25

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

1 2 3
Good Satisfactory Needs Imp.

* INTRODUCING :			
Previous Knowledge Testing	✓		
(Announcement of the topic)		✓	
* PRESENTATION			
(i) Explanation	✓		
(ii) Questioning (Relevant, specific, concise, through provoking)		✓	
(iii) Black Board Summary (Properly develop, legible, Systematic)	✓		
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)	✓		
(v) Teaching (Preparation, display and proper use)		✓	
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)		✓	
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)	✓		
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)	✓		
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)		✓	
(iii) Proper posture gestures & Audible Voice	✓		

General Remarks/Suggestions

GRADE

A

Signature of the Pupil Teacher

Manish Kumar

Check list for Peer Teaching Observation

Pupil's Teacher's Name human Sub Science Class 7th

Roll No. 24194 Topic changes around us Dated 13-10-25

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

1 2 3
Good Satisfactory Needs Imp.

* INTRODUCING :			
Previous Knowledge Testing	✓		
(Announcement of the topic)	✓		
* PRESENTATION			
(i) Explanation	✓		
(ii) Questioning (Relevant, specific, concise, through provoking)	✓		
(iii) Black Board Summary (Properly develop, legible, Systematic)	✓		
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)	✓		
(v) Teaching (Preparation, display and proper use)	✓		
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)		✓	
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)		✓	
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)	✓		
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)		✓	
(iii) Proper posture gestures & Audible Voice	✓		

General Remarks/Suggestions

GRADE

A

Signature of the Pupil Teacher

Manish Kumar

Check list for Peer Teaching Observation

Pupil's Teacher's Name Sumandeep Sub Science Class 7th

Roll No. 24194 Topic Motion Dated 29-10-25

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

	1	2	3
	Good	Satisfactory	Needs Imp.
* INTRODUCING :			
Previous Knowledge Testing	✓		
(Announcement of the topic)	✓		
* PRESENTATION			
(i) Explanation	✓		
(ii) Questioning (Relevant, specific, concise, through provoking)	✓		
(iii) Black Board Summary (Properly develop, legible, Systematic)		✓	
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)	✓		
(v) Teaching (Preparation, display and proper use)	✓		
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)	✓		
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)		✓	
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)	✓		
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)	✓		
(iii) Proper posture gestures & Audible Voice	✓		

General Remarks/Suggestions
GRADE

A

Sumandeep
Signature of the Pupil Teacher

Check list for Peer Teaching Observation

Pupil's Teacher's Name _____ Sub _____ Class _____

Roll No. _____ Topic _____ Dated _____

Instruction : Please tick Mark(✓) under 1,2,3 as applicable

	1	2	3
	Good	Satisfactory	Needs Imp.
* INTRODUCING :			
Previous Knowledge Testing			
(Announcement of the topic)			
* PRESENTATION			
(i) Explanation			
(ii) Questioning (Relevant, specific, concise, through provoking)			
(iii) Black Board Summary (Properly develop, legible, Systematic)			
(iv) Demonstration (Relevant, Students involvement, visible & Systematic)			
(v) Teaching (Preparation, display and proper use)			
* RECAPITULATIONS (Section and at the end of the lesson) creative (motivational)			
* CLASS ROOM MANAGEMENT			
(i) (Discipline, creating original (motivation)			
* HOME ASSIGNMENT			
(i) (Summarised, objective and creative)			
* PERSONALITY TRAIT			
(i) (Personality (Confidence, natural expression)			
(iii) Proper posture gestures & Audible Voice			

General Remarks/Suggestions
GRADE

Signature of the Pupil Teacher