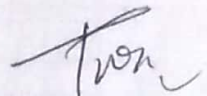


Name of the School Satyamand Public School, Gohane

Class : VIth

TIME-TABLE

DAY	I	II	III	IV	V	VI	VII	VIII
MON	Eng (H)	Maths	Computer	Computer	Science	Hindi	Sanskrit	S.St.
TUE	Eng (R)	Maths	Science	Art	G.K.	Hindi	Hindi	Music
WED	Eng (R)	Art	S.St.	Maths	Science	Sanskrit	Dance	Hindi
THU	Eng (R)	Maths	S.St.	Music	S.St.	Science	S.V.P.W	S.V.P.W
FRI	V.T.	English	Maths	Hindi (V)	G.K.	S.St. Fro	P.T.	P.T.
SAT	Maths	Hindi	Science	Dance	Eng (G)	craft	library	Sanskrit.


Signature

ATTENDANCE CHART

School Saryanand Public School, Gohana

Class : VIIth

Subject : Life Science

Name & Roll	M	T	N	T	F	S	M	T	N	T	F	S	M	T	N	T	F	S
(1) Pooja	P	P	A	P	P	P	P	P	A	P	P	P	P	A	P	P	P	A
(2) Pooja	P	A	P	P	P	P	P	A	A	P	P	P	P	P	A	P	P	P
(3) Pooja	P	P	P	A	P	P	P	P	P	P	P	P	P	A	P	P	P	P
(4) Rashmi	A	P	P	P	P	P	P	P	P	A	P	P	A	P	P	P	P	P
(5) Anju	P	P	A	P	P	P	P	A	P	P	P	A	P	P	P	P	P	P
(6) Leena	P	P	P	A	P	P	P	P	P	P	P	P	P	A	P	P	A	P
(7) Deepika	P	P	A	P	P	P	P	P	P	P	P	A	P	P	P	P	P	A
(8) Shweta	P	A	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	A
(9) Parvati	P	P	A	P	P	P	P	P	P	P	P	A	P	P	P	A	P	P
(10) Manisha	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P
(11) Priyanka	P	P	P	P	P	P	P	A	A	P	P	P	P	P	P	P	P	P
(12) Sunita	P	P	P	P	P	A	P	P	P	P	A	P	P	P	P	P	A	P
(13) Pavitra	A	P	A	P	P	P	P	P	P	P	A	P	P	P	P	P	P	A
(14) Nandini	P	P	P	A	P	P	P	A	P	P	P	P	P	P	P	P	P	P
(15) Babita	P	A	A	P	P	P	P	P	P	P	A	P	P	A	P	P	P	P
(16) Pooja	P	P	P	A	P	A	P	P	P	P	A	A	A	P	P	P	P	P
(17) Preeti	A	P	P	P	P	A	P	A	A	P	P	P	P	P	P	P	P	P
(18) Anika	P	P	A	P	A	A	P	P	P	P	P	A	P	P	P	P	P	A
(19) Priyanka	P	P	A	P	P	P	P	P	P	P	A	P	P	P	P	P	A	P
(20) Sushma	P	A	P	P	P	A	P	P	P	A	P	A	P	P	P	A	P	P
(21) Priyanka	P	P	P	P	A	P	P	P	A	P	P	P	P	P	A	P	P	P
(22) Anika	P	P	P	P	P	P	P	A	A	P	P	P	P	P	A	P	P	P
(23) Sangeeta	P	A	P	A	P	A	P	P	P	P	P	P	A	P	P	P	P	P
(24) Pooja	P	P	A	A	P	P	P	A	P	P	A	P	P	P	P	P	A	A
(25) Pooja	P	P	P	P	P	A	P	A	A	P	P	P	P	P	P	P	A	A

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MICRO TEACHING LESSONS

Lesson No : 1.....

Date..... 4/4/2011.....

Duration of the period..... 30 MIN.....

Pupil Teacher's Name..... POOJA AGARWAL.....

Pupil Teacher's Roll No..... 1128.....

Class..... VIIth.....

Average Age of the pupils..... 11-12.....

Subject..... Life Science.....

Topic..... FOOD CHAIN.....

Pupil teacher Activities:-

Students as you have studied earlier that Sun is the prime source of energy to atmosphere. Also, it is well known fact that energy can neither be destroyed nor be created but only get converted from one form to another. This can be explained as follows:-

The plants are known as the source of food energy on the basis of their capability of converting light energy of sun into food energy. This food energy of sun is then utilised by other organisms on the basis of the principle "Who eats whom", in the biotic of the finite community.

for example - Different types of plants provide food resources to the deer.

Plants → Deer → Jackal → Lion.

Conclusion:- In this way, such type of food relations and dependence result in chain like simple linear, etc.

Understanding Questions:-

S.No.	Pupil Teacher	Student
①	What is a food chain?	The type of dependence of the living beings for their food requirement shown throughout a chain like relationship in our biosphere.
②	How do the green plants become capable of supplying food energy to other living beings?	Green plants receive solar energy in the form of sun light and convert it into organic compound or food energy.
③	What is the principle on which food chain is based?	It is based on simple principle of "Who eats whom".

S.No.	Pupil Teacher's Activities	Student Activities
①	Name the process that helps the plants for preparing their food on their own?	Photosynthesis
②	Define the term Photosynthesis.	The process by which green plants are able to synthesise or prepare their food on their own in the presence of sunlight is called photosynthesis.
③	Name of the factor essential for Photosynthesis?	(i) Sunlight (ii) chlorophyll (iii) CO_2 (iv) Water
④	Give the chemical reaction involved in Photosynthesis?	$\text{CO}_2 + \text{H}_2\text{O} \xrightarrow[\text{Chlorophyll}]{\text{Sunlight}}$ Glucose + Oxygen $\text{C}_6\text{H}_{12}\text{O}_6 + \text{O}_2$

S.No.	Pupil Teacher's Activities	Student Activities
-------	----------------------------	--------------------

⑤

From Where CO_2 received involved in Photosynthesis by Green plants required for Photosynthesis?

from atmosphere

⑥

Where does chlorophyll lies in green plants & The chloroplast present in green leaves & stems?

No response

⑦

How does Photosynthesis helps in maintenance of O_2 & CO_2 atmosphere.

No response.

⑧

How do Photosynthesis shows its significance?

- (i) Survival of Plants
- (ii) Survival of vegetarian living beings.
- (iii) Maintenance of flow of food.

⑨

From Where water comes?

From Soil

Lesson No : 2

Date 5/4/2012
Pupil Teacher's Name POOJA AGARWAL
Class Vth
Subject Life Science

Duration of the period 30 MIN
Pupil Teacher's Roll No. 1128
Average Age of the pupils 11-12
Topic GROWTH & DEVELOPMENT

Pupil Teacher's Activities

Student's Activities

- Q1. What is essential to you for being alive on the earth?
- Q2. What is food?
- Q3. What are the basic functions of food?
- Q4. What is the original source of food?
- Q5. What are the main constituents of your food?

oxygen, water and food

All organisms require a steady supply of high energy substance known as food in order to carry on with their life processes.

- (1) for metabolic activities
- (2) for growth and maintenance
- (3) for protection against disease
- (4) for repair of damaged or injured parts.

Plants and animals.

Nutrients like Carbohydrates, Minerals, Proteins, fats etc.

Pupil Teacher's
Activities

Teacher's
student's
activities

Q6. What do you mean
by nutrients?

Nutrients are an organic
or inorganic substance
required for living
beings survival.

Q7. The process by which
an organism takes
in and utilises food
materials for its
growth maintenance
etc.

Students listen and attend
to the facts narrated
by the teacher.

ANNOUNCEMENT OF TOPIC:-

Q8. Well students we will
try to learn about
various aspects of
nutrition and
nutrients?

Students listen.

Pupil Teacher Activity

Student Activity

(i) Well students are you know that food is very essential requirement for every living being. What are various functions of food?

- (a) for growth of body
- (b) for metabolic activities
- (c) for repair of damaged parts.
- (d) for protection against disease.

(ii) Students, you also know the division of food into 3 types on basis of function. Energy giving foods, Body-building foods & protective foods. Give me an example of each category?

Energy giving food → **Fat, Carbohydrate**
Body building food → **Proteins**
Protective food → **Vitamins & Minerals.**

(iii) Now, tell me some examples of food rich in Carbohydrates?

Sugar, Jaggery, Jam, wheat, potatoes etc.

(iv) Tell me about some sources of fat?

Butter, ghee, Mustard, Ground nut oil.

Teacher's activities

Student's activities

(v) What are various sources which provides proteins to us?

Pulse, vegetables, milk, fish, meat, eggs etc.

(vi) Now tell me, what type of food fulfills our requirements of vitamins.

No response.

(vii) What are various sources of minerals?

Calcium → Milk, cheese
Phosphorus → Milk, Vegetable.

(viii) So, now we conclude that we should take a balanced diet which must be rich in all above nutrients that are required by our functioning and metabolic activities.

Students listen and note down.

[Handwritten signature]

Lesson No : 3.....

Date.....

Duration of the period..... 30 MIN

Pupil Teacher's Name POOJA AGARWAL

Pupil Teacher's Roll No..... 1128

Class..... VIth

Average Age of the pupils..... 11-12

Subject..... Life Science

Topic..... MICRO ORGANISMS

Pupil-Teacher Activity	Student Activity	Component of Skill
(i) Well students, you have learned about micro-organisms will you now give me some examples of these microorganisms. (Fusing)	Bacteria, fungi, Algae, Protozoa, virus.	Fusing
(ii) Teacher writes the name of all these microorganisms on blackboard. You also know about three types of bacteria. These are Coccus shaped, rod shaped and Spirillum shaped bacteria (Showing 3 with figures)		Movements Cresting

Fulfil Teacher's Activity	Student's Activity	Component
(3) Ok you also know that some of the bacteria play a role which is quite positive in our life.	Curdling of bacteria with foundation of other, like products like cheese.	Physical Involvement of Fulfil.
(4) Name some more examples of positive role played by bacteria in our life (lessing all around) (clase) - - - - - (pause)	Students do not respond.	Pausing
(5) Teacher tells that other such examples are -	Students listen carefully	change in voice
(i) It helps in providing fixates to literates to leguminous plants like carrot.		
(ii) It helps in preparation of medicines.		
(6) Give me some more examples of these leguminous plants?	Radish, turnip, potato.	

Pupil Teacher's Activities

Student's Activities

Component

⑦ Also bacteria plays a positive role in our life.

Students write down in their notebook.

Movements.

Teachings Aids:-

chalkboard, chalk, pointer etc.

duster, chalk,

General Objectives:-

① To develop interest & study of Life Science.

Provide knowledge

about the

② To cultivate the habit of systematic and logical thinking.

③ To develop Scientific attitude among the children.

④ To develop habit & ability of drawing correct inferences out of available facts & evidences.

Instructional Objectives:-

(a) Knowledge Objective:- (i) The pupil recall the term environment.

(ii) The pupils recognise the biotic and abiotic components.

(b) Understanding Objectives:-

- (i) -The pupils define the term environment.
- (ii) -The pupils define the term habitat.
- (iii) -The pupils explain food chain, photosynthesis.

(c) Application objectives:-

- (i) The pupils reason out why it is adjusting to grow more trees.
- (ii) -The pupils reason out why scavengers are important part of our environment.
- (iii) -The pupils reason out why leaves of palm trees are mutated.

(d) Skill objectives:-

- (i) -The pupils draw diagram to show some simple food chain.
- (ii) -The pupils draw diagram to show typical shape of some trees in a hilly area.

Previous knowledge:- It is assumed that pupils must be knowing about plants, animals and other objectives surround them.

To test the previous knowledge, pupil teacher will ask following questions.

Lesson No : 4

Date

Duration of the period 30 min

Pupil Teacher's Name POOJA AGARWAL

Pupil Teacher's Roll No. 1128

Class VI

Average Age of the pupils 11-12

Subject Life Science

Topic OUR ENVIRONMENT

Presentation:-

S.No.	Teaching Point	Pupil Teacher Activity	Student Activity
①	Environment	All the things in our surroundings like animals, plants, birds, water, land, sky etc. and their interaction continue with our environment. There are of two types of objects in our environment. They are animate or inanimate.	
②	Biotic Environment	The biotic component of our environment includes all living organisms.	
②	Plants	You have already learnt about that all organisms need food. Plants like all other organisms also need food. All green plants have the pigment called chlorophyll. The green leaves produce food	

S.No.	Teaching Point	Pupil Teacher Activity	Student Activity
		in the presence of sunlight by using CO_2 from water and minerals and from the soil. - this process is called photosynthesis. $\text{CO}_2 + \text{H}_2\text{O} \xrightarrow[\text{chlorophyll}]{\text{sunlight}} \text{Food} + \text{O}_2 \uparrow$ Since plants prepare their own food they are called autotrophs. Animals do not have such mechanism - they depend on plants have such mechanism food, so they are heterotrophs plants. All living organisms carry out process of respiration. This is process in which organisms take in O_2 from the environment release CO_2.	
③	Importance of Plants		

Sr Teaching point

Teachers Activities

Students Activities

④ Animals :-

Some animals provide us food and help us in many other ways. They also help in keeping our environment clean and act as scavenger. They consume & dispose off the dead bodies of animals. You might have come across words like fungi, bacteria, viruses. They are microorganisms. These organisms are very useful to us.

Each organism has a definite life span. They die after completing their life span.

Recapitulation		Student Activity
S.No.	Full Teacher Activities	
①	What are the raw materials plants used in synthesising their food?	CO_2 from air and water from the soil.
②	Which gases are involved in respiration?	Oxygen and Carbon dioxide.
③	Give one example each of producer & consumer.	Producer $\rightarrow$ Plants Consumer $\rightarrow$ Animals
④	What is habitat?	The place where a biotic community occupies in an area.

Home Assignments:-

- (i) What is environment?
- (ii) Distinguish b/w environment and ecology?
- (iii) Explain the role of plants in the environment?
- (iv) What is difference b/w habitat and environment?
- (v) It is said that every food chain starts with plants - explain?

Date: 8/4/2012
 Pupil Teacher's Name: POOTA AGARWAL
 Class: VIIth
 Subject: Env Life Science

Duration of the period: 30 MIN
 Pupil Teacher's Roll No: 1128
 Average Age of the pupils: 11-12
 Topic: Components of Environment.

Teaching Aids: - Blackboard, chalk, slates, chalk, pointer.

General Objectives:-

- (i) To develop interest and provide knowledge about the study of life science.
- (ii) To cultivate the habit of systematic and logical thinking.
- (iii) To develop the scientific attitude among students.
- (iv) To develop habit and ability of drawing correct inferences out of available among students.
- (v) To provide essential base for further studies in the higher interaction.

Specific objectives:- To help the students to get knowledge about interactions in the environment.

Introductory objectives:-

(a) Knowledge objectives:-

- (i) The pupil recalls the term food chain.
- (ii) The pupil recognise producers and consumers.

Previous knowledge:- It is assumed that pupils must be know of various components of environment like plants, animals, oxygen, soil etc.

Entering behaviour - To test the pupil's previous knowledge pupil-teacher will ask following question:-

S.No.	Pupil-teacher Activity	Student Activity
(i)	What do you mean by biotic components of environment?	Plants, animals and micro organism constitute the biotic components of the environment.
(ii)	What do you mean by food chain?	No response
(iii)	What is ecology?	No response

Announcement of the topic:-

After getting unsatisfactory response to above questions, pupil teacher will state:-

"Students today we are going to learn about Interactions in the environment."

Presentation:-

S.No.	Teaching Point	Publ-Teacher Activity	Student Activity
①	Introduction	We have learnt earlier that the biotic components comprises plants, animals and micro organisms. They depend on each other. They are inter dependent not only for food but also for other basic necessities like oxygen, water and Carbon dioxide. In this diverse world of living organisms, we know that green plants prepare their food.	
②	Food chains	In food relationship we observe interdependence between being consumed by another organisms from a chain. Let us look at some simple food chain.	

(3) Biotic Community

We may now conclude that no organism can live in isolation. It has to live in company of others. They all share common space and materials like air, water and

other resources in the environment. ~~Constitute~~ - biotic and a biotic community. The place a biotic community occupies in an area is called habitat.

The study of these interactions is called ecology.

MEGA TEACHING LESSONS

Lesson No : 1 ..

Date..... 9/4/2012

Duration of the period.....

Pupil Teacher's Name..... POJA AGARWAL

Pupil Teacher's Roll No..... 1128

Class..... VII

Average Age of the pupils..... 11-12

Subject..... Life Science

Topic..... ABIOTIC AND PHYSICAL

ENVIRONMENT

Teaching Aids:- chalkboard, chalk, chalk, chalk pointer.

General objectives:-

- (i) To develop interest and provide knowledge about the study of life science.
- (ii) To cultivate habit of systematic and logical thinking.
- (iii) To develop the scientific attitude towards students.
- (iv) To develop habit and ability of drawing correct inferences out of available facts and evidences.

Specific objectives:- To help the students to get knowledge about food and environment.

Application objectives:-

- (i) The pupil reason out how the physical factor of the environment influence the distribution of plants and animals.

Skill objectives:- The pupil draw diagram to show typical shape of some trees in an hilly area.

Previous knowledge:- It is assumed that pupils must be knowing about biotic components of the environment.

Eliciting Behaviour:- To test pupils previous knowledge pupil-teacher will ask following questions.

Announcement of the Topic:- After getting no response to above question pupil-teacher will declare that students today we are going to learn about abiotic or physical environment.

Presentation:-

S.No.	Teaching Point	Pupil-Teacher Activity	Students Activity
1.	ABIOTIC AND PHYSICAL ENVIRONMENT	Some inanimate things around us are light, air, water, rocks and soil. All these help the organisms to live and survive at a place. They form the physical environment of the organisms. Each one	

S.No Teaching Point

Pupil-Teacher Activity

Student Activity

2. LIGHT

of them is a factor in itself and affects the living organisms.

Light helps us to see things. It helps plants to grow and prepare their food. Our life depends upon plants since they have the ability to use the energy of sunlight.

Students listen carefully.

3. TEMPERATURE

How do you feel when you go out in bright sun? Exactly sometimes you sweat also. The degree of hotness is more in the sun as compared to shade. The temperature is the measure of the degree of hotness. The temperature affects various activities of the living organisms.

Warm & Hot

S.No.	T.P.	P.T.'s Activities	P. Activities
	(Sunlight temperature)	Sunlight that reaches earth heats it up. The temperature is measured with a device called thermometer. Temperature fluctuations in a diverse areas during summer time are quite large.	
(4)	AIR	You know that an atmosphere surrounds the surface of the earth. It contains mainly air. The amount of O_2 in air is an important factor that affects the wind.	
(5)	Water	Water and H_2O are another important factor. It is for even distribution of organism water from soil reaches up to the trees. It helps in transport. In the bodies of living organisms being transparent allows easy of light.	

S.No.	T.P.	T.P.'s Activities	P. Activities
(6)	Soil (soil)	It is another of physical environment of plants grow in soil form nodes. Large grass in soil from rocks glands soil with smaller soil produce is clay.	
(1)	How does light help plants.	How does light help plants?	It help them to produce for their food and photosynthesis.
(2)		What are various factors that comprise Physical Environment?	Light, Temp, Air, Water, Soil
(3)		What does soil provide to plants?	Water, Mineral.
(4)		What happened when air current becomes?	The air current are wind. High speed break branches.

Home Assignment

- (1) Water being essential for life collects distribution of organism. Discuss?
- (2) How do animals adapt themselves to rise in temperature?
- (3) Explain how various physical compound effect the distribution of living organism?

Lesson No : 2

Date: 11/4/2012

Duration of the period: 30 MIN

Pupil Teacher's Name: POOTA AGARWAL

Pupil Teacher's Roll No: 1128

Class: VIth

Average Age of the pupils: 11-12

Subject: Life Science

Topic: Micro NUTRIENTS

Teaching Aids:-

chalkboard, chalk duster, chalk, pointer.

General objectives:-

- (i) To develop interest and provide knowledge about study of life science.
- (ii) To cultivate the habit systematic logical.
- (iii) To develop the scientific attitude among
- (iv) To provide essential base for further studies in high classes.

Specific objectives:- To help the student to get knowledge about sources function and deficiency disease of vitamins.

Industrial objectives:-

(a) Knowledge objectives:-

- (i) The pupil is called the definition of vitamins.
- (ii) The pupil recognise the function of vitamins in our daily life.

(b) Understanding objectives:-

- (i) - The pupil example of food Material having essential vitamins.
- (ii) - The different among the function of different vitamins.

(c) Application objectives:-

- (i) Students demonstrate the various function of vitamin in our life.
- (ii) Students analyse the various disease caused due to deficiency of vitamin.

Previous knowledge:-

It is assumed the pupils must be knowing about the fact that food essential for growth and what are the important component of our food.

Entering behaviour:- To test pupil illusions knowledge will ask following question.

Announcement of the topic:- After getting into the top, the pupil teacher will announce it.

"Student function their Source various different diseases called due to lack of vitamins."

Presentation:-

S.No.	Teaching Point	Pupil Teaching Activities	Student Activity
①	Vitamins	Vitamins are a special group of substances which are needed in our body in small amounts. They do not provide any energy to our body.	Listen Carefully.
②	Types of Vitamins	Tell me what are various types of vitamins	Vitamins - A, B, C, D, E.
③	Vitamin 'A'	It is a fat soluble vitamin. It is found in fish oil, milk, carrot, etc. It is necessary for good eyesight. Its deficiency causes night blindness. - Milk, oil, Carrot, green vegetables, Night blindness.	Students note down in their notebooks

S.No.	Teaching Point	Pupil Teacher Activities	Students Activities
⑥	Vitamin B.	It is a water soluble vitamins of vitamins B are what rich, your entire liver and kidney lack of B cause B people suffering from this disease have weak muscles very little energy food work. - Mr. - Egg Meat - Rice - Croot vegetables	
⑦	Vitamin C	It is water soluble vitamin. It is found in citrus fruit Preserverable including potatoes	

S.No.	Teaching point	Full Teachers Activities	Student's Activities
		<u>Functions:-</u> Vitamin C, keep our skin healthy. It's deficiency cause bleeding of gum. Lack of vitamin cause of wound on the skin. Other parts of body take a longer time to heal in this disease.	
(iv)	Vitamin D	It is a fat soluble vitamin. It is found in fish, oil, eggs and milk product also synthesize this vitamin in the form of sunlight. <u>Function:-</u> It helps us body to use calcium for bones and teeth. It's deficiency cause rickets. If this become of a person becomes soft and bend easily.	

Home Assignment:-

- (1) List out the various Vitamins based on their solubility in our water.
- (2) Write the difference b/w the function of VIT A, B, C, D.
- (3) List the various symptoms of Scurvy.

PW
PW
PW

Lesson No : 3

Date 12/4/2012

Duration of the period 30 MIN

Pupil Teacher's Name POOJA AGARWAL

Pupil Teacher's Roll No 1128

Class VIIth

Average Age of the pupils 11-12

Subject Life Science

Topic Respiration

Teaching Aids:- chalk board, duster, pointer, chalk, pointer.

General objectives:-

- (i) To develop interest and provide knowledge about the study of life science.
- (ii) To cultivate the habit of systematic and logical.
- (iii) To develop the habit of systematic thinking and drawing clear inferences.
- (iv) To develop the scientific attitude among students.
- (v) To provide essential base for further studies of the high class.

To help the student to get knowledge about respiration and process of the plant.

- (i) Student are able to recall the term breathing.
- (ii) Students are able to recall the term cellulose.
- (iii) Students are able to recognise the external apparatus in plants.
- (iv) Students explain respiration in plants.

(v) Students are able to see relationship b/w opening and closing of stomata with the process of respiration.

(vi) Students are able to perform activity to show presence of CO_2 in exhaled air.

(vii) Students are able to draw diagram of stomata apparatus.

It is assumed that students have the basic knowledge about concept of respiration is essential for sustain of an individual.

To test pupils previous known will ask following questions:-

Questions Asked by Pupil Teacher	Answers given by Student.
(1) What is essential to be earth?	Air, water and food
(2) What is use of air for us?	We need it in the process of energy.

After getting no satisfactory response from student full-teacher announce the topic "Student today we are going to study about respiration in plants."

S.No.	Teaching Point	Student Teacher's Activities	Student's Activities
1.	Respiration	It includes exchange of gas, take oxygen release of CO_2 the energy rich food are changed to water CO_2 during respiration. This of gases is called respiration or breathing the teacher as shown. The time water through which exhaled air is passed turns milky. The time water in both test tube also known as slight milky less in its colour. This is due to presence of CO_2 in atmosphere in air. It shows that more CO_2 is present.	Students listen carefully. Students note down in their note book.

S.No.	Teaching Point	Teacher's Activities	Student's Activities
	Respiration	The release of energy during respiration take place only with the help of chemical reaction which takes place in any living organisms are known as respiration. The process of opening and closing of stomata is abused during the day. The stomata helps in exchange of CO_2, O_2. All part of plant produce CO_2 as a result of respiration. The rate of exchange of gases in plants is not as fast as apparatus.	Students listen carefully.

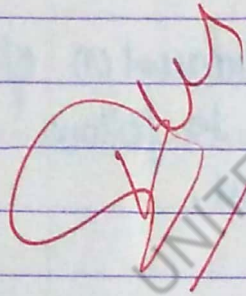
Question and Answer :-

Questions Asked By Teachers	Answers given by Students
(i) Write down the chemical reaction showing process of respiration?	$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + \text{Energy}$
(ii) How do plants respire?	By means of stomata.
(iii) What cause opening & closing of stomata?	The expansion of the guard cell to follow water losses.

Home work :-

- (i) Perform an activity showing that it produces during the process of respiration.
- (ii) Write down the process of respiration?
- (iii) Draw a neat well labelled diagram showing the stomatal apparatus in plants?

In this way the above mentioned questions were asked to the student. Home assignment is given through the following questions.



UNITED SECULAR SOCIETY

Lesson No : 4.

Date: 13/4/2012

Duration of the period: 30 MIN

Pupil Teacher's Name: POOJA AGARWAL

Pupil Teacher's Roll No.: 1128

Class: VIth

Average Age of the pupils: 11-12

Subject: Life Science

Topic: Reproduction

Teaching Aids - chalkboard, chalk, slates, chalk, flower, artificial etc.

General objectives: (i) To develop interest and provide knowledge about study in the life Science.

- (ii) To cultivate the habit of logical systematic.
- (iii) To develop the habit of drawing correct inference available fact and science.
- (iv) To develop the habit of drawing and inform.
- (v) To provide students an essential use studies.

To help the students to get knowledge about sexual reproduction in plants.

Specific objectives -

- (i) Students are able to recall the term sexual reproduction in plants.
- (ii) Students are able to recognize different flowers.
- (iii) Students explained the process of pollination and types of pollination.

- (iv) Students explain the process of seed fall.

Knowledge objectives:-

- (i) Students demonstrate the parts of flower.
(ii) Students explain the process of fertilisation.
(iii) Students explain the process of fertilisation.

Skill objectives:-

- (i) Students are able to draw diagram showing different parts of flower.
(ii) Student draw diagram showing self pollination.
(iii) Student draw diagram showing the zygote.

It is assumed that students must have the basic knowledge of concepts of reproduction.

To test pupils previous knowledge will ask following questions:-

Questions asked
by Teachers.

Answers given by
students.

(i) What is reproduction?

Production of new individual from parents is called reproduction.

(ii) What are the types of reproduction?

Asexual and Sexual reproduction.

(iii) How do plants reproduce?

No response

(iv) What is pollination?

No response

After getting unsatisfying response to the above questions, the teacher will announce that students -

"Today we are going to learn about Sexual reproduction in plants".

Sexual Reproduction / Reproduction -

Plants reproduce sexually by means of parts of flower are shown in diagram with different size shape and colour on different flower. Many flowers have both.

Success - The male gametes are produced in the anther found inside the pollen grain. These are made in ovary. Each dust has one or more away inside. The transfer of pollen grain from the stigma is called pollination.

Plants can't move. The male gametes are safely packed in pollen grains. The gametes are surrounded by a tough protective coat. This is important b/c the male gametes very important level throughout air to get female gametes. all inside are the avers of flower so fertilisation to occur to male gametes inside the pollen grain. The pollen are carried out to stigma of the same flower or a different flower of the same kind.

Insect Pollinated Flowers

Insect pollinated flower usually produce this is a concentrated sugar for insect of food or attract insects when they in seek advice at flower they search for the factor. This usually at the base of flower so that the insect get the nectar pollen from the another get lobbed in to the insect back. If an insect has found nectar in one flower

It will continue to visit other flowers. It with the nectar some of the pollen on back will get stuck on flower. Many flowers including grasses the wind to carry their pollen flower to another. They do not want to produce nectar or to have flower. Many wind pollen flowers are not bright colour.

During Pollination:- During pollination, pollen grains carried from the anther to the stigma. The male gamete has to find its way to the female. The stigma selects liquid containing it is species of following or flowering.

When the pollen grain germinates:- The pollen grain responds to the liquid begin to form a tube. The tube grows out of pollen grain reaches one of the ovary. The male gamete leaves the pollen grain a way along the down when it ovary it goes inside a tube with few gametes. Fertilisation has taken once the has been fertilisation many change take place. The petals sheds and stamens no longer needed a stigma also lost only the ovary remain. It contain the testes over. Each fluid contains a zygote. The zygote being divided into embryo. The fertilised and developed embryo is called seed very change.

Questions asked by Puff Teacher

Answers given by Students

(1) How does sex kind of reproduction takes place in plants?

By means of flower having male and female gametes.

(2) What are the types of pollination?

Self pollination taken are carried from curved form another to straight.

(3) What happens during pollination?

During pollination pollen grain each form another to straight.

(4) What is zygote?

The fertilized egg cell is called zygote

Home Assignment:-

(i) Draw a diagram showing various part?

(ii) Write the various type of pollination in plant?

(iii) List out the various step involved in the sexual reproduction in plants?

Lesson No :5.....

Date.....14/4/12.....

Duration of the period.....30 MIN.....

Pupil Teacher's Name.....POOJA AGARWAL.....Pupil Teacher's Roll No.....1128.....

Class.....VIth.....

Average Age of the pupils.....11-12.....

Subject.....Life Science.....

Topic.....Photosynthesis.....

Teaching Aids: - chalkboard, chalk, duster, chalk, pointer etc.

General objectives:-

- ① To develop interest and provide knowledge about photosynthesis in life science.
- ② To cultivate the habit of logical systematic.
- ③ To develop the habit of drawing correct inference available fact and science.
- ④ To provide students an essential use of study.
- ⑤ To help the students to get knowledge about photosynthesis process in plants.

Specific objectives:-

- ① Students are able to recall the term Photosynthesis in plants.
- ② Students will come to know the factors responsible for carrying out photosynthesis.

knowledge objectives:-

- ① Students will come to know the process of making food through photosynthesis.
- ② They will come to know from where these living beings get their food.
- ③ They will read about the green plants for the preparation of their food.

Skill objectives:-

- ① Students will understand the formulae.
- ② They will understand the process through an equation of photosynthesis.
- ③ They will understand by drawing proper equations and diagrams.

Questions Asked By Teacher

Answers given by Students

(1) Have you ever thought from where these living beings get their food?

Through the process of photosynthesis.

(2) Do you know the process of photosynthesis?

No response.

(3) Do you know the input and output products of photosynthesis?

No response.

(4) Do you know why this process is so much essential for green plants survival?

for their survival and making of their food

In this way, an interactive session carried out by certain questions and answers between teachers and students.

Announcement of the Topic -

Now students we will start the topic called "Photosynthesis".

Presentation :-

"PHOTOSYNTHESIS"

S.No. Topic!	Teacher's Activity	Student's Activity	Black board work.
<u>PHOTOSYNTHESIS</u>	In addition to the air we breathe, water we drink, we also require food to eat for our substances and survival on this earth. It is equally truthful for all the living organisms including animals, birds, insects and plants. All living things need food for their survival. *Have you ever thought from where these living beings get their food?	Students listen carefully.	

Teaching
font

Teacher's
Activities

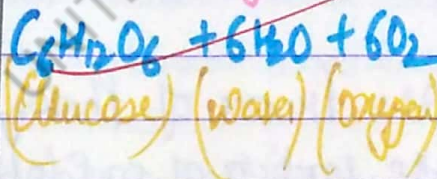
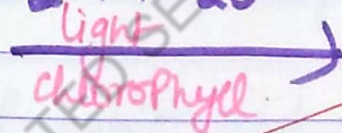
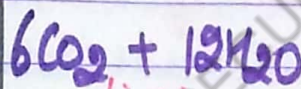
Student's
Activities

B.B.
work

PHOTOSYNTHESIS

What is photosynthesis

In the presence of water, light, chlorophyll and carbon dioxide, the formation of carbohydrates in plants is called photosynthesis.



Students
listen
carefully

Let us try to analyse the above definition for a vivid comprehension or understanding of the concept photosynthesis.

- CO_2 , H_2O , water, chlorophyll and sunlight are essential for photosynthesis.

Students
note down
in their
notebook.

Factors responsible for carrying out Photosynthesis:-

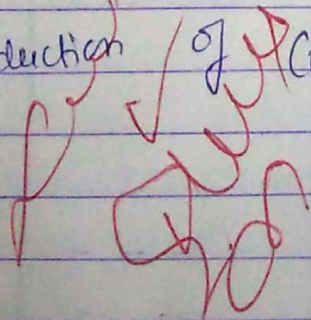
Photosynthesis carried out in green plants essentially consists of the following four factors:-

- ① Sunlight or Sun radiation
- ② Chlorophyll present in the cells of green stems and leaves of the plant.
- ③ CO_2 absorbed from the atmosphere by the leaves with the help of their pores or stomata.
- ④ Water absorbed from the soil with the help of the roots of the plant.

Conclusion:-

In this way the process of photosynthesis is carried out by the reaction of oxidation and reduction.

- Oxidation of water takes place forming O_2 &
- Reduction of CO_2 takes place forming glucose.



Lesson No :6.....

Date

Duration of the period.....30 MIN

Pupil Teacher's Name.....POOJA AGARWAL

Pupil Teacher's Roll No.....1128

Class.....VIth

Average Age of the pupils.....11-12

Subject.....Life Science

Topic.....Pedagogical Analysis

Teaching Aids: - chalk, chalkboard, duster, pointer etc.

General objectives:-

- (1) To develop knowledge and interest about the Pedagogical Analysis.
- (2) To cultivate the habit of systematic and logical thinking.
- (3) To develop the scientific attitude towards students.
- (4) To develop habit and ability of drawing correct inferences about available among students.
- (5) To provide essential base for further studies in higher interection.

Specific objectives:-

- (1) To provide knowledge to the students about pedagogical analysis.

DISCUSSION LESSON - I

Lesson No : 1

Date 15/4/12

Duration of the period 30 MIN

Pupil Teacher's Name POOJA AGARWAL

Pupil Teacher's Roll No 1128

Class VII

Average Age of the pupils 11-12

Subject Life Science

Topic DIGESTIVE SYSTEM

Teaching Aids:- Blackboard, chalk, duster, chalkboard, pointer etc.

General objectives:- (i) to develop interest and provide knowledge to study of life science.

- (i) to cultivate the habit of systematic logical thinking.
- (ii) to develop scientific attitude among children.
- (iii) to develop habit and ability of occupying evidences
- (iv) to provide essential base for further studies in the high classes.
- to help the student to get acquainted with the knowledge about digestive system.

Specific objectives:-

- (i) The pupil recalls various functions of food.
- (ii) The pupil recognises various function of system
- (iii) The pupil recalls the various part of the system.

(iv) The pupil recalls the various parts of the system.

(v) The pupil explain the function of digestive system.

(vi) The pupil explain the function of various part of digestive system.

(vii) The pupil is able to tell what is happened to food when we eat.

(viii) The pupil draws the diagram of digestive system.

It is assumed that pupils must be knowing about different parts of human digestive system.

To test pupils previous knowledge P.T. will ask the following questions:

Questions

Answers

① What is oxygen system?

① When sexual organs was cold long to perform they make organ system.

② What is the role of system in our body?

② All animals included human being need to grow a function properly. the able them from food. this purpose is served by digestive

③ Name the process of digestion?

③ No response for the process of digestion.

After getting unsatisfying response teacher will decide that student today we will study about the human digestive system.

Teaching Point	Pupil teacher's Activities	Student's Activities
<u>Digestive System</u>	All animals including human being need nutrients to grow and function properly. They obtain it from food. This is done by digestive system. When we eat food it gets broken down into absolute form in the body. The unabsorbed food is thrown out of the body in form of waste stool. There are several organs in the digestive system, that are Mouth oesophagus stomach small intestine large intestine.	Students listen carefully.

Teaching
point

P.T.'s Activities

Student's Activity

Digestive System

The mouth contain teeth salivary glands tongue when we eat food used to chew the food. This process is called mastication. Tongue is muscular organ. It helps in mixing saliva with food. Small intestine called food pipe. It acts as a passage to take the food from mouth to stomach.

The stomach is a bag like structure which contains an acidic juice. It contains in digestion of proteins food is chewed in the stomach and convert into small intestine than duodenum.

Small intestine is a long tubular structure. Digestion completes here.

Students listen carefully and note down in their notebook.

ORGANS OF NERVOUS SYSTEM

There are several organs in digestive system that are:-

- Mouth
- Oesophagus
- Small intestine
- Stomach
- Large Intestine
- Bladder

} five or six several organs of digestive system.

Interesting to know that all small intestine is large in length than the large intestine (15cm)

Questions

Answers

① Name the various parts of digestive system?

Mouth, oesophagus, stomach, small intestine, liver, gall bladder etc.

② Name the various processes involved in digestion?

Feeding, digestion, absorption and defecation.

③ What is the main function of small intestine?

Absorption of small particles into fluid.

HOME WORK :-

① Describe the process of digestion?

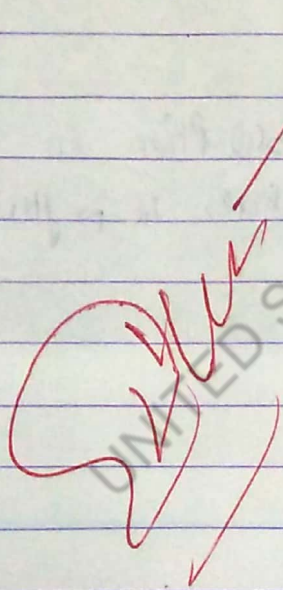
② Draw a neat and clean diagram of human system?

③ What are the various functions of different parts?

7/ digestive system:-

Conclusion:-

In this way, we can conclude that the process of digestion takes place in stomach. The stomach is a bag like structure which contains an acidic juice. It contains in digestion of proteins. Food is chewed in the stomach and converted into soft paste from the small intestine.



DISCUSSION LESSON - II

Lesson No :
Date..... 16/4/2012
Pupil Teacher's Name..... POOJA AGARWAL
Class..... VIth
Subject..... Life Science
Duration of the period..... 30 MIN
Pupil Teacher's Roll No..... 1128
Average Age of the pupils..... 11-12
Topic..... Respiratory System.

Instructional Aids: - chalk, chalkboard, display chart, pointer etc.

General objectives: - (i) - to develop interest and provide knowledge about study of life science.

- (ii) - to cultivate the habit of systematic logical.
- (iii) - to develop scientific attitude towards student.
- (iv) - to develop habit and ability of drawing correct inference out of available fact evidence.
- (v) - to provide essential base for further studies of higher class -

- to help the student to get knowledge about the respiratory system.

Specific objectives: -

- (1) - the pupil recall the function of oxygen system.
- (2) - the pupil recall the various parts of respiration.

(c) The Pupil explain the function of respiratory system.

(d) The pupil explain the importance of the lungs.

Knowledge objectives: -

(i) The pupil reason out why bathing from mouth is not desirable.

(ii) The pupil infer the importance of respiration.

(iii) The pupil draw diagram of human respiratory system.

It is assumed one Pupil must be knowing about breathing / respiration.

To test previous knowledge the PT will ask the following question.

Questions

Answers

(i) What oxygen is needed for our body?

For respiration

(ii) What do you know by the process of respiration?

Oxygen breaks down for observed in the body of energy the process of respiration.

After getting unsatisfactory response the P.T. will announce that

"Students we shall study about the respiratory system".

Teaching Point

Student Teacher's Activity

Student's Activity

Respiratory System

We know the living organism oxygen. It help in breathing down observed in the help of release we required energy to do work. Progress is known as a whole produced.

Students listen carefully.

S.No./
Teaching Point

Teaching
Activities

Students
Activities

Respiratory
System

Breathing is an important process of respiration. Air that is rich in oxygen enters here. The lungs take O_2 unless the water vapour and CO_2 are released from the blood removed from where we reside about 12-14 years. Men.

Students
listen
carefully

The one respiratory system breathing nostrils. The hair must be present inside the nose. It prevents dusts and germs from entering the respiratory system.

Breathing from mouth is not desirable from b/w. It may not free may contains

S.No. / Teaching
Point

Teaching
Activities

Student's Activities

**Respiratory
system**

always. It may be interesting for you to observe your breath in out from one nostril to another nostril at a time.

Both lungs are all separated from each other by a diaphragm. Actually diaphragm inside the chest causing below the lungs. This diaphragm is responsible for breathing process.

In this way full teacher explained the process of respiration by giving some examples and diagrams in the blackboard. It helps in the elaboration of the topic.

Students listen carefully

Questions	Answers.
(Q1) What is breathing?	Air that is rich in O_2 involved during breathing and CO_2 is exhaled.
(Q2) What are various parts of respiratory system?	Noseils reaches brain and lungs.
(Q3) Why breathing from mouth is not desirable?	Because it may not be dust free and may contains germs.

Home-work:-

- (1) What happen during breathing process of respiration?
- (2) Name the various parts of respiratory system?
- (3) Draw a diagram to show the oxygen of

respiratory system in human?

(4) What is one role of hair present inside the nose?

Conclusion:-

Hence we can conclude that that respiratory system plays a very important role in breathing, inhaling, exhaling. Nostrils, lungs, hair in nostrils play a very important role in inhaling the fresh air. Hair present in the nose helps in inhaling air which is dust free and do not contains germs.

Signature

SCHOOL TEACHING PRACTICE LESSONS

Date..... 18/4/12 Lesson No : ①
Pupil Teacher's Name..... POOTA AGARWAL Duration of the period..... 30 min
Class..... VIth Pupil Teacher's Roll No..... 1128
Subject..... Life Science Average Age of the pupils..... 11-12
Topic..... Organ of Respiration.....

Teaching Aids:- Blackboard, chalk, chalkboard, duster, pointer etc.

General Objectives:-

- ① To develop interest and provide knowledge about the study of life science.
- ② To cultivate the habit of systematic and logical thinking.
- ③ To develop the scientific attitude towards students.
- ④ To develop habit and ability of drawing correct inferences about available among students.
- ⑤ To provide essential base for further studies in the higher interaction.

Specific objectives:-

- To provide knowledge among the students to know about different organs of respiration.

Knowledge Objectives:-

- ① The pupil recalls the term respiration.
- ② The pupil recognises different organs for breathing.

Previous knowledge:-

It will be assumed that students know the process of respiration and different organs of respiration.

Testing knowledge:-

To test the students knowledge various questions were asked by teachers.

Questions Asked By Teachers

Answers given by students

① Do you know the process of respiration?

Students know the process of breathing.

② Do you know the various organs of respiration?

No response. They know only the names.

Announcement of the Topic: -

Students, now we will start the topic
'Organs of Respiration'.

Presentation: -

ORGANS OF RESPIRATION

Teaching font	Teacher's Activities	Student's Activities	L.B. Work.
<u>ORGANS OF RESPIRATION</u>	The most important organ of the respiratory system of human is <u>lungs</u>, where the exchange of gases takes place. All those organs comes under the respiratory system which help in exchange of gases are:- <u>Nasal passage, Pharynx, Larynx or Voice Box, Trachea, Bronchioles, Lungs etc.</u>	Students listen carefully Students note down in their notebook.	Organs which come under this: Nasal Passage Pharynx Larynx Voicebox Trachea Bronchioles Lungs

Teaching Point

Teacher's Activities

Students Activities

B.V. Work

Organs of Respiration

① NASAL PASSAGE

Its main function is related to sniffing. Its inner cavity is lined with mucous membrane. This secretes mucus. 1/2 litre of mucus everyday. This prevents the particles of sand, bacteria or other small organisms from entering into the body. It makes the air wet entering into the body and equalises it with the temp. of body.

② PHARYNX:-

It is situated behind the nasal cavity

Students listen carefully.

Students note down in their notebook.

① Nasal Passage:-

• Sniffing
Its inner cavity is lined with mucous membrane

② Pharynx:-

It is situated behind the nasal cavity.

Teaching
point

Teacher's
Activities

Student's
Activities

B.B.
work

ORGANS OF RESPIRATION

③ Voice Box / Larynx

→ The part of the respiratory way which connects the pharynx with trachea or voice box. Its main function is to produce sound.

④ Trachea:-

It enters into the thoracic cavity. The two main branches of trachea are called bronchi.

⑤ Lungs:-

→ There is a pair of lungs in the thoracic cavity. Its colour is red and looks like spongy.

Student note all the classification of organs of respiration in their notebook after discussing carefully.

③ Voice Box

The part of the respiratory way which trachea or voice box.

④ Trachea

It enters into the thoracic cavity.

⑤ Lungs:-

There is a pair of lungs in thoracic cavity.

Process of Respiration:-

The process of respiration can be divided into four parts:-

①

External Respiration

②

Transportation of Gases

③

Internal Respiration

④

Cellular Respiration.

Conclusion:-

Hence we can conclude that the Respiration is the process of breathing: Inspiration and Expiration.

In this process various respiratory organs play a very important role. So we have studied various organs of Respiration along with the process.

Date.....

19/4/12

Lesson No : (2)

Duration of the period.....

30 MIN

Pupil Teacher's Name.....

POOJA AGARWAL

Pupil Teacher's Roll No.....

1128

Class.....

VIIA

Average Age of the pupils.....

11-12

Subject.....

Life Science

Topic.....

Excretory System

Teaching Aids: - Blackboard, chalk, chalkboard, dusty, pointer etc.

General objectives:-

- (1) To develop interest and provide knowledge about the study of life science.
- (2) To cultivate the habit of systematic and logical thinking.
- (3) To develop the scientific attitude towards students.
- (4) To develop habit and ability of drawing correct inferences about available among students.
- (5) To provide essential base for further studies in the higher interaction.

Specific objectives:-

- To provide knowledge about the students among the excretory system.

Knowledge objectives:-

- ① The pupil recalls the term excretory system.
- ② The pupil recognise different organs of excretion.

Previous knowledge:-

It will be assumed that pupils know the process and organs of excretory system.

Testing knowledge:-

To test the knowledge of the student various questions were asked by the teachers:-

Questions Asked By The Teachers

Answers given by the students

- ① Do you know the process of excretion?
- ② Do you know the various organs of excretory system?

Students know the process of excretion.

No response.

Announcement of the Topic: -

Students, now we will discuss the topic
Excretory System

Presentation: -

EXCRETORY SYSTEM

Teaching
Point

Student's Activities

Teacher's

Pupil's
Activities

L.S.
Work

EXCRETORY SYSTEM

Before going to the process of excretion, the food passes through the process of digestion of five stages:-

- (1) Ingestion
- (2) Digestion
- (3) Absorption
- (4) Assimilation
- (5) Defecation which leads to the excretory system.

- (1) **Ingestion**:-
Taking the food into

Students listen carefully

There are 5 stages of digestion before excretion:-

- Ingestion
- Digestion
- Absorption
- Assimilation
- Defecation

- (1) **Ingestion**:-
Taking food inside the mouth.

Teaching
Point

Teacher's
Activities

Student's
Activities

L.R.
Work

The mouth is
called ingestion.

② Digestion: -

Conversion of
non-absorbable
food into absorbable
form is called
digestion. The
digestion of the
food is started
from the
mouth.

Students
listen
carefully

③ Absorption: -

Reaching of
digested food
into blood is
called absorption.

The absorption
of digested food
takes place

through small
intestinal villi.

Students
note down

② Digestion

Conversion
of non-
absorbable
form into
absorbable
form

③ Absorption

Reaching
of digested
food
into blood
is called
absorption.

Excretory System

Teaching
Point

Teacher's
Activities

Student's
Activities

B.B.
Work

EXCRETORY SYSTEM

④ Assimilation:-

Use of absorbed food in the body is called assimilation.

⑤ Defecation:-

Undigested food reaches into large intestine where bacteria turns it into faeces which is excreted through anus.

In this way the process of excretion carried out through an excretory organ called anus.

Students note down in their note book after listening carefully.

④ Assimilation

Use of absorbed food in the body is called assimilation.

⑤ Defecation:-

Undigested food reaches into large intestine where bacteria turns it into faeces which is excreted through anus.

Process of Excretion: - The process

of excretion is carried out by the help of bacteria which turns the undigested food into faeces which is carried out by anus or excreted through anus.

Conclusion: - Hence we can conclude that the unabsorbed food items which reaches into small intestine where bacteria is present are helpful in defecating the food items into waste which is excreted out through anus.

20/11/2020

Lesson No : ③
Date: 20/4/12
Pupil Teacher's Name: POOJA AGARWAL
Class: VIth
Subject: Life science
Duration of the period: 30 MIN
Pupil Teacher's Roll No: 123
Average Age of the pupils: 11-12
Topic: Circulatory System

Teaching Aids: - Blackboard, chalk, chalkboard, slates, pointer etc.

General objectives: -

- ① To develop interest and provide knowledge about the study of life science.
- ② To cultivate the habit of systematic and logical thinking.
- ③ To develop the scientific attitude towards students.
- ④ To develop habit and ability of drawing correct inferences about available among students.
- ⑤ To provide essential base for further studies in higher interaction.

Specific objectives: -

To provide knowledge about the students among circulatory system.

Knowledge objectives:-

- ① The pupil recalls the term Circulation.
- ② The pupil recognises certain organs related to circulatory system.

Previous knowledge:-

It will be assumed that pupils know something about the process of circulation and the organs associated with that.

Testing knowledge:-

To test the knowledge of the students certain questions were asked by the teacher.

Questions Asked By Teacher

Answers given by Students

① Do you know the process of Circulation?

Yes students have a very little knowledge about circulation.

② Do you know the organs related with that.

No response.

Teaching
point

Teacher's
Activities

Student's
Activities

B.B.
Work

Announcement :-

"Students now
we will start
the topic called
Excretory system/
Circulatory
system".

The circulation
of food in
the body is
completed in
various steps.
Firstly the food
is taken in to the
mouth. Then the
conversion of non-
absorbable food
into absorbable form
Then the food
is reached into the
blood. So we can
say the absorption
of digested food
takes place through

Students
listen
carefully
and
note
down
in their
notebooks.

The
circulation
of food is
completed
in various
steps.
Firstly the
food is
taken into
the mouth.
Then the
conversion
of non-
absorbable
food in
absorbable
form. Then
absorbed
food is
used in body.

CIRCULATORY SYSTEM

Teaching Point

Teacher's Activities

Student's Activities

R.V. Wall

Circulatory System

Small intestinal villi

• Use of absorbed food in the body is called assimilation.

• There are various Gland juice, Enzymes, Edible substance and after reaction of the process.

Digested Juices:-

- Saliva
- Gastric Juice
- Pancreatic
- Intestinal

Students listen carefully and note down in their note book.

There are various gland juices, Enzymes edible substance and after reaction of the process.

① Gland Juices

- Saliva
- Gastric juice
- Pancreatic
- Intestinal

Teaching
Point

Teacher's
Activities

Student's
Activities

B.B. Work

Circulatory System

② Enzymes

• Pepsin, Maltase,
Felsin, Rennin,
Trypsin, Amylase,
Lipase, Belsin,
Maltase, Lactase,
Sucrase, Urase.

Students
note down
all the
things in
their note
book.

③ Edible Substances

Starch, Maltose,
protein, Casein,
protein, starch,
fat, protein,
Maltose, lactose,
Sucrose, fat.

Students
listen
carefully
also.

④ After reaction

Maltose, Glucose,
fettone, Calcium
Paracasein, Polypeptides,
Sugar, fatty acid
and Glycerol,
Glucose etc.

②

Enzymes

• Pepsin,
Maltase,
Felsin, Lipase
etc.

③ Edible Substances

• Starch,
Maltose,
protein,
Starch, fat,
protein,
Maltose etc.

④ After reaction

Maltose,
Glucose,
Peptides,
Calcium
Paracasein

Conclusion:- Hence in this way the process of Circulation carried out in the body. The process of reaching of gases (oxygen and Carbon dioxide) from lungs to the cells of body and coming back again to the lungs is known as transportation of gases. Transportation of O_2 takes place by haemoglobin present in blood. Transportation of CO_2 from cells to lungs takes place by haemoglobin only to the extent of 10 to 20%. Transportation of CO_2 takes place through circulation of blood.

- By mixing with plasma
- In the form of bicarbonates.

Date..... 21/4/2012 Lesson No : 4
Pupil Teacher's Name..... POOJA AGARWAL Duration of the period..... 30 MIN
Class..... VI Pupil Teacher's Roll No..... 1128
Subject..... Life Science Average Age of the pupils..... 11-12
Topic..... Cell Structure

Teaching Aids: - Blackboard, chalk, chalkboard, duster, pointer etc.

General objectives:-

- (1) - to develop interest and provide knowledge about the study of life science.
- (2) - To cultivate the habit of systematic and logical thinking.
- (3) - to develop the scientific attitude towards students.
- (4) - To develop habit and ability of drawing correct inferences about available among students.
- (5) - to provide essential base for further studies in higher interaction.

Specific objectives:-

- To provide knowledge to the students about Cell structure.

Knowledge Objectives:-

- ① The pupil recalls the term cell.
- ② The pupil recognise the structure of the cell.

Previous knowledge:-

It will be assumed that pupil know something about cell and the structure of the cell.

~~Testing knowledge~~ - to test the knowledge of the students, certain questions were asked by the teachers.

Questions Asked By Teacher

Answers given by Students

① Do you know the meaning of cell?

cells are the basic structure of all living beings.

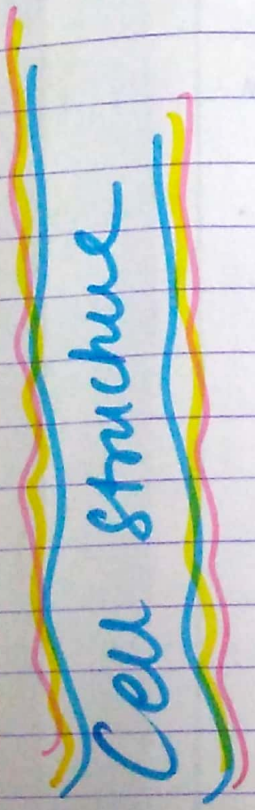
② Do you know the structure of cell?

No response.

Announcement of the Topic:-

Students now we will start the topic
"Cell structure".

Presentation:- Cell structure

Teaching Point	Student Activities	Teacher's Activities	B.B. Work
 Cell structure	In this world, we have two kinds of objects:- Living & non-living All living things are made up of very small cells. These cells are the basic structure of all living beings just as the bricks of the building. All living beings are made up of protoplasm which itself is made up of cells. Some of the cells are very minute.	Students listen carefully.	All living things are made up of very small cells. These are the basic structure. All living beings are made up of protoplasm which is made up of cells.

T.P.

P.T.'s
Activities

Student's
Activities

R.R.
Work

History of the
Discovery of
Cells

Scientist Van Leeuwenhoek carried out research on dead bodies but no hint was available in connection with living bodies. French Scientists carried out researches on human bodies and observed during the study of the movement of body parts that large muscles are made up of series of small muscles.

Students
note down
in their
notebook.

Scientist
Van Leeuwenhoek
carried
out
researches
on dead
bodies
but no
hint was
available
in connection
with
living
bodies.
French
Scientists
carried
out
researches
on human
bodies &
observed.

Cell Structure

T.P.

P.T.'s Activities

Student's Activities

D.B. work

Structure of a typical cell:-

It consists of various parts:-

- Cell wall
- Cell Membrane
- Protoplasm
 - ⇒ Cytoplasm
 - ⇒ Nucleoplasm
- Mitochondria
- Golgi bodies
- Endoplasmic Reticulum
- Ribosome
- Lysosome
- Centriole
- Plastid
 - ⇒ Chloroplast
 - ⇒ Chromoplast
 - ⇒ Leucoplast
- Vacuole
- Nucleus

Students note down all the classification of cell structure in their notebook.

Cell consists of Cell wall, Cell membrane, Protoplasm, Mitochondria, Golgi bodies, Endoplasmic reticulum, Ribosome, Lysosome, Centriole, Plastid, Vacuole, Nucleus.

Cell structure

Conclusion:- Hence we can conclude that all the living beings are made up of protoplasm which itself is made up of cells. Some of the cells are so minute that we are not able to see them without the help of microscope just like germs. These cells are generally responsible for all functions of life.

Cells are the structural and functional units in all plants and animals.

Praveen

Date... 23/04/12 Lesson No : 5

Pupil Teacher's Name... Pooja Agarwal Duration of the period... 30 MIN

Class... VI Pupil Teacher's Roll No... 1128

Subject... Life Science Average Age of the pupils... 11-12

Topic... Ecological balance

Teaching Aids:- Blackboard, chalk, chalkboard, duster, pointer etc.

General Objectives:-

- ① - to develop interest and provide knowledge about the study of life science.
- ② - to cultivate the habit of systematic and logical thinking.
- ③ - to develop the scientific attitude towards students.
- ④ - to develop habit and ability of drawing correct inferences about available among students.
- ⑤ - to provide essential base for further studies in higher interaction.

Specific Objectives:-

- to provide knowledge to the students about Ecological balance.

Knowledge Objectives:-

- ① - The pupil recalls the term ecological balance.
- ② - The pupil recognises the various environments: biotic and abiotic.

Previous knowledge:-

It will be assumed that pupil know something about the ecological balance and various environments.

- Testing knowledge:- Various questions were asked by the teacher.

Questions Asked By the Teacher

Answers given by the Students.

① Do you know about ecological balance?

To maintain the balance of environment.

② Do you know about producers and consumers?

No response.

Announcement of the Topic:-

Students now we will discuss the topic.
"Ecological balance".

Presentation:-

ECOLOGICAL BALANCE

T.P.

P.T.'s Activities

Students Activities

B.P. Work

Ecological Balance

We dwell on this earth in connection with whatever exists on it in regard to our environment. The environment surrounding us includes both biotic and abiotic substances. Therefore it is supposed to be divided into biotic and abiotic environments.

In our biotic environment -
plants, animals, birds, human beings and all the living things prevalent in our biosphere may be included.

Students listen carefully.

Environment is divided into biotic and abiotic substances. Biotic means plants, animals, birds, human beings and all the living things.

Ecological Balance

T.P.

P.T.'s
Activities

Students
Activities

R.R.
Work

On the other hand, in the abiotic env. we may include all physical and non-living entities such as mountains, rivers, oceans, meadows, minerals, air, water, land etc. Thus we find our earth having 2 different types of ecosystems comprising biotic and abiotic environments.

It is beyond doubt that the secret of our existence, survival, progress and prosperity lies in our peaceful co-existence, adjustment and co-operation with our environment. This is also true for all living & non-living.

Students
listen
carefully.

On the other hand, in the abiotic env. we may include all physical & non-living entities such as mountains, rivers, oceans, meadows, minerals, air, water, land etc. Thus we find our earth having 2 different ecosystems - biotic & abiotic.

T.P.

P.T.'s Activities

Students
Activities

B.D.
Work

How is the Ecological Balance maintained or Disturbed?

(1) Food chain helps in maintaining ecological balance.

(2) Population Control helps in maintaining ecological balance.

(3) Desirable activities on the part of human beings help in maintaining ecological balance.

Hence in this way we can say the Ecological Balance can be maintained or disturbed in the environment which we need to check time to time.

• Food chain helps in maintaining ecological balance

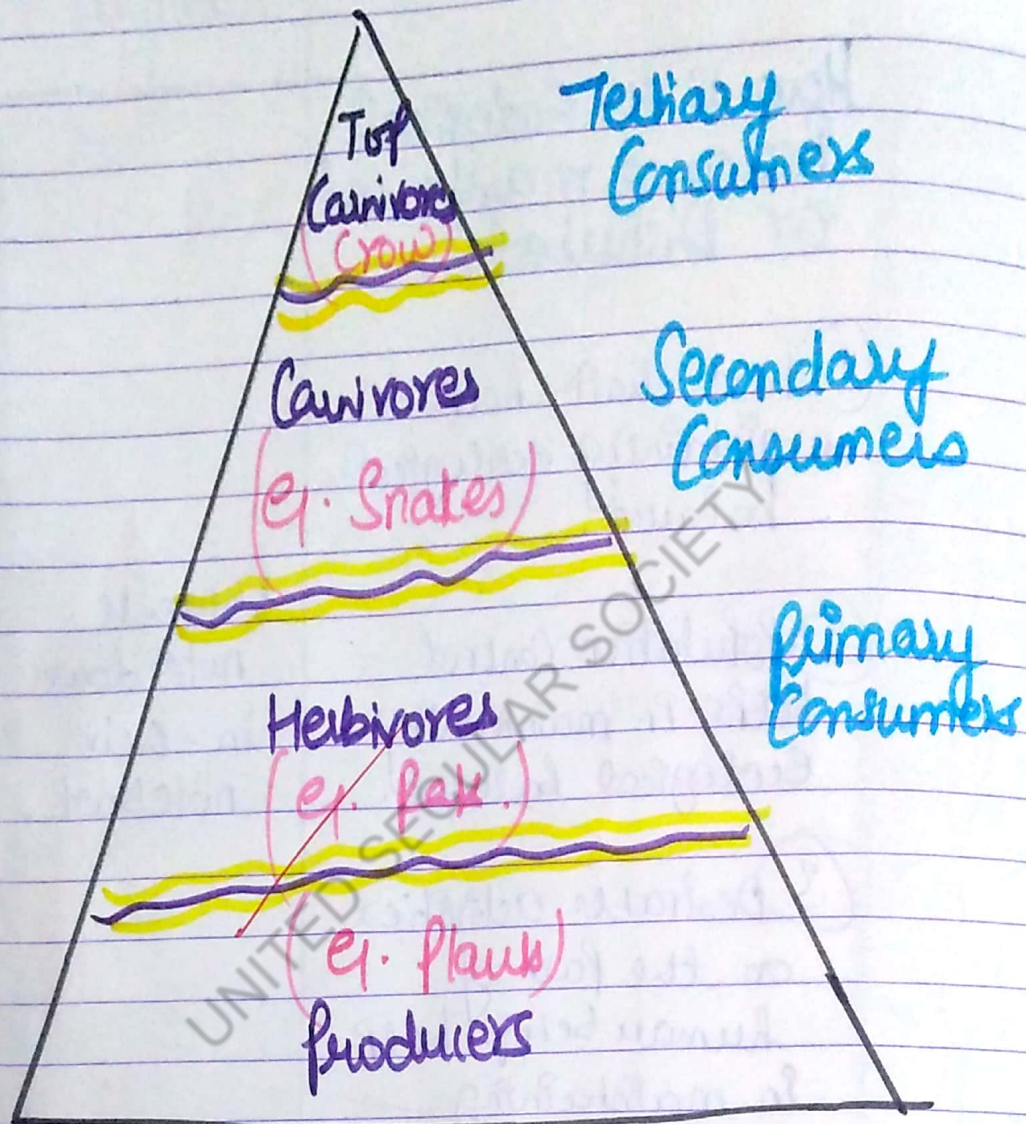
• Population Control helps in maintaining ecological balance

• Desirable activities on the part of human beings help in maintaining ecological balance.

Students
note down
in their
notebook

Ecological Balance

Conclusion 1 -



Ecological balance among Producers and Consumer of food energy.

In this way ecological balance is maintained in the environment.

Date..... 24/4/22 Lesson No : 6.....

Pupil Teacher's Name..... POOJA AGARWAL

Duration of the period..... 30 MIN

Class..... VI

Pupil Teacher's Roll No..... 1128

Subject..... Life Science

Average Age of the pupils..... 11-12

Topic..... Pedagogical Analysis.

Teaching Aids: - Blackboard, chalk, chalkboard, cluster, pointer etc.

General objectives:-

- ① - To develop interest and provide knowledge about the study of life science.
- ② - To cultivate the habit of systematic and logical thinking.
- ③ - To develop the scientific attitude towards students.
- ④ - To develop habit and ability of drawing correct inferences about available among students.
- ⑤ - To provide essential base for further studies in higher interaction.

Specific objectives:-

- To provide knowledge to the students about pedagogical analysis.

Knowledge objectives:-

- ① The pupil recalls the term pedagogical analysis.
- ② The pupil recognises various analysis.

Previous knowledge:-

It will be assumed that pupil know something about the pedagogical analysis and other types of analysis.

Testing knowledge:- Various Questions were asked by the teachers:-

Questions Asked by Teachers	Answers given by the students.
① Do you know anything about pedagogical analysis?	No response
② Do you know anything about teaching of art and science?	No response.

Announcement of the Topic:-

Students now we will discuss the topic Pedagogical Analysis.

Presentation: -

Pedagogical Analysis

(1) Teaching as Art

↓
Artistic and Aesthetic Sense

↓
Emotions and Feeling Actions

↓
Attitudes, Values and Beliefs

↓
Involvement, Commitment and Accountability

↓
Affective & Psychomotor Aspects

↓
Philosophical Propositions

↓
Macro Approach



(2) Teaching as Science

↓
An effectiveness Observation

↓
Practice & Exp. Actualise

↓
Analysis of Teaching into Components

↓
Duties and Responsibility

↓
Cognitive and Psychomotor Aspects

↓
Scientific Rules and Principles

↓
Micro Approach

Teaching as
Art

Macro Approach



Teachers are born
Hereditary factors

↓
Critical Pedagogy

Teaching as
Science

Micro Approach



Teachers can be
Refined Environmental
factor



Analytical Pedagogy

Teaching is a complex phenomenon as its nature is artistic and scientific. There are two extreme characteristics which are followed in teaching process by a teacher.

→ the role played by science of teaching pedagogy in a teacher's teaching.

→ The science of teaching or pedagogy is found to serve the following two main objectives in the scheduled task of a teacher's teaching -

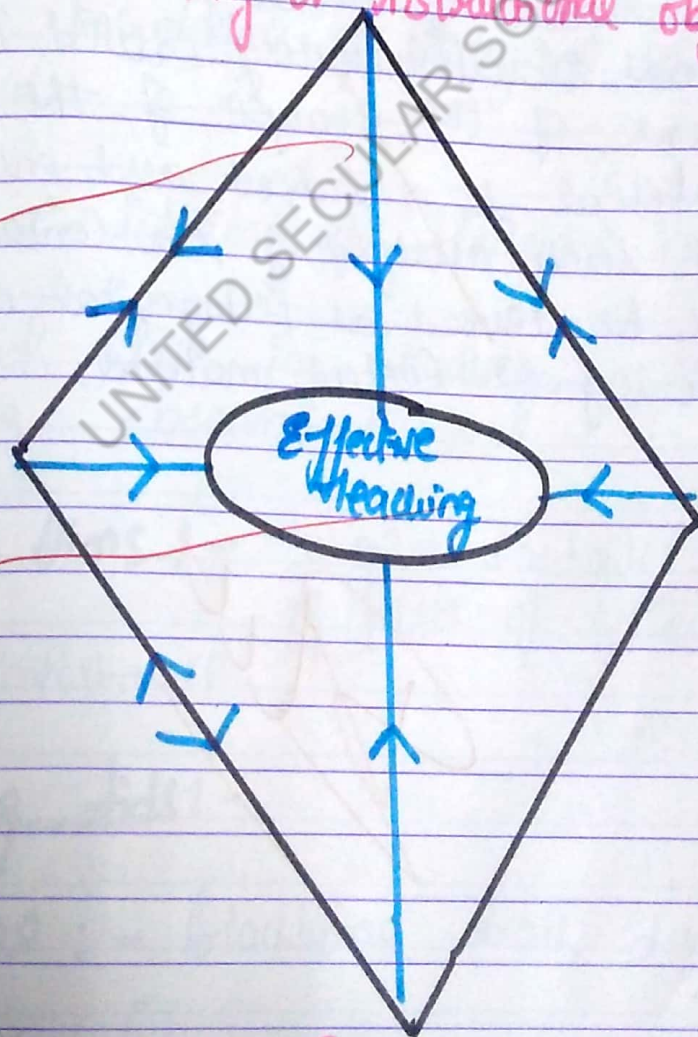
(i) Teaching should be carried out as smoothly as possible, and

(ii) It should result into maximum output in terms of the expected better teaching outcomes.

Teaching or Instructional objectives

Teaching or Instructional objectives

Content
Material
of the
Subject

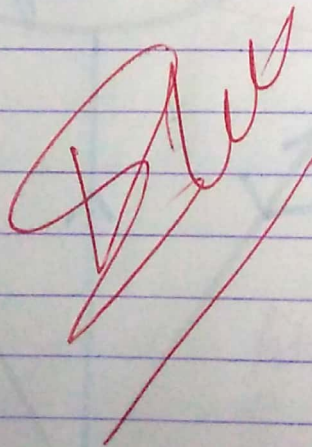


Methods and
Devices of
Teaching

Evaluation
Devices

Conclusion:- In this way we can say that Science of teaching or pedagogy lays down the above mentioned four necessary pillars along with their inherent mutual relationships and interdependence for being considered necessary in the realisation of the desired success in a teaching task.

It is this very message and spirit of the science of teaching or pedagogy that needs to appropriately carried out in any scheme of the analysis of the content material to a subject and only after that such analysis of the content material may be termed as pedagogical analysis of the given content material.



Date..... 25/11/12 Lesson No : 7

Pupil Teacher's Name..... PUJJA AGARWAL

Duration of the period..... 30 MIN

Class..... VIth

Pupil Teacher's Roll No..... 1128

Subject..... Life Science

Average Age of the pupils..... 11-12

Topic..... Parts of a flower and functions.

Aims:-

(A) General Aims:-

- ① To develop scientific method of working and scientific attitude in the students.
- ② To give knowledge of biological things to the students.
- ③ To develop interest of students in natural things.
- ④ To develop skills in handling of apparatus and making observations.

B) Specific Aims :- To give students the knowledge of Parts of typical flower and their importance.

Teaching aids:-

- a) General :- Blackboard, chalk, duster and pointer
- b) Specific :- Flowers of china rose and Mustard or Guenotal, slides, dissecting microscope

needles, watch glasses, petridishes and a chart depicting parts of typical flower.

Previous knowledge (Assumed):-

Students know some plants by name and their different parts. They are aware of the different parts of a plant as a tree.

Previous knowledge Testing:-

- (1) Name some plants that you have seen?
- (2) Name the important parts of a flowering plant.
- (3) Which is generally the most attractive part of a plant?
- (4) Which part usually remains under the earth?
- (5) Name some colours of flowers.

Introduction: -

- (1) What is the coloured part of a flower known as?
- (2) What is the outermost whorl of the flower called?
- (3) With which part is the flower attached to the stem?
- (4) What are different parts of a flower?
- (5) What do you know about their functions?

Announcement of the Topic:- "Well students, today we will be discussing about the typical parts of a flower and their functions."

Presentation:-

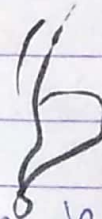
Method

Material

B.B. Work

① What is a flower?

Flower is the modified part of shoot and is meant for sexual reproduction in plant.



② With which part is the flower attached to stem?

Pedicel:- The flower is attached to the stem with the help of a stalk called pedicel. The uppermost part of the pedicel is somewhat flattened (thalamus) on which various parts of the flower are attached.

• Flower is the modified part of shoot and is meant for sexual reproduction in plant.

• Pedicel - The flower is attached to the stem with the help of a stalk called Pedicel.

Method	Material	R.B. Wani
③ Display the chart (showing the outermost whorl of the flower) What is one member of the Calyx called?	Calyx:- The outermost whorl of the flower is called Calyx. It is usually green in colour and protects the flower at bud stage. Sepal:- Single member of the Calyx is called Sepal. Sepals may be free or jointed. Number of sepals may vary from plant to plant.	Calyx:- The outermost whorl of the flower is called Calyx. It is usually green in colour. Sepal:- Single member of the Calyx is called Sepal.
④ (Showing the second whorl in the flower)	Corolla:- The second whorl of the flower is known as corolla. It is usually coloured and attractive. Corolla attracts insects which help the plants in their sexual reproduction.	Corolla:- The second whorl of the flower.

Method

Material

B.B. work

What is one member of the corolla known as?

Petal: - Single member of the corolla is known as petal. The no. of petals may differ from plant to plant. Petals may also be free or jointed. The shape of the flower is usually determined by the petals.

Petal: - Single member of the corolla is known as petal.

⑤ Displaying the third whorl of the flower asking them to look it in their flower.

Androecium: - The third whorl of the flower is known as androecium. One member of the androecium is known as stamen. The stamen may be free or jointed and their no. also differ from plant to plant.

Androecium: - The third whorl of the flower is known as androecium.

⑥ Displaying the central part of the flower.

Gynaeceum: - The fourth or central whorl in the flower is known as gynaeceum.

Gynaeceum: - The fourth or central whorl in the flower.

Generalisation 1 - A typical flower has four whorls, Calyx, Corolla, androecium and gymnaecium. Which are formed of sepals, petals, stamens and carpels in a respective manner. All the parts of a flower contribute to the sexual reproduction in plant.

Recapitulation -

- (1) What is a flower?
- (2) Name the various whorls in a flower and their individual parts?
- (3) What is the structure of a stamen?
- (4) What is the structure of a carpel?
- (5) What are the functions of sepals, petals, stamens and carpels?
- (6) What do you mean by complete and incomplete flowers?

[Handwritten signature]

OBSERVATION LESSONS

Observation Lesson No. 1

Date.....

Duration of the period..... 30 MIN

Pupil Teacher's Name..... POOJA AGARWAL

Pupil Teacher's Roll No..... 1128

Class..... VIth

Average Age of the pupils..... 11-12

Subject..... Life Science

Topic..... FOOD CHAIN

- ① P.T. Testing was related to the topic.
- ② Presentation of topic was effective.
- ③ Topic was announced at the proper time.
- ④ Chalkboard writing was straight and systematic.

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No.

Date.....

Duration of the period..... 30 MIN

Pupil Teacher's Name..... POOJA AGARWAL

Pupil Teacher's Roll No..... 1128

Class..... VIth

Average Age of the pupils..... 11-12

Subject..... Life Science

Topic..... Growth and Development

- ① Topic was announced at the proper time.
- ② Voice of P.T. was not effective.
- ③ Topic was announced at the proper time.
- ④ Presentation of topic was effective.
- ⑤ Chalkboard writing was straight and systematic.

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 3

Date.....
 Pupil Teacher's Name... POOJA AGARWAL ...
 Class... VIIth ...
 Subject... Life Science ...
 Duration of the period... 30 min ...
 Pupil Teacher's Roll No... 1128 ...
 Average Age of the pupils... 11-12 ...
 Topic... Micro organisms ...

- ① P.T. Testing was related to the topic.
- ② class was in discipline.
- ③ Teaching aid was used and the lesson is developed good.

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 4

Date.....
 Pupil Teacher's Name... POOJA AGARWAL ...
 Class... VIIth ...
 Subject... Life Science ...
 Duration of the period... 30 min ...
 Pupil Teacher's Roll No... 1128 ...
 Average Age of the pupils... 11-12 ...
 Topic... Our Environment ...

- ① Topic was announced at the proper time.
- ② P.T. Testing was related to the topic.
- ③ Presentation of topic was effective.
- ④ Chalkboard writing was straight and systematic.

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 5

Date.....

Pupil Teacher's Name..... POJA AGALAPAL

Class..... VIth

Subject..... Life Science

Duration of the period..... 30 MIN

Pupil Teacher's Roll No..... 1128

Average Age of the pupils..... 11-12

Topic..... Component of Environment

- ① f.t. Testing was related to the topic.
- ② Presentation of topic was effective.
- ③ Topic was announced at the proper time.
- ④ Chalkboard writing was straight and systematic.

[Signature]
Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No.

Date.....

Duration of the period.....

Pupil Teacher's Name.....

Pupil Teacher's Roll No.....

Class.....

Average Age of the pupils.....

Subject.....

Topic.....

Sign. of Pupil Teacher

Sign. of Supervisor

SCHOOL REPORT

EXPERIENCE

I am a regular student of B.Ed of S.S. College of Education. I have completed my teaching practice in Gabyanand Public School, Ghatang, Sonapat. It is a very good school. The teacher staff was very nice. The student is surrounded by good environmental conditions. The school is very well. The availability of experiment material was sufficient. Classroom was clean and good. The atmosphere is good for work, so I developed keen interest during teaching.

The schedule of the school was well planned. Students previous knowledge was very good. They are very well disciplined.

School Building - Infrastructure of the school is impressive and all active as per the necessity.

Canteen - Canteen system is up to more as it is according to the well singing lunch given to the students is being first tested and tested by teachers is a good practice.

Teacher - Teacher of the school seems to be very supportive and nice. The character as a teacher they possess is excellent.

SCHOOL REPORT

Students: - Middle level student of the school, their knowledge and practice support a teacher to experience in a well planned manner during school hours. They themselves are well attentive and alert in studies. They call teachers by respect and care. Overall a good experience with supported teacher and students.

"Togetherness supports individual to strong building of life".

My teaching practice was memorable as I remember for the whole life. This experience with work for me exploring my capabilities for me and my wellbeing.