**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**:**Mrs. Anita Raj**

**Designation:Lecturer (Extension Lecturer)**

**Class:B.Sc. II Year (4th Semester)**

**Subject/ Paper:**Indian Food Nutrition(B23-VAC-327)**(NEP)**

**Type of course (major/ minor/ VAC/ AEC/SEC/ MDC): VAC**

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| **S. No.** | **Month** | **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February** | Micr**UNIT I*** Understanding Indian food, types of Indian foods and foods consumed in different regions of India.
* Advantages of traditional Indian diets.
* Indian food pyramid: a way to balanced diet, My plate concept
* Class Test
 | PPT, Group Learning and Teaching | To have knowledge about the food pyramid and benefits of traditional Indian foods.  |  |
| **2.** | **March** | **UNIT II*** Food terminology : functional food, Nutraceuticals, convenience foods, health food, designer food, probiotics, , prebiotics, intermediate moisture foods, hurdle Technology
* Present & future scope of functional foods
* Use of traditional fermented food as a source of probiotics
* Class Test
 | PPT, Group Learning and Teaching | To know the importance of functional foods & probiotics. | **Assign. -1** **and Test** |
| **3.** | **April** | **UNIT III*** Cereal based traditional Food; snack foods: Fried, fermented & traditional sweets, ready to cook convenience foods.
* Millet based traditional food: nutritive value of millet,
* convenience foods of millet
* Class Test
 | PPT, Group Learning and Teaching | To get knowledge about cereal and millet based convenience foods | **Assign. -2** **and Test** |
| **4.** | **May** | **UNIT IV*** Major healthy foods in Indian cuisine
* Health benefits of major Indian spices
* Fruit and Vegetable based convenience foods
* Class Test
 | PPT, Group Learning and Teaching | Role of Indian spices, fruits & vegetables in Indian diets | **Revision and Tests** |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher**

**GOVT.P.G.COLLEGE FOR WOMEN,SECTOR-14,PANCHKULA**

**LESSON-PLAN(Session 2024-25)EVEN SEMESTER**

**Name Of Teacher:-** Dr.Bharti Chhikara

**Designation:-** Associate Professor

**Class:-** B.A.II

**Subject/Paper:-** Disaster Management

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| **S.no** | **Month** | **Topics to be converd** | **Teaching learning strategy** | **Remarks** |
| **1.** | **February** | **Unit i:-1.natural hazards and diasaster:-definition and approaches of study;classification of disaster.****2.disaster profile of india and world.** | **1.understand the meaning of hazard and disaster and its approaches and classification.** |  |
| **2.** | **March** | **Unit ii:- 3.concepts of disaster vulnerability and mitigation.****4.prventive measures and preparedness for disasters.** | **2.acquires knowledge about various fundamental concepts of hazard and disaster including technological interventions in the field.** |  |
| **3.** | **April** | **Unit iii:- 5.flood: factors, vulnerability, consequences and management.****6.drought: definition,nature,mitigation measures and management.** | **3.develop an awareness regarding management of common hydrological disaster occurring in and around.** |  |
| **4.** | **May** | **Unit iv:- 7.industrial disasters:- major industrial disasters and their causes and consequences.****8.epidemics: causes and consequences, covid-19 a case study.** | **4.develop an understanding about the consequences and management of frequently occurring management hazards.** |  |

* **Seminar/presentation/assignment/quiz/class test/mid-term exam will be taken as per schedule.**

**Signature of teacher principal**

**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVEN SEMESTER**

**Name of Teacher**: Ms. Navpreet Kaur

**Designation:** Assistant Professor of Commerce

**Subject/ Paper:**Sustainable Development Goals**Course Code-** B23-VAC-322

**Class:** BA II (4thSem)

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| **S. No.** | **Month** | **Topics to be covered** | **Teaching Learning Strategy**  | **Learning Outcomes of Students** | **Remarks if any** |
| **1.** | February 2025 | Understanding the significance of the following SDGs and their sub goals: SDG I-No Poverty: How Much, How Far; SDG II-Sustainable Agriculture, Poverty, Food Security and Improved Nutrition; SDG III- Good Health and well being ; SDG-IV- Quality Education | Group Learning and TeachingIndividual Learning/Self StudyPeer Teaching Blackboard  | After completing this course, the learner will be able to understand the SDG I; SDG II; SDG II ; SDG-IV | 1st Assignment |
| **2.** | March 2025 | Understanding the significance of the following SDGs and their sub goals: SDG V-Gender equality; SDG VI-Clean water and sanitation; SDG VII-Affordable and clean energy ; SDG-VIII- Decent work and economic Growth. | Group Learning and TeachingIndividual Learning/Self StudyPeer Teaching Blackboard  | Understanding the significance of SDG V; SDG VI; SDG VII- ; SDG-VII | 2nd Assignment |
| **3.** | April 2025 | Understanding the significance of the following SDGs and their sub goals: SDG IX-Industry, innovation and infrastructure; SDG X-Reduced inequalities; SDG XI- Sustainable cities and communities; SDG-XII-Responsible consumption and production. | Individual Learning/Self StudyPeer Teaching Blackboard  | Understanding the significance of the SDG IX; SDG X; SDG XI; SDG-XII | Mid Term Exam |
| **4.** | May 2025 | Understanding the significance of the following SDGs and their sub goals: SDG XIII- Climate action; SDG XIV- Life below water; SDG XV- Life on land; SDG-XVI- Peace, Justice and Strong institutions; SDG-XVII partnership for the goals. | Individual Learning/Self StudyPeer TeachingBlackboard  | Understanding the significance of the SDG XII; SDG XIV; SDGXV; SDG-XVI; SDG-XVIICredit |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

**GOVT. P.G. COLLEGE FOR WOMEN, SECTOR-14, PANCHKULA**

**LESSON-PLAN (Session 2024-25) EVENSEMESTER**

**Name of Teacher**: Ms. Bindu

**Designation: Assistant Professor**

**Class:** BA II/ B.Sc Life Sc. (4th Sem) (B23-VAC-418)

**Subject/ Paper:** MATHEMATICS IN EVERYDAY LIFE

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| **S. No.** | **Month** | **Topics to be covered** | **Teaching Learning Strategy** | **Learning Outcomes of Students** | **Remarks**  |
| **1.** | **February** | Simple interest, Compound interest, Equated monthly installment (EMI), Direct tax calculation. | **Group- Learning and Teaching****Learning through Problem Solving** | Gain knowledge of facts, concepts and rules to calculate simple and compound interests. Understand the technical terms related to income tax and Equated monthly installment (EMI) and then to apply their enhanced technical and analytical skills to calculate income tax for different level of income tax payee and aware about how much they have to pay each month on a loan. They will be able to compare the results and discuss the impact of compounding on long term savings.. |  |
| **2.** | **March** | Profit and loss, Work, time and distance, Coding and Decoding, Ratio and proportion, Trigonometry and its applications, Mensuration for practical purposes. | **Group- Learning and Teaching****Learning through Problem Solving** | Have deeper knowledge of profit, loss, work, time and distance, coding and decoding inculcate technical and cognitive skill in solving problems related to these. Attain procedural skill to solve real life problems related to ratios 34(1040) and proportions. Gain procedural and technical knowledge to solve the practical problems of height and distances using concepts of trigonometry. |  |
| **3.** | **April** | Sequence and series, Arithmetic progression, Geometric progression, Permutation and combinations (simple problems). | **Group- Learning and Teaching****Learning through Problem Solving** | Attain technical and cognitive skills to analyze and solve numerical based on the concept of sequence and series, Arithmetic Progression, Geometric Progression, permutation and combination. |  |
| **4.** | **May** | Mean, Mode, Median, Standard deviation, Variance. Bar graphs, Pie charts, Frequency polygons, Ogive. Linear equation in two variables. Linear programming problems (LPP): Graphical solution. | **Group- Learning and Teaching****Learning through Problem Solving** | Develop cognitive skill to analyze the results of a sample using measures of central tendency and graphical representation (pie charts, frequency polygons, ogive). To design and conduct a survey on a relevant topic of their choice (e.g., favorite leisure activities, dietary habits, etc.). Have procedural knowledge to solve linear programming problems used in everyday life. |  |

* **Seminar/Presentation/Assignment/Quiz/Class Test /Mid-Term Exam will be taken as per schedule.**

**Signature of Teacher Principal**

