



## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 06-05-2023

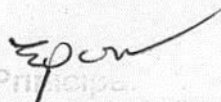
### NOTICE

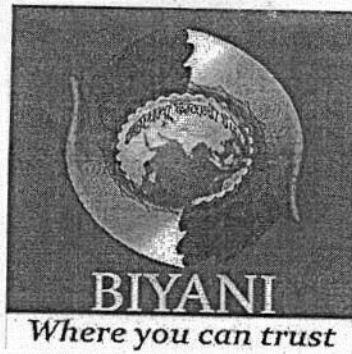
This is to inform to all the Students of B.Sc. - B.Ed. that your Criticism Lesson Plan Presentation will started from 15 May to 16 May 2023. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
Dr. Ekta Pareek

Principal  
Principal  
Biyani Girls B.Ed College  
Jaipur

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Principal  
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Jaipur

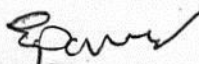


**BIYANI GIRLS B.ED. COLLEGE, JAIPUR**

Date: 01-06-2023

**NOTICE**

This is to inform to all the Students of B.Ed. that your Criticism Lesson Plan Presentation will started from 07 June to 13 June 2023. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
**Dr. Ekta Pareek**  
Principal  
Biyani Girls B.Ed College  
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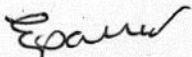


## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 19-06-2023

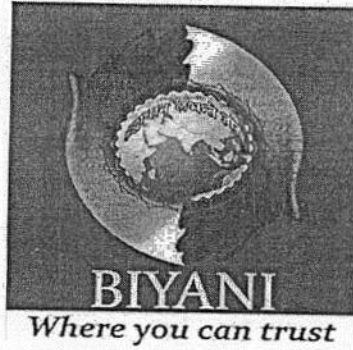
### NOTICE

This is to inform to all the Students of B.Ed. – M.Ed. that your Criticism Lesson Plan Presentation will started from 30 June to 01 July 2023. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
Dr. Ekta Pareek  
Principal  
Biyani Girls B.Ed College  
Jaipur

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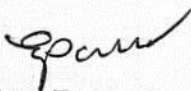


## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

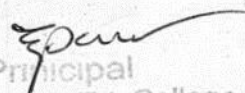
Date: 16-04-2022

### NOTICE

This is to inform to all the Students of B.Ed. – M.Ed., B.Sc. – B.Ed. and B.Ed. that your Criticism Lesson Plan Presentation will started from 25 April to 30 April 2022. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
Dr. Ekta Pareek  
Principal  
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## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 13-09-2021

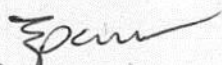
### NOTICE

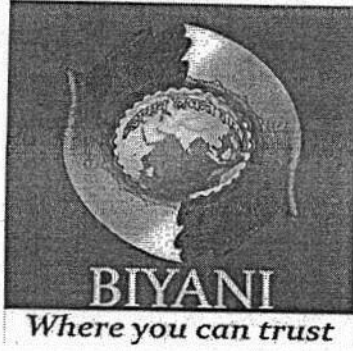
This is to inform to all the Students of B.Ed. that your Criticism Lesson Plan Presentation will started from 20 September to 21 September 2021. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
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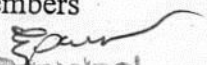
Date: 25-07-2020

### NOTICE

This is to inform to all the Students of B.Ed. that your Criticism Lesson Plan Presentation will started from 03 August to 12 August 2020 on Online mode. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully on Google Meet. Respective link will be provided by your mentor in your respective WhatsApp group.

  
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Principal  
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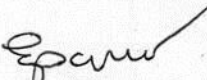


## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

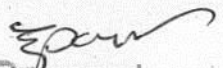
Date: 06-05-2019

### NOTICE

This is to inform to all the Students of B.Ed. that your Criticism Lesson Plan Presentation will started from 15 May to 17 May 2019. Make Assure that your Criticism Lesson Plan Diary should be ready. Present your Criticism Lesson Plan with suitable teaching aids carefully.

  
Dr. Ekta Pareek  
Principal  
Biyani Girls B.Ed College  
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# BIYANI GIRLS B.Ed. COLLEGE

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## B.Ed.

Session 2022 - 2024

### CRITICISM LESSON PLAN DIARY

Name PRAGYA KUMARI Section C Roll No. 204

Father's Name SUSHIL MISHRA

Teaching Subject CHEMISTRY

Topic CHEMICAL REACTION

Name of Teaching School MAHATMA GANDHI U.P School

Class VII Date 12-06-2023

*Edar*  
Principal  
Biyani Girls B.Ed College  
Jaipur

Sector-3, Vidhyadhar Nagar, JAIPUR - 302 023  
Phone : 0141-2338591-95 • Tele-fax : 0141-2338007  
website : [www.biyanigirlscollege.com](http://www.biyanigirlscollege.com)



Date: 12-06-23

class: VII

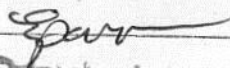
Subject: Chemistry

Topic: Chemical Reactions

Period: I\*

Time:

S. No	OBJECTIVE	BEHAVIOURAL CHANGE
1.	Knowledge	<p>i) Student will be able to recall about chemical Reactions.</p> <p>ii) Student will be able to recognise the types of chemical changes.</p>
2.	Understanding	<p>i) Students will be able to explain about chemical Reactions.</p> <p>ii) Student will be able to understand about chemical Reaction.</p>
3.	Applications	<p>i) Student will be able to use their knowledge of chemical Reaction in higher classes.</p> <p>ii) Student will be able to use their knowledge of chemical Reaction in daily life.</p>
4.	Skill	<p>i) Student will be able to prepare chart, model about chemical reaction.</p> <p>ii). Student will be able to do experiments related to chemical Reactions.</p>

  
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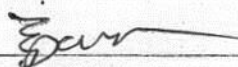
\* Teaching aid: White board, Marker, Duster, chart, Model.

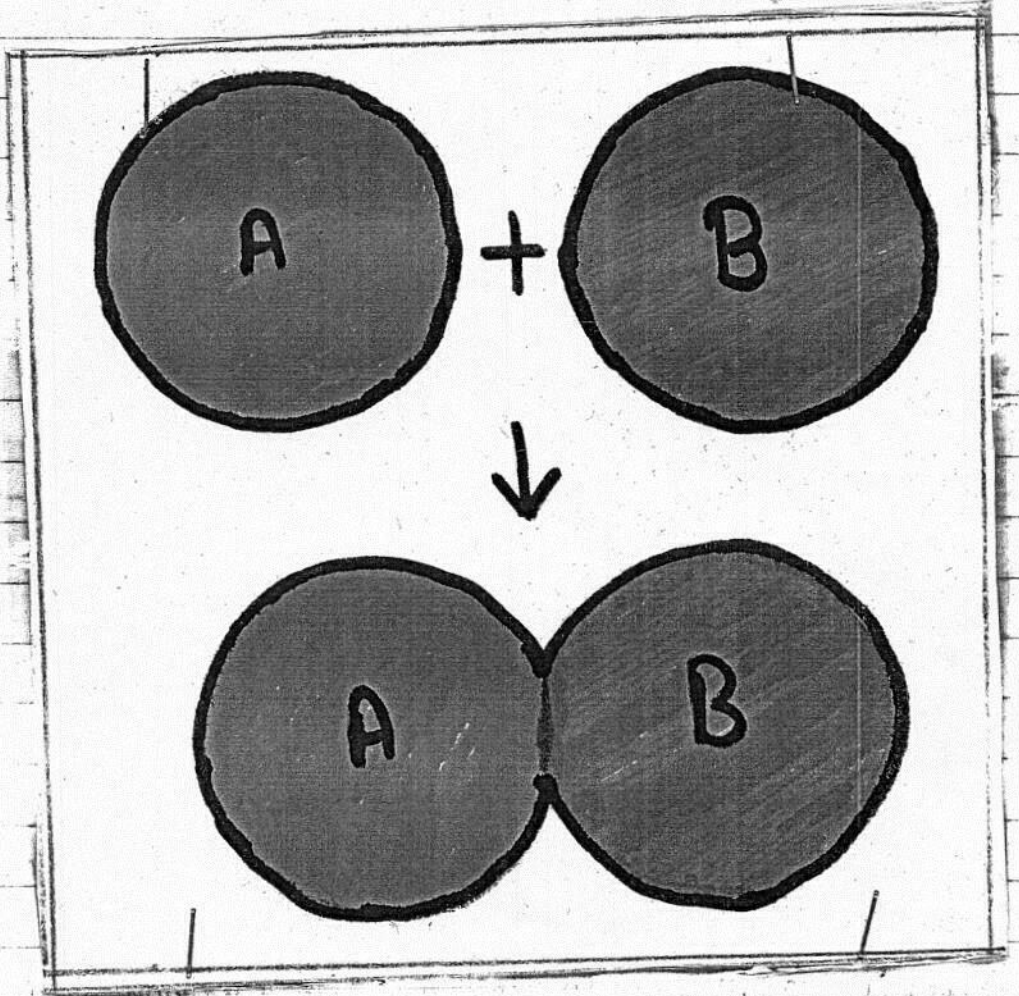
\* Previous knowledge: Students have previous knowledge about chemical reactions.

\* Teaching point:  
i) Combination Reaction  
ii) Decomposition Reaction  
iii) Neutralization Reaction.

\* INTRODUCTORY QUESTIONS :-

S.No	PUPIL TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
1.	Give one example of non-renewable resource?	Coal
2.	What was coal used for, in ancient times?	To cook food.
3.	What is released when coal is burnt?	Carbon-dioxide
	Which elements combine to form carbon dioxide?	Carbon and oxygen.
	What do we call such type of reaction?	Problematic Question.

  
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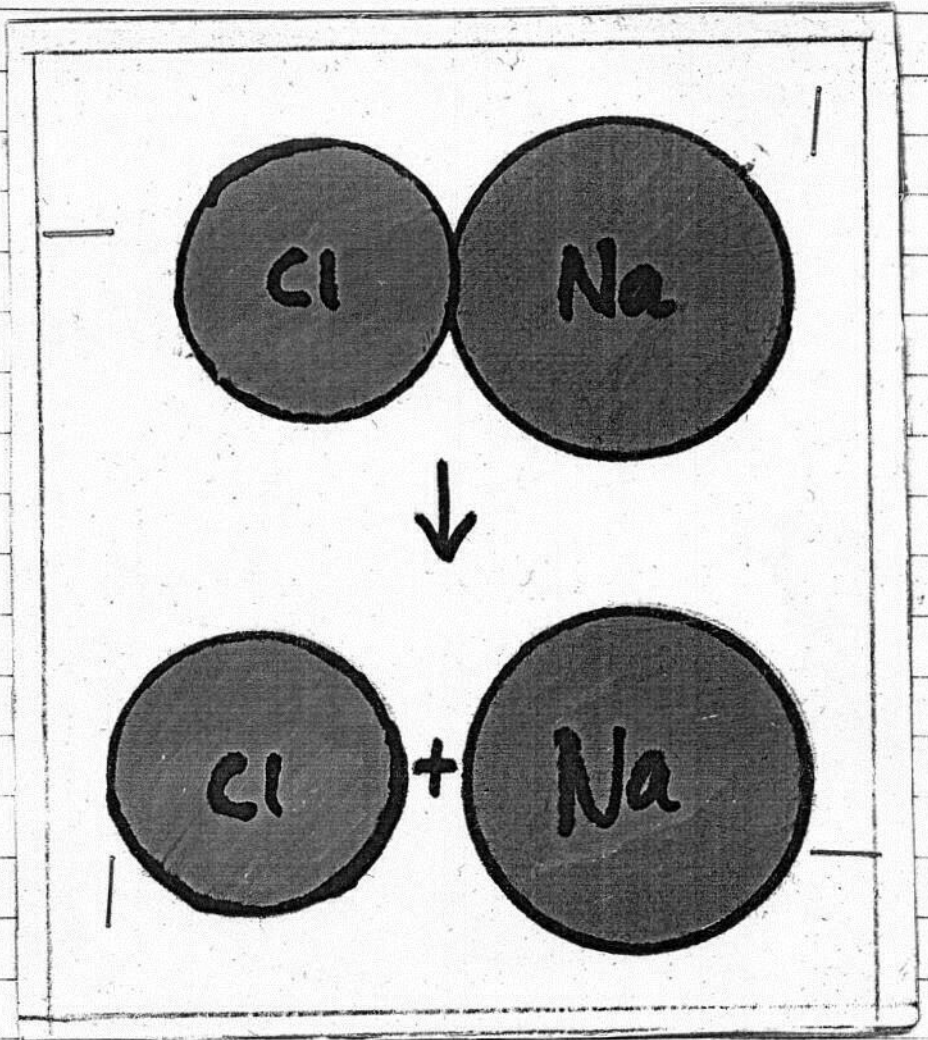


*[Signature]*  
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\* OBJECTIVE STATEMENT : Today we are going to study about chemical reactions.

\* PRESENTATION :

TEACHING POINT	TEACHING SITUATION		BLACKBOARD SUMMARY
	PUPIL TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	
	Developmentary Questions:		
	i) What is produced when coal is burnt	Carbon-dioxide	
	ii) Which elements combine to form carbon dioxide?	Carbon and oxygen.	
	iii) Which type is it?		
Combination Reaction.	PUPIL TEACHER'S A combination is a reaction two or more combine to form single new substance.		Example : Combination Reaction When magnesium is burnt in the <del>year</del> air magnesium oxide is formed. $\text{Mg (s)} + \text{O}_2\text{(g)} \rightarrow 2\text{MgO (s)}$ Magnesium + Oxygen $\rightarrow$ Magnesium oxide.



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Combination reaction can also be called synthesis reaction. One combination reaction is two elements combining to form a compound.

Developmentary questions:

i) What do we do when we eat we feel hungry? food.

ii) What do we get from food? Energy.

iii) How does food energy?

Example: Decomposition Reaction

When calcium carbonate is heated, it decomposes into calcium oxide and carbon dioxide.



Calcium carbonate  $\rightarrow$  calcium oxide + carbon dioxide.

PUPIL TEACHER'S

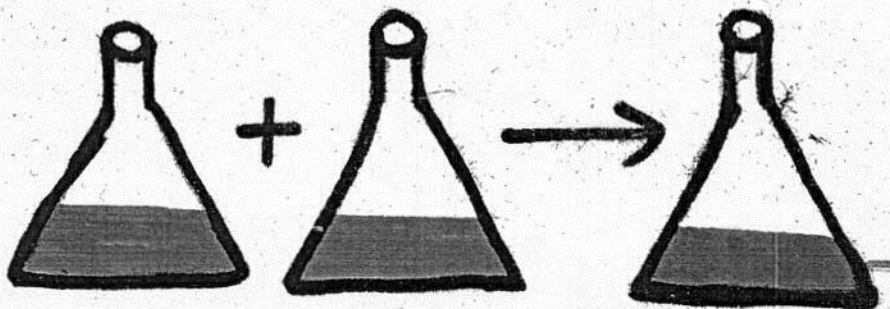
Decomposition Reaction

Decomposition is defined as a breaking down or simplifying any or chemical

Chemical decomposition

is sometimes a

NEUTRALIZATION REACTION



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Jaipur

to as chemical breakdown. Chemical decomposition is the effect of ~~us~~ simplifying a complex chemical entity into two or more fragments. Digestion is a chemical reaction where the food that we eat is broken into digestible nutrients.

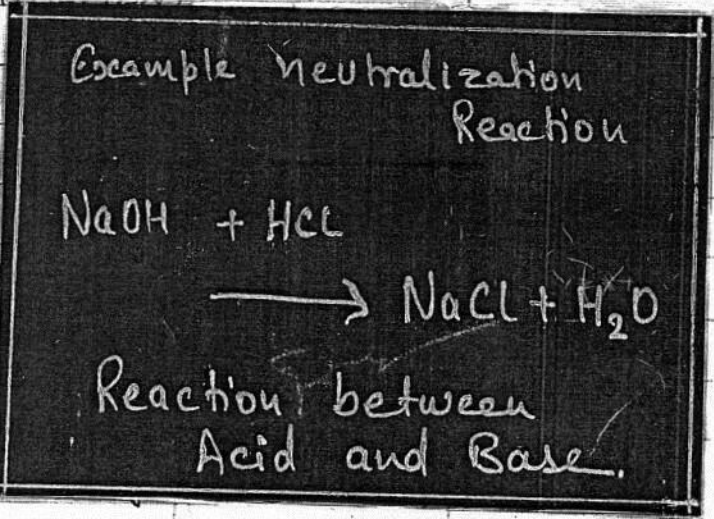
Developmentary questions:

- i) What happens when we eat lot of junk food? Stomach ache
- ii) What is advised to be taken in such ache? Antacid
- iii) How does this antacid work? Problematic question

PUPIL TEACHER'S STATEMENT

Neutralization Reaction

Neutralization is a reaction where an acid and a base react each other quantitatively. This method is used in wastewater treatment order to reduce the

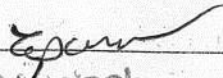


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\* RECAPITULATION QUESTIONS:

1. What is Combination Reaction?
2. What is decomposition Reaction?
3. What is Neutralization Reaction?

  
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created by the effluents.  
It is used in the manufacturing of antacid tablets.  
It is also used to control the PH of the soil.

## \* EVALUATORY QUESTIONS :-

### I CHOOSE THE CORRECT ANSWER:-

i). This is an example of decomposition reaction.

- a) Digestion       b) Respiration       c) Nervous       d) Reproduction

ii). Reaction between acid and base is known as

- a) Decomposition       b) combination       c) displacement       d) Neutralisation

### II FILL IN THE BLANKS:-

i). \_\_\_\_\_ is used to control the PH of the soil.

ii). Combination reaction is two elements combining to form a \_\_\_\_\_.




**BIYANI GIRLS B.ED. COLLEGE, JAIPUR**

Date: 15-05-2023

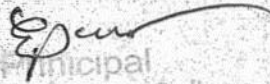
**NOTICE**

This is to inform to all the faculty members and students that "Internal Exam" will be organized on 18<sup>th</sup> May to 5<sup>th</sup> June 2023 in College. Reporting time will be 9:00 am.

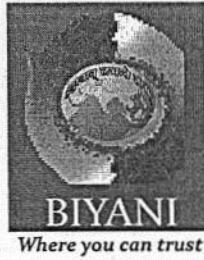
Attendance is mandatory for all.

  
Dr. Ekta Pareek

Principal  
Principal  
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Jaipur

  
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Jaipur

Copy to: Chairman/Director (Acad.)/Principals/HR/HOD's/ Reception/ IQAC Members.



**BIYANI GIRLS B.ED.COLLEGE, JAIPUR**

**Date : 19/05/2022**

**NOTICE**

This is to inform to all the students that Internal Exams will be start from 23 May 2022 to 30 May 2022. Reporting time will be 11.00 am.

Attendance Mandatory for all students.

**Dr. Ekta Pareek**

Principal

**PRINCIPAL  
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SEC.-3, VIDHYANAGAR, JAIPUR**

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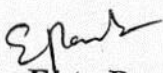
**BIYANI GIRLS B.ED.COLLEGE, JAIPUR**

**Date : 12/08/2020**

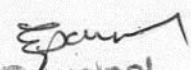
**NOTICE**

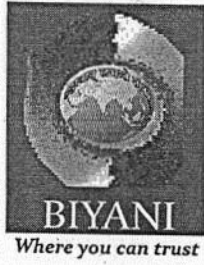
This is to inform to all the students that Internal Exams will be start on Online mode from 17 August 2020 to 25 August 2020. Reporting time will be 11.00 am.

Attendance Mandatory for all students.

  
**Dr. Ekta Pareek**  
Principal  
**PRINCIPAL**  
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Jaipur



**BIYANI GIRLS B.ED.COLLEGE, JAIPUR**

**Date : 01/09/2021**

**NOTICE**

This is to inform to all the students that Internal Exams will be start from 08 September 2021 to 21 September 2021. Reporting time will be 11.00 am.

Attendance Mandatory for all students.

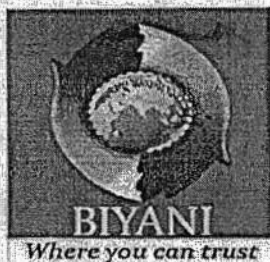
**Dr. Ekta Pareek**

Principal

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Jaipur**



**BIYANI GIRLS B.ED. COLLEGE, JAIPUR**

Date: 18-05-2019

**NOTICE**

This is to inform to all B.Ed. students that "Internal Exam" will be Held on 20<sup>th</sup> May to 25<sup>th</sup> May 2019. Reporting time will be 11:00 am.

Attendance is mandatory for all.

*Ekta Pareek*  
Dr. Ekta Pareek

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Principal  
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Jaipur

*Ekta Pareek*  
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## BSC.-B.Ed. (Year : III & IV)

Session 2022 - 2023

*[Signature]*  
Principal  
Biyani Girls B.Ed. College  
Jaipur

### FINAL LESSON PLAN DIARY

Name Khwshi Gupta Section B.Sc. B.Ed. Part - III Roll No. 1686151

Father's Name Mr. Devendra Kumar

Teaching Subject Pedagogy (Physics)

Name of School College Biyani Girls B. Ed. College, Jaipur

Sector-3, Vidhyadhar Nagar, JAIPUR - 302 023  
Phone : 0141-2338591-95 • Tele-fax : 0141-2338007  
website : [www.biyanigirlscollege.com](http://www.biyanigirlscollege.com)



दिनांक - 9/8/23

विषय - भौतिक विज्ञान

कालांश - I

कक्षा - VI

प्रकरण - चुम्बक

समयावधि - 30 मिनट

उद्देश्य निघरिण :-

क्र.सं.	उद्देश्य	अपेक्षित व्यवहारगत परिवर्तन
1.	ज्ञान	(i) छात्र चुम्बक से संबंधित तथ्यों का प्रत्यास्मरण कर सकेंगे। (ii) छात्र चुम्बक से संबंधित तथ्यों का प्रत्याभिज्ञान कर सकेंगे।
2.	अवबोध	(i) छात्र विभिन्न प्रकार के चुम्बकों के बारे में समझ सकेंगे। (ii) छात्र चुम्बकों के बारे में उपाकरण सहित समझा सकेंगे।
3.	जानीपयोग	(i) छात्र चुम्बक से संबंधित ज्ञान का उपयोग उच्च कक्षा में कर सकेंगे। (ii) छात्र चुम्बक के बारे में जानकर इसका दैनिक जीवन में उपयोग कर सकेंगे।
4.	कौशल	(i) छात्र विभिन्न प्रकार के चुम्बकों से संबंधित चार्ट व मॉडल बना सकेंगे। (ii) छात्र चुम्बकों के बारे में प्रयोग द्वारा समझा सकेंगे।

शिक्षण सहायक सामग्री :- चॉक, डस्टर, पॉइन्टर, चार्ट, मॉडल आदि

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पूर्व ज्ञान :- दृष्टा चुम्बक से संबंधित पूर्व जानकारी रखते हैं।

शिक्षण बिन्दु :-

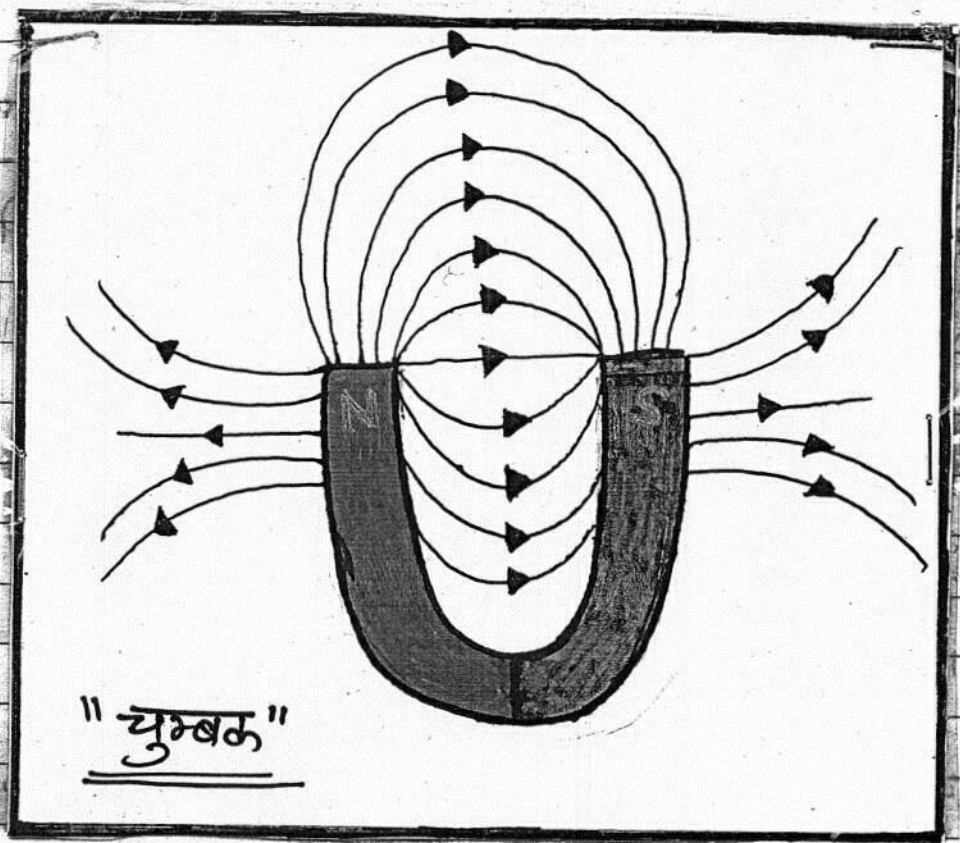
1. चुम्बक
2. चुम्बक के प्रकार
3. प्राकृतिक चुम्बक की खोज

प्रस्तावना प्रश्न :-

क्र.स.	दृष्टाद्यापिका कथन	दृष्टा कथन
1.	सिक्का दिखाते हुए, यह क्या है - १	यह एक सिक्का है।
2.	सिक्का किस धातु का बना होता है - १	लोहे का
3.	लोहे से बनी अन्य वस्तुओं के नाम बताओ -	कील, खिड़की, चाकू आदि
4.	लोहे से बनी वस्तुएँ किस वस्तु को अपनी ओर आकर्षित करती हैं -	चुम्बक को
5.	चुम्बक से आप क्या समझते हैं - १	समस्यात्मक प्रश्न

उद्देश्य कथन :- आज हम चुम्बक के बारे में विस्तार पूर्वक अध्ययन करेंगे।

Principal  
Bhujani Girls B.Ed. College  
Jalpur



*[Signature]*  
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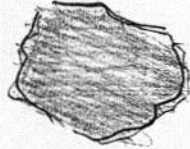
प्रस्तुतीकरण :-

शिक्षण बिंदु	अध्ययन अध्यापन स्थितियाँ		श्यामपट्ट कार्य
	दृत्राध्यापिका कथन	दृत्र कथन	
चुंबक	<p>विकासात्मक प्रश्न :-</p> <p>(i) चुंबक के पास लोहे का टुकड़ा लाने पर क्या होता है - ?</p> <p>(ii) चुंबक क्या है - ?</p>	<p>लोहे का टुकड़ा चुंबक से चिपक जाते संभावित उत्तर</p>	
	<p>स्पष्टीकरण :-</p> <p>ऐसे पदार्थ जो लोहा, लोहे से बनी वस्तुओं को अपनी ओर आकर्षित करते हैं चुंबकीय पदार्थ कहलाते हैं।</p> <p>तथा इन चुंबकीय पदार्थों से चुंबक का निर्माण किया जाता है चुंबक को अंग्रेजी में 'MAGNET' कहते हैं।</p> <p>विकासात्मक प्रश्न :-</p> <p>(i) क्या चुंबक लकड़ी को आकर्षित कर सकती है - ?</p> <p>(ii) चुंबक कितने प्रकार की होती है - ?</p>	<p>दृत्र ध्यान - पूर्णक सुनेंगे समझेगे और देखेंगे।</p> <p>नहीं</p> <p>संभावित उत्तर</p>	

दिनांक 31/3/23 विषय - भौतिक विज्ञान - I  
 प्रकरण - चुंबक शक्ति  
 कक्षा - 11

ऐसे पदार्थ जो लोहा तथा लोहे से बनी वस्तुओं को अपनी ओर आकर्षित करते हैं चुंबकीय पदार्थ कहलाते हैं। तथा इन चुंबकीय पदार्थों से चुंबक का निर्माण किया जाता है।

'जाम्बिक युम्बक'

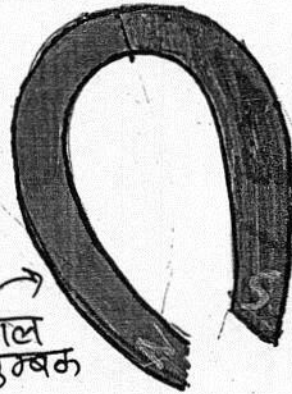


मेढनेदाश्ट

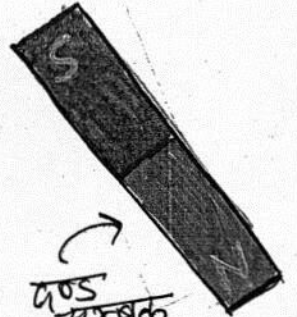
"कृत्रिम युम्बक"



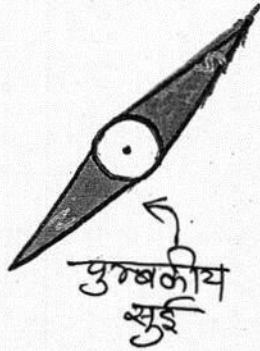
बिलनाकार युम्बक



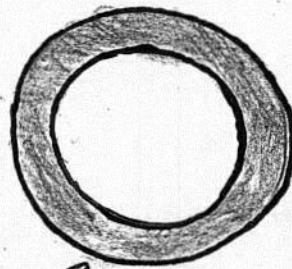
नाल युम्बक



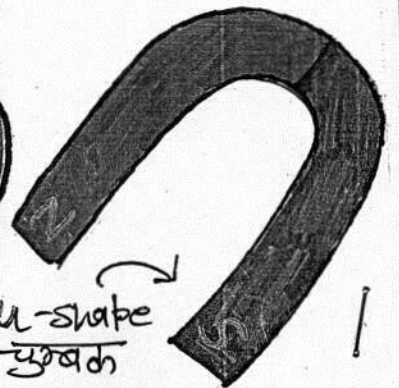
पण्ड युम्बक



युम्बकीय सुई



वलय युम्बक



U-shape युम्बक

चुम्बक  
के  
प्रकार

शुद्धीकरण :-  
आवृत्ति के आधार पर  
चुम्बक दो प्रकार की होती हैं।  
1. प्राकृतिक चुम्बक  
2. कृत्रिम चुम्बक

हाल ही में  
खुले सुनेंगे  
समझे और  
देखेंगे।

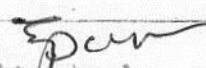
प्राकृतिक चुम्बक :-  
1. ये चुम्बक प्रकृति में साधारण  
रूप से पाए जाते हैं। ये  
कमजोर चुम्बक होते हैं। वे उसी  
आवृत्ति में उपलब्ध होते हैं। जिस  
प्रकार से वे प्रकृति में पाए जाते  
हैं।

उदा० - मैग्नेटाइट

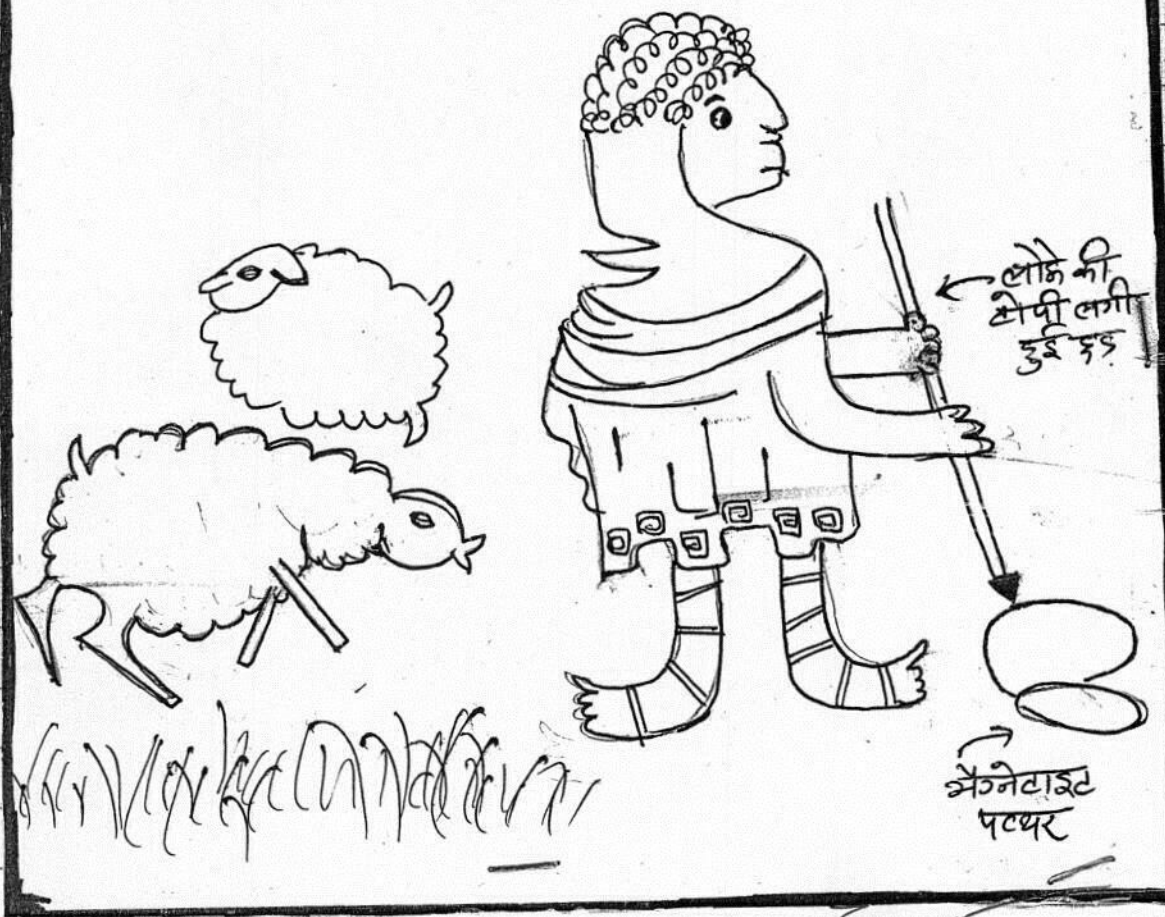
2. कृत्रिम चुम्बक :-  
ये चुम्बक मानव द्वारा  
मशीनों की सहायता से बनाए  
जाते हैं। ये मजबूत चुम्बक होते  
हैं। ये विभिन्न प्रकार की  
आवृत्ति व आकारों में पाए जाते  
हैं।

उदा० - नाल चुम्बक , 4PS चुम्बक  
चुम्बकीय सुई , चुम्बकीय कम्पास

आवृत्ति के आधार  
पर चुम्बक दो प्रकार  
के होते हैं -  
1. प्राकृतिक चुम्बक  
2. कृत्रिम चुम्बक

  
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एक गडरिमे द्वारा प्राकृतिक युम्बल की खोज



विकासोत्पत्तिक प्रश्न :-

1) चुम्बक कितने प्रकार के होते हैं -

दो प्रकार के

2) प्राकृतिक चुम्बक की खोज किस प्रकार हुई -

संभावित उत्तर

प्राकृतिक चुम्बक की खोज

स्पष्टीकरण :-

प्राचीन यूनान में एक गजरिया रहता था उसका नाम 'मैग्नेस' था वह अपनी भेड़ी को पास के पहाड़ पर चराने के लिए ले जाता था। भेड़ी को नियंत्रण में रखने के लिए वह अपने पास एक दृष्टि रखता था। जिसके एक सिरे पर एक लौह की टोपी लगी थी। एक दिन वह पहाड़ पर अपनी भेड़ी को चरा रहा था। तो चट्टान के ऊपर से दृष्टि को उठाने में उसे बहुत जोर लगाना पड़ा। तो उसे आश्चर्य हुआ कि चट्टान दृष्टि को अपनी ओर आकर्षित करती हुई प्रतीत हो रही थी। यह चट्टान एक प्राकृतिक चुम्बक थी। इसलिए उसने गजरिये की दृष्टि को अपनी ओर आकर्षित कर लिया था। तो कहा जाता है कि -

इस प्रकार प्राकृतिक चुम्बक की खोज हुई। उस गजरिये

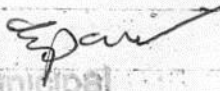
दृष्टि ध्यान - धरक सुनेगे समझेगे और देखेगे।

प्राकृतिक चुम्बक की खोज यूनान के एक गजरिये 'मैग्नेस' द्वारा की गई। प्राकृतिक चुम्बक की पहचान उसने अपनी दृष्टि के द्वारा की।

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के नाम पर उस पत्थर को  
'मैग्नेटाइट' नाम दिया

  
Principal  
St. Ann's Girls B.Ed. College  
Jalpur

## पुनरावृत्ति प्रश्न :-

- (i) चुम्बक को परिभाषित कीजिए -  
(ii) प्राकृतिक चुम्बक क्या है -  
(iii) प्राकृतिक चुम्बक की खोज किसने की थी - १

### -: मूल्यांकन प्रश्न :-

निर्देश: सभी उत्तर का चयन कीजिए -

प्र-1 चुम्बक द्वारा आकर्षित होने वाला पदार्थ है -

(क) लोहा (ख) लकड़ी (ग) कागज (घ) मिट्टी

निर्देश! - रिक्त स्थानों की पूर्ति करें -

प्र-2 वृत्त चुम्बक \_\_\_\_\_ चुम्बक होते हैं -

प्र-3 आवृत्ति के आधार पर चुम्बक \_\_\_\_\_ प्रकार के होते हैं -

निर्देश! - अति लघुत्तरात्मक प्रश्न :-

प्र-4 वृत्त चुम्बक के दो उदाहरण दीजिए -

प्र-5 'मैग्नेटाइट' किस प्रकार का चुम्बक है -

निर्देश: लघुत्तरात्मक प्रश्न (शब्द सीमा 30)

प्र-6 प्राकृतिक चुम्बक तथा वृत्त चुम्बक में दो अंतर लिखो -

प्र-7 चुम्बक को परिभाषित कीजिए -

निर्देश: निबन्धात्मक प्रश्न :- (शब्द सीमा 60)

प्र-8 प्राकृतिक चुम्बक की खोज किस प्रकार हुई - १

The Power of Knowledge, Innovation & Values...



# BIYANI GIRLS B.Ed. COLLEGE

Affiliated to the University of Rajasthan  
Approved by NCTE

(NAAC Accredited Grade-B++)



## B.Ed.

Session 2022 - 2023

### SESSIONAL WORK DIARY

Name SHRUTI BANSAL Section C Roll No. 261

Father's Name DURGESH BANSAL

Teaching Subject (i) LEARNING AND TEACHING

Teaching Subject (ii) \_\_\_\_\_

Name of Teaching College BIYANI GIRLS B.ED. COLLEGE

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Misc  
Teaching

& its

various  
skills

gan

# INDEX

S.R No	Particulars	P.g. No
1.	Meaning of Micro-Teaching	5
2.	Cycles of Micro-Teaching	7
3.	Advantages of Micro-Teaching	9
4.	Disadvantage of Micro-Teaching	10
5.	Skills of Micro-Teaching	11

# Meaning

The term micro teaching was first coined by Dwight Allen of Stanford University in 1963. It is training concept which is scaled down in terms of class, size and time in order to minimize the complexity of normal teaching. The length and scope of the lesson is reduced, only one skill is practiced at a time.

Micro teaching was introduced in India in 1967 by D.D. Tawari of Govt. Central Pedagogical Institute, Allahabad in 1970.

# Definition

According to Allen & Eve (1968)

“Micro-teaching is a system of controlled practise that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions.”

According to B.M. Shore

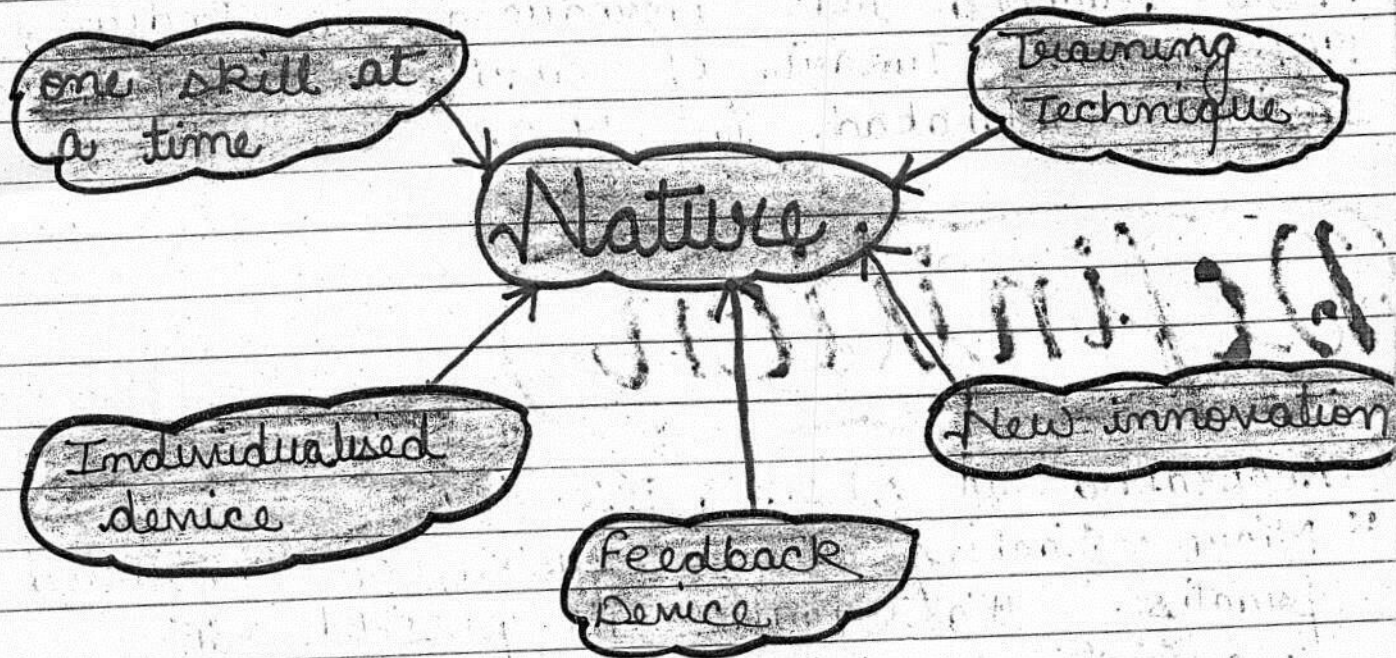
“Micro teaching is a real teaching range of

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activities."

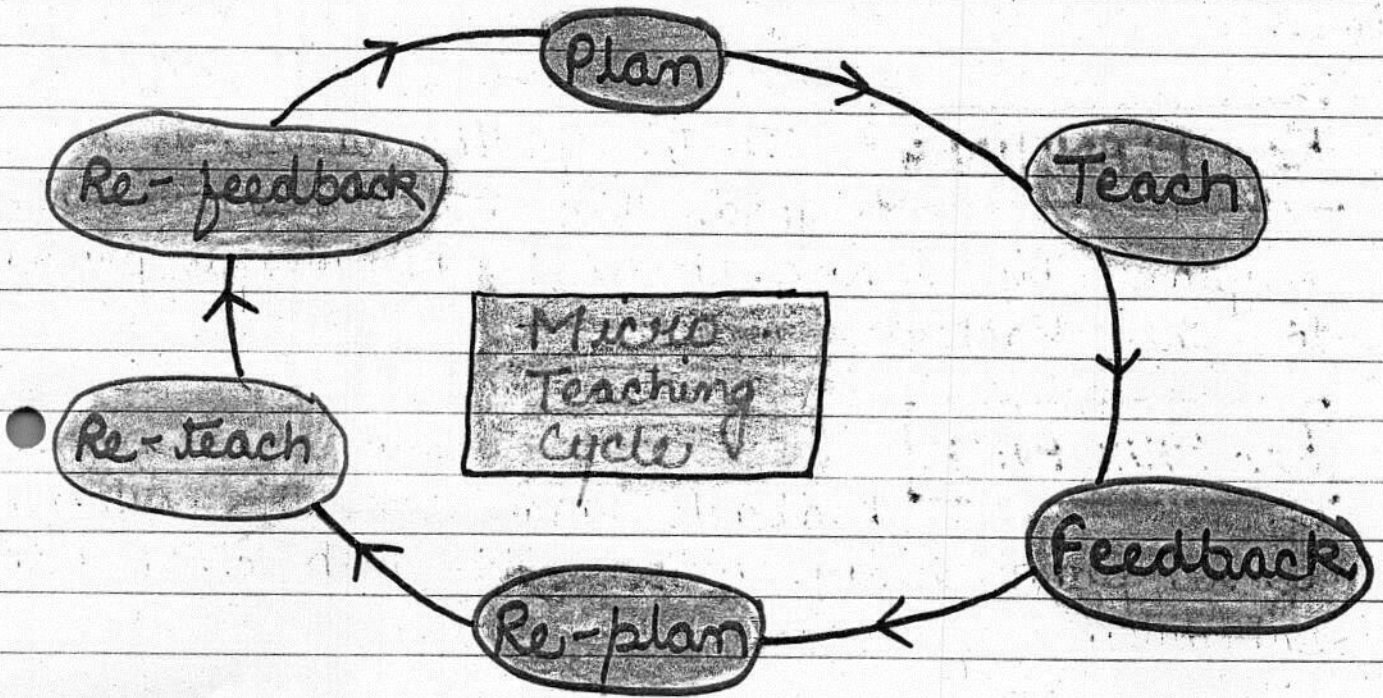
According to B.K. Pusee, "Micro teaching is a training technique which requires student teachers to reach a single concept using specified skills to a small number of pupils in a short duration of time."

## Nature



So, Micro teaching is a sort of teaching. It reduces the complexity of real teaching. Each trainee has to practice the different skills one by one until he gains mastery over all the skills. It gives immediate feedback.

# Cycles Of Micro-Teaching



1. **PLANNING** In planning time the student teacher plans his lesson and select his own skill to demonstrate his lesson.

2. **TEACHING** Teaching is required 5 minutes to the class of 5 to 10 students. The practice of lesson is supervised by the supervisor and other teacher-trainees

3. **FEEDBACK** The supervisor or the teacher and other teacher-trainee who



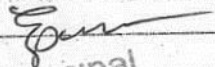
see observing the practice session, provides immediate feedback on the teaching performance. Feedback is provided only in 6 minutes practice time.

4. **Re-PLANNING** If the performance is not good then the teacher trainee re-plans his lesson. Here 12 minutes is provided to the teacher trainee.

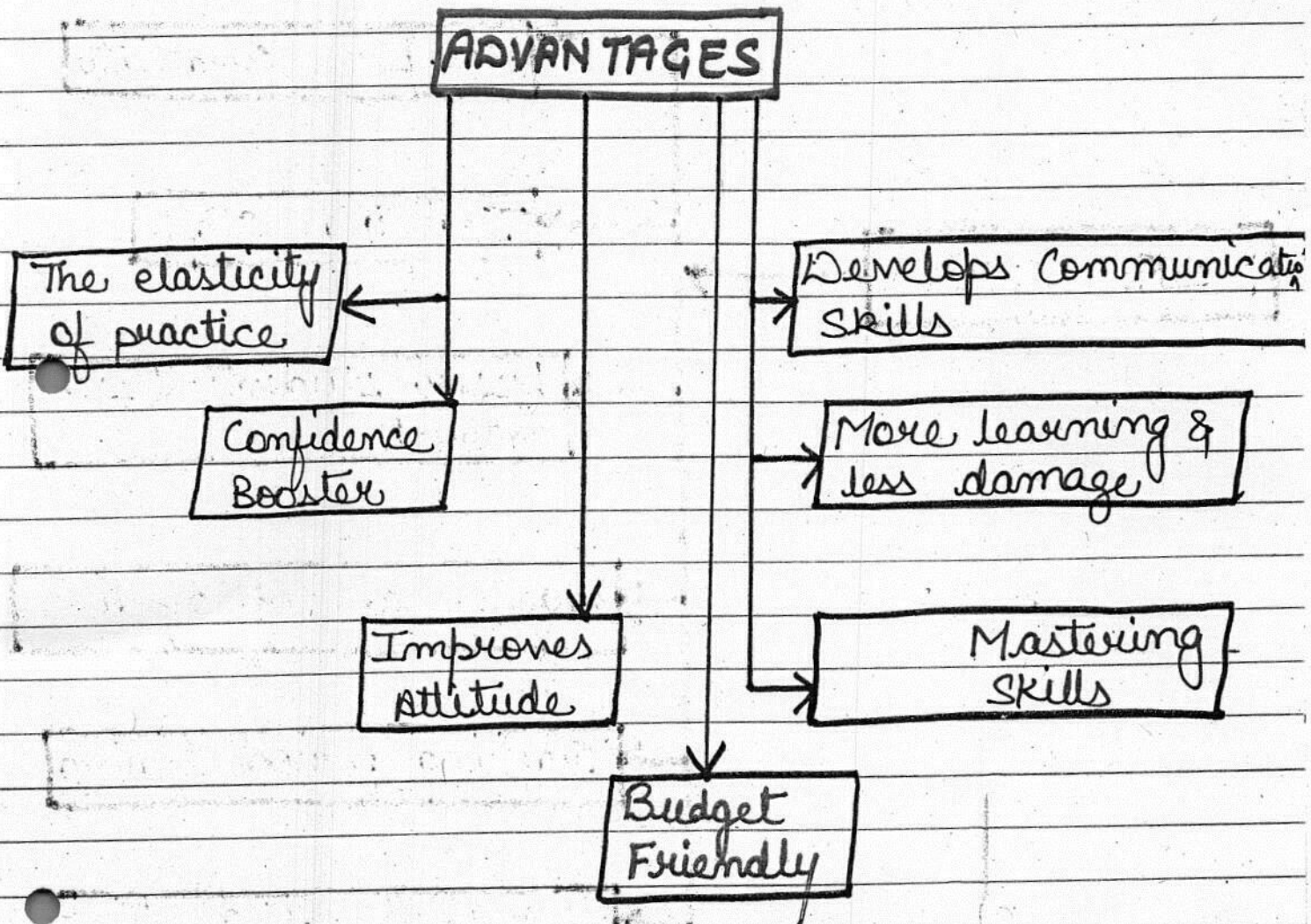
5. **Re-FEEDBACK** The teacher trainee is provided feedback again on the performance of re-plan lesson with the help of Observer schedule.

Thus, the cycle of it continues until the fulfilment of the desired results.

Micro teaching works as a focused instrument which helps to practice essentially teaching skill safely and effectively at any age. Learning is a change in behaviour which is brought about by activity, training or experiencing at any age. Learning is more experienced, learning becomes more-effective.

  
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# ADVANTAGES OF MICRO-TEACHING



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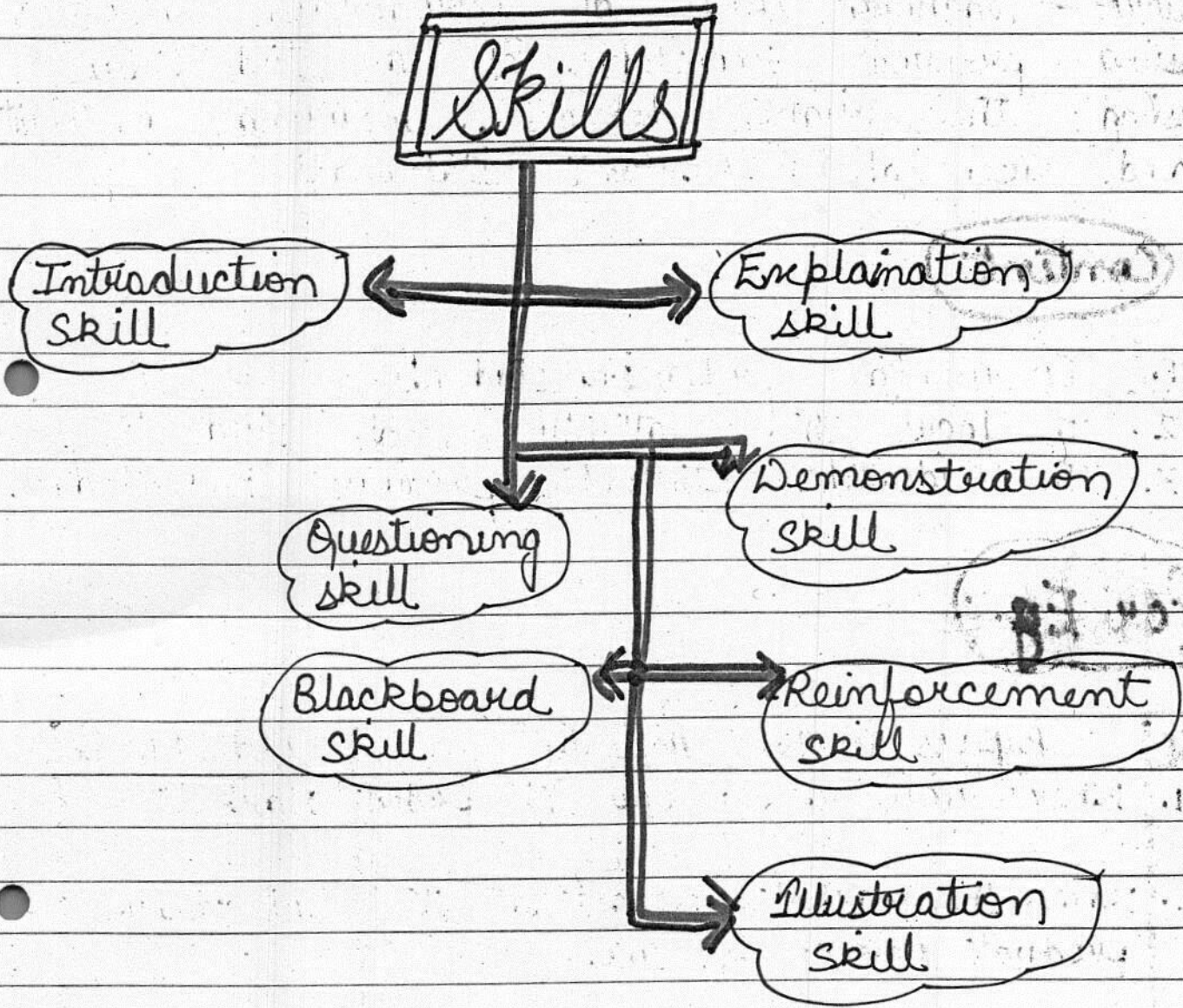
# DISADVANTAGES OF MICRO-TEACHING

DISADVANTAGE

- Hampers Creativity
- Training Staff
- Lesser students lesser interest
- Waste a lot of time
- Training period timing
- One skill at a time
- Not realistic and practical

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# Skills Of Micro-Teaching



# INTRODUCTION SKILL

Micro-Teaching skills of introduction involves using previous knowledge of a student by using the right device, ensuring continuity and use of relevant statements.

## Content

1. To mental preparing students
2. To focus the attention of students
3. To identify student previous knowledge

## Examples

Sr.	Pupil's Teacher Activity	Student Response
1.	Where you go to buy the product	Market
2.	Name the market you get all the product under one roof?	Supermarket
3.	Who work in the supermarket to arrange these product?	Manager
4.	Name the process by which manager coordinate with workers?	Management
5.	What do you understand by management?	No response.

# Questioning Skills

This skills in the micro teaching helps in bringing about meaningful discussion by way of questioning the topic in place. It ignites curiosity and broadens the subject matter understanding of the students. Moreover it also encourages the teachers to try out different way of teaching in the classroom.

## Content

1. Grammatically accuracy.
2. Related to topic.
3. Continuity
4. Language according to level.
5. Use of relevant words.
6. No repetition of question.
7. Equal distribution of questions.

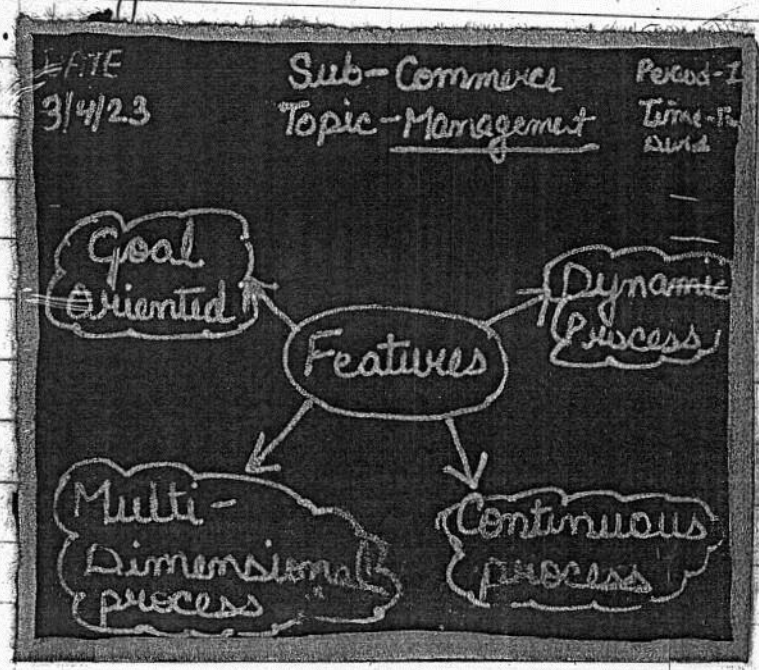
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# Blackboard Skill

Blackboard writing is considered a major micro teaching skill as it is used to keep the students to shift focus, grab attention and highlights vital concept. It is good instrument to bring about clarity of concept and perception. It also adds variation to the lesson that is being presented.

## Content

1. Clear letter Configuration.
2. Grammatical accuracy.
3. Underline major points.
4. proper labelling.
5. preciseness.



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# Explaining Skill

This skill is regarded as an intellectual activity that a teacher should possess, Ideas and concepts must be communicated well with the students so that they understand the topic better and attain conceptual clarity of the same. Teachers should also be able to relate facts with other set of facts to link up the topic better.

## Content

- ① Simple & Clear statement.
- ② Use of suitable examples.
- ③ Change in postures & facial expressions.
- ④ Pronunciation.
- ⑤ Conclusion statement.



# 5 Demonstration Skill

The skill of demonstration requires the creation of an appropriate situation. This would entail preparing for the demonstration beforehand and gathering all the necessary material for the demonstration. Conduct the demonstration sequentially so as not to confuse the students.

A demonstration is an activity and process of explaining and describing the concept, idea, principle, law, teaching point, etc with the help of showing specimens or devices or experiments in the teaching-learning process. Demonstration creates a lively situation by using real things among the students.

## Component

1. Proper Distribution of material.
2. Simplicity & Clarity in demonstration.
3. Visuality
4. Focus on main points.
5. Participation of students.

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