

BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 07-04-2023

NOTICE

This is to inform to all the students that Innovative Lesson Plan Presentation will be organized on 10 April 2023 in college campus. Reporting time will be 11:00 am. Attendance is mandatory to all students.

Dr. Ekta Pareek

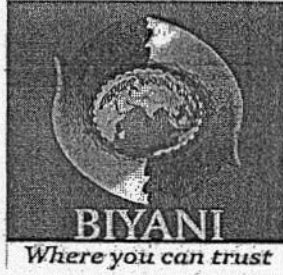
PRINCIPAL

BIYANI GIRLS B.ED.

SEC. 3, VIDHYADHAR NAGAR, JAIPUR

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

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Biyani Girls B.Ed College
Jaipur



BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 17-03-2022

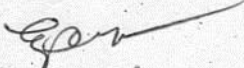
NOTICE

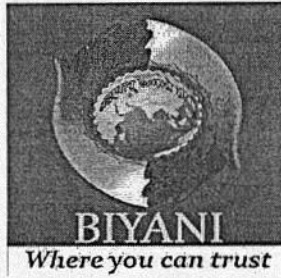
This is to inform to all the students that Innovative Lesson Plan Presentation will be organized on 21 March 2022 in college campus. Reporting time will be 11:00 am. Attendance is mandatory to all students.


Dr. Ekta Pareek

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BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 20-09-2021

NOTICE

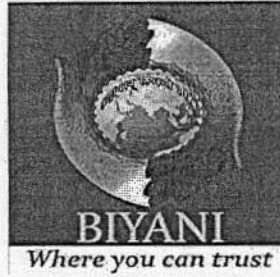
This is to inform to all the students that Innovative Lesson Plan Presentation will be organized on 23 September 2021 in college campus. Reporting time will be 11:00 am. Attendance is mandatory to all students.


Dr. Ekta Pareek

Principal
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SEC-3, VIDHYADHAR NAGAR, JAIPUR

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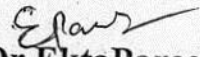


BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 10-08-2020

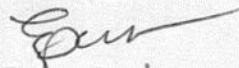
NOTICE

This is to inform to all the students that Innovative Lesson Plan Presentation will be organized on 13 August 2020 *Online Mode*. Reporting time will be 11:00 am. Attendance is mandatory to all students.


Dr. Ekta Pareek

Principal
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BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 15-01-2019

NOTICE

This is to inform to all B.Ed. students that "Innovative Lesson Plan Presentation" will be organized on 21st Jan. to 24th Jan. -2019 in College Campus. Reporting time will be 11:00 am. Attendance is mandatory for all.

etds
Dr. Ekta Pareek

Principal
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Jaipur

Edm
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BIYANI GIRLS B.ED. COLLEGE

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B.Ed. I year

Session 2022 - 2023

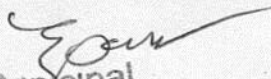
INNOVATIVE LESSON PLAN

Name Ayushi Panwar Class B.ED Section A Roll No. _____
I year

Father's Name Mr. Man Singh Panwar

Teaching Subject English

Name of School _____


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Innovative Lesson - Plan

Date - 20/4/23

Class - VI

Lesson No. 18

Subject - English

Device - Prose

Topic - Kalpana Chawla

Method:- Linear Instructional Program Me

Period - III

Time duration - 35

S.No.	Teaching Objects	Expected behavioural changes
1.	Knowledge	(i) Students will be able to know the elements of language. (ii) Students will be able to recall and recognize the difficult words used in prose. Kalpana Chawla.
2.	Understanding	(i) Students will be able to understand the thought of the prose by framings. (ii) Students will be able to understand the difficult meanings and words use in prose (An Indian - American woman in Space: Kalpana Chawla).
3.	Application	(i) Students will be able to use new words in their day to day life conversation.

Students have the general knowledge about
An Indian-American woman in space :-
"Kalpana Chawla".

Introductory Questions

No.	Pupil Teacher's Activity	Student's Activity
1.	How do people go to space?	By Spacecraft
2.	Who travels in spacecraft?	Astronaut
3.	Name some astronauts?	Neil Armstrong Kalpana Chawla Rakesh Sharma
4.	Who was the first Indian woman to go into space?	Kalpana Chawla.
5.	What do you know about Kalpana Chawla?	Problematic Question.

Pupil Teacher's Statement :- Today we shall study about the life history of "Kalpana Chawla."

Instructions →

1. The content is divided into small sub-units.
2. Read the content very carefully which is given in frames.
3. Give the answers of attached questions in content.
4. You must match your answers with the answers of framing's chit (slip).
5. If your answer is correct, then go ahead for other framings.
6. If your answer is wrong, then re-read your content and give the right answer.

Presentation

Frame-1.

Kalpna Chawla was born on 17 March 1962 in Karnal. Kalpna Chawla always said she never dreamed as a child in Karnal that she would cross the frontiers of space.

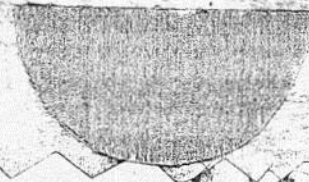
Qus. 1 When did Kalpna Chawla born?



Frame-2.

Her father name was Bansari Lal Chawla. Her mother name was Sanjyothi Chawla. Kalpna Chawla was youngest of four children.

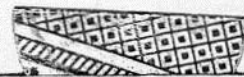
Qus. 2 What was the name of Kalpna's father?



Frame-3.

Kalpna Chawla childhood name was 'Montu' until she started school. When she entered education Chawla picked her own name, 'Kalpna'.

Qus 3. What was her childhood



Frame 4.

The name Kalpana means 'idea' or 'imagination'. She often went by the nickname K.C. She enjoyed flying, hiking, reading etc.

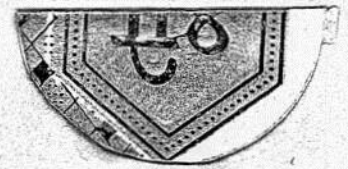
Qus 4. What is the meaning of her name 'Kalpana'?



Frame-5.

She attended 'Tagore Bal Niketan Sr. Sec. School, Karnal'. She earned a bachelor of Engineering degree in 'Aeronautical Engineering' from Punjab.

Qus 5. In which stream she done her engineering degree?



Frame 6.

In 1980 she moved to the United State and obtained a master degree in 'Aerospace Engineering' from the university of Texas.

Qus 6. Where she went to complete her master degree?



Frame 7.

Kalpama got married in the year 1983 to 'Jeanpierre Harrison' who was an aviation author and a flying instructor.

Qus 7. To whom did Kalpama married?

Frame-8.

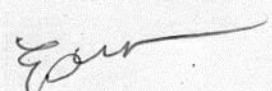
She started work in 1988 at 'NASA Ames Research center' in the area of powered lift computational dynamics.

Qus 8. where did she started work?

NASA Ames
Research
Center

Frame-9.

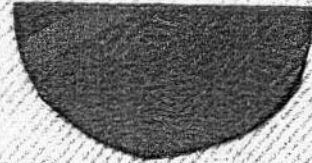
In december 1994 she was selected by NASA. She reported to the Johnson space center in March 1995 as an astronaut candidate.


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Frame-10.

Kalpana Chawla's first opportunity to fly in space in '19 Nov 1997', aboard the space shuttle Columbia on flight STS-87.

Qus.10 When she was fly first in space?



Frame-11.

Kalpana Chawla was selected for her second voyage into space in 2000. She served again as a mission specialist for STS-107. The mission was delayed several times and finally launched in 2003.

Qus.11. When did Kalpana selected for her second voyage into space?



Frame 12.

All through her journey she was the one to receive NASA space flight Medal, Congressional space medal?

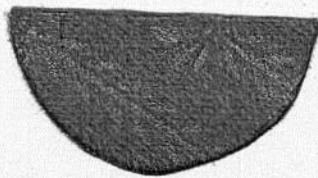
Qus.12. Which Medal she got from NASA?



Frame-13.

On 1st Feb 2003, the space shuttle returned to earth and was intended launch at 'Kennedy Space Center' in Florida.

Q.13. Where did the space shuttle launched?



Frame-14.

Kalpana Chawla was one of the seven crew members who died in the space shuttle Columbia disaster.

Q.14. How many crew members died in a space shuttle?



Frame-15.

After her death MET ST renamed as 'Kalpana-1' on Feb 2003 to paying tributes to the memory of 'Astronaut Kalpana Chawla.'

Q.15. MET ST renamed as 'Kalpana-1' on Feb 2003 to paying tributes to the memory of 'Astronaut Kalpana Chawla.'

Evaluation -

★ Objective Type Questions :-

Q1 Where did Kalpna Chawla go for her master degree?

(a) England

(b) Europe

(c) Canada

(d) U.S.A.

[]

Q2 Kalpna Chawla was born in _____

(a) Delhi

(b) Karnal

(c) Mumbai

(d) Chandigarh

[]

★ Give the answer of following question in one word :-

Q3 In which subject Kalpna Chawla get her PHD?

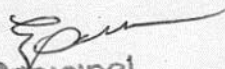
Q4 Kalpna Chawla was a naturalised citizen of?

Q5 In which district is Karnal situated?

homework

Write any one astronaut life history and facts.

No.	Date	Topic	class	sign
8	26/4/23	Kalpama Chawla (rose)	IX	Loy प्रधानाध्यापक राजकीय उच्च प्राथमिक विद्यालय दि. ॥ बड़ा तह. लक्ष. गढ (सीकर)


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Innovative Lesson - Plan

Date 27/4/23

Subject - English

Period - III

Class - IX

Device - Grammar

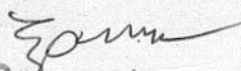
Time duration - 35 min

Lesson No - 19

Topic - Punctuation

Teaching Method :- Supervised Method

S.No	Teaching Objects	Expected behavioral Changes
(i)	Knowledge (i) (ii) (iii)	Students will be able to know the elements of grammar. Students will be able to recall and recognize the difficult words used in "punctuation" sentences. Students will be able to know the meaning & types of punctuation marks.
(ii)	Understanding (i) (ii)	Students will be able to classify the kinds of punctuation. Students will be able to understand the correct and proper use of punctuation mark.
(iii)	Application - (i)	Students will be able to use new punctuation in their


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Teaching
Objects

Expected behavioural Changes

(ii) Students will be able to write & read new sentences with the correct use of punctuation marks.

Skill (i)

Students will be able to prepare a chart on punctuation marks.

Teaching aid - (i) Card sheet of punctuation.
Chart of punctuation marks,

Teaching Method - Supervised method.

Previous Knowledge - Students have the general knowledge about "punctuation mark".

Introductory Questions

S.No.	Pupil teacher's activity	Student's activity
Q1.	What does the 'word' mean?	A group of letters
Q2.	What does the 'sentence' mean?	A group of words
Q3.	What are the types of sentences?	Simple, Interrogative, Exclamatory etc.
Q4.	Which types of marks we can use in sentences?	Interrogative, Full-stop, Dash etc.
Q5.	What we call these symbols in grammatical language?	Problematic Question

Pupil teacher's statement →

Today we shall study about the use of 'punctuation marks' as a main element of language and grammar.

Teaching point 1. **Meaning of punctuation**

Meaning & uses

- Q1. Where punctuation can be used?
- Q2. What is the meaning of punctuation?
- Q3. Which language is origin of punctuation word?
- Q4. What is the main word of punctuation?

Step - II

Pupil teacher will distribute the content to students. Instructions has been given to read this material silently for 5 minutes after reading this content, material is taken back & pupil teacher will ask some questions.

Main Punctuation & their Uses

The main Punctuation marks are -

- [i] Comma (,) - used to show a separation of ideas.
- [ii] Full stop (.) - is placed at the end of declarative sentences and abbreviations.
- [iii] Question mark (?) - to indicate a direct question in the end of sentence.
- [iv] Exclamation mark (!) - is used to present strong feelings and high volume (fear, anger, love).
- [v] Colon (:) - After a word introducing a quote, an example, a

here we can use comma punctuation?
What is the use of question mark?
When we can use Question mark?

-III
Pupil teacher will distribute the content to students. Instructions has been given to read this material silently for 5 minutes. After reading this content, material taken back and pupil teacher will ask the questions.

Importance of Punctuation

Use of punctuation play very important role in giving intended meaning to the language. Use of wrong use of punctuation can change the meaning of sentences completely. This feature of writing that gives meaning to the written words. In the writing situation are the basic, which is really important. Punctuation put clarity in our writing without it we can misunderstand.

Example - [i] Kamlesh wants to marry Megha.
[ii] Kamlesh wants to marry Megha!
[iii] Kamlesh wants to marry Megha?

By using full stop, simply presents a fact.
By using exclamation, shows emotion about situation.
By using question mark, turned into a question.

- Q1. Which has important role in language?
Q2. How can be changed the meaning of sentences?
Q3. What is the basic element of writing?

Blackboard Summary -

1. Meaning of Punctuation →

- (A) Origin from Latin.
(B) Its makes sentence meaning clearer.

2. Main Punctuation & their uses →

- (A) Comma (,) (B) Full stop (.)
(C) Question Mark (?) (d) Exclamation mark (!)
(e) Colon (:), (F) Semicolon (;)
(h) Quotation or speech marks ("...")

3. Importance of punctuation →

- (A) Wrong punctuation can change.
(B) Punctuation are basic.

valuation -

What is the name of this symbol [?].

Question mark

(b) colon

Full stop

(d) Period

[]

In which century punctuation word had come?

18th century

(b) 20th century

9th century

(d) 17th Century

[]

e 'T' for true and 'F' for false. -

every sentence has one capitalization word.

[T/F]

Semi-colon used to present questions.

[T/F]

Punctuation marks put clarity in sentences.

[T/F]

Innovative - Lesson Plan

Date 21/4/23

Class - VI

Lesson No. 20

Teaching Method:-

Subject - English

Service - Grammar

Topic - Adverb

Concept Mapping

Period - III

Time duration - 35 min.

S.No	Teaching Objects	Expected behavioural changes
1.	Knowledge (i) (ii)	Students will be able to know the elements of grammar. Students will be able to know the meaning & definition of Adverb.
2.	Understanding	(i) Students will be able to classify the types of Adverb. (ii) Students will be able to understand the correct use of Adverb.
3.	Application (i) (ii)	Students will be able to use new words in their day to day life conversation. Students will be able to read & write new sentences.
4.	Skill (i)	Students will be able to prepare a chart and concept mapping on 'Adverb'.

Teaching Method - Concept Mapping Method

Teaching aids - Different types and charts of concept mapping.

Previous knowledge - Students have the general knowledge about the grammar.

Introductory Questions

S.No.	Pupil	Teacher's Activity	Student's Activity
1	She was walking	slowly	slowly
2	The dress fit her	perfectly well.	perfectly
3	I take a metro	daily	daily
4	They open a shop in	nearby	nearby
		Adjective	Problematic

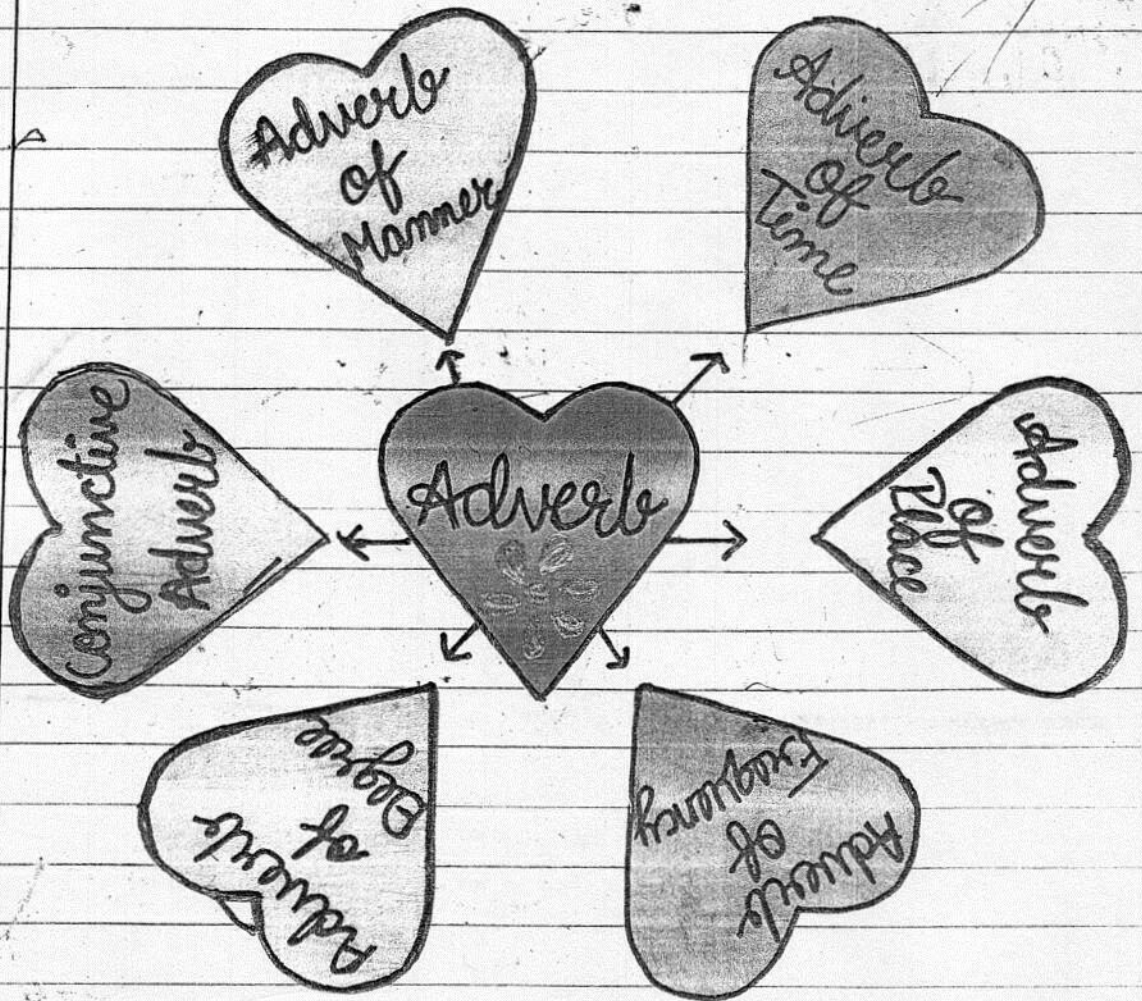
Principal
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Jaipur

Presentation

Teaching Point

Concept Map

Types of Adverb

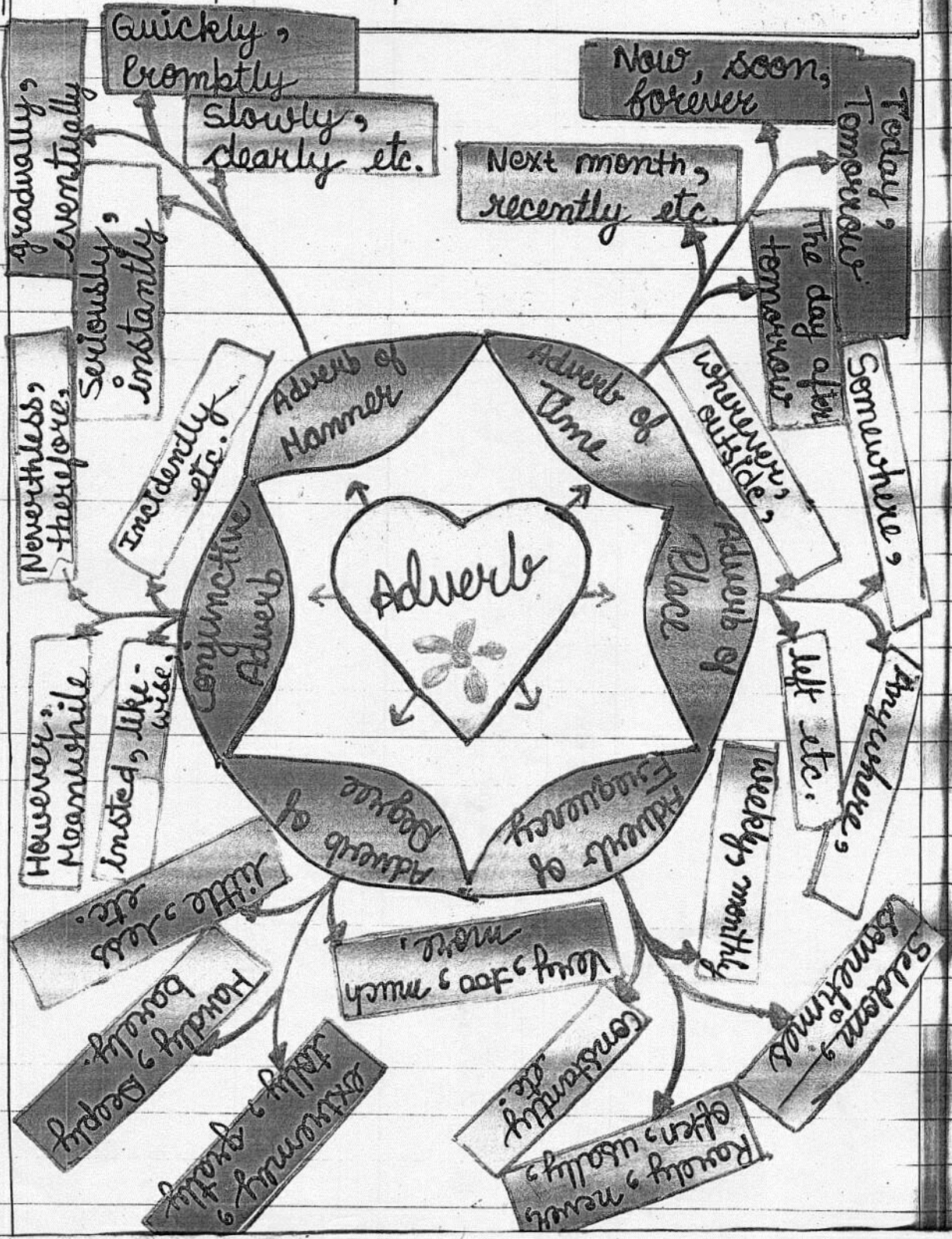


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Teaching Point

Concept Map

Sub types of main types of Adverb.



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teaching Point

Concept Map

examples using :- types

They accepted the offer immediately.

The dog quickly ran after the ball.

She stood up clearly.

Adverb of Manner

The Head Teacher spoke seriously to the new student.

We have to leave now.

My parents will arrive tomorrow.

She will give a test today.

Adverb of Time

My father has recently come back to India.

The taxi is waiting outside.

I'm not going anywhere today.

Today Kamlesh books a cab to go to Shimshuri.

Adverb of Place

Two left at the end of the street.

Teaching Point

Concept Map

I used to often take walks along that road.

I usually come home after work.

My father seldom watches T.V. at night.

Adverb of Frequency

He rarely makes a mistake.

You have hardly done any work.

She's barely 14 years old.

This coffee is very hot.

Adverb of Degree

The soup was too salty.

Mary plays football. Moreover she works a hotel.

He won't win however hard he tries.

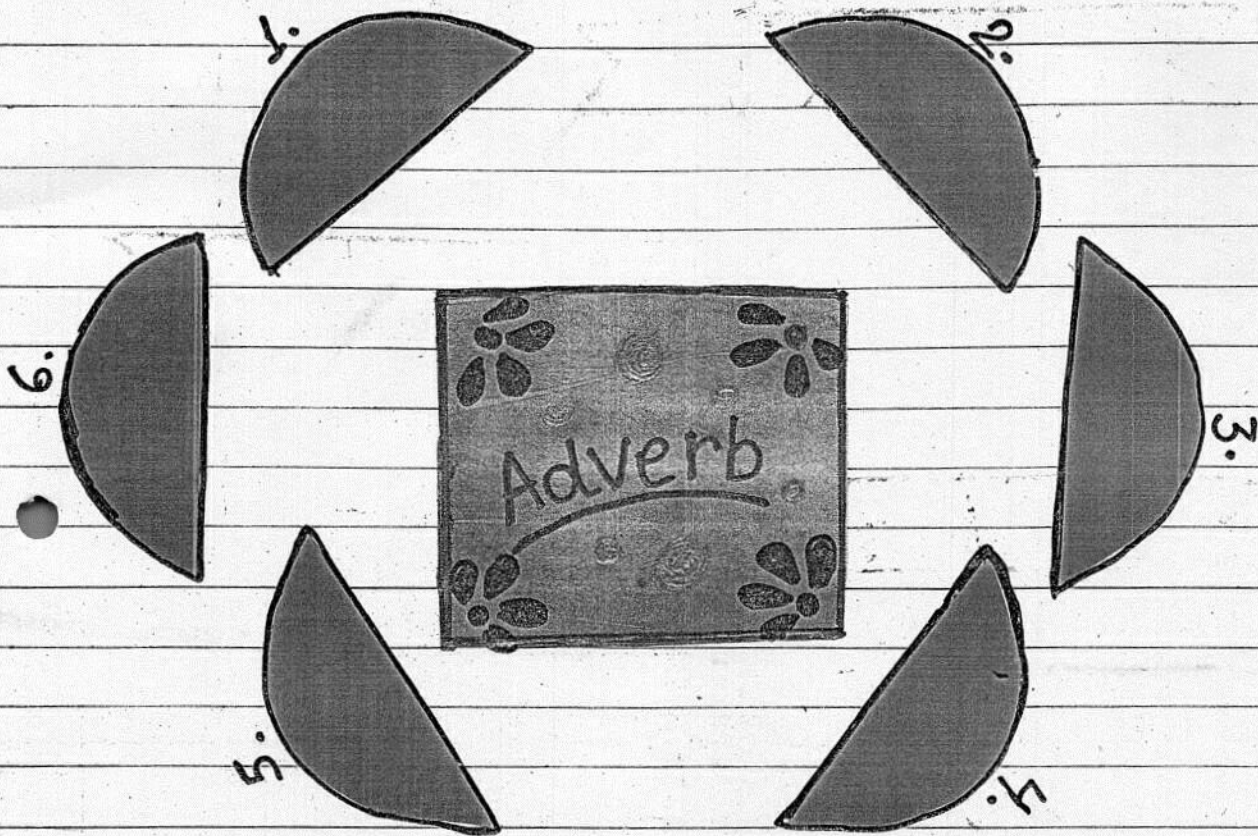
Conjunctive Adverb

We must hurry otherwise we will miss the train.

I don't want to go out tonight. Instead I want to stay in and read.

Brain storming session

Fill the suitable words in these blocks-



1. Now 2. Adverb of Place 3. Barely

4. Adverb of Time 5. Quickly 6. Adverb of Degree

7. However 8. Adverb of Frequency 9. Outside

10. Adverb of manner 11. Coniunctive Adverb

Homework :-

Q1. Make the concept maps on following points.

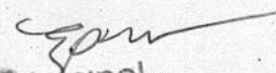
Adverb of Degree

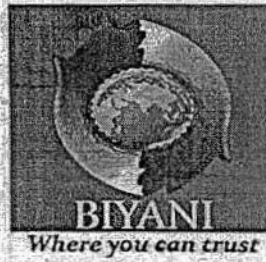
Adverb of Place

Adverb of Frequency

S.No.	Date	Topic	class	sign
20	28/4/23	Adverb (Grammar)	IX	Loy

प्रधानाध्यापक
राजकीय उच्च प्राथमिक विद्यालय
बड़ा तह. लक्ष्मणगढ़ (सीकर)


Principal
Shyami Girls B.Ed College
Jaipur



BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 11-01-2023

NOTICE

This is to inform to all the faculty members and students that Micro Teaching Classes will be held on 16 January 2023 to 22 January 2023 in Biyani Girls BEd College. Reporting time will be 8:00 am. Attendance is mandatory for all.


Dr. Ekta Pareek

Principal
Principal
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BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 12-02-2022

NOTICE

This is to inform to all B.Ed. students that "Micro Teaching Classes" will be arranged on 16th Feb to 24th feb. 2022. Reporting time will be 11:00 am. Attendance is mandatory for all.


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

Date: 04-02-2021

NOTICE

This is to inform to all students that **Micro Teaching Classes** will be started from 08th February 2021 to 13th February 2021 in your respective classroom. Report in College at 11.00 am.

Attendance is mandatory for all.

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Dr. Ekta Pareek

NOTICE

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Micro Teaching Classes will be started from 08th February 2021 to 13th February 2021 in your respective classroom. Report in College at 11.00 am.

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BIYANI GIRLS B.ED. COLLEGE, JAIPUR

Date: 22/11/2019

NOTICE

This is to inform to all the students that your Micro teaching lesson plan presentation activity will be organized from 25/11/2019 to 30/11/2019. All students should prepare their micro teaching skill lesson plan of their respective teaching subject. Attendance is mandatory for all students.

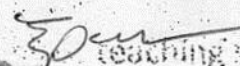
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Date: 22/11/2019


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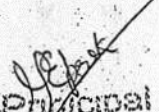


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Date: 01-11-2018

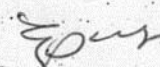
NOTICE

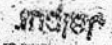
This is to inform to all B.Ed. students that "Micro Teaching Classes" will be arranged on 5th Nov. to 17th Nov. 2018. Reporting time will be 11:00 am. Attendance is mandatory for all.


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Where you can trust

BSC.-B.Ed.

(Year : III & IV)

Session 2022 - 2023

MICRO-TEACHING DIARY

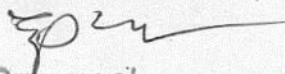
Name BHAWANA TANWAR Section B.Sc. B.Ed. Roll No.

Father's Name Dr. SHANKAR LAL TANWAR

Teaching Subject PHYSICS

Name of School BIYANI GIRLS B.ED. COLLEGE

Sector-3, Vidhyadhar Nagar, JAIPUR - 302 023
Phone : 0141-2338591-95 • Tele-fax : 0141-2338007
website : www.biyanigirlscollege.com


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Jaipur

पाठ का स्वरूप (प्रथम)
अध्यापन-कौशल आधारित पाठ-योजना

कौशल का नाम Introduction Skill.....

विषय Physics.....

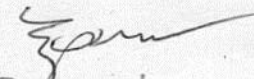
प्रकरण ... Magnetic Properties.....

कक्षा ... Vth..... अवधि .. 5.m

S.No.	छात्राध्यापिका क्रिया	छात्र क्रिया
1.	By showing a coin, what is this?	This is a coin.
2.	Coin is made of which metal?	Coin is made of iron.
3.	Tell me about the other things made of iron?	Things like nails, knives etc are made of iron.
4.	Things made of iron are attracted to which object?	Iron objects are attracted to the magnet.
5.	Tell me about the properties of magnet?	Problematic Question

OBJECTIVE STATEMENT :- Today we will discuss more about the Properties of Magnet.

अवलोकन सूची	आवृत्तियाँ				
	1	2	3	4	5
कौशल के घटक <ul style="list-style-type: none"> • Use of Previous Knowledge • Related to content • Continuity • Towards the main topic • Appropriate Time duration • Use of Audio - Visual Aid 					


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कौशल का नाम Introduction Skill.....

विषय Phy

प्रकरण Magnetic Properties.....

कक्षा VII

S.No.	छात्राध्यापिका क्रिया	
1.	By showing a coin, what is this?	This is
2.	Coin is made up of which metal?	Coin
3.	Tell me about the other things made of iron?	Things Knives of
4.	Things made of iron are attracted to which object?	Iron attrac- m
5.	Tell me about the properties of magnet?	Proble &

OBJECTIVE STATEMENT :- Today we will discuss the Properties of m.

मूल्यांकन सूची

कौशल के घटक	सर्वोत्कृष्ट	उत्तम	अच्छा
<ul style="list-style-type: none"> Use of Previous knowledge. Related to content. Continuity Towards the main topic. Appropriate time duration. Use of Audio-Visual Aid 			

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कौशल का नाम Blackboard Skill

विषय Physics

प्रकरण Magnetic Properties


कक्षा VIth अवधि 5 min

S.No.	छात्राध्यापिका क्रिया	छात्र क्रिया
1)	A metallic object which attracts iron or magnetic things is called magnet.	magnet

Date → 28/2/23 Sub. → physics Period → 9
 Class → VIth Topic → Magnet Time → 5 min


Define :- A magnet is a metallic object which attracts iron or magnetic things.

The end points of magnets are known as poles.

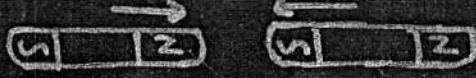


* Properties of Magnet *

- Like magnetic poles repel each other.



- Unlike poles attract each other.



Problematic Question
 Students will listen carefully and writing.

कौशल के घटक	आवृत्तियाँ				
	1	2	3	4	5
1) Clear letter configuration.					
2) Grammatical Accuracy					
3) Underline the main teaching points.					
4) Proper labelling of pictures & diagrams					
5) Briefness					

[Signature]
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सहायक दल निदेशक




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 अध्यापन-कौशल आधारित पाठ-योजना

कौशल का नाम Blackboard Skill.....

विषय Physics.....

प्रकरण Magnetic Properties.....

कक्षा Vth..... अवधि 5 min

S.No.	छात्राध्यापिका क्रिया	छात्र क्रिया								
1)	A metallic object which attracts iron or magnetic things is called.	Magnet								
2)	What are the Properties of Magnet?	Problematic Questions Students will listen carefully and writing.								
<div style="border: 1px solid black; padding: 5px;"> <p>Date → 28/2/23 Sub. → Physics Period → I class → VIth Topic → 'Magnet' Time → 5 min</p> <p><u>Define</u> :- A <u>magnet</u> is a metallic object, which attracts iron or magnetic things.</p> <p>The end points of magnets are known as <u>poles</u>.</p> <div style="text-align: center;">  </div> <p>* <u>Properties of Magnet</u> *</p> <ul style="list-style-type: none"> - Like magnetic poles repel each other. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - Unlike poles attract each other. <div style="text-align: center;">  </div> </div>										
	<ol style="list-style-type: none"> 1) Clear letter Configuration. 2) Grammatical Accuracy. 3) Underline the main teaching points. 4) Proper labellings of pictures & diagrams 5) Briefness 	<table border="1"> <thead> <tr> <th>उत्तम</th> <th>अच्छा</th> <th>सामान्य</th> <th>असन्तोष</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	उत्तम	अच्छा	सामान्य	असन्तोष				
उत्तम	अच्छा	सामान्य	असन्तोष							

हस्ताक्षर सहपाठी पर्यवेक्षक

हस्ताक्षर दल निदेश

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पाठ का स्वरूप (प्रथम)
 अध्यापन-कौशल आधारित पाठ

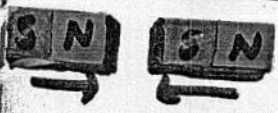
कौशल का नाम Demonstration...skill.....

प्रकरण Properties of magnetism.....

S.No. छात्राध्यापिका क्रिया



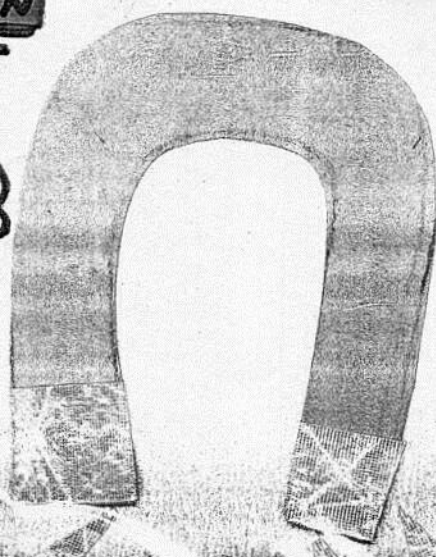
Magnetism



attract



repel

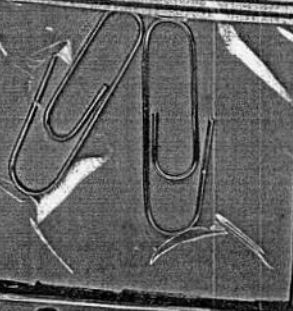


Magnetic

Non-Magnetic

- Cobalt
- iron
- steel

- Copper
- gold
- plastic
- wood



Paper Clip
 कौशल क घटक

Wooden Pencil



आवृत्तियाँ		
3	4	5

simplicity of demonstration

students.



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 अध्यापन-कौशल आधारित पाठ-योजना

कौशल का नाम: Demonstration Skill
 प्रकरण: Properties of Magnetism

विषय: Physics
 कक्षा: 11th अवधि: 5 min.

S.No.	छात्राध्यापिका क्रिया	छात्र क्रिया
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magnet
 problematic
 Question
 material that can
 magnetic field
 the poles.

च्छा	सामान्य	असन्तोषप्रद

- demonstration.
- visibility
 - Co-operation of students.



हस्ताक्षर सहपाठी पर्यवेक्षक

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पाठ का स्वरूप (प्रथम)
अध्यापन-कौशल आधारित पाठ-योजना

कौशल का नाम ... Explanation skill

विषय ... Physics

प्रकरण ... Working with magnets

कक्षा ... Vth अवधि ... 5 min

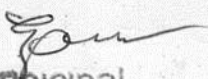
No	छात्राध्यापिका क्रिया	छात्र क्रिया
1.	What is magnet?	Magnet is defined as a material that can produce its own magnetic field & attracts unlike poles.
2.	How will you make a iron strip into a magnet?	Problematic Question-

TEACHERS STATEMENT:- Magnet is the material which attracts magnetic materials like iron, steel, Cobalt etc. towards itself. It attracts unlike poles & repels like poles.

We can make magnet by using a iron strip and a bar magnet. Place a bar magnet near one of its poles and one edge of the strip of iron. Without lift it move it along the length of the iron strip till we reach the end. Repeat this process about 30-40 times and observe that the strip attracts the fillings. This indicates that the strip of iron becomes magnet. Remember that the poles of magnet and direction of its movement should not change.

अवलोकन सूची	आवृत्तियाँ				
	1	2	3	4	5
कौशल के घटक					
Continuity within statements.					
Simple & Clear explanation.					
Interaction during explanation					
Use of appropriate teaching aid					
Change in body language & facial expression					
Summary statements					

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पाठ का स्वरूप (द्वितीय)
अध्यापन-कौशल आधारित पाठ-योजना

शुल का नाम: Explanation skill
करण: Working with Magnets

विषय: Physics
कक्षा: VIth अवधि: 5 min.

छात्राध्यापिका क्रिया	छात्र क्रिया
What is magnet?	Magnet is defined as a material that can produce its own magnetic field & attracts unlike poles.
How will you make an iron strip into a magnet?	Proble matic Question

TEACHER'S STATEMENT :- Magnet is the material which attracts magnetic materials like iron, steel etc. It attracts unlike poles & repel like poles. We can make magnet by using an iron strip & a bar magnet. Place a bar magnet near one of its poles and one end of iron strip. Without lift move it along the length of strip till we reach the end. Repeat this process at 30-40 times and feel attraction to the strip. This indicates that iron strip becomes magnet. Remember that the poles of magnet and direction of its movement should not change.

मूल्यांकन सूची

कौशल के घटक	सर्वोत्कृष्ट	उत्तम	अच्छा	सामान्य	असन्तोषप्रद
Continuity within statements. Simple and clear explanation. Interaction during explanation. Use of appropriate teaching aid. Change in body language & facial expressions. Clear statements.					

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कौशल का नाम .. Questioning skill ..
कारण .. Fun with Magnets ..

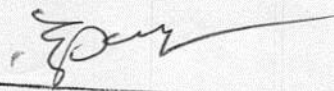
विषय .. Physics ..
कक्षा .. VIth .. अवधि 5 min:

छात्राध्यापिका क्रिया	छात्र क्रिया
1. Who discovered magnets ?	By shephard named Magnes in Ancient Greece
2. How many types of magnets are ?	two types - Natural & Artificial
3. Natural magnets were discovered in ?	Greece
4. How many poles are in a magnet ?	two poles (North & South pole)
5. Name the materials which are attracted towards a magnet ?	Magnetic materials
6. Shapes of Artificial magnets ? Name them -	1) Bar magnet 2) Horse shoe 3) cylindrical
7. How artificial magnets are prepared ?	Artificial magnets are prepared by using pieces of iron.
8. Where are poles of a bar magnet located ?	At the end of bar magnet just before the ends.
9. Write two methods by which a magnet can be demagnetised ?	1) By hammering magnets strongly. 2) By heating magnet & keep it in the E-W direction.
10. Convert Iron strip into a magnet ?	Rubbing a bar magnet along the length of iron strip till you reach the end and feel attraction.

अवलोकन सूची

कौशल के घटक	आवृत्तियाँ				
	1	2	3	4	5
Related to content.					
Grammatical accuracy.					
Continuity in questions.					
Use of language according to level.					
Structure of question simple & clear					
Equal distribution of question.					

हस्ताक्षर सहपाठी पर्यवेक्षक



हस्ताक्षर दल निदेशक

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पाठ का स्वरूप (द्वितीय)
अध्यापन-कौशल आधारित पाठ-योजना

कौशल का नाम कौशल-निर्माण-सूची.....
प्रकरण चुम्बकत्व.....

विषय Physics.....
कक्षा V..... अवधि 5 min.....

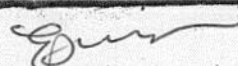
S.No.	छात्राध्यापिका क्रिया	छात्र क्रिया
1.	Who discovered magnets ?	By a sheperd named Magnes in Ancient Greece.
2.	How many types of magnets are there ?	two types - Natural & Artificial
3.	Natural magnets were discovered in ?	Greece
4.	How many poles are in magnet ?	two poles (North & South pole)
5.	Name the material which are attracted towards a magnet ?	magnetic materials.
6.	Shapes of artificial magnets ? Name them -	1) Bar magnet 2) Horse shoe 3) Cylindrical
7.	How artificial magnets are prepared ?	Artificial magnets are prepared by using pieces of iron.
8.	Where are poles of a bar magnet located ?	At the end of bar magnet just before the ends.
9.	Write two methods by which a magnet can be demagnetised ?	1) By hammering magnet 2) By heating magnet & keep it in air.
10.	Convert iron strip into a magnet ?	Rubbing a bar magnet along the length of iron strip till you reach the end & feel attraction.

मूल्यांकन सूची

कौशल के घटक	सर्वोत्कृष्ट	उत्तम	अच्छा	सामान्य	असन्तोषप्रद
1) Related to content.					
2) Grammatical accuracy.					
3) Continuity in questions.					
4) Use of language according to level.					
5) Structure of question simple & clear					
6) Equal distribution of questions.					

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हस्ताक्षर दल निदेशक


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सह-शाक्षक जागरूकता कार्यक्रम का सामाजिक अभावश्वास का दूर
करने में प्रभावशीलता का अध्ययन।

राजस्थान विश्वविद्यालय, जयपुर

को

शिक्षा अधिस्नातक उपाधि

की आंशिक पूर्ति हेतु प्रस्तुत

लघु शोध प्रबन्ध



निर्देशिका

डॉ. आरती गुप्ता

(व्याख्याता)

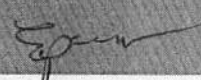
प्रस्तुतकर्त्री

गरिमा शर्मा

(एम.एड. छात्रा)

सत्र : 2020-22

बियानी गर्ल्स बी.एड कॉलेज,
जयपुर (राजस्थान)



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प्रस्तावना

- ▶ शिक्षा एक महत्वपूर्ण और सर्वव्यापी विषय है। शिक्षा ज्ञान, उचित आचरण, तकनीकी दक्षता, विद्या आदि को प्राप्त करने की प्रक्रिया को कहते हैं। शिक्षा में ज्ञान, उचित आचरण और तकनीकी दक्षता, शिक्षण और विद्या प्राप्ति आदि समाविष्ट है। इस प्रकार यह कौशलों, व्यावसायिक एवं मानसिक नैतिक और सौन्दर्य विषयक के उत्कर्ष पर केंद्रित है। शिक्षा, समाज एक पीढ़ी द्वारा दूसरी पीढ़ी को अपने ज्ञान के हस्तांतरण का प्रयास है। शिक्षा एक संस्था के रूप में काम करती है, जो व्यक्ति विशेष को समाज से जोड़ने में महत्वपूर्ण भूमिका निभाती है तथा समाज की संस्कृति की निरंतरता को बनाए रखती है।
- ▶ शिक्षा मनुष्य के समूचित विकास में अत्यन्त सहायक सिद्ध होती है, इसके द्वारा बालक की अन्तर्निहित शक्तियों को बाहर निकाला जाता है। शिक्षा कभी खत्म न होनी वाली प्रक्रिया है, जो जीवन पर्यन्त चलती रहती है। इसके द्वारा व्यक्ति एवं समाज दोनों निरंतर विकास करते हैं।

अध्ययन का औचित्य-

► आज जहां विज्ञान ने इतनी प्रगति कर ली है, अब कुदरत को भी चुनौती दी जा रही है, हमारे वैज्ञानिक आए दिन नए नए किर्तिमान स्थापित कर रहे हैं, ताकि मानव जाति का विकास हो सकें, लेकिन मानव जाति स्वयं ही अपनी प्रगति में बाधक बनी हुई है। आज यह दुःख की बात है कि एक ऐसा देश जहां विज्ञान इतना आगे बढ़ चुका है और अंतरिक्ष में सेटेलाइट तक भेजे जा रहे हैं, दूसरे ग्रहों पर जीवन खोजा जा रहा है, वहां इंसानों की बलि दी जाती है। लोक आज के वैज्ञानिक युग में डायन और टोना-टोटका जैसी बातों पर विश्वास करते हैं। अगर गांव में कोई बीमार पड़ जाए तो, डॉक्टर के पास ले जाने से पहले तांत्रिक और ओझा के पास ले जाने को प्राथमिकता देते हैं। देश में अंधविश्वास निश्चित ही बढ़ रहा है और इसका सबसे बड़ा कारण डर है। पिछले कुछ महिनों से हम महामारी और कई अन्य परेशानियों का सामना कर रहे हैं, जिससे जनमानस में डर फैल गया है। इसका फायदा कुछ लोग उठा रहे हैं।


Principal

Bly. Jini Girls B.Ed. College
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समस्या कथन

- ▶ सह-शैक्षिक जागरूकता कार्यक्रमों का सामाजिक अंधविश्वास को दूर करने में प्रभावशीलता का अध्ययन।


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तकनीकी शब्दों का परिभाषीकरण


जागरूकता

अंधविश्वास

प्रशिक्षणार्थी

सामाजिक
समस्या

प्रभावशीलता


Principal

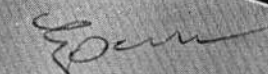
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अध्ययन के उद्देश्य-

सह-शैक्षिक (नुक्कड) नाटक से संबंधित जागरूकता कार्यक्रमों का सामाजिक अंधविश्वास को दूर करने में प्रभावशीलता का अध्ययन।

पीपीटी प्रस्तुतीकरण से संबंधित सह-शैक्षिक जागरूकता कार्यक्रम का सामाजिक अंधविश्वास को दूर करने में प्रभावशीलता का अध्ययन।

लघु फिल्म प्रदर्शन से संबंधित सह-शैक्षिक जागरूकता कार्यक्रमों का सामाजिक अंधविश्वास को दूर करने में प्रभावशीलता का अध्ययन।

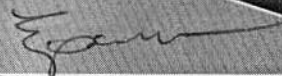


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परिकल्पना


- सामाजिक अंधविश्वास के प्रति बी.एड. प्रशिक्षणार्थियों की जागरूकता पर नुक्कड़ नाटक का प्रभाव पड़ता है।
- सामाजिक अंधविश्वास के प्रति बी.एड. प्रशिक्षणार्थियों की जागरूकता पर पीपीटी का प्रभाव पड़ता है।
- सामाजिक अंधविश्वास के प्रति बी.एड. प्रशिक्षणार्थियों की जागरूकता पर लघु फिल्म प्रदर्शन का प्रभाव पड़ता है।



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जनसंख्यां


► प्रस्तुत शोध में जनसंख्या के रूप में जयपुर जिले के बी.एड. प्रशिक्षणार्थियों को शामिल किया गया है।



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अध्ययनं में प्रयुक्तं न्यादर्श

- ▶ प्रस्तुत शोध कार्य में राजस्थान के जयपुर शहर के तीन बी.एड. कॉलेज के 25 प्रशिक्षणार्थी कुल 75 प्रशिक्षणार्थियों का चयन किया जाएगा।


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शोध में प्रयुक्त उपकरण

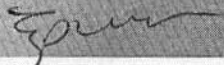
- ▶ अध्ययन हेतु स्वनिर्मित प्रश्नावली व संरचित जागरूकता कार्यक्रमों का प्रयोग किया गया।

अध्ययन में प्रयुक्त विधि

- ▶ प्रस्तुत शोध कार्य की समस्या को भली-भांति समझकर व सम्बन्धित साहित्य का अवलोकन कर अध्ययन हेतु "प्रयोगात्मक अनुसंधान विधि" (पूर्व व पश्च परीक्षण) का चयन किया गया है।

शोध का परिसीमांकन

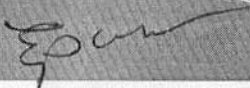
- प्रस्तुत शोध कार्य जयपुर जिले तक सीमित होगा।
- प्रस्तुत शोध कार्य में 3 महाविद्यालयों का चुनाव किया जाएगा।
- प्रस्तुत शोध में बी.एड. प्रशिक्षणार्थियों को लिया जाएगा।
- प्रस्तुत शोध में न्यादर्श की संख्या 75 रखी जाएगी।



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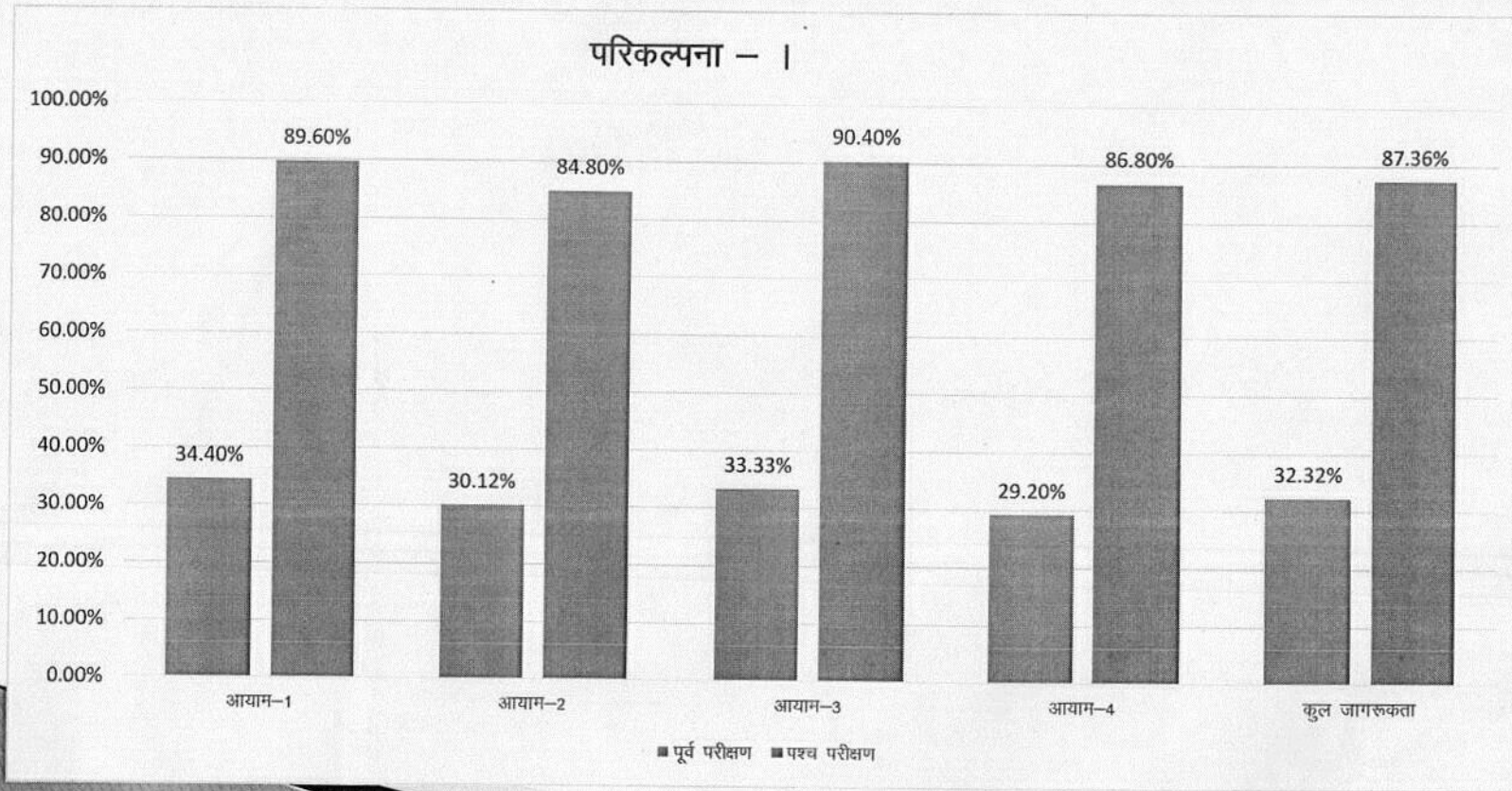
प्रस्तुत शोध में प्रयुक्त सांख्यिकी

- ▶ प्रत्येक शोधकार्य में सांख्यिकी विधियों द्वारा एकत्रित सूचनाओं व संकलित तथ्यों का विश्लेषण तथा व्याख्या की जाती है। प्रस्तुत अध्ययन में सांख्यिकी के रूप में प्रतिशत का प्रयोग किया जाता है।



सामाजिक अंधविश्वास के प्रति बी.एड प्राशिक्षणार्थियों की जागरूकता पर नुक्कड नाटक का प्रभाव—

परीक्षण	आयाम-1	आयाम-2	आयाम-3	आयाम-4	कुल जागरूकता
पूर्व परीक्षण	34.40%	30.12%	33.33%	29.20%	32.32%
पश्च परीक्षण	89.60%	84.80%	90.40%	86.80%	87.36%

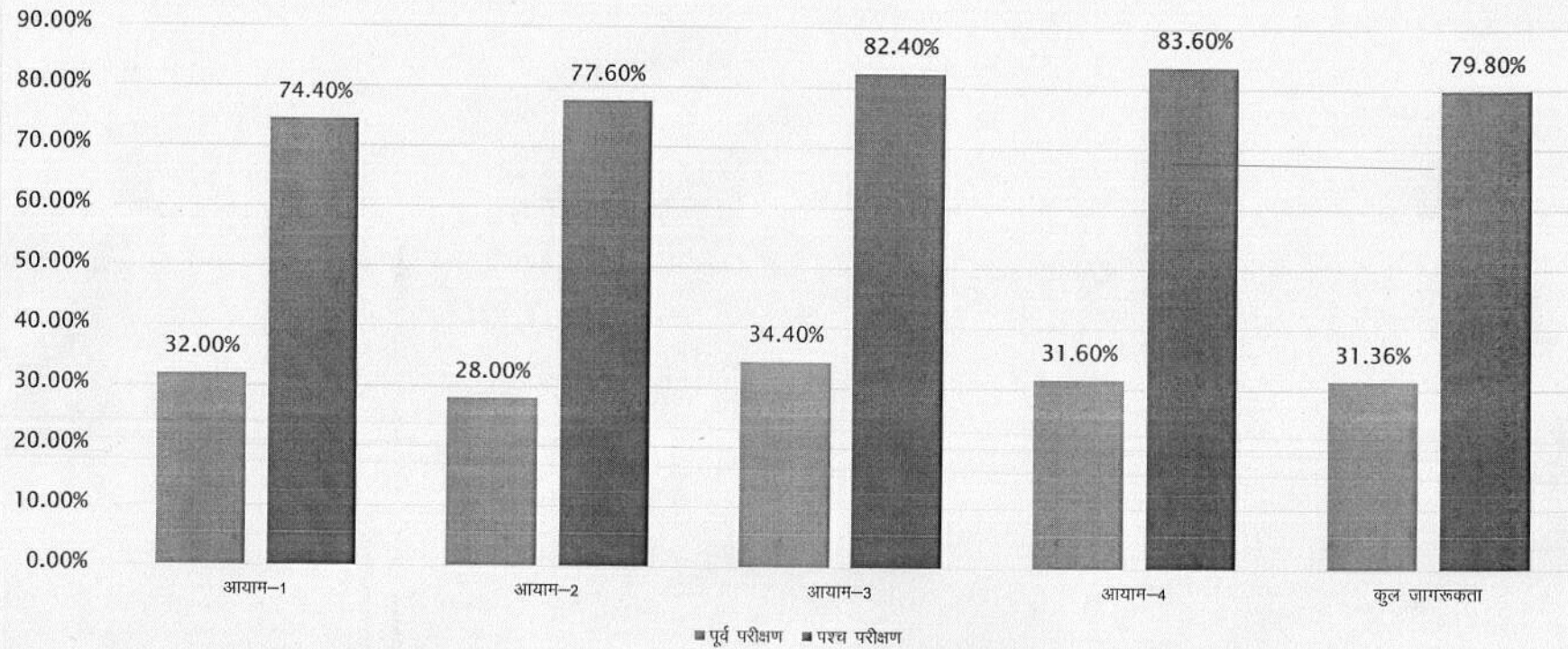


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सामाजिक अंधविश्वास के प्रति बी.एड. प्रशिक्षणार्थियों की जागरूकता पर पीपीटी प्रस्तुतीकरण का प्रभाव पड़ता है।

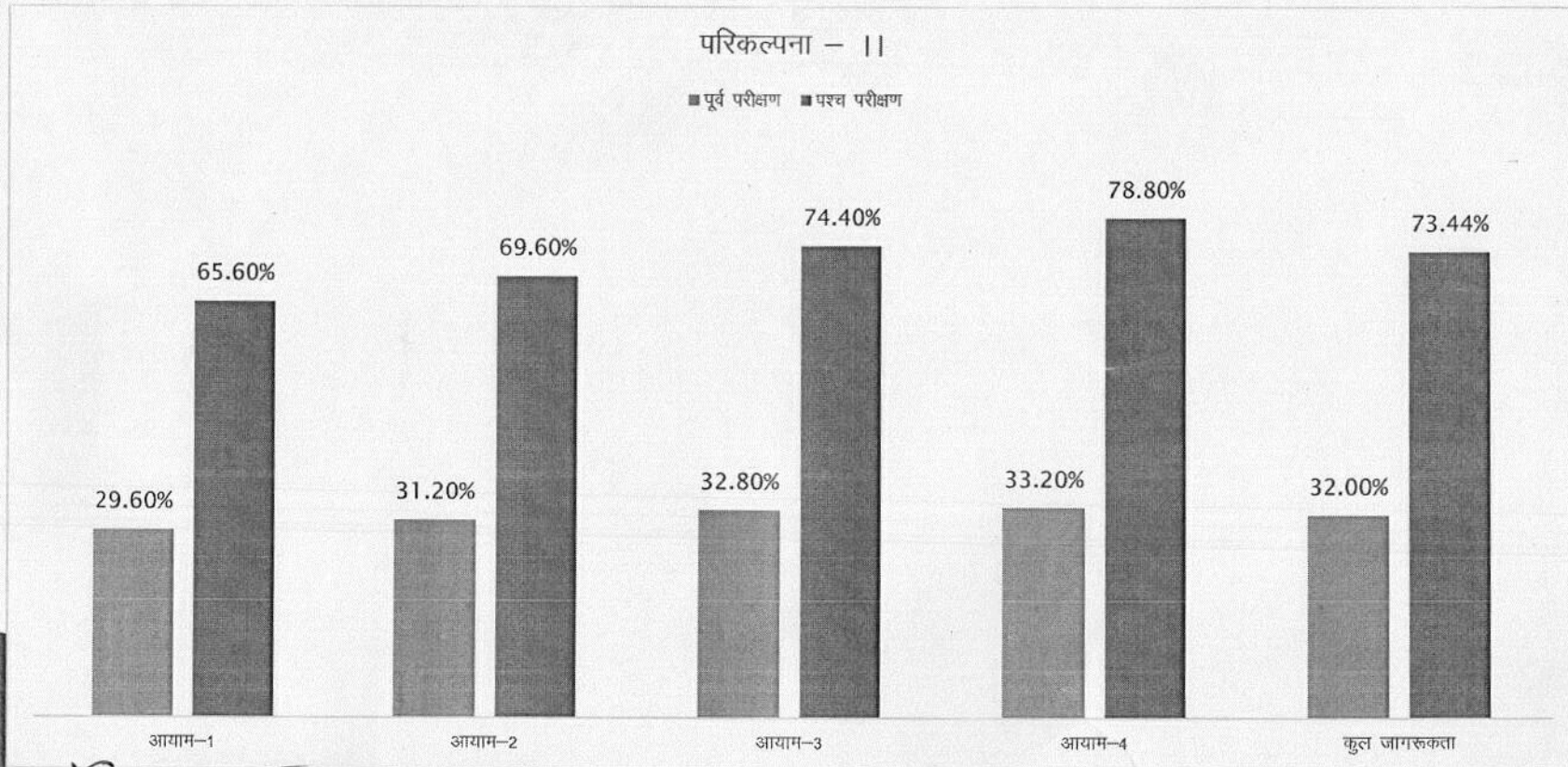
परीक्षण	आयाम-1	आयाम-2	आयाम-3	आयाम-4	कुल जागरूकता
पूर्व परीक्षण	32.00%	28.00%	34.40%	31.60%	31.36%
पश्च परीक्षण	74.40%	77.60%	82.40%	83.60%	79.80%

परिकल्पना - II



सामाजिक अंधविश्वास के प्रति बी.एड. प्रशिक्षणार्थियों की जागरूकता पर लघु फिल्म प्रदर्शन का प्रभाव पड़ता है।

परीक्षण	आयाम-1	आयाम-2	आयाम-3	आयाम-4	कुल जागरूकता
पूर्व परीक्षण	29.60%	31.20%	32.80%	33.20%	32.00%
पश्च परीक्षण	65.60%	69.60%	74.40%	78.80%	73.44%

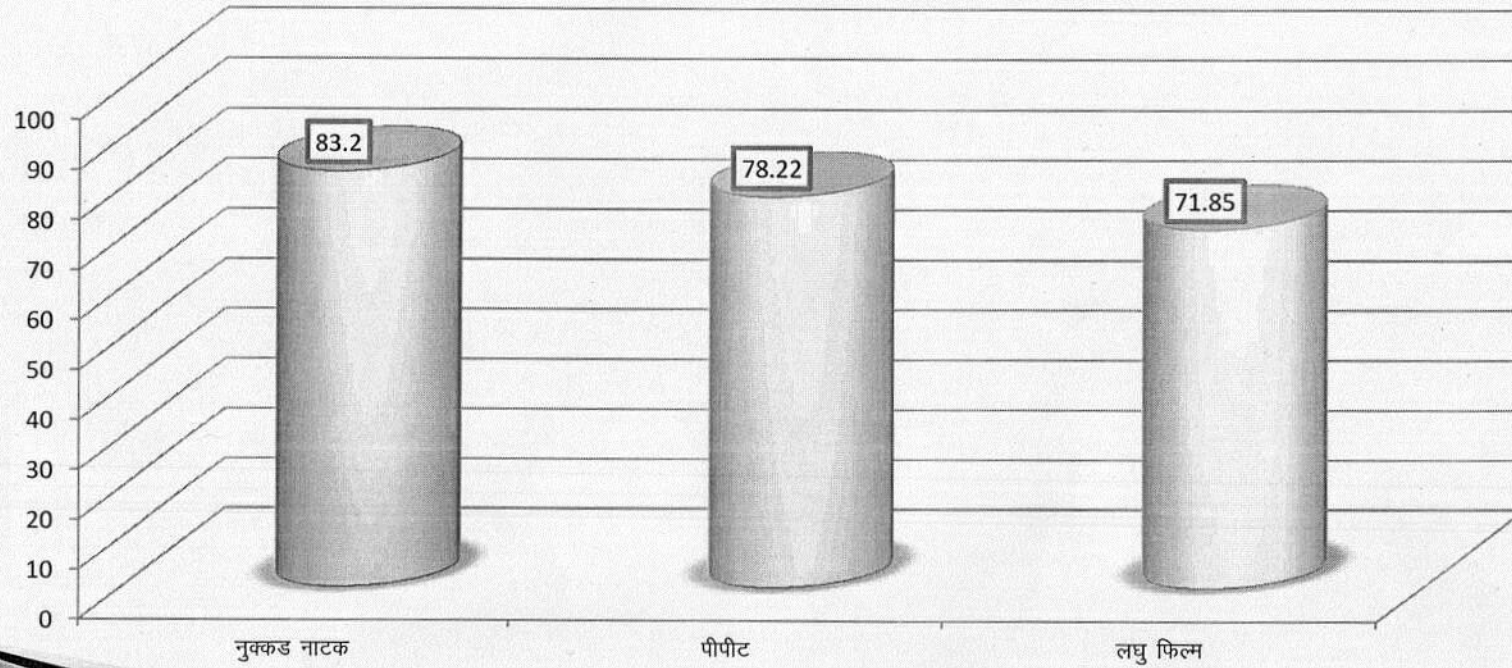


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बी.एड. प्रशिक्षणार्थियों पर जागरूकता कार्यक्रमों का प्रभाव

जागरूकता कार्यक्रम	नुक्कड नाटक	पी.पी.टी.	लघु फिल्म
प्रभावशीलता	83.20	78.22	71.85

प्रभावशीलता




जागरूकता कार्यक्रम

- ▶ **नुक्कड नाटक :-** इसकी पटकथा परिशिष्ट भाग में संकलन है। इसका निर्माण अलग अलग घटनाओं व आंकड़ों के संदर्भ में निर्देशिका के मार्गदर्शन में किया गया है।
- ▶ **लघु फिल्म प्रदर्शन :-** लघु फिल्म प्रदर्शन का आयोजन।
- ▶ **पीपीटी प्रस्तुतीकरण :-** पीपीटी प्रस्तुतीकरण के माध्यम से सामाजिक अंधविश्वास के वैज्ञानिक दृष्टिकोण की व्याख्या प्रस्तुत की।

भावी अध्ययन हेतु सुझाव

- प्रस्तुत शोध कार्य बी.एड. प्रशिक्षणार्थी स्तर पर सीमित है जबकि इसे स्नातक स्तर के कला, विज्ञान वर्ग से सम्बन्धित विद्यार्थियों की जागरूकता पर विभिन्न जागरूकता कार्यक्रमों की प्रभावशीलता का अध्ययन करने हेतु भी किया जा सकता है।
- इसमें न्यादर्श की संख्या 75 रखी गयी है जबकि भविष्य में इसे बढ़ाया जा सकता है।
- इस शोध कार्य में अन्य नवीन जागरूकता कार्यक्रमों जैसे कठपुतली, खेल, वैज्ञानिक प्रयोगों, दूरदर्शन व इन्टरनेट द्वारा जागरूकता कार्यक्रम, सेमीनार कार्यक्रम आदि की भी प्रभावशीलता का अध्ययन किया जा सकता है।
- साथ ही अन्य भविष्य के शोध कार्यों में शहरी व ग्रामीण प्रशिक्षणार्थियों की जागरूकता को प्रभावित करने वाले विभिन्न कार्यक्रमों की प्रभावशीलता का तुलनात्मक अध्ययन भी किया जा सकता है।

▶ Thank
you

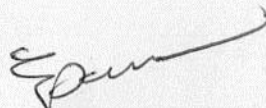

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Demonstration method


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Components of content

1. Definition of demonstration method.
2. Steps in demonstration method.
3. Advantages of demonstration method.
4. Disadvantages of demonstration method.


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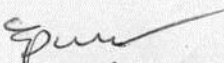
Definition

- The demonstration method is a teaching techniques that involves showing student the practical application of a concept or process.
- It is an effective way to teach science as it allows student to observe the phenomena and understand the underlying principles.


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Steps in the demonstration method

- **Planning and preparation.**
- **Introducing the concept.**
- **Presenting the subject matter.**
- **Performing the demonstration.**
- **Utilizing teaching aids.**
- **Evaluating the demonstration.**

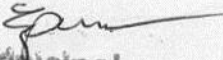

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Advantages of demonstration method

- **Engagement** : captures students attention through visual and practical exposure.
- **Understanding** : helps in the better comprehension of complex scientific concepts.
- **Retention** : enhances memory retention by linking theory with practice.
- **Safety** : allows the safe observation of potential hazardous experiment.

Disadvantages of the demonstration method

- It is only suitable for technical and training skills subjects.
- Learners are not allowed to ask questions or start discussions during the demonstration.
- Institutions of learning, especially Nigerian institutions, often lack the equipment necessary for this method.


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