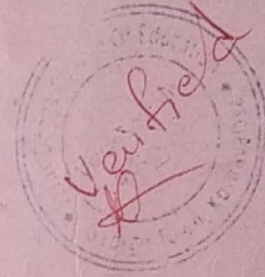
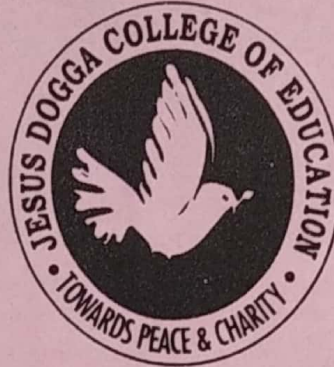


JESUS DOGGA COLLEGE OF EDUCATION

GEORGE TOWN, CHEEPURUVALASA (POST),
KOTHAVALASA , VIZIANAGARAM DIST.



MICRO TEACHING RECORD PEDAGOGY I & II

Group : Social/English Subject : Scrub science

Register No. : 216158020/3 (R) Roll No : _____

ANDHRA UNIVERSITY, VISAKHAPATNAM
201 - 201

Register No.

: 216115802013 (R)

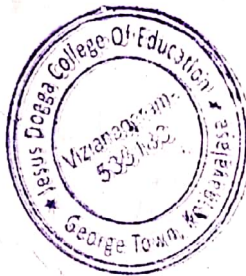
Method

: Social Science

Name of the Teaching
Practice School

: S.T George High School

Max. Marks




Signature of the Examiner

Signature of the Member,
Moderation Board

MICRO TEACHING

Micro Teaching is a technique originated at Stanford University in 1963 as a part of an experimental resource project. This project was at identifying specific teaching behaviours or observable teaching skills and at developing and testing evaluation instruments to measure the attainment of these skills. This project resulted in the development of component or technical skills approach.

In India the idea of micro teaching started by early seventies. D. A. Tripathi were the first to take up a project on Micro Teaching in 1967.

In 1975, NCERT has organized workshops on micro teaching to orient teacher education to the concept of Micro Teaching.

Micro Teaching is a part of B.Ed programme of a really all of the Indian

universities now a days.

Meaning and Definition of Micro Teaching :-

The B.ed programme consist of two parts.

1) The ~~theoretical~~ course and.

2) The practical course.

Theoretical course consists of all the theory papers.

The philosophy, Technology etc. And Methodology

of teaching whereas practical course consists

of a practical Teaching in the two methodologies.

The student teachers are taught the teachers

by demonstrations by the student teachers

practice the lesson through trial and error process.

In order to rectify the problems in

Actual teaching process, micro teaching process

was introduced.

Micro Teaching is a procedure in which a

student teacher practices Teaching with a

reduced number of pupils in a reduced period

of time with one teaching skill with focus

on a small length of the lesson is usually

a skill based approach to teaching education, completely in teacher is reduced by practicing teaching skill one at a time.

Micro teaching is a teacher training technique. It is defined by follows.

Allen and Eve (1968) defined as a system of controlled practice that make if possible to concentrate on specific teaching behaviours to practice teaching under control conditions.

The complexities of the class room teaching are reduced by:-

- (a) practicing one skill at a time.
- (b) limiting the content to one concept.
- (c) Reducing the size of student (5 to 10)
- (d) Reducing the duration of teaching (5 to 10 mins).

Characteristic features of Micro Teaching:-

- i) Micro teaching is an experiment in the field teacher education which has been incorporated in the teaching practice programme.

2) Micro teaching is a training techniques and not a teaching technique or method.

3) It is Micro or motivated teaching with the precisions the! =

i) practising one skill at a time.

ii) Reducing the class size to 5-10 people.

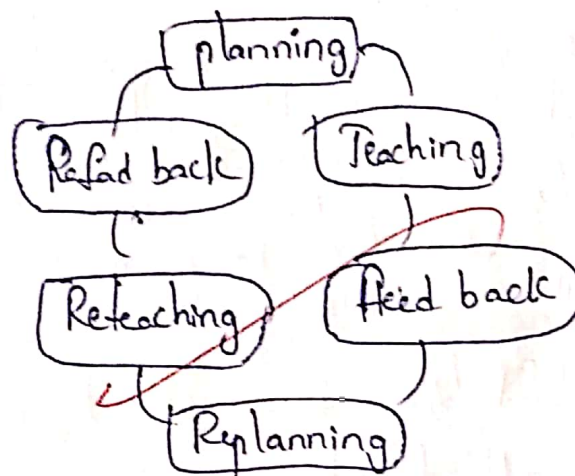
4) Micro teaching there is a provision of feed Back like the information about performances immediately after completion of their Teaching.

5) Micro teaching is highly individualized training device permitting the imposition of a high degree of control in practicing a particular skill.

By these ~~features~~ the term teaching may be obtained opportunity as a techniques or device of imparting training to imprinted or Experienced teacher for coming the art of teaching by practising specific skills through the complexities of real normal teaching.

Micro teaching procedure or Micro teaching cycle

A standard produce of micro teaching conducted in a teacher training course May involve the following steps.



Micro teaching cycle

Planning := under this step, student teachers are required to plan and prepare micro lesson plans. By selecting proper concept for the practise of demonstrated skill under sifting for a microclass is as below Educator.

is as below ~~Example~~
The standard sitting for a Micro class is as
below:-

below:

(a) Number of periods 1-5-10.

(b) Types of pupils:- School pupils or peer student teachers.

(c) Type of Superior:- Teacher Educator or peers.

2) Teaching:- under this step. The student teacher his prepared micro lesson for 6 minutes in a Micro class consisting of 5-10 pupils. It is supervised by the teacher Educator with the help of appropriate observation schedule.

3) Feed back:- The greatest Advantage of micro-teaching in providing immediate feed back to the student teachers on his teaching performance demonstrated in lesson.

4) Re-planning:-
In view of the feed back received from the different source. The student teachers tries to re-plan his micro lesson. He is given 12 min time to replan his lesson.

5) Re-teaching:- In this lesson of 6 min the student teacher reattach his micro lesson on the basis of the represented plan and re-arranged setting.

6) Re-feed back:- On the basis of his performance in the thought micro lesson the student teacher is provided refeed in the way so as in feed back session.

Phase of micro teaching:-

According to J.C. Chiff (1976) Micro-teaching comprises three phases they are:-

- (i) Knowledge Acquisition phase (pre-Active phase).
- (ii) Skill Acquisition phase (Enter Active phase).
- (iii) Transfer phase (Post-Active phase):

(i) Knowledge Acquisition phase:-

In this phase the student teacher gains knowledge about the skills. It's Motivation (Need) its role in class room and Component behaviour.

(ii) Skill Acquisition phase:-

In this phase the student teacher plans and prepares a Micro lesson plan and practice the skill and proceeds as per the micro teaching cycle.

(iii) Transfer phase:- In this phase, the student teacher creates the different skills practised and teachers in a real class room setting.

Advantages of Micro Teaching:-

- (1) Micro Teaching helps in Making the complexities of Normal class room teaching room Easy.
- (2) It provides immediate feedback to the student-teacher enabling efficient self Analysis.
- (3) Modifications of teacher behaviour and carrying of specific tasks are the main outcomes of Micro teaching.

Limitations of Micro teaching:-

- 1) This method requires trained, competent teachers & educators who are ready to accept innovations.
- 2) Micro teaching is still limited and does not have any provision for context orientation.
- 3) This procedure is a time consuming and costlier affair (video type etc).

Micro teaching skills

The concept of teaching is considered as a complex skill comprising of various specific teaching skills. Component teaching skills associated with different stages of lesson:-

stage of lesson.	Component teaching skills.
1) planning stage.	1) selecting the context.
2) Introducing stage.	2) organizing the context.
3) presentation stage.	3) introducing the lesson.
	1) fluency in questioning.
	2) probing questions.
	3) Divergent - Questions.
	4) Response Management.
	(b) presenting skills.
	1) pacing of the lesson.
	2) lecturing. 3, Explaining.
	4) Discussing. 5, Demonstration.
	(c) Acard - word skills.
	1) using teaching aids.
	2) using black board.
	3) stimulus variations.
	4) Reinforcement.
	(d) Management skill.

5) Achieving closure.

6) planned repetition.

→ Giving Assignments.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Lal Mohan Singh.
Topic/concept : Industrial Evaluation.
Date : 21/01/17.
Supervisor : E.B. Raju
Teach / teach : Teach.

Roll No. : 13
Class : XI
Time : 5-10 mins
Peer Observer : Sarthu.
Subject : Social

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	1	2	3	4	5
2.	Teacher used previous knowledge of the students .	1	2	3	4	5
3.	Almost every question of the teacher was followed by correct pupil responses.	1	2	3	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	3	4	5
5.	There were instances of lack in continuity.	1	2	3	4	5
6.	Teacher used irrelevant statements and questions.	1	2	3	4	5
7.	Used appropriate teaching aids for illustration.	1	2	3	4	5
8.	On the whole in introducing of the lesson was effective.	1	2	3	4	5

Comments if any : use black board.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Lal Mohan Singh.

Roll No. : 13

Topic/concept : cultivation.

Class : XI

Date : 21/11/17.

Time : 5-10 min

Supervisor : E. B. Raju.

Peer Observer : Appu.

Teach / teach : Teach.

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	1	2	3	4	5
2.	Teacher used previous knowledge of the students.	1	2	3	4	5
3.	Almost every question of the teacher was followed by correct pupil responses.	1	2	3	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	3	4	5
5.	There were instances of lack in continuity.	1	2	3	4	5
6.	Teacher used irrelevant statements and questions.	1	2	3	4	5
7.	Used appropriate teaching aids for illustration.	1	2	3	4	5
8.	On the whole in introducing of the lesson was effective.	1	2	3	4	5

Comments if any : Speak loudly

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Lal Mohan Singh,
Topic/concept : Our food.
Date : 21/09/17.
Supervisor : E. B. Raju
Teach / teach : teach.

Roll No. : 13
Class : XI
Time : 5-10 min
Peer Observer : Rani
Subject : Social

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	1	2	3	4	5
2.	Teacher used previous knowledge of the students.	1	2	3	4	5
3.	Almost every question of the teacher was followed by correct pupil responses.	1	2	3	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	3	4	5
5.	There were instances of lack in continuity.	1	2	3	4	5
6.	Teacher used irrelevant statements and questions.	1	2	3	4	5
7.	Used appropriate teaching aids for illustration.	1	2	3	4	5
8.	On the whole in introducing of the lesson was effective.	1	2	3	4	5

Comments if any : 3 + 4 + 4 + 3 + 4 + 5 + 4 + 5 =

1, 30, 20, 25

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Lal Mohan Singh.

Roll No. : 13

Topic/concept : population.

Class : XI

Date : 28/06/17.

Time : 5-10 min

Supervisor : E.B. Rana

Peer Observer : Suhani

Teach / teach : Teach.

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	1	2	3	4	5
2.	Teacher used previous knowledge of the students.	1	2	3	4	5
3.	Almost every question of the teacher was followed by correct pupil responses.	1	2	3	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	3	4	5
5.	There were instances of lack in continuity.	1	2	3	4	5
6.	Teacher used irrelevant statements and questions.	1	2	3	4	5
7.	Used appropriate teaching aids for illustration.	1	2	3	4	5
8.	On the whole in introducing of the lesson was effective.	1	2	3	4	5

Comments if any : 1 + 2 + 3 + 3 + 4 + 4 + 5 =

very good

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Lal Mohan Singh.

Roll No. : 13

Topic/concept : The Earth.

Class : XI

Date : 28/07/17.

Time : 5-10 min

Supervisor : E. B. Raju

Peer Observer : Rame

Teach / teach : Teach.

Subject : Social

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	①	2	3	4	5
2.	Teacher used previous knowledge of the students .	1	2	3	4	5
3.	Almost every question of the teacher was followed by correct pupil responses.	1	②	③	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	③	④	⑤
5.	There were instances of lack in continuity.	1	2	3	4	⑤
6.	Teacher used irrelevant statements and questions.	1	2	3	4	5
7.	Used appropriate teaching aids for illustration.	1	2	3	4	5
8.	On the whole in introducing of the lesson was effective.	1	2	3	4	5

Comments if any : 1 + 2 + 3 + 3 + 4 + 5 + 5 =

28 marks

MICRO LESSON PLAN

I. Preliminaries:-

- 1) Name of the teacher :-
- 2) Roll No :-
- 3) School :- St. George.
- 4) class :- 8.
- 5) Date :-
- 6) period :-
- 7) Duration :-
- 8) Subject :- ~~social~~
- 9) unit :-
- 10) Sub unit :- ~~Republicanism, Democracy and freedom.~~

2) Objectives of Teaching :- ~~to provide knowledge of Nationalist Movement.~~

1) Knowledge :- students gets the knowledge about National

4) Learning objectives :- Students understand the

2) Understanding :- Students understand the importance of group work

3) Application :- Students apply the importance of group work

3) Application! - students always the importance of Grand hier were in freedom movement.

4) Teaching learning Material! - chalk piece, Duster, printer, dust, free
Goudhi photostats

5) Strategies of Teaching! - Method! - Technique! - Questionary and Answering.

1) Strategy! - Method! - Technique!

2) Strategy! - Method! - Technique!

3) Strategy! - Method! - Technique!

4) Strategy! - Method! - Technique!

5) Strategy! - Method! - Technique!

6) Strategy! - Method! - Technique!

7) Strategy! - Method! - Technique!

Gandhi Exposed in 14th Gandhi related from South Africa...	Nationalist movement & students can get the knowledge about the idea of Gandhi in Freedom Movement of India.	* where was his first & tagged star? At the first style was standard in Bihar in 1917.	At this first Gandhi style was started in Bihar 1917.	Gandhi photo.
Humiliation Day! There were hatred and demonstrations through out the Country. Hindus Muslims were united is their protest to this act.	Applications Students And the condition of India during 19-20-1997.	* how was the Method? which Act was landed as Black Act.	A: The method was a purple Von violet Method. Which way caged as black with and black.	I shall demonstrate the chart of freedom figure.

Generations:-

understand
How

commulative
Activities
Resapulation.

to give gener-
al view to
the student

to give
to your friend

Teacher asks

the following
Questions to the
students.

* By what the
problems of
the indigo
cultivation

Answer
solved.

Gandhi planned
himself to do
india politics.

Teacher Genera-
lize the
topic.

pupil listen
carefully

pony
on the pond
from the
you the
help (india)

I the
can the
very well
that country
to the yet
the village
the village
the village
the village

April 1919
as Nelson
at Hurri-
-ation.

very
company
the the
the the
the the

A) Gandhi
Solved
the problem
of indigo
cultivation.

Card board. What
was how
of Art?
what
did Gand
-he do?

What were the weapon of Gandhi? What was Record Act:-	A) The weapon were Satyagrah non violence. A) According to their Act they could arrest any Indian with out Monitor of the reason.	What were the weapon of Gandhi? What was Record Act:-
Teacher gives the home going to the student.	Home Assignment Home Assignment Home Assignment	What were the weapon of Gandhi? What was Record Act:-
Teacher gives the home going to the student.	Home Assignment Home Assignment Home Assignment	What were the weapon of Gandhi? What was Record Act:-

Q. When did
Gandhiji call
for a ~~boon~~
for wide
protest.

OBSERVATION SCHEDULE FOR THE SKILL OF GENERALISATION

Name : bel Mohan Singh. Roll No. : 07
 Topic/concept : plant of a tree. Class : VR
 Date : 30/11/17 Time : 10 to 5m.
 Supervisor : E.B. Ro Peer Observer : Hari
 Teach / Reteach : Teach. Subject : Social

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Integration with the objective.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2. Integration with the real life	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3. Giving scope for application.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4. Gibing appropriate weight age to different content aspects.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5. Condition in the content with present situation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6. Deceveloping application ability among pupils	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Comments if any: Good teaching. $1+2+3+4+5+3=18$

OBSERVATION SCHEDULE FOR THE SKILL OF GENERALISATION

Name : Lal Mohan singh .

Roll No . : 07

Topic/concept : plant a tree .

Class : VI

Date : 30/1/17 .

Time : 10 to 5 min.

Supervisor : E.B. Refu .

Peer Observer : Suresh .

Teach / Reteach : Teach.

Subject : Social .

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Integration with the obhective.	1	2	3	4	5
2. Integration with the real life .	1	2	3	4	5
3. Giving scope for application.	1	2	3	4	5
4. Gibing appropriate weight age to different content aspects.	1	2	3	4	5
5. Condition in the content with present situation	1	2	3	4	5
6. Deceloping application ability among pupils	1	2	3	4	5

Comments if any : use black board .

$$1+2+3+3+4+5 = 18$$

OBSERVATION SCHEDULE FOR THE SKILL OF GENERALISATION

Name : 66 Mohan singh.

Roll No. : 07

Topic/concept : plant a tree.

Class : VII

Date : 30/11/17

Time : 10 to 5

Supervisor : ED Ragu.

Peer Observer : Swath,

Teach / Reteach : Teach.

Subject : Social.

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Integration with the obhective.	<u>1</u>	2	3	4	5
2. Integration with the real life	1	<u>2</u>	3	<u>4</u>	5
3. Giving scope for application.	1	2	<u>3</u>	4	5
4. Gibing appropriate weight age to different content aspects.	1	2	3	<u>4</u>	5
5. Condition in the content with present situation	1	2	3	4	<u>5</u>
6. Deceloping application ability among pupils	1	2	<u>3</u>	4	5

Comments if any : Good Studier.

$$1+2+3+3+4+4+5 =$$

OBSERVATION SCHEDULE FOR THE SKILL OF GENERALISATION

Name : bel Mohan singh.

Roll No. : 07

Topic/concept : plant a tree.

Class : VII

Date : 30/11/12.

Time : 10 to 5 min

Supervisor : L.B. Raju.

Peer Observer : Kupra.

Teach / Reteach : Teach.

Subject : Social.

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Integration with the obhective.	<u>(1)</u>	2	3	4	5
2. Integration with the real life	1	<u>(2)</u>	3	4	5
3. Giving scope for application.	1	2	<u>(3)</u>	4	5
4. Gibing appropriate weight age to different content aspects.	1	2	3	<u>(4)</u>	5
5. Condition in the content with present situation	1	2	3	4	<u>(5)</u>
6. Deceloping application ability among pupils	1	2	<u>(3)</u>	4	5

Comments if any : Very good studies.

OBSERVATION SCHEDULE FOR THE SKILL OF GENERALISATION

Name : Mr Mohan Singh

Roll No. : 07

Topic/concept : A plant a tree

Class : V B

Date : 30/11/17

Time : 10 to 5 min

Supervisor : E. B. Raylu

Peer Observer : Vishnu

Teach / Reteach : Teach

Subject : Social

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Integration with the objective.	<u>1</u>	2	3	4	5
2. Integration with the real life	1	2	3	<u>4</u>	5
3. Giving scope for application.	1	<u>2</u>	3	4	5
4. Giving appropriate weight age to different content aspects.	1	2	3	4	5
5. Condition in the content with present situation	<u>1</u>	2	3	4	5
6. Developing application ability among pupils	1	2	3	<u>4</u>	5

Comments if any : 1 + 2 + 4 + 1 + 4 = 13

Good work

Step of Learning point.	Objectives/Specialisations	Teacher Activity	Student Activity	Black Board	T-L-M	Evolution
Motivation:-		Good morning Students. How are you. Gandhiji plugged himself into politics on all about the efforts.	Good morning Teachers.			
Generation:-	To give general view to the Student.	Then he became the popular leader of	people listen Carefully		chart	What way know left out
	the strategy. - of also to to give down	topic. - now the Teacher Strategy	for this Gandhiji Teacher	on - of them or you rep/10/14		

To give general view to the student.	Teachers great on the topic.	Pupils less Gandhi's strategy less than.	April 1987 on Nation - all things - on.
to give general view to the student.	Teachers great on the topic.	Pupils less Gandhi's strategy less than.	April 1987 on Nation - all things - on.

what
did
you
Gandhi
do.

front

Conferences
not all the way

referred off to school
was at school
no no nothing
about it
Gandhi's strategy
was on the
top, on the
front.

from 6000
about 1000

from 1000
about 1000

to give general view to the student.

to give general view to the student.

Teach.

Steps of teaching beginning point.	Objective Specif ications.	Teacher Activity	Student Activity	Black Board	TM	Evolution
Motivation:-		Good morning Student.	Good morning Madam.			
		How are you.	fine Madam.			
	the student of now to	gandhi ji played him -self politics on all out the people before persons the of him go the student	fine forget me forget me people listen care fully.		go. forget don't go forget go	What- class Rao Gadai
generation:-					chose-	

Re-teach

Steps of teaching	Objective specific	Teacher Activity	Student Activity	Black Board	TLN	Evaluation
Learning point.						
Motivation:-		Good Morning Student.	Good Morning Madam.			
		How are you.	fine Madam.			
Generation:-	To give general view to the student.	gandhiji played him self politics on all out	people listen care fully.		chart	What class Row

the effect
of him he
become the
popular
teacher of
the people.

to give gene
-ral view to
the student.

pupils
learn
gandhi's
study how

what do
you
gandhi's
do?

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Vel Mohan Singh.

Roll No : 07

Topic/concept : Alone at Sea.

Class : VII

Date : 21/02/17

Time : 10 to 5 mins

Supervisor : D. parvathi.

Peer Observer : lewh nweni.

Teach / Reteach : Teach.

Subject : Social

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Examples used were simple	(1)	2	3	4	5
2.	Examples used were interesting.	1	(2)	3	4	5
3.	Examples were relevant.	1	2	3	(4)	5
4.	Approach used was appropriate.	(1)	2	3	4	5
5.	Pupil involvement.	1	2	3	(4)	5
6.	The number of examples used for illustrating the concept /generalization was adequate.	1	2	(3)	4	5

Comments if any : used very simple.

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Del Mohan Singh.

Roll No : 07

Topic/concept : alone of sea.

Class : VII

Date : 21.02.17.

Time : 10 to 5 min

Supervisor : E. B. Ray'u

Peer Observer : Subashini

Teach / Reteach : Teach.

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Examples used were simple	1	2	3	4	5
2.	Examples used were interesting.	1	2	3	4	5
3.	Examples were relevant.	1	2	3	4	5
4.	Approach used was appropriate.	1	2	3	4	5
5.	Pupil involvement.	1	2	3	4	5
6.	The number of examples used for illustrating the concept /generalization was adequate.	1	2	3	4	5

Comments if any : Study is well.

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : bel Mohan Singh.

Roll No : 07

Topic/concept : A lone a tree.

Class : VII

Date : 21/02/17.

Time : 5 to 10 mins

Supervisor : E.D. Raju.

Peer Observer : Vishnu

Teach / Reteach : Teach

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Examples used were simple	(1)	2	3	4	5
2.	Examples used were interesting.	1	(2)	3	4	5
3.	Examples were relevant.	1	2	3	(4)	5
4.	Approach used was appropriate.	1	(2)	3	4	5
5.	Pupil involvement.	1	2	3	4	(5)
6.	The number of examples used for illustrating the concept /generalization was adequate.	1	2	(3)	4	5

Comments if any : The study is very well

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Lal Mohan Singh.

Roll No : 607

Topic/concept : A lone a sea,

Class : VI

Date : 2/02/17,

Time : 5 to 10 mins

Supervisor : E.D. Raju.

Peer Observer : Kuthnaveni.

Teach / Reteach : Teach.

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Examples used were simple	1	2	3	4	5
2.	Examples used were interesting.	1	2	3	4	5
3.	Examples were relevant.	1	2	3	4	5
4.	Approach used was appropriate.	1	2	3	4	5
5.	Pupil involvement.	1	2	3	4	5
6.	The number of examples used for illustrating the concept /generalization was adequate.	1	2	3	4	5

Comments if any : Study is well

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Lal Mohan Singh.

Roll No : 07

Topic/concept : A lone a sea.

Class : VII

Date : 21/02/17

Time : 10 to 5 min

Supervisor : E. B. Raju

Peer Observer : Hari

Teach / Reteach : Teach.

Subject : English.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Examples used were simple	1	2	3	4	5
2.	Examples used were interesting.	1	2	3	4	5
3.	Examples were relevant.	1	2	3	4	5
4.	Approach used was appropriate.	1	2	3	4	5
5.	Pupil involvement.	1	2	3	4	5
6.	The number of examples used for illustrating the concept /generalization was adequate.	1	2	3	4	5

Comments if any : Study are well.

Teach

Steps of Teaching-Learning process	Objectives / Signification	Teachers Activity	Student Activity	Black Board	TLM	Evaluation
Motivation:- Explanation:- Developmental Activity:- The Third phase is called the growth for Ecu En 1960 Gender related from South Africa He played him self into India position the first Bhopal 1st Jan or get in 2ndary in open 2ndary in	Knowledge:- 1) To impart knowledge about the third are rules of Natio - more meet students Concert the Knowledge about the role gender En. Bhopal Information of 2ndary in	Good morning Students. How are you? Vishu New song Jagguji I know qid Weso - 1000 Jagguji one expert Now any poor one send to school over	Good morning Madam fine Madam Ques V-Jagguji Jagguji!			

Steps of Teaching	Objectivity Specification:	Teacher Activity:	Student Activity	Black Board	TCM	Evolution
Learning points:- <u>Humiliation Day:- Application:-</u> There were held student-only and demonstration throughout the country. Hindu-Muslims were in sharing their protect to their as the govt. verted to etc.	Student-only and recognize the condition of India during 1920-1947. Understanding student will identify the effect of the condition of the country. How to protect the country in the future.	How way the method	21 This method was a family non violent method -	gandhiji solved the problem of indigo cultivator.	chart	2 shall demonstrate the chart freedom fighter.

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : Lal mohan singh.

Roll No. : 13

Topic/concept : The Earth.

Class : VI

Date : 3/02/17

Time : 10 to 10 min

Supervisor : E.D. Ray'u.

Peer Observer : Rama

Teach / Reteach : Teach

Subject : Social.

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	0	2	3	4	5
3.	Size and alignment	1	2	3	4	5
4.	Utilisation of the space	1	2	3	4	5
5.	Highlighting main points	1	2	3	4	5
6.	Correctness	1	2	3	4	5
7.	Contact with the pupils	1	2	3	4	5
8.	Black board summary.	1	2	3	4	5
9.	Adequate with reference to the content covered.	1	2	3	4	5

Comments if any : $1+2+2+3+4+5 = 17$

Shas well

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : bel Mohan Singh.

Roll No. : 13

Topic/concept : The Earth.

Class : VII

Date : 3/02/17

Time : 5-10 min

Supervisor : E. D. Raju.

Peer Observer : Krupa

Teach / Reteach : Teach.

Subject : Social

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	<u>(1)</u>	2	3	4	5
2.	Legibility	1	<u>(2)</u>	3	4	5
3.	Size and alignment	1	2	<u>(3)</u>	4	5
4.	Utilisation of the space	1	2	<u>(3)</u>	<u>(4)</u>	5
5.	Highlighting main points	1	2	3	4	<u>(5)</u>
6.	Correctness	1	2	3	4	<u>(5)</u>
7.	Contact with the pupils	1	2	3	4	5
8.	Black board summary.	1	2	3	4	5
9.	Adequate with reference to the content covered.	1	2	3	4	5

Comments if any : 1+2+3+3+4+5+5 = 23

Very Good answer

~~Teach~~ Teach

Steps of teaching learning point	Objective specific actions.	Teacher Activity	Student Activity.	Black Board board	QM	evolution.
<u>Motivation</u> :-	Start with a question: How are you? fine Machine Now go to the all of the fine Machine	Good Morning - Good students Good Morning - Good Madam	Good Morning - Good Madam			
<u>Generation</u> :-	To give general view to the student.	Gandhi played him self politics on all out. people when care fully			chart	what class flow.

the effect
of him he
become that
popular leader
of the people

To give general
view to the
student.

pupils less
gandhi

story law in.

what do you
gandhi
do.

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Lal Mohan Singh.
 Topic/concept : Industrial revolution
 Date : 5/02/12.
 Supervisor : E.B. Refu.
 Teach / Reteach : Reel

Roll No. : 13
 Class : VII
 Time : 5-10 min
 Peer Observer : Kanya
 Subject : Social.

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevant	①	2	3	4	5
2. Precise	1	2	3	4	5
3. Examples were relevant.	1	②	③	4	5
4. Grammatical Correctness.	1	2	③	4	5
5. Level of the Questions :					
Lower Order	1	2	3	④	⑤
Middle Order	1	2	3	4	⑤
Higher Order	1	2	3	4	5

Comments if any : 1+2+3+3+4+5+5 = 23

very well

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Lal Mohan Singh
 Topic/concept : Industrial revolution.
 Date : 6/2/12
 Supervisor : Sh. Raju
 Teach / Reteach : Teach

Roll No. : 13
 Class : VII
 Time : 5-10 min
 Peer Observer : Hari.
 Subject : Social.

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevant	①	2	3	4	5
2. Precise	1	2	3	4	5
3. Examples were relevant.	1	②	3	4	5
4. Grammatical Correctness.	1	②	③	④	5
5. Level of the Questions :					
Lower Order	1	2	3	④	⑤
Middle Order	1	2	3	4	5
Higher Order	1	2	3	4	5

Comments if any : 1 + 4 + 2 + 3 + 4 + 4 + 5 = 21

Good comment

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Del Mohan Singh Roll No. : 13
 Topic/concept : Industrial revolution. Class : VII
 Date : 5/2/17 Time : 5-10 mins
 Supervisor : E.B. Raju Peer Observer : Krishnaveni
 Teach / Reteach : Teach. Subject : Social.

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevant	<u>1</u>	2	3	4	5
2. Precise	1	2	3	4	5
3. Examples were relevant.	1	<u>2</u>	3	4	5
4. Grammatical Correctness.	1	<u>2</u>	<u>3</u>	<u>4</u>	5
5. Level of the Questions :					
Lower Order	1	2	3	<u>4</u>	<u>5</u>
Middle Order	1	2	3	4	5
Higher Order	1	2	3	4	5

Comments if any : 1 + 2 + 2 + 3 + 4 + 4 + 5 = 21

Study well

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Shri Mohan Singh Roll No. 13
 Topic/concept : Industrial revolution Class : VII
 Date : 8/2/12 Time : 5-10 min.
 Supervisor : Shri Raju Peer Observer : Prashant
 Teach / Reteach : Teach Subject : Social

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevant	<u>(1)</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2. Precise	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3. Examples were relevant.	<u>1</u>	<u>(2)</u>	<u>3</u>	<u>4</u>	<u>5</u>
4. Grammatical Correctness.	<u>1</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>5</u>
5. Level of the Questions :					
Lower Order	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>(5)</u>
Middle Order	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Higher Order	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Comments if any : 1+2+2+3+4+5+5=22

Use black board

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Del Mohan Singh
 Topic/concept : Industrial revolution.
 Date : 02/11
 Supervisor : Eno Raju
 Teach / Reteach : Devi

Roll No. : 13
 Class : XII
 Time : 5-10 mins
 Peer Observer : Vinay
 Subject : Social

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevant	<u>1</u>	2	3	4	5
2. Precise	1	<u>2</u>	3	4	5
3. Examples were relevant.	1	<u>2</u>	3	4	5
4. Grammatical Correctness.	1	2	<u>3</u>	<u>4</u>	<u>5</u>
5. Level of the Questions :					
Lower Order	1	2	<u>3</u>	4	5
Middle Order	1	2	3	4	5
Higher Order	1	2	3	4	5

Comments if any : 1+2+2+3+3+4+5=20

use black board

Thaw & in the Freedom Movement

Students
clarifying the
condition of the
Indians during
the British
period.

who are united
in bearing their
protest to this
act.

blunder and
Newman were
wounded in
sharp their
protest to the
end.

According
to their art
they could
arrest any
indian
with out
Mentorship
the reason

Card board.

