

EMMANUEL COLLEGE OF EDUCATION-245

Tamaram, Makavarapalem (Mdl), Visakhapatnam (Dt)-531113.

B.Ed. Programme (Academic Year -2015-2017)

Semester – I / II / III / IV

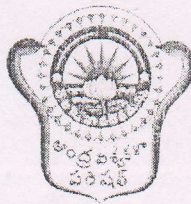
Course : BIOLOGY

Name : NIBEDITA MEHER

Roll No : 23

Regd. No : 1215124502006

Pedagogy : PEDAGOGY OF BIOLOGY



ANDHRA UNIVERSITY

VISAKHAHPATNAM

CERTIFICATE

This is to certify that Mr./Mrs/Kumari Nibedita Meher student of
Emmanuel College of Education, has completed MICRO TEACHING in Emmanuel college
of education at College and submitted the same as **Record** of the Course
Biology as a part of his / her I / II / III / IV Semester in B.Ed.,
Programme.

ROLL.NO. 23

REG.NO. 215124502006

Signature of the Lecturer

BV

PRINCIPAL

Signature of the Principal

Emmanuel College of Education
Tamararam (V), Modakurthy - 531 113
Visakhapatnam, Pin-531 113

Initial of the member of

Moderation Board

College Seal



MICRO TEACHING

INTRODUCTION:-

Micro-teaching is like a stimulated social skill teaching to provide the feed-back to teacher trainee for the modification of teacher behavior. It is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers. It provides teachers with a practice setting or instruction in which the normal complexities of class room are reduced and the teacher gets feedback on his performance.

DEFINITIONS:-

Allen (1960) defines micro-teaching as a "scaled down teaching encountered in class-size and class-time.

The above mentioned definitions suggest the following feature of micro-teaching.

- 1- It is a real-teaching but focus on developing teaching skills.

2- It is a scaled down teaching which:

- a) Reduces the class size to 5 to 10 pupils.
- b) Reduces the duration of period 5 to 10 minutes.
- c) Reduces the size of the topic.
- d) Reduces the teaching skill.

3- It is a highly individualized training device.

4- It provides the feedback for trainees performance.

5- It is a training device to prepare effective teachers.

CHARACTERISTICS OF MICRO TEACHING:-

Micro-teaching has the following significant characteristics:

1- **Micro Element** → Micro teaching reduces the complexities of teaching situation in terms of:

- i) Number of students to be taught.
- ii) Duration of the lesson.
- iii) Subject-matter to be taught to enable the trainee to concentrate on a particular skill at a time.

2-Teaching skills and Teaching strategies→

- i) pre-instructional skill:- These include writing of instructional objectives, sequencing and organizing knowledge to be presented in order to achieve specific objectives, appropriate content, proper organization, selection of proper audio-visual aids etc.
- ii) Instructional skill:- These include skills of introducing a lesson, skill of explaining and illustrating, reinforcement, probing questions, reinforcing pupil participation, diagnosing pupil difficulties etc.
- iii) Post-instructional skill:- These include skills of writing test items, interpreting pupils performance in a test, planning remedial measures etc.

Microteaching enables the trainees to develop these skills and perfect them in such a way as to master the teaching strategies.

3-Feedback → In microteaching several reliable and authentic sources are employed for providing necessary feedback. Some of

them are like oral feedback by the supervisor, observation schedules filled in by the peer group participating in the micro lesson, audio and video tape recording.

STEPS IN MICROTEACHING :-

- 1- **Defining the skill** → A particular skill is defined to student teachers in terms of specific teaching behaviours and the objectives such behaviours aim at achieving.
- 2- **Demonstrating the skill** → The teacher educator can give a demonstration lesson using the particular skill. Video tape or a film based on the use of the teacher educator can present a prepared 'episode' to serve as a model for the trainees.
- 3- **Planning the lesson** → The student teacher prepares a lesson plan based on the pre-decided model on a suitable topic relating to the particular skill which he proposes to practice.

4- Teaching the micro lesson → The student teacher teaches the lesson to a small group of pupils. The lesson is observed by the supervisor or video-taped or televised.

5- Discussion on the lesson delivered → The lesson delivered by the trainee is followed by discussion to provide him feedback. Peers who participated in the lesson as learners, peer observers or the supervisor or the supervisor can be provided by audio tape or video-tape recorder. The student teacher observes and analyses his lesson with the help of the supervisor.

6- Replanning the lesson → In the light of the feedback and supervisor's comments, the student teacher replans the same lesson or a different lesson in order to use the skill more effectively.

7- Reteaching the lesson → The lesson is retaught to a different but comparable group of pupils.

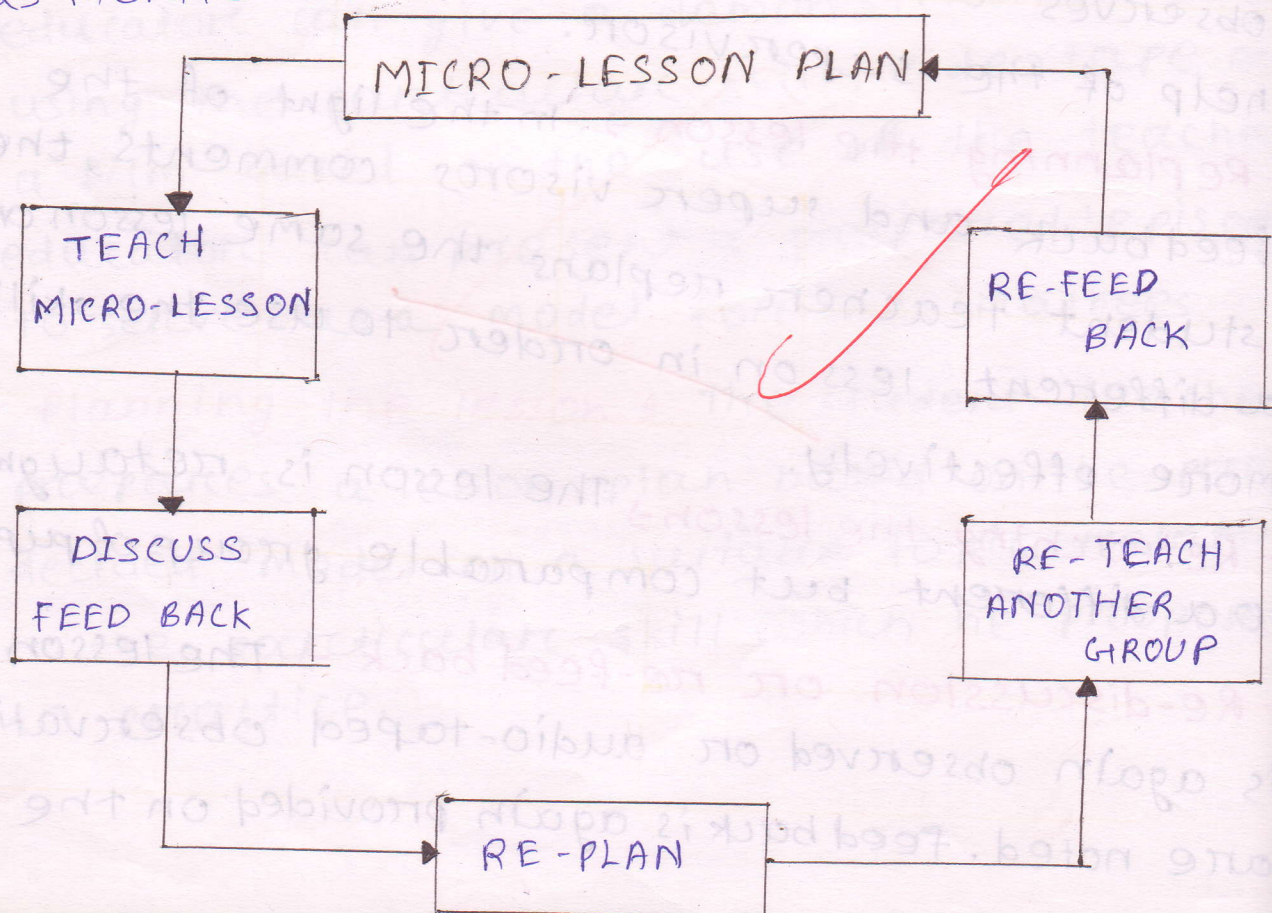
8- Re-discussion or re-feedback → The lesson is again observed or audio-taped observations are noted. Feedback is again provided on the

re-taught lesson.

4- Repeating the Cycle → The teach-reteach cycle is repeated till the desired level of skill is achieved. The role of the supervisor is very important in the whole process. He should be able to offer continuous consultation to enable the teacher trainee to perfect his performance in the particular teaching skill.

MICRO TEACHING CYCLE :-

Based on above steps it can be concluded that the micro teaching should follow a cycle as mentioned below.



The duration of the Micro-teaching cycle.

1- Teach	6 minutes
2- feed back	6 minutes
3- Re- plan	12 minutes
4- Re -teach	6 minutes
5- Re- feed back	6 minutes
<u>36 minutes</u>	

PHASES OF MICRO TEACHING :-

1. Knowledge Acquisition phase	OBSERVE DEMONSTRATION SKILL	ANALYSIS AND DISCUSS DEMONSTRATION	
2. Skill acquisition phase	PREPARE MICRO LESSON	PRACTICE SKILL	EVALUATE PERFORMANCE
3. Transfer phase	TRANSFER OF SKILL TO ACTUAL TEACHING SITUATION		

ADVANTAGES OF MICRO-TEACHING :-

Micro-teaching is a training strategy with vast potentials. Researches have shown that micro-teaching is feasible and an effective technique in training of teachers. It has the following advantages.

- 1) Superior performance.
- 2) Real teaching.
- 3) Accomplishment of specific tasks.
- 4) Increased control of practice.
- 5) Expansion of the normal knowledge of results or feedback dimension in teaching.
- 6) Helps in solving some of the problems involved in student teaching practice.
- 7) Effective in modifying teaching behavior.
- 8) Helps in developing important teaching skills.
- 9) Effective technique for transfer of general teaching competence to classroom teaching.
- 10) Provide a good prelude to a macro-lesson.
- 11) Different feedback forms.

- 12) provide safe practice ground.
- 13) provide many opportunities to trainee to study the desired patterns of behavior.
- 14) Lessens the complexities of the normal classroom teaching by "scaled down teaching".
- 15) Individualises teachers training.
- 16) Facilitate the combination of a number of devices.
- 17) Facilitate the development of specific teaching skills.

The important skills are :-

- 1- Writing instructional objectives.
- 2- Introducing skill.
- 3- Explanation skill.
- 4- Questioning skill.
- 5- Stimulus variation
- 6- Illustrating with examples
- 7- Reinforcement
- 8- Using black board

INTRODUCING SKILL

MICRO TEACHING LESSON plan-I

Page No.

Preliminary information]

Name of the student teacher : Nibedita Meher

Roll no : 23

subject : Biology

class : 7th

Topic : Food components

Skill : Introducing

Name of the college of student : Emmanuel college of Education

No. of students : 5-10

Duration : 5-10 minutes

Name of the supervisor :

TEACH / RETEACH

Teaching steps	Teacher's activity	Pupil's activity	Black board work
Intro duction	Good morning students .	Good morning teacher.	
1. What is your name?	1. What is your name?	D. Reshma	
2. Which class are you study?	2. Which class are you study?	In class 7th	
3. Where are you coming from?	3. Where are you coming from?	I am from Makavara talam.	
4. How you are coming to school?	4. How you are coming to school?	By bus	
5. What is your favourite food?	5. What is your favourite food?	chicken	
6. Why do you like it?	6. Why do you like it?	Because it is very tasty.	
7. Is only favourite food sufficient for you?	7. Is only favourite food sufficient for you?	NO.	

8. What food do you eat every day?

Rice, dal, green vegetables etc.

9. Think, why do you eat it?

because our body needs all types of foods.

10. Suppose you do not get food for lunch, how do you feel?

we feel very tired and can not do work.

11. If you do not get food for many days what will happen to you?

we do not get energy and we may die.

Teaching steps	Teacher's activity	Pupils activity	Black board work
	12. Which food shows the presence of starch?	Rice, sugar, wheat, maize etc.	
	13. Which food items contains more fat?	oil, ghee etc.	
	14. Which food items contain more proteins?	dal, egg, fish, mushrooms etc.	

Announce ment of the topic :- food components.

Preliminary information :-

Name of the student teacher :- A. Bedi to name

Roll no. :- 93

SKILL OF EXPLAINING

Biology

class

7th

Topic

Introduction in plants

Skill

Explaining

Team location

Name of the college :- Emmanuel college of
education

No. of students :- 30 members

Duration :- 10 minutes

Name of the supervisor :-

preliminary information :-

name of the student teacher :- Nibedita Meher

Roll no :- 23

Subject :- Biology

class :- 7th

Topic :- Nutrition in plants.

Skill :- Explaining

Teach / Retach

Name of the college :- Emmanuel college of education.

No. of students :- 10 members

Duration :- 5-10 minutes

Name of the supervisor :-

Teaching steps	Content analysis	Teachers activity	Pupils activity	B.B. word
Intro duction:-	Stephan Hales described the leaves as organs of transpiration and he said that plants exchange gases with their surrounding air <u>Photosynthesis:-</u> Green parts of plants use carbon dioxide in the presence of sun light along with water to make glucose, starch, and other	1) Leaves are the organs of transpiration 2) Green plants produce their food by photosynthesis.	students observe pupils observe	B.B. word

food materials.
This process is called
as photosynthesis.

Exchange of air:-

The leaves have
tiny holes through
which the exchange
of air takes
place.

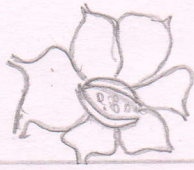
These are called
stomata.

Other modes of
nutrition in
plants:-

There are many
types of plants

plants exchange
air and water
through stomata

pupils
observe



stomata

Teaching steps	Content analysis	Teacher's activity	Pupil's activity	B.B. work
	with different modes of nutrition They are autotrophic and heterotrophic plants. Heterotrophic plants are divided into:- saprophytes:- plants that grow on dead and decaying matter. parasites:- plants that grow on living matters.	There are 2 types of plants autotrophic and heterotrophic.	pupils observe.	

Teaching steps	Content analysis	Teacher's activity	pupil's activity	B.B. work.
	special modes of obtaining nutrition in insectivorous plants:- A few plants manufacture their own food but also obtain a part of their nutrition from insects. They fulfill their nitrogen deficiency by trapping insects.	Insectivorous plants fulfill their nitrogen deficiency by trapping insects.	pupil's observe.	B.B. work.

Announcement of the topic:- Nutrition in plants.

SKILL OF QUESTIONING

preliminary information -

Name of the student teacher :- Nibedita Meher

Roll no :- 23

subject :- Biology

class :- 7th

Topic :- ~~Respiration~~ Respiration in organisms

Skill :- Questioning

Teach / reteach.

Name of the college :- Emmanuel college of education, Tamaran.

No. of students :- 5-10

Duration :- 5-10 minutes

Name of the supervisor.

Teaching steps	Teachers activity	Pupils activity	B.B. work.
	(1) What is your name. (2) How long could you keep your mouth and nose closed? (3) In your opinion does the expiration rate increase or decrease after exercising? (4) Which gas we breathe in? (5) Which gas we breathe out?	Heetha for 2 minutes yes it increases. Oxygen Carbon dioxide.	



6) Fish respire by which organ

gills.

7) In earthworm respiration occurs by which organ?

skin, because it's moist.

8) Respiration in plants occurs by which organ? does it differ from animals?

Yes respiration in plants differ from that of

animals. They

respire by stomata and the lenticells.

9) Frogs respire by which organ?

when it is on ground it respire by lungs and when it is under ground respire by skin.

SKILL OF DEMONSTRATION

Name of the student teacher :- Nibedita Meher

Roll no :- 23

subject :- Biology

class :- 7th

Topic :- Forest our life

Teach/Reteach

Name of the college :- Emmanuel college of Education, Tamaran

No. of students :- 5-10

Duration :- 5-10 minutes

Name of the supervisor :-

Teaching steps

Teacher's activity

pupil's activity

Black board work

What is your name

pupal

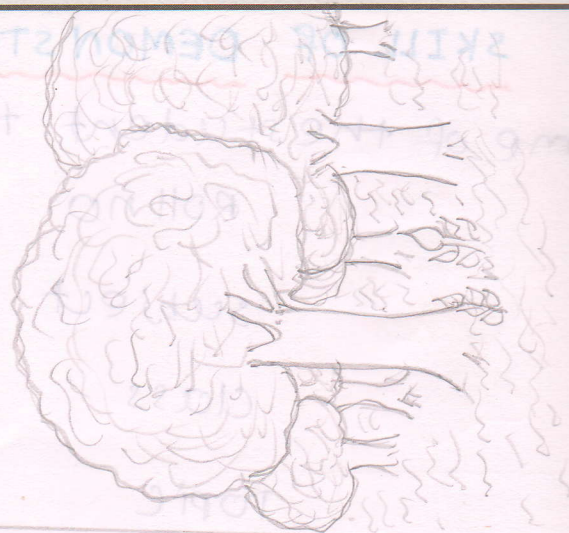
a) Make a list of things which you obtained from trees?

wood, flowers, fruits, clothes, paper, and many other things.

→ In ancient times the country was famous for its dense and continuous forests.

pupils observe.

The natural habitat of a forest is lost when forests are cut down.



→ Forests take up a large amount of carbon dioxide and some other harmful particles and gases and keep the air clean.

→ Forest is a renewable natural resource.

→ It is an important source of timber, fuel wood, can, resins, lac, oils, fruits, nuts, crops and medicinal plants.

Teaching step	Teacher's activity	Pupil's activity	Blackboard work
	→ they provide habitat to wild life → forest help to control soil erosion, causing rain and keep the surrounding cool. → usually people destroy the forest for their own economic purposes for example, evening by selling trees, and thus deforestation occurs.	pupil's observe	

→ Now a days, thermal, nuclear power plants, mining industries are being threatened by multinational companies are a major threat to forests throughout the globe.

→ We know that every pupil's observe bit of effort towards conservation helps. Forest conservation is essential for our own existence.

Announcement of the topic :- Forest: our life

DRAWING SKILL

preliminary information:-

name of the student teacher :- Nibedita
Meher

Roll no :- 23

subject :- Biology

Class :- 7th

Topic :- Reproduction in
plants

Skill :- Drawing

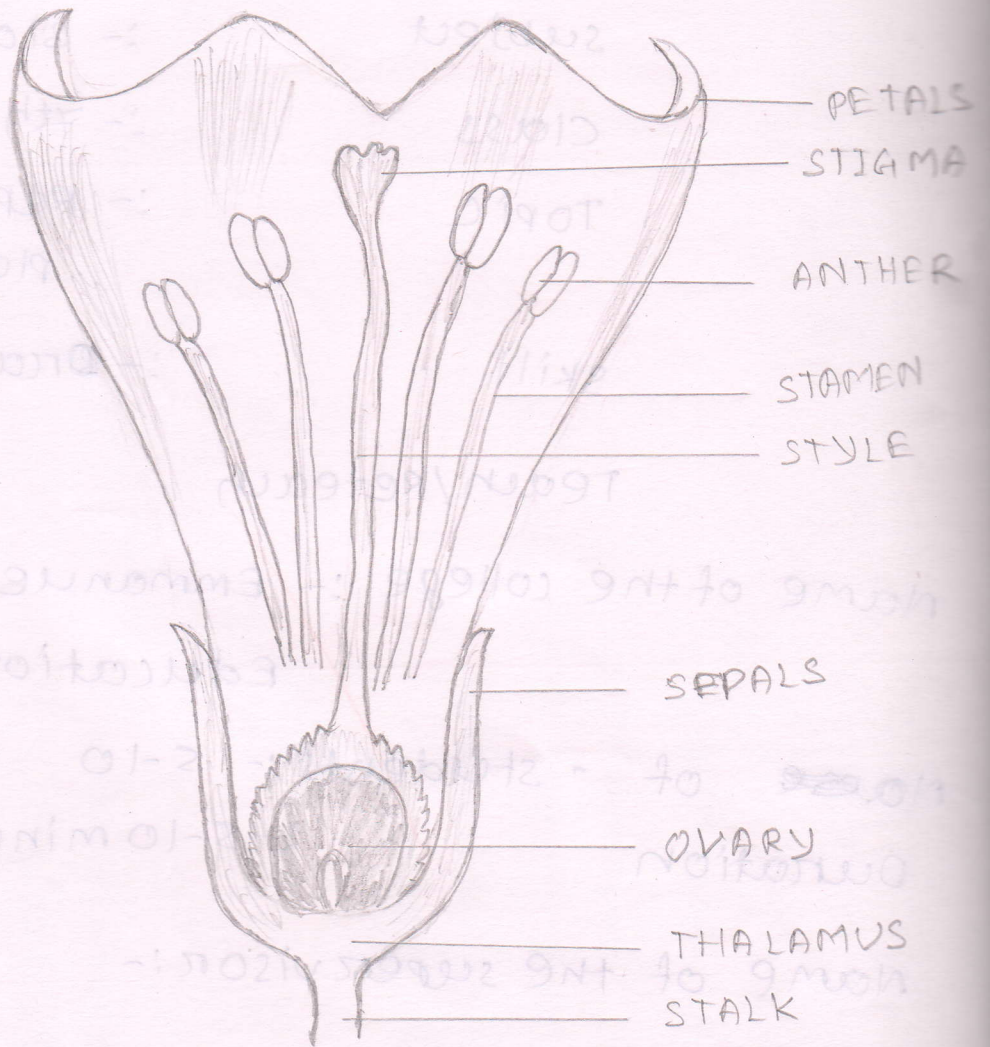
Teach/Reteach

name of the college :- Emmanuel college of
Education, Tamaram

No. of students :- 5-10

Duration :- 5-10 minutes

name of the supervisor :-



[FIG 1- FLORAL PARTS]

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