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MICRO-TEACHING

INTRODUCTION :-

- ★ A teacher makes use of a number of methods and techniques to bring about effective learning.
- ★ The techniques include motivating the students, explaining questions, writing on the blackboard, using teaching aids and so on.
- ★ The teachers could also make use of non-verbal behaviours such as smiling, nodding and gesturing.
- ★ These groups of activities are called skills.
- ★ Teaching skill is group of teaching acts/behaviours intended to facilitate

MICRO-TEACHING

pupils learning directly or indirectly.

★ If the teachers trainee are conscious and aware of teaching skills, they will be able to concentrate on each of the skills and gain mastery over their skills.

★ Microteaching induces the teachers trainee to avoid range of teaching skill and allows the teachers trainee to practice each skill one at a time until she becomes proficient in the skill.

★ It is a teaching technique especially used in teachers' preservice education to train them systematically by allowing them to experiment main teachers behaviours.

Definitions / Meaning of Microteaching →

Microteaching has been defined in different ways :-

★ Allen DW (1966) defined microteaching as called down teaching encounters in class site and class time -

★ Allen eve (1968) defined microteaching as a system of controlled practice, that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions.

★ Clift and Others (1976) described micro-teaching "as a teacher training procedure which reduce the teaching situation to a simpler and more controlled encounter achieved by

← ~~proposed~~ ~~method~~ for ~~principles~~ ~~of~~ ~~microteaching~~
limiting the practice of teaching to
a specific skill and reducing teaching
time and class size.

★ Buch. BE (1968) defined microteaching "as
a teacher education technique, which
allows teachers to apply clearly defined
teaching skills to carefully prepared
lessons in planned sessions of 5 to 10
min. It encounters with a small
group of real students often with
an opportunity to observe the
results on videotape".

★ Passi B.K "Stresses that the most important
point in microteaching is that
teaching is practised in terms of
definable, observable, measurable and

Controllable teaching Skills.

* Allen and Ryan (1969) while microteaching Specified

→ There is emphasis on training for the accomplishment of Specific tasks.

→ There is increased control of practice.

Microteaching is a teachers training technique where the complexities of the normal classroom teaching are reduced by

- Practising one teaching skill at a time.
- Limiting the content to a single concept.

- Reducing the class size to 5 to 7 ,
- Reducing the duration of the lesson to 5 to 7 min ,
- The teacher trainee should be able to rightly explain the concept by simple, relevant, and interesting examples to increase learner's understanding .
- Increases the participation of the learners in the development of teaching process ,
- Redirection , refocusing , and increasing critical awareness are significant components of this skill.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : _____ Roll No. : 54
 Topic/concept : Sound Class : 8th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyawati Peer Observer : _____
 ReTeach / teach : Teach Subject : Physical Science

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 : _____ Roll No. : 54
 Topic/concept : Sound Class : 8th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satya vati Peer Observer : _____
 Teacher / teach : Teach Subject : Physical Science

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 : _____ Roll No. : 54
 Topic/concept : Sound Class : 8th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer : _____
 Re-teach / teach : Teach Subject : Physical Science

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 : Say loudly

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name :

Roll No. : 54

Topic/concept : Sound

Class : 8th

Date :

Time : 5-10 minutes

Supervisor : I. Satyavati

Peer Observer :

Re-teach / teach : Teach

Subject : Physical Science

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 : Very good

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : _____ Roll No. : 54
 Topic/concept : Sound Class : 8th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer : _____
 ReTeach / teach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Creating set for in introducing the lesson.	<u>1</u>	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	<u>2</u>	<u>3</u>	4	5
4.	Teacher used appropriate beginning and concluding statements.	1	2	<u>3</u>	<u>4</u>	<u>5</u>
5.	There were instances of lack in continuity.	1	2	3	4	<u>5</u>
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

Characteristics of Microteaching:-

The characteristics of microteaching can be summarized as follows:-

- * Microteaching is a teachers training technique and not a teaching method.
- * Microteaching operates on a predecided model plan, teach, feedback, Re-plan, Re-teach, refeedback, replan, etc.
- * Microteaching is not a substitute, but a supplement to the teachers training programme.

Uses of Microteaching :-

Microteaching technique enhances the effectiveness of the teachers trainee programmes in the following ways :-

- * Microteaching helps in reducing the complexities of the normal classroom teaching.
- * This helps the teachers trainee gain more confidence in real teaching.
- * Microteaching creates among the teachers trainee an awareness of the various skills of which teaching is composed.

* Microteaching helps in Systematic and objective analyse of the pattern of classroom communication through specific observation schedule.

* Microteaching stimulates the classroom scene and gives the teacher trainee experience of real teaching.

* Feedback enables the teacher trainee to consciously concentrate on specific behaviour modification.

* As microteaching focuses on the modification of behaviour and improvement of interaction process.

Microteaching Skills :-

- * Microteaching technique rests upon the analytical approach to teaching.
- * Analytical approach assumes that the complex task of teaching can be analysed into limited but well defined components teaching skills each of these teaching skills can be taught, practised, evaluated, predicted, controlled and understood.
- * Teaching skills have been defined differently by different authors.

Characteristics of Teaching Skills :-

Teaching Skills have three basic components perception, cognition and action.

Teaching Skills have three basic dimensions

(i) Non-verbal behaviour

(ii) Openness and

(iii) Nature of moves in teaching to which the skill belongs.

Types of Teaching Skill :-

* Attempts have been made to list teaching skills that would be developed among the students teachers.

A large number of skills have been identified.

However, there is no uniformity in the no. and categories of teaching skills.

Fourteen teaching skills have been listed in Stanford University where as Singh L.C (1979) identified twenty two general teaching skill.

Later on men, on et-al (1983) have suggested a list of Seventy four skills.

Preliminary Information :-

Name of the Student teacher : Surabhi Gupta

: 8th

Class

: Physical Science

Subject

: Sound

Unit

: Sound

Sub unit

: Sound

Topic

Duration : 5-10 min

Date :

Name of the Skill : Introducing Skill

No. of Students : 5-10 Students

Name of Supervisor : I. Satyawati

Teach/Reteach : Teach

S.No	Teacher's Activity	Pupils Activity	Black Board Work
1.	Good Morning Children	Good Morning Teachers	
2.	What is your name?	T. Akshitha	
3.	How many Festivals you have celebrated?	I have celebrated many Festivals.	
4.	Name Some Festivals.	Sankranti, Diwali, Christmas.	Sankranti, Diwali, Christmas
5.	During the festival of Diwali what will you do?	Lightening Crackers	Lightening Crackers

6. What do you observe while lightning	Different noise, Colourful light	Different noise Colourful light
7. Give any examples for noise	music, birds, chirps and chirping of animals	music, birds, chirps and chirping of animals
8. What we call this noise in physical Science	Sound	Sound
Announcement of the Topic :-		
Today we are going to discuss "Sound"		
1. What about		

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : Roll No. : 54
 Topic/concept : Nuclear Reaction & parts Class : 10th
 Date : Time : 5-10 minutes
 Supervisor : I. Satyavathi Peer Observer :
 Teach / Reteach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Relevance of comprehension questions.	1	2	3	4	5
2.	Involvement of volunteers.	1	2	3	4	5
3.	Steps taken to involve the non volunteers.	1	2	3	4	5
4.	Use of praise words for correct answer.	1	2	3	4	5
5.	Strategies adopted to involve non volunteers in silent reading comprehension.	1	2	3	4	5
6.	Writing answers for the comprehension questions on the black board.	1	2	3	4	5

Comments if any :

Good teaching

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : Roll No. : 54
 Topic/concept : Nuclear Reaction & parts Class : 10th
 Date : Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer :
 Teach / Reteach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
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1.	Relevance of comprehension questions.	1	2	3	4	5
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4.	Use of praise words for correct answer.	1	2	3	4	5
5.	Strategies adopted to involve non volunteers in silent reading comprehension.	1	2	3	4	5
6.	Writing answers for the comprehension questions on the black board.	1	2	3	4	5

Comments if any :

Use black board

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : _____ Roll No. : 54
 Topic/concept : Nuclear Reaction & parts Class : 10th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer : _____
 Teach / Reteach : Teach Subject : physical Science

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevance of comprehension questions.	1	2	3	4	5
2. Involvement of volunteers.	1	2	3	4	5
3. Steps taken to involve the non volunteers.	1	2	3	4	5
4. Use of praise words for correct answer.	1	2	3	4	5
5. Strategies adopted to involve non volunteers in silent reading comprehension.	1	2	3	4	5
6. Writing answers for the comprehension questions on the black board.	1	2	3	4	5

Comments if any :

Good Studies

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : Roll No. : 54

Topic/concept : Nuclear Reaction & parts Class : 10th

Date : Time : 5-10 minutes

Supervisor : I. Satyavati Peer Observer :

Teach / Reteach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Relevance of comprehension questions.	1	2	3	4	5
2.	Involvement of volunteers.	1	2	3	4	5
3.	Steps taken to involve the non volunteers.	1	2	3	4	5
4.	Use of praise words for correct answer.	1	2	3	4	5
5.	Strategies adopted to involve non volunteers in silent reading comprehension.	1	2	3	4	5
6.	Writing answers for the comprehension questions on the black board.	1	2	3	4	5

Comments if any :

Very good Studies

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : _____ Roll No. : 54
 Topic/concept : Nuclear Reaction & parts Class : 10th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavathi Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

COMPONENTS	RATING SCALE				
	Poor	Not Satisfactory	Average	Good	Very Good
1. Relevance of comprehension questions.	1	2	3	4	5
2. Involvement of volunteers.	1	2	3	4	5
3. Steps taken to involve the non volunteers.	1	2	3	4	5
4. Use of praise words for correct answer.	1	2	3	4	5
5. Strategies adopted to involve non volunteers in silent reading comprehension.	1	2	3	4	5
6. Writing answers for the comprehension questions on the black board.	1	2	3	4	5

Comments if any :

Good working

Preliminary Information :-

Name of the Student teacher :- Surabhi Gupta

Class :- 7th

Subject :- Physical Science

Unit :- Nuclear Reaction

Sub Unit :- Nuclear Reaction

Topic :- Nuclear Reaction and its parts

Duration

5-10 min

Date

Name of the Skill

Reading Skill

No. of Students

5-10 Students

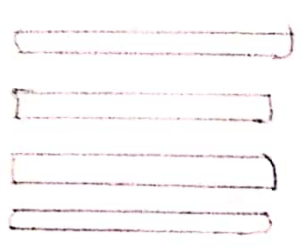
Name of the Supervisor : I. Satyanvati

Teach / Reteach

Teach

S.No	Teacher's Activity	Pupil's Activity	Black Board Work
1.	Nuclear Reaction :- A reaction in a nuclear power station the same purpose as the furnace in a steam generator for it act as 'in-fance' Sources of heat is called Nuclear Reaⁿ.	Student observe	

2.	Nuclear reaction consists of three parts	Student observe	
3.	They are :- ① Fuel rods ② Moderator ③ Control rods	Student observe	1. Fuel rods 2. Moderator (water) 3. Control rods

4.	Fuel rods :- The fuel element contain the fissionable nuclei $\begin{pmatrix} 235 & 235 \\ 92 & 92 \end{pmatrix}$ Usually in the shape of this rods about 1 cm diameter.	Student observe	 Fuel rods
----	---	-----------------	--

5.	Moderator: (water) The material that slows down the neutrons in the reactor is called a moderator.	Student observe	
----	--	-----------------	--

6.

Control rods :-

The Control rods

are made of

elements such as

Boron or Cadmium

whenever these

rods are inserted

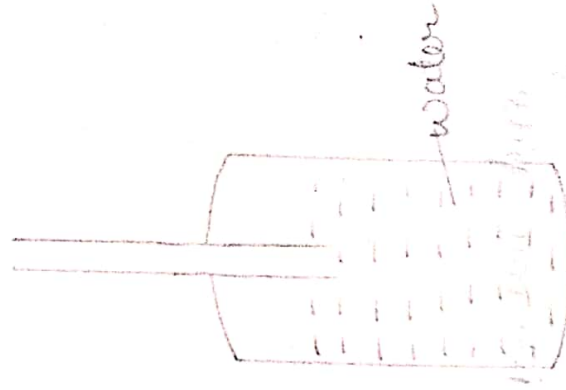
into the core they

absorb and prevent

excess fission

Student observe.

elements are
boron and
Cadmium.



7.	Nuclear reactor, formerly known as an "atomic pile", a device used to initiate and control a self-sustained nuclear chain reaction.	Student observe	"Atomic pile"
----	--	------------------------	----------------------

8.	It is used at nuclear power plants for electricity generation and in nuclear marine propulsion.	Student observe	Electricity generation and in nuclear marine propulsion.
9.	Propulsion, see nuclear propulsion → Nuclear marine propulsion → Various proposed forms of rocket propulsion	Student observe	

10.	Nuclear reactors produce tritium as part of normal operations, which is eventually released into the environment in trace quantities.	Student observe	"Tritium"
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Announcement of the topic :-

Today we read about "Nuclear reaction & it's parents"

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Roll No : 54
Topic/concept : Electric bulb Class : 7th
Date : Time : 5-10 minutes
Supervisor : I. Satyavali Peer Observer :
Teach / Reteach : Teach Subject : Physical Science

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 were Simple

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Roll No : 54
Topic/concept : Electric bulb Class : 7th
Date : Time : 5-10 minutes
Supervisor : I. Satyawati Peer Observer :
Teach / Reteach : Teach Subject : Physical Science

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 : Roll No : 54
 Topic/concept : Electric bulb Class : 7th
 Date : Time : 5-10 minutes
 Supervisor : I. Satyavali Peer Observer :
 Teach / Reteach : Teach Subject : Physical Science

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 Studys are very well.

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Roll No : 54
 Topic/concept : Electric bulb Class : 7th
 Date : Time : 5-10 minutes
 Supervisor : I. Satyavathi Peer Observer :
 Teach / Reteach : Teach Subject : Physical Science

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 :
 Topic/concept : Electric bulb
 Date :
 Supervisor : I. Satyavathi
 Teach / Reteach : Teach

Roll No : 54
 Class : 7th
 Time : 5-10 minutes
 Peer Observer :
 Subject : Physical Science

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

Preliminary Information,

Name of the Student teacher : Surebhi Gupta
Class : 7th
Subject : Physical Science
Unit : Electricity
Sub Unit : Current and it's properties
Topic : Electric bulb
Duration : 5-10 min

Date

Name of the Skill

Explaining Skill

No. of Students

5-10 Students

Name of the Supervisor

I. Satyavathi

Teach / Reteach

Teach

Prescribed Information

S.No	Teacher's Activity	Pupil's Activity	Black Board Work
1.	Today we are going to discuss about the electric bulb.		
2.	Source of light: An object that can give light is called a source of light.	Student observe	Electric Bulb Source of light: An object that can give light is called a source of light
3.	Example of Source of light, Sun, moon, Stars	Student observe	Ex - Sun, moon, Stars
4.	Electric bulb:- It gives out light when electricity is sent into it. It is called Electric Bulb	Student observe	

5.	Electric bulbs invented by Thomas Alwa Edison an american Scientist	Student observe	Thomas Alwa Edison An American Scientist
6.	There is a thin wire made of tungsten in a bulb. This is called a filament.	Student observe	Tungsten
7.	Two ends of this filament are attached to two copper wire whose ends are fixed to two terminals at the top of the bulb	Student observe	

8.	The air is removed and inert gases like Nitrogen, or Helium is filled into bulb and sealed.	Student observe	Nitrogen & Helium
9.	Oxygen is react with air in the bulb it will burn out the filament it will last in few hours	Student observe.	

10.	One lumen = 12.56 Candle Power One watt = 700 lumens	Student improve	One lumen = 12.56 Candle Power One watt = 700 lumens
11.	late 1920s and early 1930s, European researchers doing experiments with neon tubes coated with phosphorescent	Student observe	

12. Watts do matter when it comes to paying your electric bill. That's because a watt is a unit of power.

Student
observe

Watt = 1 unit power

13. One watt is defined as the energy consumption rate of one joule per second

Student
observe

$1W = 1J / 1s$

Announcement of the Topic

Today we will discuss about

Electric Bulb

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : _____ Roll No. : 54
 Topic/concept : Separation of two miscible liquids by distillation Class : 9th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	1	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 summery.	1	2	3	4	5
9.	Adequate with refference to the content covered.	1	2	3	4	5

Comments if any : Study well

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : _____ Roll No. : 54

Topic/concept : Separation of two miscible liquids by distillation Class : 9th

Date : _____ Time : 5-10 minutes

Supervisor : I. Satyavati Peer Observer : _____

Teach / Reteach : Teach Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	1	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 : Very good studies

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name :
Topic/concept : Separation of two miscible liquids by distillation
Date :
Supervisor : I. Satyavathi
Teach / Reteach : Teach

Roll No. : 54
Class : 9th
Time : 5-10 minutes
Peer Observer :
Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	1	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 summery.	1	2	3	4	5
9.	Adequate with refference to the content covered.	1	2	3	4	5

Comments if any : Study are well

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name :
 Topic/concept : Separation of two miscible liquids by distillation
 Date :
 Supervisor : I. Satyavathi
 Teach / Reteach : Teach

Roll No. : 54
 Class : 9th
 Time : 5-10 minutes
 Peer Observer :
 Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	1	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 : Good Studies

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name :
Topic/concept : Separation of two miscible liquids by distillation
Date :
Supervisor : I. Satyavali
Teach / Reteach : Teach

Roll No. : 54
Class : 9th
Time : 5-10 minutes
Peer Observer :
Subject : Physical Science

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher	1	2	3	4	5
2.	Legibility	1	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 : Very well studied

Preliminary Information:

Name of the Student teacher: Surabhi Gupta

9th

Class

Subject: Physical Science

Unit: Is matter pure

Sub unit: Is matter pure

Topic: Separation of two miscible liquids by distillation

Duration : 5-10 min

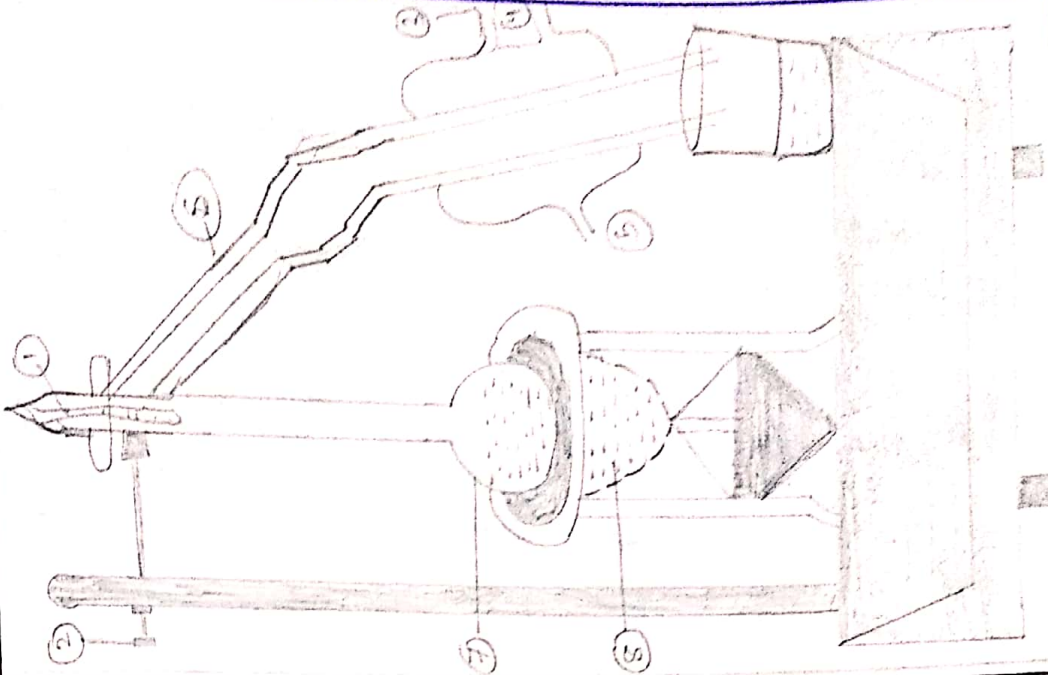
Date :

Name of the Skill : Blackboard Skill

No. of the student : 5-10 Students

Name of the Supervisor : I. Satyavathi

Teach/Reteach : Teach

S.No	Teacher's Activity	Pupil's Activity	Black Board work
1.	Separation of two miscible liquids by distillation.		
2.	Acetone and water are also miscible. Take a mixture of acetone and water in a distillation flask.	Student observe	

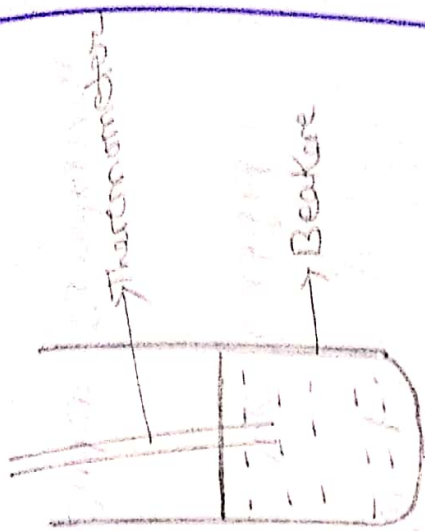
3. Fit it with a thermometer and clamp it to stand. Attach the condenser to the flask and on the other side of the condenser. Keep a breaker to collect distillate.

Student observe.

4. Heat the mixture slowly keeping a close watch on the thermometer

5. The acetone vaporizes and condense in the Condenser

Student observe



6.	Acetone can be collected from the Condensere outlet	Student observe	
7.	Water remains in the distillation flask.	Student observe.	① Thermomere ② Clamp ③ Water outlet ④ Water Condensere

8.

Distillation is used in the separation of components of a mixture containing two miscible liquids.

5 Cold water in

6 Acetone

7 Distillation flask

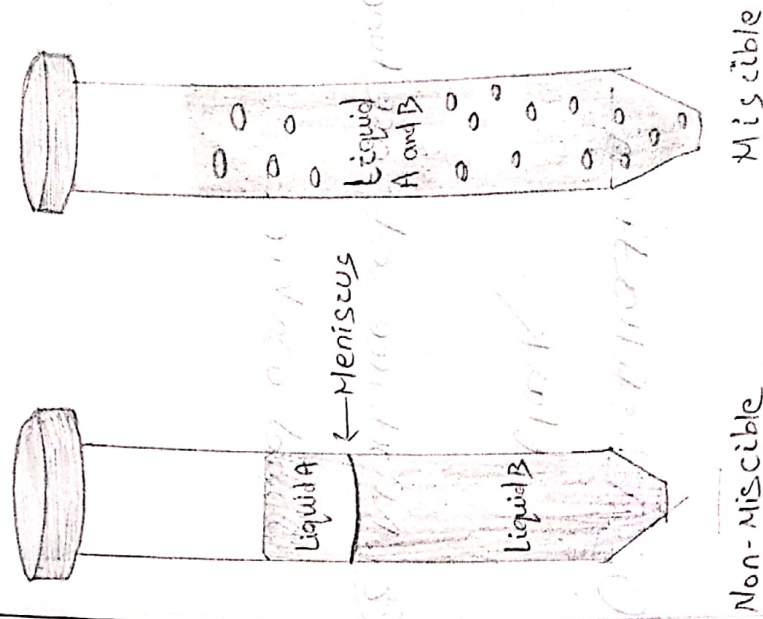
8 Mixture of acetone and water.

(15)

9. The Separation of two liquids by fractional distillation depends on the difference in their boiling points.

10. By using a Separating funnel.

Student observe



11.	Miscible liquids are Alcohol and water because they mix together in all proportion and form a single layer on mixing.	Student observe	
12.	Non-miscible liquids are Oil and water because they do not mix with each other and form	Student observe	

	Separate layers on mixing.		
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Announcement of the Topic :-

Today we discuss about separation of two miscible liquids by distillation.

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : _____ Roll No. : 54
 Topic/concept : Electric bulb Class : 7th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavati Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

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 : Very well

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name :
Topic/concept : Electric bulb
Date :
Supervisor : I. Satyavati
Teach / Reteach : Teach

Roll No. : 54
Class : 7th
Time : 5-10 minutes
Peer Observer :
Subject : Physical Science

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 : Good Complement

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : _____ Roll No. : 54
 Topic/concept : Electric bulb Class : 7th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyanvati Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

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 : Study well

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : _____ Roll No. : 54
 Topic/concept : Electric bulb Class : 7th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Satyavali Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

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 : Use black board

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : _____ Roll No. : 54
 Topic/concept : Electric bulb Class : 7th
 Date : _____ Time : 5-10 minutes
 Supervisor : I. Sathyavathi Peer Observer : _____
 Teach / Reteach : Teach Subject : Physical Science

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 : Use blackboard

Preliminary Information:-

Name of the student teacher : Surabhi Gupta

Class : 7th

Subject : Physical Science

Unit : Electricity

Sub unit : Current and its properties

Topic : Electric bulb

Duration : 5-10 min

Date

:

Name of the Skill : Questioning Skill

Number of Students : 5-10 Students

Teach / Reteach

: Teach

Name of the Supervisor : I. Satyavathi

S.No	Teacher's Activity	Pupil's Activity	Black Board Work
1.	What is your Name?	G. Kalyani	
2.	What is meant by Source of light?	An object that can give light is called as source of light.	
3.	Give any two examples of Source of light	Sun, Moon, Stars	Sun, Moon, Stars

4. What is meant by artificial Source of light?	A part from natural Source of light there are some man-made one called artificial Source of light	Torch, Electric Bulb
5. Give an example of Artificial light.	Torch, electric bulb	Torch, Electric Bulb

6. What is meant by Electric Bulb?

It gives out light when electricity is sent into it, it is called the electric bulb.

7. What is meant by Filament?

There is a thin wire made of Tungsten in a bulb. This is called filament.

8.	Which gases are filled into the bulb?	Gases like Nitrogen, or Helium.	Nitrogen & Helium.
9.	Who invented Electric Bulb?	Thomas Alva Edison an american Scientist	Thomas Alva Edison an american Scientist
10.	Which metal is used to prepare the filament?	Tungsten	Tungsten

11.	One lumen is known how much candle power?	One lumen = 12.56 Candle power	1 lumen = 12.56 Candle power
12.	One watt?	watt = 700 lumens	
13.	One watt equal to how much?	watt = 1 unit power	1w = 1 J/s

14.	What measures brightness?	Lumens	
15.	What is the most common maximum light bulb wattage?	60 watts but it depends on the fixture.	Halogen, CFL, LED Bulbs
16.	What are the different types of light bulbs?	Halogen bulbs, CFL bulbs, LED bulbs.	

17.	How Halogen bulbs work?	Halogen - recycle halogen gas and tungsten within a quartz envelope.
18.	What is the full form of CFL?	Compact Fluorescent light.

Announcement of the Topic

Today we discuss about the topic of

"Electric Bulb"