

JESUS THE SAVIOR OF NATIONS (JETSON)

COLLEGE OF EDUCATION

**CHRIST CENTRE, GANGUBUDI VILLAGE,
L. KOTA (Md.), VIZIANAGARAM DIST.**



**MICRO TEACHING RECORD
PEDAGOGY I & II**

Group : Social / English

Subject : English

Register No. : 217115802042

Roll No : 42

**ANDHRA UNIVERSITY, VISAKHAPATNAM
201 - 201**

CERTIFICATE

This to certify that Mr. / Ms. David bahdour

a student of Jesus The Savior of Nations college of Education

English bearing Register No. : 21 7115802042

had conducted a subject on English for the students B.E.d. of
class.

Register No. : 21 7115802042

Method :

Name of the Teaching

Practice School : St. George

Max. Marks :




Signature of the Examiner


Signature of the Member,
Moderation Board

MICRO TEACHING

Micro teaching is a technique originated at Stanford university as part of an Experimental research project. This project aimed identifying specific teaching behaviours or observable teaching skills and developments to measure the aimed of these skills.

This project resulted in the development of component or technical skills approach.

In India, the idea of Micro-teaching started Early Scientists D.D Tiwari Micro teaching in 1967.

Learning And Definition of Micro teaching:-

The B.E.d programme consists of two parts.

→ Theoretical course

→ The practical course

Theoretical course consists of all the theory paper like philosophy technology etc. and Methodology of teaching where as practical course consists of practical teaching in two methodologies Students - teacher are taught about, the theoretical by orientation regarding the teaching by demonstrations by Teacher Education.

By these demonstrations, the student teacher practices the lesson through trailer lesson through producer. Micro teaching is a process in which a student teacher practices teaching with a reduced number of pupils in reduced number of pupils in reduced period of time with one teaching skill for a small length of the lesson.

It is essential by a skill board. Approach to teaching Education. Complexity in teaching is reduced by practising skills of teaching one at a time.

skills one at a time, this project
resulted in the development of
technical skill approach ✓

PEDAGOGY OF ENGLISH

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

Tangina and Singh 1974 defined "Micro teaching" is the most effective technique as compared to interaction analysis and Conventional approach in the modification of teacher behaviour.

The complexities of the class room teaching are reduced by

- a) Practising one skill at a time.
- b) Limiting the content to one concept.
- c) Reducing the duration of teaching
5-10 mins.

Micro teaching teacher technique is a technique of training and not of the teaching. It is not a substitute.

CHARACTERISTIC FEATURES OF MICRO TEACHING:-

Micro teaching may be considered as a miniaturized classroom teaching

1) Micro teaching is an experiment in the field of teacher education

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

3) It is micro un-miniaturized of teaching

i. Practising one skill at a time.

ii. Practising and reducing the class

Size 5 to 10.

iii. Reducing duration of lesson to 5 to 10 min.

iv. In micro teaching there is a provision of feed back like due information about their performance immediately after completion technique of their teaching.

v. Teaching is composed of varied & specific skills, micro teaching provides opportunities to select one skill at a time and practice.

vi. Its scaled down encounter and then take skill in similar way.



By these features the term micro teaching may be defined as a technique or device of imparting training to the inexperienced teacher for learning the most of the teaching by a practising skill through "Scale down teaching Encounter" i.e.; reducing the complexities of real normal teaching in terms of the class time and context.

Micro teaching procedure is

Micro-teaching cycle.

A standard procedure of micro teaching conducted in a teacher

Learning may involve the following
Steps:-

1. planning
2. Teaching
3. Feed back
4. Re - planning
5. Re - teaching
6. Re - Feed back.

Planning:-

under this step student teacher required to plan and prepare micro lesson plan by selecting proper concept for the practice of demonstrated skill under the guidance of teacher Educates.

a) Number of pupil: 5-10

b) Type of pupil School pupil & peer student pupil.

2 Teaching:-

The greatest advantage of micro teaching lies in providing immediate feedback to student micro lesson use of the component teaching behaviour.

3. Feedback:

In the view of the feedback received from different sources the student-teacher tries gives 12 mins time

4. Replanning:

In this lesson of 6 min, the Student teacher reteaches his micro lesson on the represented plan and reorganised setting.

According to J.C. Duff micro Teaching comprises three phases

1. Knowledge Acquisition
2. Skill Acquisition
3. Transfer phase.

5. Re-Teaching:-

In this phase, the Student gains knowledge about the role in Skill at retainable its classroom.

and Component behaviour. Thus, he gains knowledge through literature survey, observation demonstration lesson mode of skill presentation etc.

Modeling is the main component in this phase.

6. Re-Feed back:

In this phase, the student teacher integrates the different. Thus he gains knowledge through literature survey observing demonstration lesson mode. He is given 12 mins time to refeed back the lesson.

Skill OF

INTRODUCTION

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Govardhan Behara

Roll No. : 28

Topic/concept : plant a tree

Class : VII

Date : 15/3/18

Time : 5-10 min.

Supervisor : D. parvathi

Peer Observer : B. ma

Teach / teach : Teach

Subject : English.

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 : Introduction of the person was very
teaching properly used.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Govardhan Behara

Roll No. : 28

Topic/concept : plant a tree

Class : VIII

Date : 15/3/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

Teach / teach : Teach.

Subject : English.

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 : On the whole introducing the
lesson was effective.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Govardhan Behara

Roll No. : 28

Topic/concept : plant a tree

Class : VIII

Date : 15/3/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

Teach / teach : Teach.

Subject : English

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 : There was intensity in the Explanation.

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Govardhan Behara

Roll No. : 25

Topic/concept : Plant a tree

Class : IV

Date : 15/3/15

Time : 5-10 noon

Supervisor : D. parvathi

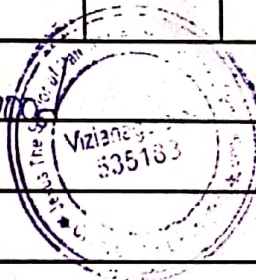
Peer Observer : B. Uma

Teach / teach : Teach

Subject : English

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 : There are very good



OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Name : Gopeshwar Behara
Topic/Concept : Plant a tree
Date : 15/3/18
Supervisor : D. Parvathi
Teach / teach : Teach

Roll No. : 27
Class : VII
Time : 5-10:30
Peer Observer : B. Vasa
Subject : English

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 : There was intensity in the
Explanation.

PRELIMINARY INFORMATION

Name of the Student teacher : Govardhan Behara

Roll n/o : 28

Class : VIII

Subject : English

Topic : plant a tree

Date :

Time : 5-10 min

Name of the skill : Skill of introducing a lesson.

Teacher Activity	Pupils Activity	Aids used.	B. B work.
Good morning Students	Good morning Teacher		
How are you?	Fine.		
In our surroundings who is there?	Tree, animals, birds, vehicles, house people etc.		

From where
do we get
our food?

Plum plants

Can we have

with our

air?

Can we have

live without

air?

No

Plum plants are
the source of
our food.

Yes

Plum plants
are the source
of our food.

Good morning
Students

What do you see
in our surroundings?

the animals, birds,
trees, vehicles,
people, houses
etc.

What kind of
door furniture
we have?

wooden doors,
sheds and
furniture of
etc.

Good morning
teacher

Animals, birds,
trees, vehicles
people, houses
etc.

In the houses
wooden doors
sheds and
furniture of
etc.

wooden doors,
sheds and
furniture of
etc.

What do we need to live
Air, water
and food.

On Earth we get
from plants
do we get all
the above from
plants and trees.

From plants
do we get all
the above from
plants and trees.
We get all
the above from
plants and trees.

Substrate

Substrate

Can we live
in house
without dobs
& furniture

no.

Today we
learn about
the lesson
plant a tree.

SKILLS OF

Generalisation

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : Govardhan Behera

Roll No. : 28

Topic/concept : Day trip to noon

Class : VIII

Date : 15/3/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

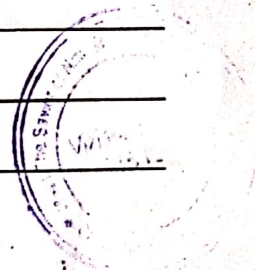
Teach / Reteach : Teach.

Subject : English

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 :

Speak loudly, use black board.



OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : *Grovardhan Behara*

Roll No. : *28*

Topic/concept : *My trip is moon*

Class : *VIII*

Date : *15/3/18*

Time : *5-10 min*

Supervisor : *D. parvathi*

Peer Observer : *B. JMA*

Teach / Reteach : *Teach*

Subject : *English.*

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 :

on the whole introducing of lesson was effective.

OBSERVATION SCHEDULE FOR THE SKILL OF READING

Name : *Govardhan Behara*

Roll No. : *28*

Topic/concept : *plant a tree*

Class : *VIII*

Date : *15/3/18*

Time : *5-10 min*

Supervisor : *D. parvathi*

Peer Observer : *B. Uma*

Teach / Reteach : *Teach*

Subject : *English*

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 :

Nice Explanation.

OBSERVATION SCHEDULE FOR THE SKILL OF READING

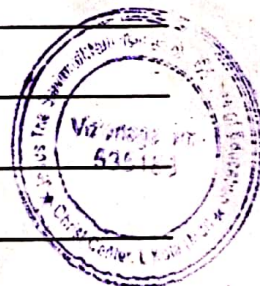
Name : Govardhan Behare
Topic/concept : my trip to moon
Date : 15/3/18
Supervisor : D. parvathi
Teach / Reteach : Teach

Roll No. : 28
Class : VIII
Time : 5-10 min
Peer Observer : B. Uma
Subject : English.

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 :

Introduction is good.



OBSERVATION SCHEDULE FOR THE SKILL OF READING

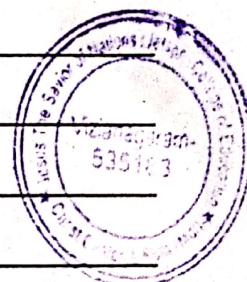
Name : Govardhan Behave
Topic/concept : My trip to moon
Date : 15/3/18
Supervisor : D. parvathi
Teach / Reteach : Reach

Roll No. : 28
Class : VII
Time : 5-10 min
Peer Observer : B. Jma
Subject : English

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 :

Introduction is good



PRELIMINARY INFORMATION

Name of the student teacher - Govardhan Behara.

Roll no - 28

Subject - English

Topic - My trip to moon

Date -

Time - 5-10 min

of the Skill - Skill of the generalization.

primary book

primary book

primary book

primary book

11/12/19

11/12/19

Name of skill	Teacher Activity	Student Activity
Skill of generalisation	Good morning Students	Good morning Teacher
	1. Children were Shall leave about my trip to moon in two days activity	OK Teacher
	2) what went out?	The trip
	3) kulho is talking in the poem?	Boy

5) What did she see?

6) who invited the boy?

He saw a huge rocket and a stand in upkuta inside it.

The doctor not invited boy in flight of moon.

He saw
the rocket

the boy with
a rocket

He wrote
very well

How did he
write Science
Exam?

what did they jump around
not walk on the
ground.

He had a good fit.
He had a good fit.
He had a good fit.
He had a good fit.

4. What went out
Suddenly

The light went
out suddenly

5. What did
heard near
out side?

He heard aloud.
burst that
someone was
there outside.

6. What did he
see?

He saw a huge.
rocket and huge.
rocket and in
astronaut in
water.

Skill OF EDUCATION

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : *Govardhan Behara*
Topic/concept : *None at sea*
Date : *16/3/18*
Supervisor : *D. parvathi*
Teach / Reteach : *Teach*

Roll No : *28*
Class : *IX*
Time : *5-10 min*
Peer Observer : *B. Uma*
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 : *On the whole introducing of lesson was effective*

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Govardhan Behara

Roll No : 28

Topic/concept : Alone at Sea

Class : IX

Date : 18/8/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

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 : Speak loudly and black board used.

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Govardhan Behara

Roll No : 28

Topic/concept : Alone at Sea

Class : IX

Date : 16/5/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. JMA

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 : Speak loudly, hand writing is very good.



OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : *Govardhan Behara*
 Topic/concept : *Along at Sea*
 Date : *16/3/18*
 Supervisor : *D. parvathi*
 Teach / Reteach : *Teach*

Roll No : *28*
 Class : *IX*
 Time : *5-10 min*
 Peer Observer : *B. Uma*
 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 : *clarity of voice is noticed*

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLANATION

Name : Govardhan Behara

Roll No : 28

Topic/concept : *None at Sea*

Class : *IX*

Date : 16/3/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

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 : Black board is used.

PRELIMINARY INFORMATION.

Name of the teacher : Govardhan Behara

Roll No : 28

Subject : English

Topic : Alone at sea

Date :

Time : 5-10 min

Name of the Skill : Skill of Explanation.

Name of the Skill	Teacher Activity	Pupil's activity	B.B work.
Skill of Explanation	Good morning Students 1. What is your name? 2. Where do you live? 3. Do you like to play?	Good morning teacher. Asha Sand, toys, children, Playing ships and Beach.	

3. Now I will
narrate you a
story alone at
Sea?

a) To whom we
are talking
about?

we are talking
about
a lone at
Sea.

Tease Martin

11:20 soft 6 am
11:20 soft 6 am
11:20 soft 6 am
11:20 soft 6 am

b) How much time
he spend at the
sea?

He spent
elephant
monthly at the
sea

4) How did he
pass the time?

How used to
pass the time
by sitting &
repairing the
boat.

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : Govardhan Behera
 Topic/concept : Rip van winkle
 Date : 17/3/18
 Supervisor : D. parvathi
 Teach / Reteach : Re teach

Roll No. : 28
 Class : X
 Time : 5-10 min
 Peer Observer : B. oma
 Subject : English

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 : Black board used neatly

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : Govardhan Behara
Topic/concept : Rip van winkle
Date : 17/3/18
Supervisor : D. parvathi
Teach / Reteach : Reteach

Roll No. : 28
Class : X
Time : 5-10min
Peer Observer : B. ma
Subject : English.

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 : Black Board used neatly

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : *Govardhan Behera*

Topic/concept : *Rip van winkle*

Date : *17/3/18*

Supervisor : *D. parvathi*

Teach / Reteach : *Teach*

Roll No. : *28*

Class : *V*

Time : *5-10 min*

Peer Observer : *B. Uma*

Subject : *English.*

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 hand writing*

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : Govardhan Behara
Topic/concept : Rip Van winkle
Date : 17/3/18
Supervisor : D. parvathi
Teach / Reteach : Teach.

Roll No. : 28
Class : X
Time : 5-10 min
Peer Observer : B. Uma
Subject : English

COMPONENTS		RATING SCALE				
		Poor	Not Satisfactory	Average	Good	Very Good
1.	Position of the teacher					
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 : Black board used with good handwriting

OBSERVATION SCHEDULE FOR THE SKILL OF USE OF BLACK BOARD

Name : Govardhan Behara
Topic/concept : Rip van winkle
Date : 17/3/18
Supervisor : D. parvathi
Teach / Reteach : Teach.

Roll No. : 28
Class : X
Time : 5-10 min
Peer Observer : B. Uma
Subject : English

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 : used black board fully and good writing

PRIMINARY INFORMATION

Name of the Student Teacher : Govardhan Behara

Roll no : 28

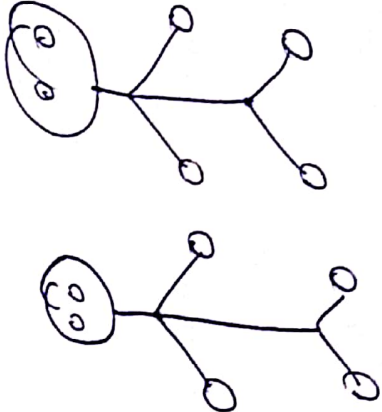
Subject : English

Topic : I will do it.

Date :

Time :

Name of the Skill : Skill of black board.

Name of the skill	Teacher Activity	Pupil's activity	B.B work
Skill of use black board	Good morning students children Sit down 1. What do you see in these pictures these are called on-going activities	Good morning teacher. OK teacher	

4. I shall draw

Some sketches for
teaching from of
verbs.

5) what an I doing?

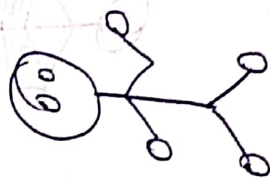
You are
teaching a lesson

6) what is the

body doing?

Reading.

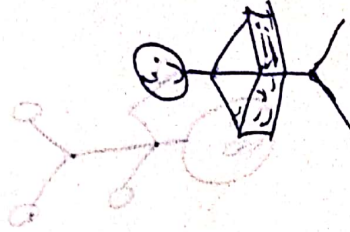


Re teach	Teacher activity	Pupil's activity	B-B work
Name of Skill Skill of use Black board	Good morning madam children Sit down 1. What are your hobbies	Good morning teacher Ok madam Singing, dancing Playing She is playing and he is dancing	
	See in the Pictures		

3) What am I doing? You are teaching



4) What is the bay doing? Reeling



5) What are the children doing? Playing

Children doing?



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SKILL OF QUESTIONING

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Govardhan Behara
Topic/concept : Old Student
Date : 19/3/18
Supervisor : D. parvathi
Teach / Reteach : Reteach.

Roll No. : 28
Class : VI
Time : 5-10 min
Peer Observer : B.oma
Subject : English

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 : Students response is very good.

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Govardhan Behra
Topic/concept : Old Student
Date : 19/3/18
Supervisor : D. Parvathi
Teach / Reteach : Reteach

Roll No. : 28
Class : VI
Time : 5-10 min
Peer Observer : B. Jma
Subject : English.

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 : Students response for all questions

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Govardhan Behara
Topic/concept : old student
Date : 10/3/18
Supervisor : D. parvathi
Teach / Reteach : Reteach.

Roll No. : 28
Class : VI
Time : 5-10 min
Peer Observer : B. Uma
Subject : English

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 : Good response for all question
from all children.

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Govardhan Behara

Roll No. : 28

Topic/concept : old student

Class : VI

Date : 19/3/18

Time : 5-10 min

Supervisor : D. parvathi

Peer Observer : B. Uma

Teach / Reteach : Reteach

Subject : English

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 : Students responded very well

OBSERVATION SCHEDULE FOR THE SKILL OF STRUCTURING CLASS ROOM QUESTIONS

Name : Govardhan Behara
Topic/concept : old student
Date : 19/3/18
Supervisor : D. parvathi
Teach / Reteach : Re-teach

Roll No. : 28
Class : VI
Time : 5-10 min
Peer Observer : B. Jona
Subject : English

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 : Students response is average
for all questions.

PRELIMINARY INTRODUCTION.

Name of the Student Teacher :- Govardhan Behara

Roll No :- 28

Subject :- English

Topic :- old student

Date :-

Time :- 5-10 min

Name of the Skill :- Skill of Questioning

Name of Skill	Teacher Activity	Pupil's Activity	B. B work
Skill of Questioning	Good morning Students	Good morning teacher	
	1. What is the story about? 2. What is Ditya doing now?	the story is about an old student. <u>she is working</u> as a software Engineer in a big company	

she become
restless and went
on saying Mean
her hand is fair

In the room.

about 20 people in
about 1000

about 1000

B B 0000

4) What did Nitya
do when the
teacher ask to
other

about 1000

5) Where were
Nitya name
displayed?

about 1000

about 1000

about 1000

about 1000

about 1000

Reteach Name of the Skill	Teacher Activity	Pupils activity	B.B work
Skill of Questioning	Good morning Students 1. What is the story about	The story is about the student xitya now she is Software Engineer in a big company	

2) with whom
telling about
Nitya?

The teacher is
telling with
the students
about Nitya

3) what image do
the teacher get
when she
remember
Nitya

she teacher
got the image
of a girl with
two braids.

