

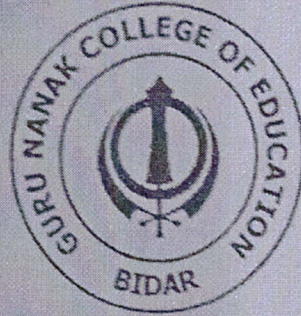
ॐ नमो भगवते वासुदेवाय ।

Gulbarga University Kalburgi

Sri Nanak Jhira Saheb Foundation's

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585401.(K.S.)



MICRO - TEACHING LESSON PLANS

&

OBSERVATION SCHEDULE

2022-2023

*Seen
D. S. S.*

Name : Ashwini. L

Roll No. U04AY22E0036

Method - I Physical Science Method - II Mathematics

D. S. S.

PRINCIPAL

**Gurunanak College of Education
BIDAR-585403**

H. M. S.

PRINCIPAL

**Guru Nanak College of Education
BIDAR-585403**

॥ वाचं धेनुमुपासीत ॥

Golbarga University Kalburgi

Sri Nanak Shree Sahitya Foundation's

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585401 (K.S.)



Certificate

This is to Certify that Ashwini L

has successfully Completed

Micro Teaching Practical COM-I-3 Lessons and COM-II-3 Lessons

॥ वाचं धेनुमुपासीत ॥

Date: 10-02-2017

(Signature)

PRINCIPAL

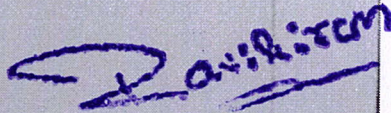
Gurunanak College of Education

BIDAR-585403

(Signature)
Principal
PRINCIPAL
Gurunanak College of Education
BIDAR-585403

INDEX

- * Introduction.
- * Meaning of micro-teaching.
- * Definition of micro-teaching.
- * Fundamental principles of micro-teaching.
- * Diagrammatic representation of micro-teaching.
- * Advantages of micro-teaching.
- * Disadvantages of micro-teaching.
- * Skills of micro-teaching
- * Conclusion.


PRINCIPAL
Gurunank College of Education
BIDAR-585403

Introduction:

Layman interprets the meaning of teaching as an occupation or profession undertaken by an individual to help an individual to learn (or) to acquire some knowledge skills, attitudes and interests etc.

However, the meaning or concept of teaching is not so simple as interpreted above. It is quite complex, social, cultural and ethical process designed in a social or cultural contents.

Teaching is quite complex activity which includes many activities to be performed, many skills to be performed within present context the nature of training given to the teacher trainers in the training college is global, in nature and vague, They do not train the trainers to meet the specified objectives of professional education.



PRINCIPAL

College of Education

In the program of teacher training student teacher occupies a vital place. unless the teacher can be effective in classroom, the knowledge of theory and other things are of no use. unless the teacher can teach effectively in the classroom his training the cannot be called completed.

Meaning of micro-teaching:

Microteaching is one of the most recent innovation in teacher education programmes. which aim to modify teacher's behavior according to the specified objectives. In micro-teaching microteaching procedure the trainees is engaged in a scale down teaching situation.

* It is scaledown teaching in terms -

- 1) size of the class.
- 2) Tasks of teaching.
- 3) Duration of teaching.

It reduces the size of the class 5 to 10 pupils the lesson in scaledown in terms of teaching task.

Definition of Microteaching:

According to the Allen (1966) scale down teaching encounter in class size and class time.

According to David B young "A device which provide the novice and experienced teacher like new opportunities to improve teaching.

According to mc knight "As a scale down teaching encounter designed to develop new skills and refine old ones scale down in terms of class size length of the lesson, teaching time & teaching complexity.

According to m.B. Buch (1968) A teacher education technique which allows teachers to apply well defined teaching skill to a carefully prepared lesson in a planned series to time to ten minutes encounter with a small group of real classroom students of ten with an opportunity to objective the performance on video tape.

 David Ram

PRINCIPAL

Manank College of Education
B.D.F. 585403

Fundamental Principles of Micro-teaching

The fundamental principles of micro-teaching are as follows -

1) The principle of enforcement

Feedback and re-teaching makes teaching perfect.

2) The principle of practice & repetition

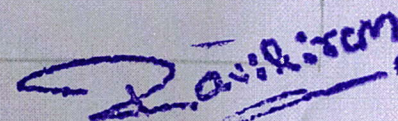
Like surgery teaching also is a complex activity which needs constant skills and practise microteaching efforts practice in each small task (or) skill and there by the pupil teacher gain mastery.

3) The principle of continuity:

Microteaching is a continuous process teaching, feedback, reteaching, refeedback till perfection is attained.

4) Principle of microscopic Supervisor:

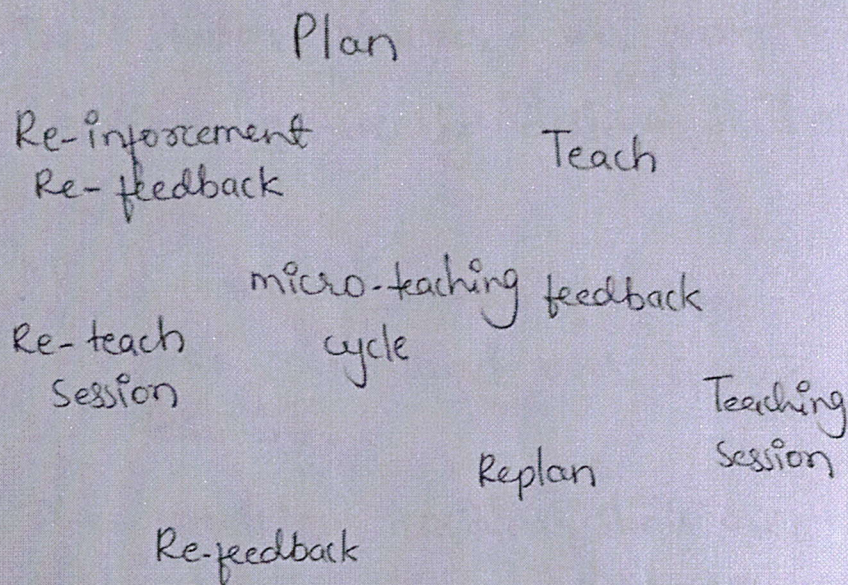
The supervisor has an observation schedule which he fills up while supervising and which makes assessment on a rating scale.

 Ravil

PRINCIPAL

Corunank College of Education
BIDAR-585403

Diagrammatic Representation of the Micro-teaching:



Total Duration of micro-teaching

- 1) Teaching session - 6 minutes.
- 2) Feedback session - 6 minutes.
- 3) Replan session - 12 minutes.
- 4) Re-teach session - 6 minutes.
- 5) Re-feedback session - 6 minutes.

Total → 36 minutes.

Advantages of micro-teaching:

- 1) It is real teaching and an effective instrument for all the modification on teachers behavior.

Ravikiran

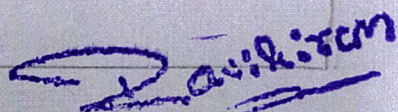
PRINCIPAL

- 2) It is a relatively simple device because only one skill is selected and practised at a time.
- 3) The student teacher can form attention or clearly defined skill of teaching.
- 4) Micro-teaching allows for the increased command over specific of teaching.
- 5) The specific teaching skills are developed by the micro-teaching experience i.e reinforcement skills probing questions etc.

~~~~~

In spite of its popularity we can't equate microteaching with the entire internship program.

It is not substitute but just a supplement. It is elimination are -  
↳ Lectures in educational colleges require special training in micro-teaching before it is implemented in our country on a large scale.

  
**PRINCIPAL**  
Curunanak College of Education  
BIDAR 585403

## Skill of Micro-teaching :

Teaching is very complex process. It is not so simple to analyse the behavior involved in this complex process. In other days a global view of this complex process was taken into account to evaluate, the teaching ability of teachers. This procedure was subjective and there was lot of the variation among evaluations.

In order to overcome this difficulty an attempt has been made by a number of researchers to analyse the process of teaching into number of components, i.e. skills of teaching.

There are 7 main skills -

- 1) Skill of introducing a lesson.
- 2) Skill of explanation.
- 3) Skill of illustrating with example.
- 4) Skill of probing questions.
- 5) Skill of Re-inforcement.
- 6) Skill of stimulus variation.
- 7) Skill of using black board.

*Pravikiran*  
PRINCIPAL

Gurunanak College of Education

BIDAR-585403

Scanned with CamScanner

## 1) Skill of introducing a lesson:

It may be defined as a proficiency in the use of verbal & non-verbal behaviour teaching aids & appropriate device to make the pupils realize the needs of studying the lesson by establishing co-ordination & effective rapport with them.

### Components:

Using previous knowledge/experiences of the pupils proper use of devices like questioning, story telling, explanation, examples, demonstrations etc...

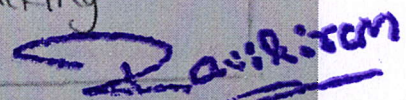
## 2) Skill of Explanations:

A teacher has to learn the skill of explaining in order to make the students understand many ideas, concepts/principles which need explanation.

Explanation is nothing but a few inter-related appropriate statement. The skill of explanation may be defined.

### Components:

using appropriate beginning & concluding statement, using explaining links, covering all essential points, keeping continuity using relevant statement lacking continuity in statements.

 Ravikiran

PRINCIPAL

### 3) Skill of illustrating with examples:

The proper use of examples in any way necessary to learn it as skill and thus skill of illustrating with examples may be defined as the art of judicious selection and proper presentation of the suitable examples in order to generalize a concept of idea/principle with view to understanding and proper applications.

#### Components:

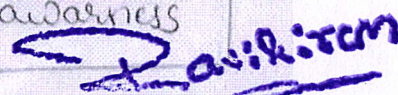
Formulating simple examples  
Formulating relevant examples to the content concepts  
Formulating the interesting examples  
Effective use of appropriate approach.

### 4) Skill of probing questions:

It refers to being deep in the matter in hand consequently the skill of probing questions may be defined as the art of response management comprising a set of behaviour/techniques for being deep into pupils response.

#### Components:

Prompting techniques  
Sinking further information  
Refocusing technique, re-direction  
Teaching & increasing critical awareness techniques.



PRINCIPAL

Gurunanak College of Education

BIDAR-585403

## Skill of re-inforcement:

Re-inforcement is a technique belongs to the area of psychology of the learning & help in influencing in the response of the learner. There are 2 types of re-inforcement positive & negative.

### Desirable Behaviour:

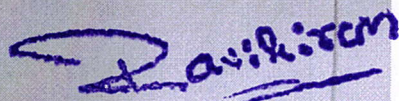
Use of the verbal re-inforcement, use of -ve verbal re-inforcement, use of extra +ve verbal and non-verbal re-inforcement use of -ve verbal & non-verbal re-inforcement.

### Undesirable behaviour:

Use of wrong re-inforcement, use of unsuitable re-inforcement.

## 6) Skill of stimulus variation:

It is variation change in the stimulus available learner environment provides an answer this, it is defined as set of behaviour for bringing desirable changes at variation in stimulus used to secure of certain pupils attention towards classroom activities.



PRINCIPAL

Gurunanak College of Education

BIDAR-585403

## Components:

Movements, gesture, change in voice, focusing change in interaction pattern / style, pausing student physical participations, use of audio-visual aids.

## 7) Skill of using Black-board:

Blackboard is said to be the right hand of a teacher. It is the most simple, suitable, convenience to teacher & widely used teaching aid that is employed in the teaching & learning of almost all the subjects & teaching topics. Therefore, a teacher has to learn the art of skill of using black-board as effectively as the possible.

## Components:

The skill of using blackboard involves the following main components -

- ① Neatness of the blackboard work.
- ② Adequacy of the blackboard work with reference to content covered.

*avikram*

PRINCIPAL

Gurumanak College of Education

Established with Govt. sanction

## Conclusion :

Micro-teaching is an innovative technique in the teacher education. It is a technique of training in which one learns the skills of teaching. It is a skills of teaching. It is a scale-down technique which reduce the class size duration of period & size of topic content. It provides immediate feedback for trainees performance.

Micro-teaching is a grouping of such desirable micro-teaching which constitute teaching skill, micro-behaviour contents various activities like framing a question, thinking, standing, position, facing the class etc.

Geeta  
D. Parash  
D. Parash  
PRINCIPAL






# SKILL OF INTRODUCING A LESSON

## MICRO TEACHING LESSON PLAN

Name of the Trainee Ashwini L  
 Roll No 36  
 Subject Science  
 Topic Sound

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach/Re-Teach \_\_\_\_\_

| Content                                                           | Teacher Student Activity                           | Comments                 |
|-------------------------------------------------------------------|----------------------------------------------------|--------------------------|
| Sound                                                             | Teacher: Can you name some of the organs?          |                          |
|                                                                   | Student: Yes mam, They are legs, hands, heart etc. |                          |
|                                                                   | Teacher: How many sense organs?                    | using relating questions |
|                                                                   | Student: five sense organs.                        |                          |
|                                                                   | Teacher: Name the five sense organ?                | to reach out the topic   |
|                                                                   | Student: Ear, Eye, Nose, skin and tongue.          |                          |
|                                                                   | Teacher: what is the work of Eye?                  |                          |
|                                                                   | Student: Seeing.                                   |                          |
|                                                                   | Teacher: what is the work of Ear?                  |                          |
|                                                                   | Student: Hearing.                                  |                          |
|                                                                   | Teacher: what does an Ear Hear?                    |                          |
|                                                                   | Students: Any type of sound.                       |                          |
| Teacher: So student today we are going to study the lesson sound. |                                                    |                          |
| Student: OK mam.                                                  |                                                    |                          |

  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

# OBSERVATION SCHEDULE

Name of the Trainee: Ashwini. L  
 No. 36

Topic: Sound

Time Duration:

Session/Teach/Reteach:

| Components                  | Teaching Session | Reteaching Session |
|-----------------------------|------------------|--------------------|
| Use of previous knowledge   | ///              | ///                |
| Use of Appropriate Devices  |                  |                    |
| a) Questioning              |                  |                    |
| b) Story telling            |                  |                    |
| c) Explanation              | ///              | ///                |
| d) Examples                 |                  |                    |
| e) Demonstration            | ///              | ///                |
| f) Experiment               |                  |                    |
| g) Use of Audio visual Aids |                  |                    |

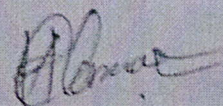
Creative Suggestions


Teach Session

Examples were good  
 Given more information

Re-Teach Session

Good Teaching

  
 Signature of the Observer

  
 Signature of the Supervisor  
**PRINCIPAL**  
**Gurunank College of Education**  
**BIDAR-585403**

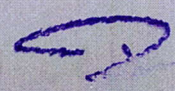
# SKILL OF EXPLANTATIONS

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Abhinav L  
 Roll No: 36  
 Subject: Science  
 Topic: Gravitation

Date: \_\_\_\_\_  
 Time: 6 min  
 Teacher: \_\_\_\_\_

| Content            | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Components                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <u>Gravitation</u> | T: Good morning students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | wing<br>appropriate<br>begining<br>and the<br>conclusion<br>statement.  |
|                    | S: Good morning mam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                         |
|                    | T: Students today we are going to study about gravitation.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                         |
|                    | S: Ok mam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                         |
|                    | T: Students have you heard the name of sir Isaac Newton who is a scientist?                                                                                                                                                                                                                                                                                                                                                                                                                        | Use of<br>linking<br>words.<br><br>Testing<br>student<br>understanding. |
|                    | S: Yes mam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                         |
|                    | T: Ok, let me tell you about him. once he was sitting under an apple tree & an apple fell on him. then he started thinking about why the apple fell down instead of going up. also he thought about the revolution of all planets around sun in the solar system. He started thinking if there exist form of attraction bet <sup>n</sup> them. It might be same in all the cases. Yes then he got to know about the force of attraction between two objects & he called it as gravitational force. |                                                                         |

  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

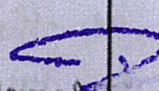
# SKILL OF EXPLANATIONS

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini C  
 Roll No: 36  
 Subject: Science  
 Topic: Gravitation

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach: \_\_\_\_\_

| Content     | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Component                                                     |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Gravitation | <p><u>Defination</u>: Gravitational force is the force of attraction between any two objects.</p> <p><u>Gravitation</u>: (<u>Universal law of Gravitation</u>):</p> <p>The universal law of gravitation states that every object in the universe attracts every other object with a force which is directly proportional to product of masses &amp; inversely proportional to the squares of the distance between them.</p> $F \propto \frac{m \times M}{d^2} \text{ or } F = G \frac{mM}{d^2}$ <p>G - const. of proportionality<br/>                     SI unit of G is <math>\text{Nm}^2/\text{kg}^2</math> &amp; its value - <math>6.673 \times 10^{-11} \text{Nm}^2/\text{kg}^2</math></p> <p>T: What is the value of G?<br/>                     S: <math>G = 6.673 \times 10^{-11} \text{Nm}^2/\text{kg}^2</math></p> <p>T: SI unit of G?<br/>                     S: <math>\text{Nm}^2/\text{kg}^2</math> or <math>\text{Nm}^2/\text{kg}^2</math></p> <p>T: What is gravitational force?<br/>                     S: force of attraction between two objects, is known as gravitation.</p> | <p>Covering all essential point</p> <p>Keeping continuous</p> |

  
**PRINCIPAL**  
 Gurunank College of Education  
 BIDAR-585403

# OBSERVATION SCHEDULE

Name of the Trainee: Ashwini. L

Topic: Gravitation

Roll No. 36

Time Duration: 6 min

Class

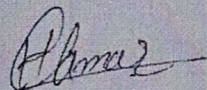
Session/Teach/Reteach:


| Components                                         | Teaching Session | Reteaching Session |
|----------------------------------------------------|------------------|--------------------|
| Using appropriate beginning & concluding statement |                  |                    |
| Use of Linking words                               |                  |                    |
| Testing student Understanding                      |                  |                    |
| Covering all essential point                       |                  |                    |
| Keeping continuity                                 |                  |                    |

Creative Suggestions

Teach Session

Re-Teach Session

  
Signature of the Observer

  
**PRINCIPAL**  
Gurunanak College of Education  
BIDAR-585403  
Signature of the Supervisor

# SKILL OF ILLUSTRATING WITH EXAMPLES

Name of the Trainee: Ashwini L  
 Roll No: 36  
 Subject: Mathematics  
 Topic: Number System

Date:  
 Time: 6 min  
 Teach/Re-Teach:

| Content                     | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Components                        |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p><u>Number System</u></p> | <p>T: Good morning students.<br/>                     S: Good morning mam.<br/>                     T: Today's topic is the number system, shall we start?<br/>                     S: Yes mam.<br/>                     T: Number system means it is a system of different kinds of numbers. for eg you know the counting numbers 1, 2, 3, ... etc. They are called natural number. similar the number 0, 1, 2, 3... etc are called whole number we also have integers, rational numbers, irrational numbers. In previous class we learn upto rational numbers. In this class we learn about irrational number and operation on them.<br/> <u>Definition</u>: The number which are not rational number are called irrational number.<br/>                     Eg: <math>\sqrt{2}</math>, <math>\frac{1}{\sqrt{3}}</math>, <math>5\sqrt{7}</math> ... etc.</p> | <p>Formulating Simple Example</p> |
|                             | <p>Formulating relevant Example to the content concept.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                   |

*(Signature)*


**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

# SKILL OF ILLUSTRATING WITH EXAMPLE

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Page: \_\_\_\_\_  
 Topic: \_\_\_\_\_

Date: \_\_\_\_\_  
 Page: \_\_\_\_\_  
 Topic: \_\_\_\_\_

| Date                                                                                      | Topic                                                                                                                                                                                                                                                                                                                                                                               | Comments                                       |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Number System</u></p> | <p><u>Rationalise the following-</u></p> <p>(1) <math>\frac{1}{\sqrt{2}}</math></p> <p><math>\rightarrow \frac{1}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}}</math></p> <p><math>\rightarrow \frac{\sqrt{2}}{\sqrt{2} \times \sqrt{2}} = \frac{\sqrt{2}}{2}</math></p> <p><math>\rightarrow \frac{\sqrt{2}}{2}</math></p> <p>This is how we rationalise the denominator.</p>        | <p>Effective use of operations for example</p> |
|                                                                                           | <p>(2) <math>\frac{1}{5-\sqrt{3}}</math></p> <p><math>\rightarrow \frac{1}{5-\sqrt{3}} \times \frac{5+\sqrt{3}}{5+\sqrt{3}}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{(5-\sqrt{3})(5+\sqrt{3})}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{25-3}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{22}</math></p> <p>This is how we rationalise the denominator.</p> | <p>Formulate the interesting example</p>       |

  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

# OBSERVATION SCHEDULE

Name of the Trainee: Ashwini.L

Topic: Number Systems

Roll No: 36

Time Duration: 60 min

Class:

Session/Teach/Reteach:

| Sl. No. | Components                                                | Teaching Session | Reteaching Session |
|---------|-----------------------------------------------------------|------------------|--------------------|
| 1       | Formulating Simple Examples                               | III              | III                |
| 2       | Formulating relevant Examples to the content Concepts.    | III              | III                |
| 3       | Formulating the interesting Example                       | III              | III                |
| 4       | Effective Use of appropriate Approach for examples        | IIII             | IIII               |
| 5       | Utilising Example through inductive or deductive approach | IIII             | III                |

Creative Suggestions

Teach Session

Re-Teach Session

Teaching was good  
given more information

Good teaching

[Signature]  
Signature of the Observer

[Signature]  
**PRINCIPAL**  
Gurunanak College of Education  
BIDAR-585403  
Signature of the Supervisor



# SKILL OF PROBING QUESTIONS

## MICRO LESSON PLAN

Name of the Trainee

Ashwini. L

Date:

Roll No.

36

Time: 6 min

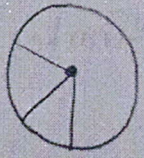
Subject

Mathematics

Teach/Re-Teach:

Topic

Introduction to graph

| Content                                          | Teacher Student Activity                                                            | Components                        |
|--------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------|
| <u>graph</u><br><u>to</u><br><u>introduction</u> | T: Good morning students                                                            | Prompting<br>Technique            |
|                                                  | S: Good morning mam.                                                                |                                   |
|                                                  | T: What is graph?                                                                   |                                   |
|                                                  | S: Graph is combination of vertices & lines.                                        |                                   |
|                                                  | T: How many types of graph?                                                         | Seeking<br>further<br>information |
|                                                  | S: There are several types of graph.                                                |                                   |
|                                                  | T: Name the graph, which we commonly use?                                           |                                   |
|                                                  | S: Commonly used graph are bar graph, line graph, pie graph etc.                    |                                   |
|                                                  | T: where we use bar graph?                                                          |                                   |
|                                                  | S: A bar graph is used to show a comparison among categories.                       |                                   |
| T: Represent the pie graph.                      |  |                                   |
| S:                                               |                                                                                     |                                   |

*(Signature)*

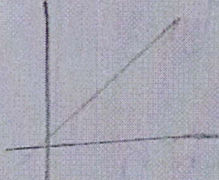
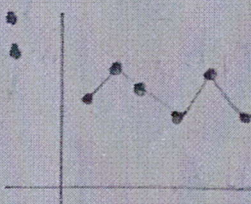
PRINCIPAL


Gurunatak College of Education  
BIDAR-585403

# SKILL OF PROBING QUESTIONS MICRO LESSON PLAN

Name of the Trainee  
Roll No.  
Subject  
Topic

Date :  
Time :  
Teach/Re-Teach :

| Content                             | Teacher Student Activity                                                                                                                        | Components                              |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <p><u>Introduction to graph</u></p> | <p><b>T:</b> Where are pie graph used?</p> <p><b>S:</b> A pie graph is used to compare parts of a whole.</p>                                    | Refocusing Technique                    |
|                                     | <p><b>T:</b> Represent the histogram?</p> <p><b>S:</b> </p>   | Re-dissection Technique                 |
|                                     | <p><b>T:</b> Represent the line graph?</p> <p><b>S:</b> </p> | Critical                                |
|                                     | <p><b>T:</b> How many types of coordinates?</p> <p><b>S:</b> There are 2 types of co-ordinates. They are x &amp; y-axis</p>                     | Increasing Critical Awareness Technique |
|                                     | <p><b>T:</b> What does coordinates do?</p> <p><b>S:</b> Coordinates use for a fixing a point on a graph.</p>                                    |                                         |
|                                     |                                                                                                                                                 |                                         |

  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

# OBSERVATION SCHEDULE

Name of the Trainee

Topic :

Time Duration :

Session/Teach/Reteach :

| Components                              | Teaching Session | Reteaching Session |
|-----------------------------------------|------------------|--------------------|
| Prompting Technique                     |                  |                    |
| Seeking Further Information             |                  |                    |
| Refocusing Technique                    |                  |                    |
| Re direction Technique                  |                  |                    |
| Increasing Critical Awareness Technique |                  |                    |

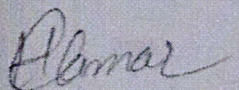
Creative Suggestions

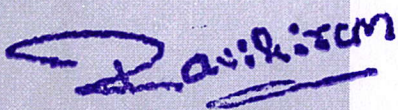
Teach Session

It was good

Re-Teach Session

Re-teach was well good teaching

  
Signature of the Observer

  
**PRINCIPAL**  
Gurunanak College of Education  
Signature of the Supervisor  
BIDAR-585403

# SKILL OF RE-INFORMENT

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini L

No: 36

Subject: Mathematics

Topic: Rational Number


Date:

Time: 6 min

Teach/Re-Teach:

| Teacher | Student                                                  | Activity | Components                               |
|---------|----------------------------------------------------------|----------|------------------------------------------|
| T:      | Good morning student.                                    |          | use of positive verbal Re-inforcement    |
| S:      | Good morning mam.                                        |          |                                          |
| T:      | Today I will ask you some questions?                     |          |                                          |
| S:      | Ok mam.                                                  |          | use of positive non-verbal reinforcement |
| T:      | 1, 2, 3, 4, 5, ... what are this number called?          |          |                                          |
| S:      | 1, 2, 3, 4, 5... are called natural number.              |          |                                          |
| T:      | 0, 1, 2, 3, 4, 5, ... are the which numbers?             |          | use of positive non-verbal reinforcement |
| S:      | The numbers 0, 1, 2, 3, 4, 5... are called whole number. |          |                                          |
| T:      | Yes, good.                                               |          |                                          |
| T:      | 2, 4, 6, 8, ... are the which numbers?                   |          | use of positive non-verbal reinforcement |
| S:      | These are even numbers.                                  |          |                                          |
| T:      | Good.                                                    |          |                                          |
| T:      | what is this we called? $\leftarrow \rightarrow$         |          | use of positive non-verbal reinforcement |
| S:      | Straight line                                            |          |                                          |
| T:      | Yes right.                                               |          |                                          |

Rational Number

  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-585403

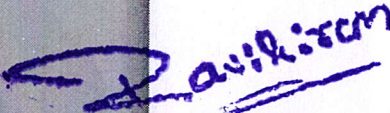
# SKILL OF RE-INFORMENT

## MICRO TEACHING LESSON PLAN

Name of the Trainee Ashwini L  
 Roll No. 36  
 Subject mathematics  
 Topic Rational number

Date :  
 Time : 6 min  
 Teach/Re-Teach :

| Content                | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Components                                                                                               |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <u>Rational Number</u> | <p>T: Can be represent no. on line</p> <p>S: Yes mam.</p> <p>T: Good</p> <p>T: <math>\leftarrow \begin{array}{c}   &amp;   &amp;   &amp;   &amp;   \\ 1 &amp; 2 &amp; 3 &amp; 4 &amp; 5 \end{array} \rightarrow</math><br/>           what is this number line?</p> <p>S: This line is called as natural number line</p> <p>T: Excellent.</p> <p>T: <math>\leftarrow \begin{array}{c}   &amp;   &amp;   &amp;   &amp;   \\ 0 &amp; 1 &amp; 2 &amp; 3 &amp; 4 \end{array} \rightarrow</math> what is this number line called as?</p> <p>S: This number line is called as whole number.</p> <p>T: Yes, very nice.</p> <p>T: <math>\leftarrow \begin{array}{c}   &amp;   &amp;   &amp;   &amp;   \\ 2 &amp; 4 &amp; 6 &amp; 8 &amp; 10 \end{array} \rightarrow</math> what is this number line called?</p> <p>S: This number line is called even number line.</p> <p>T: Yes, Very good.</p> <p>T: <math>\leftarrow \begin{array}{c}   &amp;   &amp;   &amp;   &amp;   \\ -\frac{1}{3} &amp; -\frac{1}{3} &amp; 0 &amp; \frac{1}{3} &amp; \frac{2}{3} \end{array} \rightarrow</math> what is this number line called?</p> <p>S: This number line represent the, Rational number.</p> <p>T: Yes, Excellent.</p> | <p>use of more positive verbal and non-verbal Reinforcement</p> <p>Use of un-suitable Reinforcement.</p> |

  
**PRINCIPAL**  
 Gurunanak College of Educat  
 BIDAR-585403

# OBSERVATION SCHEDULE

of the Trainee Sushil - L  
 in 26  
8th

type of school private  
 Time duration 6 hr  
 Name of Teacher/Observer:

| Components                                             | Teaching Session | Pedagogy Session |
|--------------------------------------------------------|------------------|------------------|
| <b><u>DESIRABLE BEHAVIOR</u></b>                       |                  |                  |
| Use of positive verbal Reinforcement                   | <del>    </del>  | <del>    </del>  |
| Use of positive Non-verbal reinforcement               |                  |                  |
| Use of more positive verbal & non-verbal Reinforcement |                  |                  |
| Use of Negative Verbal Reinforcement                   |                  |                  |
| Use of Negative Non-verbal Reinforcement               | <del>    </del>  |                  |
| <b><u>UNDESIRABLE BEHAVIOR</u></b>                     |                  |                  |
| Use of wrong Reinforcement                             |                  |                  |
| Use of un-suitable Reinforcement                       |                  |                  |

ive Suggestions

Teach Session

Given more  
 information

Pre-Teach Session

Teaching Good

*[Signature]*  
 Name of the Observer

*[Signature]*  
**PRINCIPAL**  
 Gurunanak College of Education  
 PIN - 225402

# SKILL OF STIMULUS VARIATIONS

Name of the Trainee: Ashwini L  
 No. 36  
 Subject: Science  
 Topic: law of motion

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach/Re-Teach: \_\_\_\_\_

| Content                                         | Teacher Student Activity                                                                                                                                                                                                                                                              | Components                     |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| law of motion<br>law of motion<br>law of motion | <p>T: Good morning students.<br/>                     S: Good morning mam.<br/>                     T: So, students today I am going to teach you about law of motion.<br/>                     S: OK mam.</p>                                                                        | Movements                      |
|                                                 | <p>T: There are three law of motion, so first law of motion, second law of motion &amp; third law of motion.</p>                                                                                                                                                                      | Gestures                       |
|                                                 | <p>So 1st we will learn about<br/>                     * <u>Ist law of motion</u>:<br/>                     Every body remains in a state of rest or uniform motion, at constant velocity unless acted upon by a net external force.<br/>                     Eg: law of inertia.</p> | Change in Interaction Pattern. |

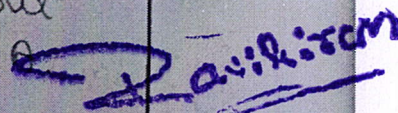
*Davikaram*  
**PRINCIPAL**  
 Gurunanak College of Education  
 BIDAR-595402

# SKILL OF STIMULUS VARIATIONS

Name of the Trainee Ashwini L  
 Roll No. 36  
 Subject Science  
 Topic law of motion

Date :  
 Time: 6 min  
 Teach/Re-Teach:

| Content                                                                            | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Components                                                            |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Law of motion</p> | <p style="text-align: center;"><u>Second law of motion</u></p> <p>The amount of acceleration of a body is proportional to the acting force &amp; the inversely proportional to the mass of the body.</p> <p><math>a \propto \frac{F}{m} \rightarrow \textcircled{1}</math>    <math>a = \frac{1}{m} \rightarrow \textcircled{2}</math></p> <p>Comparing <math>\textcircled{1}</math> &amp; <math>\textcircled{2}</math></p> <p><math>a \propto \frac{F}{m}</math></p> <p><math>a = k \frac{F}{m}</math></p> <p><math>am = F</math></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <math>F = ma</math> </div> <p><u>Third law of motion:</u></p> <p>For every action there is an equal and opposite reaction. If an object A exerts a force on object B, then object B will exert an equal but opposite force on object A.</p> <p>i.e., <math>F_1 = -F_2</math></p> <p><math>m_1 a_1 = -m_2 a_2</math></p> | <p>Focussing</p> <p>Pausing</p> <p>Student Physical Participation</p> |

  
**PRINCIPAL**  
 Curuganak College of Education  
 BIDAR-585403



# OBSERVATION SCHEDULE

Name of the Trainee

Topic :

Job

Time Duration :

Session/Teach/Reteach :

| Components                      | Teaching Session | Reteaching Session |
|---------------------------------|------------------|--------------------|
| Movements                       |                  |                    |
| Gesture's                       |                  |                    |
| Change in voice                 |                  |                    |
| Focussing                       |                  |                    |
| Change in Interacation Pattern  |                  |                    |
| Pausing                         |                  |                    |
| Student Physical Participations |                  |                    |
| Use of Adio-visdual Aids        |                  |                    |

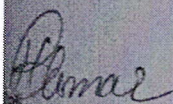
Alternative Suggestions

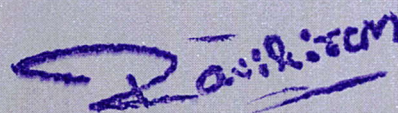
Teach Session

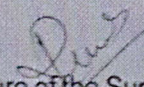
Good  
Nice

Re-Teach Session

was good

  
Signature of the Observer

  
**PRINCIPAL**  
Gurunanak College of Education  
BIDAR-585403

  
Signature of the Supervisor

**SKILL OF ACHIEVING CLOSURE  
MICRO TEACHING LESSON PLAN**

Name of the Trainee: Ashwini L


Date:

No. 36

Time: 6 min

Subject: Mathematics  
Topic: Factorisation

Teach/Re-Teach:

| Content | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Components                                                                                                                                                                                                                                                                                                                         |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>T: Good morning students.<br/>S: Good morning mam.<br/>T: Today we will study about factorisation.</p> <p><u>Def<sup>n</sup> of factorisation</u></p> <p>When we factorise an algebraic expression, we write it as a product of factors, these factors may be numbers, algebraic variables (or) algebraic expression this is called as factorisation.</p> <p>for Examples:</p> <p>(I) <math>5xy + 3x</math> the term has been formed by the factors i.e, it has a factor</p> <p><math>5xy = 5, x, y, 5x, 5y, 5xy</math><br/> <math>3x = 3, x, 3x</math><br/> <math>5xy + 3x = 5, x, y, 5x, 5y</math><br/> <math>5xy, 3, x, 3x</math></p> | <p>Spacing between letters words and lines.</p> <p>Clarity of letters (or) diagrams &amp; legibility.</p> <p align="right"> <br/> <b>PRINCIPAL</b><br/>             Gurunanak College of Education<br/>             BIDAR-585403         </p> |


# SKILL OF ACHIEVING CLOSURE

## MICRO TEACHING LESSON PLAN

Name of the Trainee Abhinav  
 Roll No. 36  
 Subject Mathematics  
 Topic Factorisation

Date :  
 Time : 6 min  
 Teach/Re-Teach :

| Content | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Components                                            |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|         | <p>Using factorisation we will solve some problem,</p> <p>⊕ Factorise <math>12a^2b + 15ab^2</math><br/>         we have,</p> $12a^2b = 2 \times 2 \times 3 \times a \times b \times b \times a$ $15ab^2 = 3 \times 5 \times a \times b \times b$ <p>The two terms have, 3, a &amp; b as common factors<br/> <math>\therefore</math></p> $12a^2b + 15ab^2 = (2 \times 2 \times 3 \times a \times a \times b \times b) + (3 \times 5 \times a \times b \times b)$ $= 3 \times a \times b^2 [(2 \times 2 \times a) + (5 \times 1)]$ $= 3ab^2 [4a + 5]$ <p><math>\therefore</math> This is the required factorisation of factors.</p> | <p>Linking Present knowledge with future learning</p> |

  
 PRINCIPAL  
 ... College of Education  
 BIDAR-585403

# OBSERVATION SCHEDULE

## MICRO TEACHING LESSON PLAN

Name of the Trainee *Ashwini. L*

Topic: *Factorisation*

No. *36*

Time Duration: *6min*

ss

Session/Teach/Reteach:

| Components                                                                               | Teaching Session | Reteaching Session |
|------------------------------------------------------------------------------------------|------------------|--------------------|
| Consolidation of the Major points by the teacher or Students                             | <i>    </i>      | <i>    </i>        |
| Providing opportunities for pupils to apply present knowledge in various new Situations. | <i>    </i>      | <i>   </i>         |
| Linking Present Knowledge with Future Learning                                           | <i>   </i>       | <i>   </i>         |
| Linking Past Knowledge with Present knowledge                                            | <i>    </i>      | <i>    </i>        |

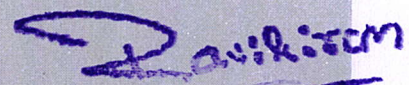
Creative Suggestions

Teach Session

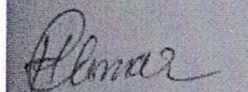
*It was good  
given more information*

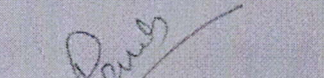
Re-Teach Session

*Good teaching*



**PRINCIPAL**  
Gurunanak College of Education  
BIDAR-585403

  
Signature of the Observer

  
Signature of the Supervisor