



INDEX

SL. NO.	PARTICULARS OF ACTIVITY	PAGE NO.
1.	Micro-Teaching Introduction of micro-teaching	2-4
2.	Skill of Introduction	5-6
3.	Skill of Explanation	7-9
4.	Skill of Questioning	9-10
5.	Blackboard Skills	11-13
6.	Re-inforcement Skill	14-15





ACTIVITY MICRO - TEACHING.

Introducing of Micro-Teaching: It was first introduced in 1961 by Dwight W. Allen Robert Bush and Kif Acheson in Stanford University.

In 1963 it was introduced in the Teaching programme after a research.

This micro teaching is a training procedure aiming at simplifying complexities at regular teaching process.

Definition:

D.W. Allen (1966): Micro teaching is the scale down teaching in shorter class and time.

Allen and Eve (1968): Micro teaching is the system of controlled practice that is practice that is possible to concentrate on specific teaching behaviour and to practice teaching under controlled condition.

Characteristics of Micro-teaching:

- * Micro-teaching is a new innovation interesting programme for the teacher.
- * Micro-teaching minimize the complexities classroom size, time, skill, topic etc.
- * Micro-teaching gives training in pre-teaching skills and post teaching skill
- * Micro teaching changes in time strength observation techniques, skill, topic, feedback.





Objective of Micro-teaching:

- * To help students teachers to acquire new teaching skill under controlled condition.
- * To teach different teaching skill among small students group in order to acquire excellence.
- * The utilize the capabilities of teacher trainers to giving necessary feedback.
- * To give training in various Teaching skills required at student teacher stage.
- * To provide more benefits in less than time and with less resource.

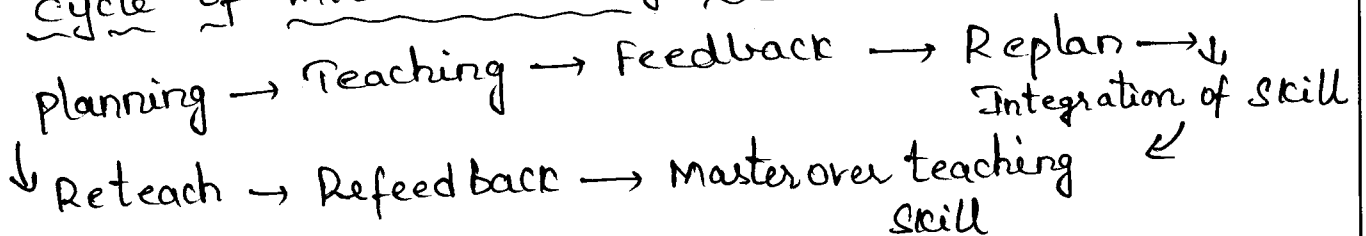
The three phases in Micro Teaching: orientation preparation pre-active, post-active, presentation of Micro, interactive of Model lesson.

Pre-active Stages:- It is also called as knowledge acquisition phase and modelling phase.

→ preparation of Micro lesson is also called as planning stage.

Post-active phase: It is also called as feedback session or transmission phase. It tries to combine all the skills and changes his/her way of Teaching.

Cycle of Micro-Teaching steps in Micro-Teaching:





Advantages of Micro-Teaching:

- * This is a convenient practice for a new teacher.
- * It brings clarity in teaching process
- * It is convenient for post/pre service, in-service teacher.
- * Immediate feedback helps in better teaching.
- * It is a cost and efficient method.
- * It helps to form own style of teaching
- * It helps to observe self and accept false

Limitation of Micro-teaching:

- More importance is given to the skill than the subject matter.
- student teachers trained to teach 5-10 students may not be trained for more students.
- Not all skills can be acquired during the Micro-teaching process
- It is difficult to frame the time table for micro teaching practice.

Different types of Skills:

1. stimulate variation
2. Set induction
3. Fluency in Questioning
4. Higher order Questions
5. Probing Questions
6. Silence & non-Verbal Signs
7. Reinforcing pupil participation
8. Divergent questions
9. Planned Repetition
10. Completeness in Communication
11. Lecturing
12. closure.





SKILL OF INTRODUCTION.

Introduction: The Skill of introducing a lesson means being able to form a connection with learners, encourage their participation and present them with important concepts.

If you know how to introduce a topic in class, you can motivate students to learn and convince them of the benefits that the lesson holds.

Each stimulus used during the introduction, whether visual or verbal, will have varied impacts on each student. In the process of acquiring micro-teaching skill of introduction, whether you're likely to learn guiding parameters that'll help you to decide which stimuli would complement certain concepts.

Preliminary Information

Name of the Micro Teaching:

Subject: English

Date: 20.11.2023

No. of Pupils: 5-10

Time: 10 minutes

Topic

: At the

Class: Vth

Church Door

Teach/Re-teach: Teach

Skill: Motivation Skill.





Sl. No	Teacher Activity	Pupil Activity	Black Board
1.	what is the name of our district?	Visakhapatnam	
2.	what is the name of our state?	Andhra Pradesh	
3.	what is the name of our country?	India	
4.	How many religions are there?	So many.	
5.	Name some religions?	Hindu, muslims, Sikhs, christians	
6.	where do Hindus pray?		
7.	where do Sikhs pray?		
8.	where do muslims pray?		
9.	where do christians pray?		
10.	How do you enter the church?		

Rating Scale for the Skill of introduction:

Sl. No	components	Tally.	Rating
1	Teacher uses previous knowledge		0 1 2 3 ④
2	Sequential Questioning		0 1 2 3 ④
3	Almost every question of the teacher		0 1 2 3 ④
4	Topic Declaration with the help of Pupils		0 1 2 ③ 4
5	There were instances of taking continuity		0 ① 2 3 4
6	Irregular questioning		0 ① 2 3 4
7	Self-Declaration of the topic		0 1 ② 3 4





SKILL OF EXPLANATION:

- * Description and explanation is necessary to give the meaning.
- * The skill is used to describe what, when, where, why, which, who and how.
- * It acts as a bridge between the teacher and student

Desirable Behaviour:

- * Positive behaviour: using appropriate beginning and conducting statements.
- * Conducting words: words like that, so that, that is why, it is so one to be used.

Using explaining links or connecting links linking with:

Like, since, after, if thanks why further as a result of so because, but, in this way, such as, such that, in the consequence of, in that way, etc are to be used

- Covering essential points
- fluency in explaining
- Testing pupil understanding.

Undesirable behaviour: * using irrelevant statements, statement should not be divided from the main

- * Lacking continuity in the statements
- * Lack of fluency
- * using in appropriate vocabulary, phrase words, vague words, words like you, look thought, really. I may be, suppose, must be, overall, yourself used.





Preliminary information

Name of the Micro Teacher: _____

Subject : English

No. of persons : 10

Date : 20.11.2023

Topic : Pip in the church yard

Time : 10 minutes

Skill : Explanation skill

Class : VIIIth

Teach/Re-teach : Teach

Content: One cold evening which happened to the classmates in the church yard near place to me. But it was getting dark and I felt lonely and afraid.

S.NO	Teacher Activity	Pupil activity
1	<p>This sentence was taken from Pip in the church yard. It is in the supplementary reader. we are going to know about a boy about his fear towards night. one cold evening what is the evening children when the sun sets we call it as evening. In winter season we have more cold when compared other evenings. from November to february we feel cold evening. what is that evening, it is christmas evening. christmas is the festing which is celebrating from 2 or 3 weeks later. star is hung in front of the houses. decorate house with colourful items and also with tree. Pip in the church yard. Church yard is the place where the people were cured, also do prayers in the around church.</p>	<p>People listen to the Teacher Carefully.</p> <p>Pupil Focus on teacher explanation and finds interesting.</p>





Rating Scale For Explanation

Sl. NO	Component	Tally.	Rating Scale
1.	using appropriate beginning		0 1 2 3 (4)
2.	using explaining links		0 1 2 (3) 4
3.	fluency in explanation		0 1 2 3 (4)
4.	Lack of scientific vocabulary		(0) 1 2 3 4
5.	Lack of continuity		(0) 1 2 3 4
6.	using vague words		(0) 1 2 3 4
7.	concluding statements		0 1 2 (3) 4

SKILL OF QUESTIONING.

Skill of Questioning: * 60% Questions asked by the teacher are to test the student previous knowledge.

* 20% are to make students think

* 20% is depended on the class management.

Need for Questioning: * Test previous knowledge

* To motivate, to alert the pupil, evaluation.

How should be a Question: * Question should have definition

* Question should have one idea * Self framed Questions

* old questions should be reframed in new style.

* Distribution at the question in the topic.

How should not be a Question: * Never address

the students in a particular.

* Question should not be incomplete

* Yes or no Questions should not be used

* Questions arising many questions should not be framed

* wide and elegated questions should not be asked.





Pre-liminary Information

Name of the Micro-Teacher:
 Subject: English Date: 20.11.2023
 class: VIIIth Time: 10 minutes
 Topic: Pip in the churchyard. Skill: Questioning Skill
 Teach / Re-Teach: Teach Strength: 10 members

Sl. No	Teacher Activity	Pupil Activity	Black Board
1.	who lost their crops?		
2.	what did village farmers lose?		
3.	where did they lose crops?		
4.	why did they lose crops?		
5.	what did they lose because of heavy rains.		
6.	How rains come in the village		
7.	what did the recent rains cause?		
8.	How are the heavy foods caused?		

RATING SKILLS.

Sl No.	Components	Tally	Rating Scale
1	ASK Simple Questions		0 1 2 3 ④
2	Questions are in suggestion order		0 1 2 3 ④
3	Receiving further information		0 1 2 3 ④
4	Irrelevant to the topic		0 1 ② 3 4
5	Complex question		0 ① 2 3 4
6	Returning further information		0 ① 2 3 4





BLACK-BOARD SKILLS:

How to use the blackboard effectively.

Desirable Components:

Standing place of the teacher: The teacher should at the right most corner because it is very easy to write on the blackboard and the students can see what the teacher is writing.

Position of the teacher: A teacher should stand at 45° at the blackboard in the classroom.

Stretching hand while writing: The teacher should not move while writing on the blackboard wiping from top to bottom. Dustbin should be maintained in the left hand side. It facilitates that dust falls down in right-manner.

Legible hand writing: The writing should not be a continuous manner. A right gap between two words has to be maintained. The letters should be held round, straight, correct and in order. Teacher should use colour chalks, when and where necessary. The teacher should also maintain a minimum speed of 20-25 words a minute.

Holding of chalk: The chalk should be held between the first three fingers and the last two fingers are the base of the third finger. The chalk should not make any sound while writing the chalk has to rotate and should be held in his angle.





Rub the blackboard before teaching, the class, because it may delay the teaching process.

Undesirable components: The teacher should not lean to the blackboard. The teacher should not completely face towards the blackboard.

Zig-zag writing, Zig-zag wiping.

Preliminary Information:

Name of the Micro teacher: _____

Subject: English

Date: 20.11.23

class: VIIIth

Time: 10 minutes

Topic: Pip in the church yard

Strength: 10 members

Teach/Re-Teach: Teach

Skill: Blackboard skill.

Sl. NO	Teacher Activity	Pupil Activity	Black Board
	<p>This sentence was taken from pip in the church yard. It is in the supplementary reader. we are going to know about a toy about his fear towards night. one cold evening what is the evening children? Cold evening, when the sun sets we have more cold when compared to other evening, when i.e., From November to february. we get one cold evening. what is that evening the evening is nothing but christmas evening. we know about christmas</p>	<p>Pupil listen to the Teacher carefully</p>	<p>church yard meaning: It is an enclosed area of surrounding the church.</p>





<p>christmas is the festing which is celebrated in winter. they patches Paik of 2 or 3 dresses and decorate their houses with colourful stems and also with tree. who Pip was in the church yard, it is the place where the people were cured, also do prayers in around the church</p>	<p>Pupil listen to the teacher in an interested manner.</p>	<p>Meaning Dear-close affection etc.</p>
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Rating Scale for Blackboard.

Sl. NO	Components	Tally	Rating
1.	Lack of legibility		0 1 2 ③ 4
2.	Neatness in the blackboard		0 1 2 3 ④
3.	standing place of the teacher		0 1 2 3 ④
4.	stretching hand writing		0 1 2 3 ④
5.	zig-zag writing		⑤ 1 2 3 4
6.	wiping top to bottom		0 ① 2 3 4
7.	facing towards Black-board		0 ① 2 3 4
8.	zig-zag wiping		0 ① 2 3 4

BLACK-BOARD

- | | |
|------------------------------------|---|
| B - Be kind and use me | B - Be judicious. |
| L - Layout the plan | O - order of standing |
| A - Arrangement of Black-board | A - Attraction |
| C - chalk | R - writing with brush |
| K - Keep it clean, neat and black. | D - Drawing with PEN. Purposeful, easy, neat. |





RE-INFORCEMENT SKILL

Desirable components: use of praise words like good, very good, yes, you are correct, welcome, right, excellent, you have done, well, can you please repeat it, are used.

use of gestures, write down the black-board holding heads, moving towards the students observing the students, smiling, clapping, patting etc. to be used. use of awards and rewards.

Undesirable components: use of discouraging words like no wrong, stop it, not correct, think again, should not be used.

Responding in discouraging tone, saying statements like I don't like your work do something else, this is not nice, you never do correct not be used.

Wrong Gestures, raising eyebrows, raising head, short temper etc not to be used. use of Punishment, use of failure.

Preliminary Information

Name of the Micro Teacher:

Subject: English

Topic: A passage

Class: VIIIth

Teach / : Teach

Re-teach

Date: 20.11.2023

Time: 10 minutes

Strength: 10 members

Skill: Reinforcement
Skill





SL. NO	Teacher Activity	Pupil Activity	Black Board
1.	who lost their crops	Good	
2.	what did village farmers lose?	Excellent	
3.	where did the farmers live?	Very Good	
4.	why did they lose crops?	Good	
5.	How rains come in the village?	Good	
6.	what did they lose because of heavy rains?	V. Good	
7.	what comes to the village?	Good	
8.	what happened to the farmers?	Good	
9.	what did the recent rains cause	Excellent	
10.	what submerged the fields?	Good.	

RATING SCALE.

SL. NO.	Components	Tally	Rating
1.	use of praise of words		0 1 2 3 ④
2.	Summarising pupil response		0 1 2 3 ④
3.	use of gestures		0 1 2 3 ④
4.	changing interaction style		0 1 2 3 ④
5.	use of discouraging words	⊙	1 2 3 4
6.	use of gestures	⊙	1 2 3 4

