



ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

[Re-accredited (3rd cycle) by NAAC at 'A' Grade with CGPA: 3.67]

PALAYAMKOTTAI - 627 002.

SPECIAL TIME TABLE FOR FIRST YEAR B.ED. (01.08.2019 & 02.08.2019)

DATE & DAY	SECTION	9.30-10.30	10.30-11.30	11.45-12.45		1.45-2.40	2.40-3.35	3.35-4.30
01.08.2019 Thursday	A	P1 RKA	P2 PM	Introduction to Teaching DR	L U N C	Introduction to Microteaching PM	P1 RKA AK	P.E FN
	B	AK	MJL					
02.08.2019 Friday	A	Principles of Teaching		Challenges in Teaching SH	H	P2 PM MJL	P1 RKA AK	P.E FN
	B	SH	AK					
BREAK								



TIME TABLE

	9.30-10.30	10.30-11.30	11.45-12.45	1.45-2.45	2.45-3.45	3.45-4.30
9.30-10.30	Skill - I Explanation & Demo (Opt. I - Probing Questioning)	Skill - I Episode Writing & Correction	Skill - I Episode Writing & Correction	Skill - I Practice	Skill - II Explanation & Demo (Opt-II) Stimulus Variation	Skill - II Episode Writing & Correction
10.30-11.30	Skill - II Episode Writing & Correction	Skill - II Practice	Skill - III Explanation & Demo (Opt-I) Increasing Pupil's Participation	Skill - III Episode Writing & Correction	Skill - III Episode Writing & Correction	Skill - III Practice
11.45-12.45	Skill - IV Explanation & Demo (Opt. II) Skill of Reinforcement	Skill - IV Episode Writing & Correction	Skill - IV Episode Writing & Correction	Skill - IV Practice	Skill - V Explanation & Demo (Opt. I) Skill of Explaining	Skill - V Episode Writing & Correction
1.45-2.45	Skill - V Episode Writing & Correction	Skill - V Practice	Skill - VI Explanation & Demo (Opt. II) Introducing a Lesson	Skill - VI Episode Writing & Correction	Skill - VI Episode Writing & Correction	Skill - VI Practice
2.45-3.45	Link Lesson Opt-I Explanation & Demo	Episode Writing & Correction Opt-I	Episode Writing & Correction Opt-I	Episode Writing & Correction Opt-I	Link Lesson Practice Opt-I	Link Lesson Practice Opt-I
3.45-4.30	Link Lesson Explanation & Demo (Opt- II)	Episode Writing & Correction Opt-II	Episode Writing & Correction Opt-II	Episode Writing & Correction Opt-II	Link Lesson Practice Opt-II	Link Lesson Practice Opt-II

Lunch Break 12.45-1.45

Break 11.30-11.45

Name : BENITTO ARULSELVAN A

Reg. No : 18BOP504



Micro Teaching Record - Optional - I - (2018 - 2020)



Introduction:

Teaching is a complex process. To reduce the complexity of teaching it is analyzed into simple teaching activities performed by the teacher during the teaching-learning process. The main objective of all these activities is to promote learning among pupils. These verbal and non-verbal activities may be explaining, illustrating with examples, questioning, writing on the black board, drawing figures etc. are called as teaching activities. Therefore, these specific teaching activities / acts / behaviours which are observable, definable, measurable and demonstrable can be developed through training are known as teaching skills. Therefore teaching consists of a number of interrelated teaching skills, which occur at different stages of teaching.

Microteaching:

Microteaching is a training technique in which a student teacher is required to teach a single concept with a specified teaching skill on a small group of pupils in a short duration of time. Microteaching is practiced in terms of desired teaching skills. A skill cannot become one's own unless it is practiced periodically. A.W. Dwight Allen of the Stanford University

first adopted the term Microteaching in 1963. Thomas Green has explained that learning is not possible without teaching, but without learning, teaching is not possible. Among the different practices of teacher training, microteaching is an important technique, which imparts intensive training in the component skills of teaching to the teacher trainees.

"Microteaching is a training technique which requires student teachers to teach a single concept, using specified teaching skill to a small group of students in a short duration of time."

- B. K. Passi

Microteaching is a "scaled-down teaching encounter in class size and class time".

(A student teacher teaches a small unit to a group of 5 to 10 students for 5 to 10 minutes which reduces the class size, duration and the content)

- Dwight Allen (1963)

Microteaching is a training procedure aimed at simplifying the complexities of the regular teaching process. Microteaching situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to

refine old ones. Microteaching is a new design for teacher training which provides the trainers information about their performance immediately after the completion of their lessons.

Characteristics of Microteaching

From the definitions stated above, the characteristics of Microteaching can be summarized as follows:

- i). Microteaching is a teacher training technique and not a teaching method.
- ii). In Microteaching the teacher trainee practices one specific teaching skill at a time, till he / she attains mastery over the skill.
- iii). Microteaching is real teaching, though the teaching situation is stimulated.
- iv). Microteaching operates on a predefined model: Plan, Teach, Feedback, Re-plan, Re-teach, Re-feedback, Re-plan etc.
- v). Microteaching allows for increased control of practice by providing feedback to the teacher trainees.
- vi). Microteaching is not a substitute, but a supplement to the teacher-training programme.

vii). Microteaching is a cyclic process.

Components of Microteaching

The following are the components of microteaching.

i). Microteaching Situations:

Size of the class, length of the content and teaching method.

ii). Teaching Skills:

To provide training of teaching skills. (Introducing lesson, explaining, blackboard usage, probing questions etc.)

iii). Student Teacher:

The student who is trained to become a teacher is called pupil-teacher or student-teacher. During training his various capacities are developed in him. (classroom management, maintaining discipline, capacity of organizing various programmes)

iv). Feedback Devices:

In order to bring changes in the behaviour of the pupils, it can be provided through video-tape and questionnaire.

v). Microteaching Laboratory:

Necessary facilities of feedback can be gathered through microteaching laboratory.

Features of Indian Model of Microteaching

After lot of research studies were undertaken by various institutions and efforts were taken by NCERT, the concept of microteaching has been modified to suit the needs and requirements of Indian teacher-trainees with the help of facilities and infrastructure available in our teacher-training colleges.

Some of the salient features of this model have been listed below.

- i). Indian model of microteaching is a low technology model with minimum electronic gadgetry.
- ii). In the Indian model of Microteaching peers are used as students instead of real pupils.
- iii). In the Indian model of Microteaching Observers, using appraisal guide, systematically record the performance and provide the feedback to the trainees.
- iv). It is flexible to suit the varying conditions available in teacher-training institutions.

v). The duration of the microteaching cycle as adhered to in the Indian Model of Microteaching varies from 35 to 50 minutes.

The duration of the Indian Model of Microteaching as recommended by NCERT is 36 minutes as follows.

Teaching session	:	6 mts
Feedback session	:	6 mts
Re-plan session	:	12 mts
Re-teach session	:	6 mts
Re-feedback session	:	6 mts

Total Duration of Microteaching cycle : 36 mts

Microteaching Cycle

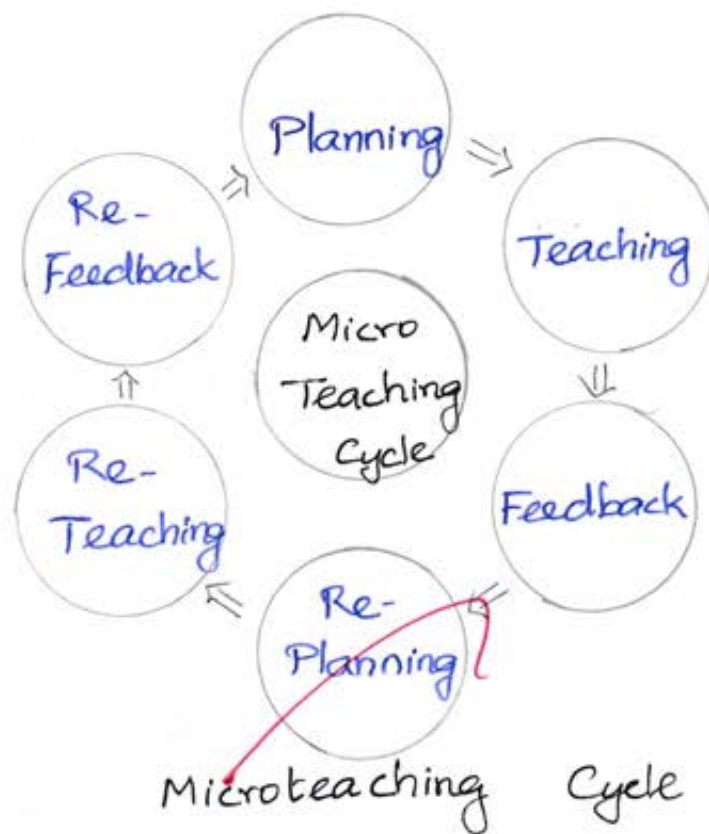
The training procedure for one teaching skill is called as 'Microteaching cycle'. In this cycle, the teacher trainee chooses a specific skill, prepares a micro-lesson plan and teaches a small group of students for duration of 5-7 minutes. The teacher educator and the peer group observers rate the lesson using an observation schedule or an appraisal guide.

On the basis of the performance appraisal, immediate feedback is given to the teacher-trainee by the observers.

The trainee then modifies her / his lesson and re-teaches another set of students (Peer or real students).

This lesson is also rated by the supervisor and other observers and then analyzes and discuss with the trainee.

This process is repeated till the trainee attains adequate level of skill acquisition. The completion of these steps results in the completion of one microteaching cycle.



Steps of Microteaching

The microteaching programme involves the following steps:

Step 1 : Particular skill to be practiced is explained to the teacher trainee

in terms of the purpose and components of the skill with suitable examples.

Step II : The teacher trainer gives the demonstration of the microteaching skill in simulated conditions to the teacher trainees.

Step III : The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his / her practice.

Step IV : The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V : On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI : In the light of the feedback given by the supervisor, the teacher trainee replans the lesson plan in order to use the

skill in a more effective manner in the second trial.

Step VII: The revised lesson is taught to another comparable group of pupils.

Step VIII: The Supervisor observes the re-teach lesson and gives re-feedback to the teacher trainee with convincing arguments and reasons.

Step IX: The 'teach - re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Feedback

It refers to providing information to an individual about his performance with a view to modify in it the desired direction. It includes points of strengths as well as weaknesses relating to the behaviour / performance.

Types of Feedback

i). Positive Feedback:

Student-teacher information about his strong points only. is provided

ii). Negative Feedback:
Student - teacher is provided information about his weak points only.

iii). Mixed Feedback:
Student - teacher is provided information about his negative and positive points.

Types of Feedback (On the basis of Time)

i). Immediate Feedback:
It is given just after the completion of micro lesson.

ii). Delayed Feedback:
It may be given after one hour, two days or one week.

Guiding Principles for Providing Feedback

i). The supervisor may highlight the positive points first which will build self-confidence in the student teacher.

ii). The supervisor may then draw the attention of the student teacher towards the components which require improvement.

iii). The supervisor should try to give feedback in an informal setting.

iv). The feedback should be suggestive and in a non-teaching manner.

Phases of Microteaching

There are three phases of the microteaching. They are:

i). Knowledge Acquisition Phase

In this phase, the teacher-trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. The teacher-trainee learns about the purpose of the skill and the condition under which it proves useful in the teaching learning process. The trainee discusses and clarifies each and every aspects of the skill.

ii). Skill Acquisition Phase

On the basis of the demonstration presented by the expert the teacher-trainee plans a micro lesson for practicing the demonstrated skill. The teacher trainee practices the

teaching skill through the microteaching cycle and continues his / her efforts till he / she attains mastery level. The feedback components of microteaching contribute significantly to the mastery level in acquisition of the skill.

iii). Transfer Phase

After attaining the mastery level and command over each of the skill, the teacher - trainee integrates all these skills and transfer to actual classroom teaching done during this transfer phase.

Need of Microteaching

Teachers are not born; they can be made by training. Teachers can make their teaching more effective if they learn the components of teaching, because the entire teaching is very complex. Some teachers are good communicators naturally but even these teachers along with teachers who need to be trained, can make their teaching effective through microteaching by analyzing their performance, learning new skills and refining the old ones. Through feedback they can learn

where they are weak and rectify it easily. The need of microteaching is to help the teachers to train themselves with self-control and different skills like reinforcement, explaining and classroom management. Thus teaching can be made effective and that leads to perfection of teaching.

Different Microteaching Skills

- i). Skill of Set induction:
(Introduction of the lesson)
Arousing motivation, getting attention
- ii). Skill of Explaining:
Clarity, continuity, covering essential points, connecting links to link the statements (why, what, how etc.)
- iii). Skill of Blackboard Usage:
Clarity of handwriting, legibility, neatness.
- iv). Skill of Probing Questioning:
Concerned with the questions to be asked about the content in more depth (Stimulates the cognitive development).

v). Skill of Stimulus Variation:

Body movement, change in speech pattern, change in interaction style, oral - visual switching (changing of gestures and position)

vi). Skill of Reinforcement:

Use of praise words and statements, accepting and using pupils' ideas, writing pupils' answers on the blackboard.

vii). Skill of Illustration:

Simple, relevant and interesting examples, explain the concept through examples (Pictures and charts) - appropriate media

viii). Skill of Classroom Management:

Call pupils by names, make norms of classroom behaviour, check non-attentive behaviour, keep pupils eyes open, check inappropriate behaviour immediately.

ix). Skill of Closure:

The absence of proper closure makes the lesson ineffective.

Consolidation of major points, linking the present knowledge with the previous, application of the new knowledge.

Advantages of Microteaching

- i). Microteaching is real teaching, although a teaching situation is created in which the student teacher and pupil work together in a practice situation.
- ii). Microteaching focuses on training for the accomplishment of specific tasks.
- iii). Microteaching allows for increased control of practice.
- iv). Microteaching ~~complexities~~ lessons the of normal classroom teaching.

Disadvantages of Microteaching

It may keep the trainee teacher away from the real classroom problems.

Emphasis is on one skill learning at a time. The school teaching behaviour is composite of many skills that operate simultaneously.

Less importance was given to the integration of teaching skills.

SKILL OF PROBING QUESTIONING

Questioning is the major device used in any teaching-learning situation. Its success lies in evoking desired responses from the pupils. Pupils respond in a number of ways and styles such as no responses, wrong response, partially correct response, incomplete response, or correct response depending upon their own development level, nature of questions and teacher's behaviour. For the realization of the teaching objective a teacher has to learn the art of managing the responses of pupils for eliciting desired response with the help of probing questions.

Probing question is the skill of going deep in to the pupils responses by asking a series of questions which lead the pupils towards the correct response or higher level of understanding.

Components

The components of skill of probing questioning are as follows,

- i. Prompting (P)
- ii. Seeking Further Information (SFI)
- iii. Refocusing (RF)
- iv. Redirection (RD)
- v. Increasing Critical Awareness (ICA)

i. Prompting (P)

In the teaching-learning situation, it refers to the cues or hints provided by the teacher through well-framed question to a pupil for arriving at the desired response from the undesired situation like no response, incorrect, partially correct or incomplete response.

Here, the teacher himself does not provide the answer to the questions asked in the classroom by him/ any pupil but tries to manage the situation by giving prompts. The selection of specific prompts (Hints, cues, restructuring or rephrasing of the question, step-by-step questioning) in a particular situation depends upon the factors like level of maturity and previous experience of the pupils, ability of the pupils to manipulate the relevant facts, concepts or principles, logical consistency of the response and the desired response etc.

ii. Seeking Further Information (SFI)

In the case of partially correct or incomplete responses, the technique of seeking further information is used. It may be defined as a technique of getting additional information from the responding pupil to bring their initial incomplete or partially correct response to the desired response level. (Eg. How will you elaborate your answer?)

iii). Refocusing (RF)

This technique is used in a correct response situation to strengthen the response given by pupils. While refocusing, the teacher persuades the responding pupils either to relate his response with already something studied by him or to consider implications of his response in a more complex and able situations.

The questions like, how does it differ from ---- or similar to ----, Can you give an example to support your answer, how is it applicable to the real life situations, in what way is it different from...? etc., are often involved in refocusing. The teacher asks the students to compare, contrast and relate.

iv). Redirection (RD)

This technique is generally applied in a no response or incomplete response situation and requires putting or redirecting the same question to several pupils for eliciting desiring response. Such redirection helps the teacher in the task of probing by prompting or seeking further information with the help of several pupils.

(A single question is asked to different students to get participation of more students. A question asked to many students through different small questions and then back to the main question. Whenever, after prompt

if the student is not able to answer, then asking another student is also called redirection.

V. Increasing Critical Awareness (ICA)

This technique is used in a correct response situation to increase critical awareness among the pupils. A teacher is required to ask 'how' and 'why' of a completely correct or desired response. These questions are helpful in asking the responding pupils to justify his response for the purpose of increasing critical awareness in him.

The teacher puts higher order questions to stimulate the pupil to think beyond what the pupil knows.

Eg. How does it happen? ,
How can you justify it?

Coding Form

[illegible]

Interval/components (30 seconds each)	1	2	3	4	5	6	7	8	9	10	11	12
Prompting (P)		✓			✓			✓			✓	
Seeking Further Information (SFI)			✓			✓			✓			✓
Refocusing (RF)				✓			✓			✓		
Redirecting (RD)		✓						✓				
Increasing Critical Awareness (ICA)	✓		✓		✓		✓			✓		

Conrad
Stanley
Teacher
Student
Teacher
Student
Teacher
Student
Teacher
Teacher
Student
Teacher
Teacher
Student
Teacher

EPISODE

Name of the Teacher	Benitto Arulselvan. A
Name of the skill	Skill of Probing Questioning
Subject	Physics
Concept of Teaching	Force
Standard	VIII

Teacher : Good afternoon dear students.

Student : Good afternoon sir.

Teacher : Can you push your water bottle? (P)

Student : Yes, Sir.

Teacher : Can you get up and pull your bench?
So that it is kept in order. (I)

Student : Oh, Sure Sir.

(They pull the bench and keep it in order)

Teacher : Do you like chocolates? (P)

Student : Yes, Sir.

Teacher : Can you catch it? (SFI)

Student : Yes, I can Sir.

Teacher : (To the one who pushed the water bottle) Can you tell me what you did? (SF)

Student : I pushed the water bottle.

Teacher : What really pushed it? (SFI)

Student : My hand.

Teacher : What did you give to move the bottle? (RF)

Student : I don't know, Sir.

Teacher : Can you say what really happened? (P)

Student : She pushed the bottle.

Teacher : (Showing the bottle) Will it move unless I do something? (RD)

Student : No, Sir.

Teacher : Correct. When I do something the bottle moves. What is it called? (SFI)

Teacher: What are the actions where we give force? (ICA)

Student: Pushing, pulling, etc. (ICA)

Teacher: Where do we use force in our daily life?

Student: Carrying bags, opening books, taking pen, etc.

Teacher: What did you do? (Who pulled the chair?)

Student: We pulled the chair.

Teacher: Did you apply any force on the bench? (SFI)

Student: Yes, Sir. (SFI)

Teacher: How is this force different from that of pushing the water bottle? (ICA)

Student: I don't know Sir.

Teacher: Can you tell me? (To another) (RD)

Student: The bottle was pushed and I pulled it.

Teacher: What do we learn from these two actions? (SFI)

Student: Force is applied for both pushing & pulling.

Teacher: Do we apply force for any other actions apart from pushing and pulling? (SFI)

Student: Writing on paper, taking a pen, etc.

Teacher: Does the third activity of catching the chocolate also come under force? (RD)

Student: You throw it and we caught it.

Teacher: What is involved in it? (RD)

Student: I don't know?

Teacher: Do you know (RD)

Student: No response.

Teacher: Do you know the state of the things in the first two actions? (SFI)

Student: They were at rest.

Teacher: The third one? (RD)

Student: It was in motion.

Teacher: What are the characteristics of force? (SFI)

Student: It can move an object at rest. (SFI)

Teacher: What else can it do? (RF)

Student: The object in motion can be brought to rest.

Teacher: Good. Give an example.

Student: I can stop a moving ball.

Teacher: Can you change the direction of a moving object? (SFI)

Student: Yes, Sir. It happens in games.

Teacher: Good. Can you now list out the three characteristics of force?

- Student:
1. By force, the object at rest can be brought to motion.
 2. By force, the moving object can be brought to rest.
 3. By force we can change the direction of an object.

Teacher: Good. You have learnt what is force and its characteristics. We shall meet tomorrow.

Students: Thank you Sir.

SKILL OF INCREASING PUPILS' PARTICIPATION

Providing opportunity for pupils to increase participation through asking questions, creating climate of participation, use of silence and non-verbal cues, calling upon pupils physical participation. It includes both responses and reactions of the pupils along with their own new activities. It is the combination of questions and reinforcement.

Components

The components of skill of increasing pupils' participation are as follows,

- i). Questioning Verbal (QV)
- ii). Questioning Non-Verbal (QNV)
- iii). Verbal Encouragement (VE)
- iv). Non-Verbal Encouragement (NVE)
- v). Pausing (P)
- vi). Pupil Verbal Response / Initiation (PVR/I)

i. Questioning Verbal (QV)

It is the first component of the skill of increasing pupil's participation. In order to encourage the students in the learning process the teacher asks some interesting questions verbally by calling the learners orally.

ii. Questioning Non-Verbal (QNV)

The teacher uses non-verbal cues to indicate a person to answer and sometimes redirect the questions non-verbally to other persons using gestures.

SKILL OF INCREASING PUPIL PARTICIPATION

Interval/Components (30 seconds each)	1	2	3	4	5	6	7	8	9	10	11	12
Questioning Verbal (QV)		✓			✓			✓			✓	
Questioning Non Verbal (QNV)			✓			✓		✓		✓		
Verbal Encouragement(VE)			✓		✓		✓					
Non Verbal Encouragement (NVE)				✓			✓			✓		
Pausing (P)	✓				✓		✓		✓			
Pupil Verbal Response or Initiation (PVR/I)			✓		✓			✓		✓		

Student: EPISODE

Name of the Teacher	Benitto Arulseivan. A
Name of the Skill	Increasing Pupils' Participation
Subject	Physics
Concept of Teaching	VIII
Standard	Contact Force

Teacher: Good morning dear students

Student: Good morning, Sir.

Teacher: How are you?

Student: We are fine, Sir.

Teacher: Great. I am happy for you. (VE)

Can you take this pen or lift it without touching it? (QV)

Student: No, Sir.

Teacher: (QNV) next person

Is it possible to eat something without touching it? (QV)

Student: No, Sir.

Teacher: What is needed to do these tasks? (QV)

Student: The force that we give. (PVR)

Teacher: Good. (VE & NVE) Force alone? (P)

I can't take the chocolate without touching it. So what is important? (QV)

Student: Touch. (PVR)

Teacher: That is wonderful. (VE & NVE)

We need to come in contact with the object to move it. This kind of force is called contact force.

Teacher: Do you understand the concept? (QV)

Student: Yes, Sir. (PVR)

No, Sir (PVR)

Teacher: What is your doubt?

Student: Is anything that we touch called a force? (PVI)

Teacher: Can you give me an example?

Student: I touch somebody's hand or dress as I am on move. Do I exert any force? (PVI)

Teacher: You exert negligible force when you touch something knowingly or unknowingly you may not be aware of it.

Teacher: Has everyone understood?

Student: Yes, Sir.

Teacher: Thank you students (NVE)

Student: Thank you, Sir.

SKILL OF EXPLAINING

A teacher has to learn the skill of explaining in order to make the pupils understand many ideas, concepts or principles, which need explanation. Explanation is nothing but a few interrelated appropriate statements. Thus the skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle. The selections of appropriate statements are relevant to the age, maturity, previous knowledge and content of the concept or phenomenon.

The skill of interrelating and using the selected statements are for the proper understanding of the concept or phenomenon. Usually, meant for answering the questions how, what and why of a concept, phenomenon or principle. The skill of explaining involves increasing the occurrence of desirable behaviours and avoiding the use of undesirable behaviours.

S.No	Desirable Behaviours	Undesirable Behaviours
1.	Using appropriate beginning and concluding statements	Using irrelevant statements
2.	Using explaining links.	Lacking continuity in statements
3.	Covering essential points	Lacking in fluency.
4.	Testing pupils	Using inappropriate vocabulary

S.No	Desirable Behaviours	Undesirable Behaviours.
5.	Maintain continuity	
6.	Be fluent in speech	
7.	Use of visual techniques	
8.	Defining technical word	
9.	Use vocabulary that is well-known to the students	

Components

The components of skill of explaining are,

- i. Cognitive Link (CL)
- ii. Use of Illustration (ILL)
- iii. Comparing and contrasting (CC)
- iv. Meaningful Repetition (MR)

i. Cognitive Link (CL)

The teacher introduces a new concept using the principles of known to unknown, concrete to abstract, easy to difficult and simple to complex, to establish a link between the old concept and the new one. Establishing links or continuity in the statements used for explaining a concept, phenomenon or principle.

ii. Use of Illustration

Illustrations are included with examples and non examples. Only examples cannot serve the purpose of illustration, so different situations, different sorts of teaching aids (maps, charts, colour chalk) and life experiences are used. The illustration must serve the purpose of understanding the concept.

SKILL OF EXPLAINING

Components	V. Poor	Poor	Average	Good	V. Good
Cognitive Link (CL)			✓		
Use of Illustration (ULL)				✓	
Comparing & Contrasting (CC)			✓		
Meaningful Repetition (MR)				✓	

EPISODE

Name of the Teacher	Benitto Arulselvan. A
Name of the skill	Skill of Explaining
Subject	Physics
Concept of Teaching	Friction
Standard	VIII

Teacher : Good Afternoon dear students.

Students : Good Afternoon, Sir.

Teacher : You are going to learn an important concept which is related to your regular lives. Are you ready for it?

Students : Yes, Sir.

Teacher : Do you know the game skating? (CL)

Student : Yes, Sir.

Teacher : What do they do? (CL)

Student : They have wheels attached to their shoes and they walk and run with them.

Teacher : Can they skate bare-footed? (CL)

Student : Oh, no. They can't.

Teacher : You are right. If they skate on bare-foot, they will get hurt.

Teacher : Do you know the reason behind it? (CL)

Student : There is frictional force between leg and the floor.

Teacher : Can you paint on the wall by hands without any brush? (WL)

Student : No, Sir.

Teacher : The force of friction plays a vital role here too. We can't paint the wall without any brush.

Teacher: We discussed a good number of positive impacts due to frictional force. Is there any negative impact? (CC)

Student: Yes, Sir.

Vehicle's tyre (VIL)

Soles of foot ware (VIL)

Teacher: Good. Friction produces heat and we have these impacts.

We benefit a lot due to friction though, there are some negative impacts. Hope that you have understood this concept clearly.

Student: Thank you, Sir.

Check List

LINK LESSON

S. No.	Skills	S. No.	Components	1	2	3	4	5	6	7	8	9	10	11	12	Total	
1.	Skill of Probing Questioning	1.	Prompting (P)		✓			✓			✓			✓			
		2.	Seeking Further Information (SFI)			✓				✓						✓	
		3.	Refocusing (RF)				✓				✓						
		4.	Redirecting (RD)		✓							✓					
		5.	Increasing Critical Awareness (ICA)	✓		✓				✓		✓		✓			18
2.	Skill of Increasing Pupil's Participation	1.	Questioning Verbal (QV)		✓			✓			✓			✓			
		2.	Questioning Non Verbal (QNV)			✓			✓			✓		✓			
		3.	Verbal Encouragement (VE)				✓				✓			✓			
		4.	Non Verbal Encouragement (NVE)	✓				✓				✓					
		5.	Pausing (P)	✓								✓		✓			
3.	Skill of Explanation	6.	Pupil Verbal Response or Initiation (PVR/I)			✓		✓					✓	✓		23	
		S. No.	Components	Very Poor			Poor			Average			Good			Very Good	
		1.	Cognitive Link (CL)										✓				
		2.	Use of Illustration (ULL)												✓		
		3.	Comparing & Contrasting (CC)										✓				
4.	Meaningful Repetition (MR)										✓			✓			

LINK LESSON

There is a big contrast between microteaching and macroteaching. While microteaching is practiced under simplified conditions, macroteaching reflects the problems of the normal class conditions.

Link lesson practice is the term used to bridge the gap between micro teaching and macroteaching. It involves the integration of all the skills.

The trainee prepares a link lesson on a single topic using the appropriate skills particular to the content. The trainee practices 3 to 5 teaching skills together and observations are made on components of the selected teaching skills by his peer group and the experts.

Diagram of Different stages of teaching practice



	Microteaching	Link practice	Macro teaching
1. Time	5-10 mts	20-25 mts	40-45 mts
2. Class size	5-10 students	20-25 students	40 and above
3. No. of Skills	1	3-5	All the skills
4. No. of Concepts	1	2-3	many concepts

EPISODE

Name of the Student Teacher: Benitto Arulselvan. A
Name of the skill : Link Lesson
Subject : Science
Concept of Teaching : Sound
Standard : VIII
Duration : 20 Minutes

Teacher : Good morning students.

Student : Good morning sir.

Teacher : (Bangs the table) (P) Do you have any problem?

Student : We had a horrible sound sir.

Teacher : What is it called?

Student : Sound, sir.

Teacher : Very good. (VE & NVE)

Students are instructed to bang the bench, ring the bell and probed for further information.
What did you do? What did you hear? (QV)

Student : The sound. (PVR)

Teacher : Were they all similar to each other? (C & SF)

Student : No, they were different.

Teacher : You are right. (VE) Do you know why? (ICA)

Student : The materials are different.

Teacher : Vow (VE & NVE). Sound differs according to the materials. (URS) Can you tell me how sound is produced? (QV & C)

Student : I don't know sir. (RD)

Student : I hit on something and it makes sound. (PVR)

Teacher : When two objects hit against each other sound is produced. Can you say more about (SF)

Student : We get sound when there is a crash. (PVR)

Teacher : Is there any other example? (C)

Student : We get sound while clapping our hands. (PVR)

in one object by the other, there is vibration. (URS)

Don't we? (QV a P)

Teacher : This vibration is the source of sound. (USR)
Shall we have a demonstration for it? (VAD)

Student : Yes, sir. (PVR)

Teacher : I need two volunteers and one can stand near the bench while the other near the scale. (UIL, PM, TM). One taps the scale.
What happened? (QV) Did you hear anything? (C)

Student : There is no sound when no disturbance is caused. (P)

Teacher : Then? (P)

Student : It vibrates, when it is disturbed. (PVR)

Teacher : Does it vibrate alone? (C)

Student : No, there is also some other sound. (PVR)

Teacher : Excellent. Let's clap. (VE a NVE) [TM a TG]
When an object is disturbed, it vibrates and makes sound. (MR)

To have another demonstration to illustrate the concept, I need another volunteer. (TM a UIL)

Teacher : Touch the ball. Do you hear anything? (PM a SFI)

Student : No, sir.

Teacher : Bang the wooden piece on the iron piece. (PM a T)
Touch the iron piece and tell me what you feel about it. (CL a SFI)

Student : It vibrates (PVR)

Teacher : Vibration alone? (P)

Student : Vibrates and gives sound. (PVR)

Teacher : Great. (VE, NVE a TM) From this we learn that when an object vibrates, it produces sound. (URS) Sound travels not only in solid materials, but also in liquids. We shall have a demonstration.

Teacher : Two persons hit the stones outside as well as inside water kept in a bucket. (PM a UIL)

Teacher : Can you feel the difference? (QV)

Student : Yes, sir. Sound was more outside water. (P)

Teacher : Sound travels fast in solids better than (P)

Student : liquid. (PVR)

Teacher : Sound travels fast in solids, then liquids and gas. (URS) It needs a medium. (URS)

Teacher : (plays a music and everyone enjoys it. The teacher bangs the bench all of a sudden. TG) Tell me, what you felt when I stopped playing music? (QV)

Student : Felt irritated Sir. (PVR)

Teacher : Why? (P & SFI)

Student : It is a noise. (PVR)

Teacher : The unpleasant sound is called noise. (URS)

They repeat it (MR)

We enjoy music and avoid noise. (URS)

How can we reduce noise? (QV)

Student : Reduce volume in loud speakers, vehicles, factories, etc. (UPIC)

Teacher : Wonderful. (VF, NVE)

Can we recall what we have learnt so far? (QV)

The teacher summarizes the concepts and asks the pupils to repeat when needed. (M)

Teacher : Do you have any doubts?

Student : No, sir.

Teacher : Thank you students.

Student : Thank you sir.

Shruti

Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

[illegible]

Name N. JOHNCY No. 18BDPS08

Group Physical Science


Signature of the Teacher-Educator

PRINCIPAL
WASIS MATRIC. HR. SEC. SCHOOL
PALAYAMKOTTAI - 627 017



Uth
Principal
St. Xavier's College of Education
(Autonomous)

Name of the student teacher : S. Fathima Saynah
Name of the observer : N. JOHNCY
Name of the school : St. Xavier's Hr. Sec. School
Standard : VIII - D
Subject : Science
Unit : 4- Electricity and Heat
Topic : Electric Circuits
Duration : 45 minutes
Date : 16.10.18

Motivation:

The student teacher greeted students and the students also wished her. Then the student teacher asked few questions about lights, TV and fan to get the word 'electricity' from the mouth of the students. Then the student teacher motivates the students and wrote the topic on the blackboard.

Development of lesson:

The student teacher defined the word electricity. Then she explained the kinds of circuit. She explained it elaborately. She made comparisons between the series and parallel circuit.

Methodology:

The student teacher used lecture cum demonstration method to teach the circuits.

and the conduction of electricity in liquids.

Through the demonstration the students can be able to understand the concept quickly. The student teacher used this method frequently.

Teaching aids:

1. Flashcards showing the pictures related to electricity.
2. Charts showing definitions of electric circuits and heat.
3. Working models for the types of circuits.
4. Real objects.

Classroom Management:

At first, the student teacher controlled the class later during the demonstration she can't be able to control the students. Some students were disturbed the class, and they were talking frequently.

Recapitulation

The student teacher summarized all the topics. She made few students to do the demonstration. She asked the students to find out the type of circuit by showing working model and some pictures.

Assignment:

The student teacher asked the students to find out and write few examples for series and parallel circuits. She also asked to write the good and bad conductors of electricity that we use in our daily life.

Criticism:

The student teacher's voice was not audible to the students. She was very weak in using the blackboard writing skill. She is unable to control the class. She didn't care about the talkatives in the class.

S. Fathima Safar

Signature of the
student teacher

N. Ph

Signature of the
observer.

Name of the student teacher: K. Swarna Priyadharshini

Name of the observer : N. JOHNEY

Name of the school : St. Xavier's Hr. Sec. School

Standard : VI - C

Subject : Science

Unit : 3 - Changes around us

Topic : Physical changes

Duration : 45 minutes

Date : 28.08.18

Motivation :

The student teacher greeted the students and the students also wished her. Then the student teacher asked few questions about the changes that happens in our daily life. Then she said some examples for physical changes, though this she introduced the topic 'Changes around us'. Thus the student teacher motivated the students and wrote the topic on the blackboard.

Development of lesson:

The student teacher explained the changes that were happening in our life. And then she showed some flashcards

for the physical changes happening in the real life. She asked the students to tell some of the changes.

Methodology:

The student teacher used lecture cum demonstration method to teach the physical changes. For example, she brought some colours of button and she mix that together and asked the students to separate it. And she explained the physical change through this demonstration.

Teaching aids:

1. Flash cards showing the pictures related to physical changes.
2. Charts showing the definition of physical change.
3. Real objects - Buttons, sand

Classroom Management:

At first, the student teacher controlled the class very well. Then she cant able to handle the class. During the demonstration the students are very curious to see what is happening. So, they are very active at that time.

Recapitulation:

The student teacher summarized all the topics. She gave some pictures to the students to findout the physical changes. And the student teacher asked the students to explain the change for each picture.

Assignment:

The student teacher told the students to findout the physical changes that is happening in our daily life. The student teacher also told them to write the states of change for their answer.

Criticism:

The student teacher was not confidence in teaching the lesson. At first she was so tensed then somehow she had managed. She has to raise her voice, so that all the students can listen.

K. Swarna

Signature of the
student teacher

N. Thy

Signature of the
observer.

Name of the student teacher: R. Petchi Rathi
Name of the observer : N. JOHNCY
Name of the school : St. Xavier's Hr. Sec. School
Standard : IX
Subject : Science
Unit : 4- Chemical Bonding
Topic : Octet Rule
Duration : 45 minutes
Date : 28.08.18

Motivation :

The student teacher greeted the students and the students also wished her. Then the student teacher asked few questions about the basic concepts in chemistry. Then she introduced the new topic 'Octet rule'.

Then the student teacher wrote the topic on the blackboard.

Development of lesson :

The student teacher gave some introduction about octet rule. Then she taught the exceptions of the Octet rule. She gave more number of examples for various atoms. From this the students have learnt the Octet rule for electrons.

Methodology:

The student teacher used lecture cum demonstration method to teach the octet rule. She showed a working model to teach octet rule. Through her demonstration the pupil understood the concept very well. The student teacher asked them to write the importance of octet rule.

Teaching aids:

1. Flashcards showing the pictures related to Octet rule.
2. Charts showing the definition of octet rule.
3. Working models.

Classroom Management:

The student teacher controlled the class very well. At first, she was scared later she handled the class in a good way. Some students in the class was very naughty and they are not ready to listen what the teacher is saying. So the student teacher make them to stand for a while, then she asked some questions to them.

Recapitulation:

The student teacher summarised all the topics. She made few students to do the demonstration. She asked the students to write examples for the learnt concept.

Assignment:

The student teacher asked the students to write few examples for octet rule. She told them to draw the valency electrons in the note.

Criticism:

The student teacher has to be bold. She has to improve her speaking skill. She must learn the positive reinforcements to encourage the students in the class.



Signature of the
Student Teacher



Signature of the
observer

Name of the student teacher : R. Petchi Rathu
Name of the observer : N. JOHNCY
Name of the school : St. Xavier's Hr. Sec. School
Standard : IX - A
Subject : Science
Unit : Electric charge
Topic : Electric current
Duration : 45 minutes
Date : 16.10.18

Motivation:

The student teacher wished all the students and they wished them back. Then the student teacher asked the students to share something about their holidays. They said what are the things they do in the holidays. Then the teacher asked what is the main source for the working of TV? Then the students replied it as electricity. This is how the student teacher introduced the topic "Electric charge and Electric current".

Development of lesson:

The student teacher states the ohm's law and then she explained about the

electric circuit. After that she lists out the components of electric circuit. She made the students to identify the symbols in electric circuit.

Methodology:

The student teacher used lecture cum demonstration method. She showed the working model for series and parallel circuit.

She draw the symbols of battery, switch and bulb. She also showed the real objects of battery, switch and bulb.

Teaching aids:

1. Chart showing the symbols used in electric circuit.
2. Flashcards showing the components used in electric circuit.
3. Real objects such as battery, connecting wires, LED, key etc.
4. Working model of series circuit and parallel circuit.

Classroom Management:

The student teacher managed the class students very well. The students were attentive on the whole period. They were eager to

to learn about electricity. They asked many doubts and get it clarified.

Recapitulation:

The student teacher summarized all the topics. She asked the students to do the circuits by their own. She told them to bought the things needed for the circuit and try them to do. She made few students to construct the circuit.

Assignment:

The student teacher asked the students to findout the devices which works under series circuit and parallel circuit.

Criticism:

The student teacher was not confident about herself. She has a good speaking and writing skill.



Signature of the
student teacher



Signature of the
observer

Name of the student teacher: K. Swarna Priyadarshi

Name of the observer: N. JOHNEY

Name of the school: St. Xavier's Hr. Sec. School

Standard: VII

Subject: Science

Unit: Heat and Temperature

Topic: Temperature

Duration: 45 minutes

Date: 29.08.18

Motivation:

The student teacher greeted the students and the students wished him back. Then the student teacher asked the students about the climate. The students replied it was cool. The student teacher asked how will the climate be in summer season. They said it was hot. Then the student teacher asked how will you find out the hot and cold climate? Students said they find based on the temperature. After this, the student teacher introduced the topic temperature, and she wrote the topic on the board.

Development of lesson:

The student teacher defined what is temperature after that she lists the type of temperature units. She made the students to memorize the definition of temperature. Student teacher taught about the instrument which is used to measure the temperature.

Methodology:

The student teacher used lecture method to teach temperature. The student teacher showed many flashcards to make the students to learn the concept clearly.

The student teacher draw the diagram of thermometer and explained the parts of thermometer.

Teaching aids:

1. Charts showing the thermometer diagram and the properties of mercury and alcohol.
2. Flashcards showing the pictures based on climate changes.

Classroom Management:

The student teacher managed the class very well. She taught the topic very well.

Inbetween the class time, if anyone talks

the student teacher asked questions to them. So the students kept silent and they listened to the class very well.

Recapitulation:

The student teacher showed the static model of thermometer and asked the students to say the parts of it. Then she explained the properties of mercury and alcohol.

Assignment:

The student teacher asked the students to do a simple thermometer using low cost materials, and also asked them to write the definition of thermometer.

Criticism:

The student teacher was not confident about herself. She has a good speaking and writing skill.

K. Swarna

Signature of the
student teacher

N. R.

Signature of the
observer

Name of the student teacher : S. Fathima Saffnah
Name of the observer : N. JOHNCY
Name of the school : Oasis Mat. Hr. Sec. School
Standard : VI
Subject : Science
Unit : Measurement
Topic : Volume of solids and liquids
Duration : 45 minutes
Date : 08.08.19

Motivation:

The student teacher greeted the students and he wished him back. Then the student teacher asked the students that how will they measure the amount of substance. They replied using measuring devices. Then the student teacher introduced the topic measurements, and she wrote the topic on the blackboard.

Development of lesson:

The student teacher defined the fundamental quantity. She told the definition of derived quantity. Then she asked the students to identify the fundamental and derived quantity.

Methodology:

The student teacher used lecture cum demonstration method. She showed some real life examples to teach this concept. Through the demonstration the students can able to understand the concept quickly. The student teacher used this method frequently.

Teaching aids:

1. Charts shows the picture of a cube and formula.
2. Flashcards shows the picture ~~related~~ to the volume of liquid.

Classroom Management:

The trainee teacher had developed a good rapport among the students. So it was easy for the trainee to handle the students. They had a good understanding and they co-operated well with the trainee.

Recapitulation:

The student teacher summarized all the topics. She made few students to do the demonstration. She asked the students to findout the correct images of volume of solid and liquid.

Assignment:

The student teacher asked the students to study and write the formula of volume of different substances. She gave some problems based on the concept and asked them to do it on their own.

Criticism:

The student teacher was not confident about herself. She was tensed and unable to teach the concept clearly. She was not able to control the class.

S. Fatima Safar

N. H.

Signature of the

Signature of the

Name of the student teacher : S. Fathima Sajna
Name of the observer : N. JOHNCY
Name of the school : Oasis Mat. Hr. Sec. Sch.
Standard : V
Subject : Science
Unit : Measurement
Topic : Mass and Time
Duration : 45 minutes.
Date : 21.08.19

Motivation:

The student teacher greeted the students and the students also wished her. Then the student teacher asked few questions about time and mass. Then the student teacher motivated the students and wrote the topic on the blackboard.

Development of Lesson:

The student teacher defined mass and weight. Then the student teacher taught the SI unit of mass. After this the student teacher explained about beam balance. She also described about electric balance.

Methodology:

The student teacher used lecture cum demonstration method. The student teacher used the improvised apparatus to teach the beam balance and sand clock. She explained how the ancient people calculate time using sand clock.

Teaching aids:

1. Charts showing the definition of mass and its SI units.
2. Flash cards showing the picture related to the types of balance.
3. Improvised apparatus beam balance and sand clock.

Classroom Management:

At first, the student teacher controlled the class later during the demonstration she can't able to control the students. Some students were disturbed the class and they were talking frequently. But the student teacher didn't bother about them, she continuously took class. She didn't scold them

Recapitulation:

The student teacher summarized all the topics. She made few students to do the demonstration. She asked the students to draw the picture of sand clock. She also explained the concept using the improvised apparatus.

Assignment:

The student teacher asked the students to write the definition of mass and time. She also asked the students to find out the devices used to calculate time in olden days.

Criticism:

The student teacher's voice was inaudible to the students. She was very weak in using the blackboard writing skill. She can't able to control the class. She didn't care about the talkative students.

S. Fathima Safin

Signature of the
student teacher

N. R.

Signature of the
observer.

Name of the student teacher : S. Fathima Saifullah
Name of the observer : N. JOHNCY
Name of the school : Oasis Mat. Hr. Sec. School
Standard : VI
Subject : Science
Unit : Force and Motion
Topic : Contact and Non-contact force
Duration : 45 minutes
Date : 26.08.19

Motivation:

The student teacher wished the students and the students also wished her back. The student teacher asked few basic questions about forces. The students were participated actively. Thus the student teacher motivates the students and they wrote the topic on the blackboard.

Development of lesson.

The student teacher defined the term force. Then she gave introduction about contact and non-contact force. Then she explained magnetic force. She also make the students to memorize the definitions.

Methodology:

The student teacher used lecture cum demonstration method to teach the concept contact and non-contact force. She showed the real object magnet to teach the concept magnetic force.

Teaching aids:

1. Chart shows the diagrammatic representation of non contact force and effects of force.
2. Flash card shows the pictures related to contact force.
3. Real objects like magnet and toys.

Classroom Management:

At first, the student teacher controlled the class later during the demonstration she cant able to control the students. Some students were disturbed the class, and they were talking frequently.

Recapitulation:

The student teacher summarized all the topics. She made few students to do the demonstration. She asked the students to find out the type of force by seeing the picture.

Assignment:

The student teacher asked the students to find and write some type of forces in real life examples. She also gave some examples and asked the students to find out the force type.

Criticism:

The student teacher was scared to took the class. She was not confident in her teaching. She also not prepared well. Her way of teaching the concepts were not clear.

G. Fathima Safin

Signature of the
student teacher

N. P. P.

Signature of the
observer.

Name of the student teacher: S. Fathima Sazhah
Name of the observer : N. JOHNCY
Name of the school : Oasis Mat. Hr. Sec. Sch
Standard : VI
Subject : Science
Unit : Force and Motion
Topic : Types of motion
Duration : 45 minutes
Date : 28.08.19

Motivation:

The student teacher wished the students and the students also wished her back.

The student teacher asked few basic questions about motion. The students were participated actively. Thus the student teacher motivates the students and she wrote the topic on the blackboard.

Development of lesson:

The student teacher classifies the types of motion. She defines periodic motion. Then she states non-periodic motion. Next she explains linear motion. Then the student teacher discuss about the curvilinear motion.

Methodology:

The student teacher used lecture cum demonstration method. The student teacher used the real object like simple pendulum. The student teacher showed the improvised apparatus for simple pendulum. She also showed the real object like coin and toys.

Teaching aids:

1. Chart shows the diagrammatic plan of types of motion.
2. Flash card shows the picture of various motion.
3. Real objects like simple pendulum (improvised apparatus), coin.

Classroom Management:

The student teacher controlled the class very well. During the demonstration the students were very curious to see the improvised apparatus. At that time also the student teacher controlled the class very well. She also taught the concept according to the level of the students.

Recapitulation:

The student teacher summarized the concept. She showed the teaching aids again and ask the students to do it. They are very talented so they answered the questions asked by the teacher.

Assignment:

The student teacher summarized all the topics. Then she asked the students to findout the types of motion that happens in our day-to-day life.

Criticism:

The student teacher was not able to control the class. She was struggling to make the students to listen to her speech. She is unable to taught continuously.

G. Fathima Safar

Signature of the

N. Ph

Signature of the

Name of the student teacher : S. Fathima Saffnah
Name of the observer : N. JOHNCY
Name of the school : Oasis Mat. Hr. Sec. School
Standard : VI
Subject : Science
Unit : Force and Motion
Topic : Speed
Duration : 45 minutes
Date : 28.08.19

Motivation:

The student teacher greeted the students and they wished her back. Then the student teacher showed a toy car to introduce the topic. She moved the car slowly then fastly. Asked them to say the major difference between the two actions. Thenafter she introduced the topic 'Speed' and write it on the blackboard.

Development of lesson:

The student teacher made the students to identify the terms slow and fast. She defined average speed. Then she enumerated the formula for average speed.

She gave a problem to solve.

formula of average speed. Then the student teacher taught the formula for distance and time.

Methodology:

The student teacher used lecture cum demonstration method to teach the concept Speed. She used the real objects to explain the problems. She also made the classroom situation to explain the concept.

Teaching aids:

1. Chart shows the definition of speed and formula of speed, distance and time.
2. Real objects like toy car, boy.
3. Flash cards related to speed.

Classroom Management:

The student teacher controlled the class very well. Then she can't able to handle the class. During the demonstration the students are very curious to see what is happening. So, they are very active at that time.

Recapitulation:

The student teacher summarized the topic and made them to do the problems on their own. The student

made them to memorize the formula for speed, distance and time.

Assignment:

The student teacher asked the students to find out and write the speed of the vehicle that he/she travels to come to school. She also gave one problem as a homework.

Criticism:

The student teacher has to raise her voice. She must have eyecontact with the students. She must prepare well so that she can teach in a better way.

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

S. Fathima Safin

Signature of the
student teacher

Signature of the
observer