

**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

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

**PALAYAMKOTTAI - 627002**

**Name : Nelson Raj M**

**Reg. No : 19BDPS17**

**Group : Physical Science**



**MICRO TEACHING RECORD - OPTIONAL - I - (2019-2021)**



## CONTENTS

[illegible]

Name M. Nelson Raj Enroll No. 19BDS17  
Subject Physical science

  
Signature of the Teacher-Educator

# MICRO TEACHING

## Introduction:

Teaching is a complex process. To reduce the complexity of teaching it is analysed 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 example, questioning, writing on the black board drawing figures etc are called as teaching activities. Therefore teaching consist of a number of an interrelated teaching skills, which occur at different stages of teaching.

## Teaching skills:

Teaching skill is that behaviour of the teacher which facilitates pupils' learning directly or indirectly. Teaching Skill includes all acts and behaviours of the teacher which maximizes pupil's learning.

## Micro teaching:

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 pupil in a short duration of time. Microteaching is practiced in

A.W. Dwight Allen of the Stanford University first adopted the term microteaching in 1963.

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

- Dwight Allen (1963)

### Characteristics of Microteaching

Microteaching is a teacher training technique and not a teaching method. In microteaching the teacher trainee practice one specific skill at a time, till he/she attains mastery over the skill.

Microteaching is real teaching through the teaching situation is stimulated. Microteaching is not a substitute but a supplement to the teacher training programme.

Microteaching is cyclic process.

### Components of Microteaching:

The following are the components of microteaching

01. Microteaching situations:

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

02. Teaching skill

To provide training of teaching skills

### 03. Student-Teacher

The student who is trained to become a teacher is called pupil-teacher. During training, his various capacities are developed in him.

### 04. Feedback devices

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

### 05. Microteaching Laboratory

Necessary facilities of feedback can be gathered through microteaching laboratory.

### Features of Indian Model of Microteaching:

Indian model of microteaching is a low technology with minimum electronic gadgetry. In the Indian model of microtechnology peers are used as students peers are used as students instead of rural pupils.

It is flexible to suit the varying conditions available in teacher training institutions. The duration of the microteaching cycle as adhered to in the Indian model of microteaching varies from 35 to 50 minutes.

Teaching session : 6 mts

Feedback session : 6 mts

Re-feedback session - 6 mts

Total duration - 36 mts

### Microteaching cycle:

The training procedure for one teaching skill is called as 'microteaching cycle'. In this cycle, teacher trainee chooses a scientific 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 observes rate the lesson using an observation schedule or appraisal guide.



### Steps of microteaching:

The microteaching process involves

### Step: 1 Planning

Planning involves the selection of the skill to be practised, awareness of the components of the skill, selection of the suitable concept and the writing of micro lesson plan.

### Step: 2 Teaching

Teaching involves the attempts of the teacher trainee to use the components of the skill in suitable situation in the process of teaching learning as per the planning of activities. If the situation is difficult and not as visualized in the planning of activities, their teacher should modify his behaviour as per the demand.

### Step: 3 Feedback

The observers analyse the performance and discuss it with the teacher-trainee on the basis of their ratings using the appraisal guides. The feedback should focus on specific behaviour related to the model of the teaching skill. The supervisor can reinforce effective behaviour modification necessary for mastering the skill.

### Step: 4 Re-Planning

In the feedback received from the supervisor and peer observers the teacher-trainee re-plans the micro lesson by writing another micro lesson plan or modifying the existing one.

### Step: 5 Re-teaching

The teacher trainee re-teaches the revised lesson to another, but comparable group of students. The supervisor assesses the lesson once again and provides feedback to the trainee. This process repeats till the teacher trainee acquires the required level of competences.

### Advantages of Microteaching:

Microteaching is real teaching although a teaching situation is constructed in which the student teacher and pupil work together in a practice situation.

Microteaching focuses on training for the accomplishment of specific tasks.

Microteaching allows for increased control of practice.

Microteaching lessens the complexities of normal classroom teaching.

# Skill of Probing Questioning

## Introduction:

Questioning is the major device used in any teaching learning situation. Its success lies in evoking desired responses from the pupils. Probing question is the skill of going deep into the pupils responses by asking a series of questions which lead the pupils towards the correct response.

## Components:

The components of skill of probing questioning are

- (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 questions to a pupil for arriving at the desired response from the undesired situations like no response, incorrect, partially correct or incomplete response.

### (ii) Seeking further Information (SFI)

is used. It may be defined as technique of getting additional information from the responding pupil.

### (iii) Re-focusing (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 to relate his response with something already studied by him.

### (iv) Re-Direction (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 desired response. Such redirection helps the teaching in the task of probing by prompting or seeking further information with the help of several pupils.

### (v) Increased 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 completely correct or desired response. These questions are helpful in asking the responding pupils to justify his response for the purpose of increased critical awareness in him.

# CODING SHEET

## SKILL OF PROBING QUESTIONING

| Interval (30 Seconds each) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| P                          |   |   |   | ✓ |   |   |   |   |   |    |    |    |
| SFT                        |   |   |   |   | ✓ |   |   |   |   |    |    |    |
| RF                         |   |   | ✓ |   |   |   |   |   |   |    |    |    |
| RD                         |   |   |   |   | ✓ |   |   |   |   |    |    |    |
| ICA                        |   |   |   | ✓ |   |   |   |   |   |    |    |    |

11. What is the role of inventory? (RD)

ICA

Y?E

## Episode - I

Tr: Good Morning Students

St: Good morning sir

Tr: Yesterday there was power cut why?

St: For the maintenance work.

Tr: What do you mean by 'power' here? (SFI)

St: Its current [

Tr: What is current? (RF)

St: Don't know

Tr: What happens when you open a tap? (P)

St: Flow of water

Tr: Sure. In current there will be flow of electrons.

St: okay sir

Tr: What type of current do we get (SFI)

St: We get alternating current

Tr: What is the backup power source in our home? (ICA)

St: ~~Don't~~ know sir.

Tr: What type of current is stored inside a battery? (SFI)

St: DC current

Tr: What type of current do we need for operating home appliances? (SFI)

St: AC current

Tr: What is the role of inventor? (ICA)

St: No answer

Tr: Name the process which converts the AC currents do  
DC current? (RF)

St: Rectification

Tr: Give one example? (SFI)

St: No answer

Tr: List some things that are very important to you? (Q)

St: Mobile, laptop, food etc

Tr: What will you do if your mobile battery is down? (P)

St: Mobile charger is the example.

Tr: What is the voltage for AC current? (SFI)

St: 220-250 volt

Tr: What is the voltage range for DC current? (SFI)

St: 6-20 volt

Tr: Okay students. Today we have seen what is AC and DC  
current. Tomorrow we shall discuss about appliances  
of current. Thank you students

St: Thank you sir

## Skill of Increasing Pupils Participation

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Providing opportunity for pupils to increase participation through asking questions, creating climate of participation, use of silence and non-verbal cues. It is the combination of both question and reinforcement.

Components:

The components of skill of increasing pupils' participation are

1. Questioning Verbal (QV)
2. Questioning Non-verbal (QNV)
3. Verbal Encouragement (VE)
4. Non Verbal Encouragement (NVE)
5. Pausing (P)
6. Pupil Verbal Response / Initiation (PVR/I)

### 1. Questioning Verbal (QV)

It is the first component. In order to encourage the student in the learning process the teacher asks some interesting questions.

### 2. 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 person using such cues.

### 03. Verbal Encouragement (VE)

When the learners give correct responses to the questions asked by the teacher, they must be encouraged verbally like good, very good etc.

### 04. Non Verbal Encouragement (NVE)

The teacher can encourage the students for their correct answers by gestures like hand shaking, smiling, clapping hands etc.

### 05. Pausing (P)

When the teacher asks questions to the students, some students may not know right answer and stand quiet and the teacher gives time to think. This is called pausing.

### 06. Pupil Verbal Response / Initiation (PVR/I)

It includes students answer to the questions by the teacher. Sometimes the students may ask questions to the teacher for clarifying the doubts. The pupil initiates himself to say answer and ask questions.

# CODING SHEET

## SKILL OF INCREASING PUPIL'S PARTICIPATION

| Interval (30 Seconds each) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| QV                         |   |   | / |   |   |   |   |   |   |    |    |    |
| QNV                        |   |   |   | / |   |   |   |   |   |    |    |    |
| VE                         |   |   |   |   |   |   |   |   |   |    |    |    |
| NVE                        |   |   | / |   |   |   |   |   |   |    |    |    |
| P                          |   |   |   |   | / |   |   |   |   |    |    |    |
| PVR/I                      |   |   |   | / |   |   |   |   |   |    |    |    |

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## Episode - 01

Name of the Student teacher: M. Nelson Raj

Name of the Skill : Skill of using Pupil's Participation

Concept of teaching : Application of current

Subject : Science

Standard : IX

Tr: Good morning students

St: Good morning sir

Tr: How are you all (GV)

St: We are all fine sir. How are you?

Tr: I am fine. Students, let's discuss about current and its uses. What is current? (GV)

St: Flow of electric charges (PVR)

Tr: Very good. (Points out a student) (VE) (NVOR)

St: Flow of electrons (PVR)

Tr: Excellent. I am so delighted. We see a number of electric and electronic appliances in our home. Name some appliances? (VQ)

St: Fan, light, computer etc (PVR)

Tr: Excellent. Do you have any idea about the working of these appliances? (PVR)

St: No answer (P)

Tr: Let me start with a basic example consider an

introduction to the topic do you see inside the plug?

Tr: Very good. What is the specific role of that spring metal? (QV) (VE)

St: It gets heated and glows (DVR)

Tr: Students give him a big clap (NVR)  
Do you know the term resistance? (QV)

St: Yes. It resists the current flow (DVR)

Tr: This is the principle used in the bulb. Can anyone explain the principle of bulb by using the given hint? (VQ)

St: Electricity is applied to the ends of the resistance wire. It gets heated and glow (DVR)

Tr: Very good. Similarly all other electrical appliances are working? (VE)

St: Sir, How the fan is working? (Initiative)

Tr: Good question. What do you see inside a fan? (VQ)

St: Some copper coil windings. One motor, capacitor and a holder are connected.

Tr: Good. Does anyone know the working of a fan? (VQ)

St: No Sir (P)

Tr: The electrical current reaches the current and then enters into the coils wrapped around metal base. After that the coil produces a torque which rotates the fan blade.

St: Thank you Sir.

Tr: Okay student, today we have seen the applications of current. Tomorrow we shall study a new topic.

## Skill of Explaining

A teacher has to learn the skill of explaining in order to make the pupils understand many ideas, concept or principles which need explanation. 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 skill of explaining involves increasing the occurrence of desirable behaviours and avoiding the use of undesirable behaviours.

### Components:

- 1) Cognitive Link (CL)
- 2) Use of Illustration (UI)
- 3) Comparing and Contrasting (CC)
- 4) Meaningful Repetition (MR)

#### 1) Cognitive Link (CL)

The teacher introduces a new concept using the principles of known to unknown, concrete to abstract, easy to difficult to establish a link between the old concept to the new one.

#### 2) Use of Illustration (UI)

Illustrations are included with examples and non-examples. For example cannot serve the purpose of illustration.

### 3) Comparing and Contrasting (cc)

While teaching different concept, one should note that some of them are closely interrelated. The component serves the purpose of discriminating the too related but different concepts.

Eg. Comparing single cell with multicell animal cell and plant cell

### 4) Meaningful Repetition (MR)

By repeating a brief description of a concept, a term or a definition at regular intervals, the idea gets fixed in a mind of the learner.

## Episode - III

Name of the Student teacher: M. Nelson Raj

Name of the Skill: Skill of Explaining

Concept of teaching: Newton's law

Standard : IX

Subject : Science

Tr: Good morning students

St: Good morning sir

Tr: Who discovered gravity (CL)

St: Sir Isaac Newton

Tr: Good. Today we are going to discuss about Newton's

# CODING SHEET

## SKILL OF EXPLAINING

| S.No: | COMPONENTS | VERY POOR | POOR | AVERAGE | GOOD | VERY GOOD |
|-------|------------|-----------|------|---------|------|-----------|
| 1     | CL         |           |      | ✓       |      |           |
| 2     | ILL.       |           |      |         | ✓    |           |
| 3     | CC         |           |      | ✓       |      |           |
| 4     | MR         |           |      |         | ✓    |           |

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and

St: There are three laws of motion. (PVR)

Tr: Good. Note down the definition.

### 1. Law of motion

"A body at rest will remain at rest and a body in motion will remain in motion unless it is acted upon by an external force".

"Now I need one student to explain this. A student tends to stand in place unless I push him" (CC, VL)

### 2. Law of Motion

"The force acting on an object is equal to the mass of that object and its mass".

I need you create a situation like you are crossing the road. A bike is coming at 50 km/hr speed and it hits you. Now you may get severe injuries. Consider the same situation but in this you are getting hit by a car. You'll probably die. Even though the speed is same, the impact is higher. Because of the increase in mass (CC, VL)

### 3. Law of motion

"For every action there is equal and opposite reaction".

Someone come forward. Jump on the floor. When he pushes his feet down against the ground. The ground pushes back up against (CC, VL)

Is there any doubt? (QVR)

St: No Sir

Tr: I recall the three laws

1. Law of motion

"An object tends to remain in state of rest or uniform motion unless an external force is applied" (MR)

2. Law of motion

Force is equal to the product of mass and acceleration of an object

$$F = ma \text{ (MR)}$$

3. Law of motion

For every action there is equal and opposite reaction  
(MR)

Okay student, today we have seen three laws of motion.  
Tomorrow we shall see a new topic. Thank you students.

St: Thank you sir.

9-8-2017

## Link Lesson

There is a big contrast between microteaching and macroteaching. The link lesson practice is the item used bridge the gap between microteaching and macroteaching. It normally involves the integration of all skills. The link practice session are normally arranged with about 20 minutes and for 20 students. The trainee prepares a link lesson using appropriate skills particular to the content.

In link practice, the trainees practice 3 to 5 teaching skills together and observation are made on components of the selected teaching skills by the peer groups and the experts. In link practice trainees gain sufficient control over the use of components of the skills particular topic.

### Micro-Teaching - Link Practice

Name of the student teacher: M. Nelson Raj

Concept of teaching: Types of light sources

Teaching Aids: Types of bulbs

Standard: IX

Subject: Science

Duration: 20 minutes

Type: Link Lesson

Name of the skills: Skill of probing questions

Tr: Some inert gas like argon. To maintain the temperature. Can anyone say the principle used in fluorescent bulb? (Vq)

St: No answer (p)

Tr: I'll explain it. Mercury gas present inside the bulb get ionized by electricity. It emits photons in UV range which is converted to standard visible photons by using phosphor coating (cc, cl, vl)

St: What is ionization? (Initiative)

Tr: In science, ionization means the atoms or molecules get charged. They emit photons. Are you clear? (cc)

St: Yes sir. Thank you

Tr: If there are doubts from the past topic, ask me?

St: Okay sir

Tr: Now we shall see working of LED bulb. A light emitting diode is a two lead semi-conductor. light source. It is a pn junction diode that emits light when activated. When a suitable voltage is applied to the leads, electrons are able to recombine with electron holes within the device releasing energy in the form of photons (cl, vl, cc)

St: What is a diode? (Initiative)

Tr: It is a semi-conductor device. There are two types of light sources.

### Light sources

#### Natural

Sunlight

Moon light

#### Artificial

Incandescent bulb

CFL Bulb

LED Bulb (CC, CL)

Incandescent bulbs use tungsten filament to get heated and glow (MR)

CFL bulbs use mercury gas to ionize and emit photons in the wave length of light (MR)

LED is a semi-conductor device which emits photons when a suitable voltage is applied (MR)

Students if you have any doubts, ask me. Tomorrow come prepared. You write your exams. Thank you students.

# LINK LESSON - CODING SHEET

| S.No: | SKILLS                                    | S.No: | COMPONENTS | 1         | 2 | 3 | 4    | 5 | 6 | 7       | 8 | 9 | 10   | 11 | 12 | 13        | 14 | 15 | TOTAL |
|-------|-------------------------------------------|-------|------------|-----------|---|---|------|---|---|---------|---|---|------|----|----|-----------|----|----|-------|
| 1     | SKILL OF PROBING QUESTIONING              | 1     | P          |           |   |   | ✓    |   |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 2     | SFI        |           |   |   |      | ✓ |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 3     | RF         |           |   |   | ✓    |   |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 4     | RD         |           |   |   | ✓    |   |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 5     | ICA        |           |   |   |      | ✓ |   |         |   |   |      |    |    |           |    |    |       |
| 2     | SKILL OF INCREASING PUPIL'S PARTICIPATION | 1     | QV         |           |   |   | ✓    |   |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 2     | QNV        |           |   |   |      | ✓ |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 3     | VE         |           |   |   |      |   | ✓ |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 4     | NVE        |           |   |   |      | ✓ |   |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 5     | P          |           |   |   |      |   | ✓ |         |   |   |      |    |    |           |    |    |       |
|       |                                           | 6     | PVR/I      |           |   |   | ✓    |   |   |         |   |   |      |    |    |           |    |    |       |
| 3     | SKILL OF EXPLAINING                       | S.No: | COMPONENTS | VERY POOR |   |   | POOR |   |   | AVERAGE |   |   | GOOD |    |    | VERY GOOD |    |    |       |
|       |                                           | 1     | CL         |           |   |   |      |   |   |         | ✓ |   |      |    |    |           |    |    |       |
|       |                                           | 2     | ILL        |           |   |   |      |   |   |         |   |   | ✓    |    |    |           |    |    |       |
|       |                                           | 3     | CC         |           |   |   |      |   |   |         | ✓ |   |      |    |    |           |    |    |       |
|       |                                           | 4     | MR         |           |   |   |      |   |   |         |   |   |      | ✓  |    |           |    |    |       |

*[Signature]*

✓

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**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

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

**PALAYAMKOTTAI - 627002**

**Name : Nelson Raj M**

**Reg. No : 19BDPS17**

**Group : Physical Science**



**CRITICISM RECORD - OPTIONAL - I - (2019-2021)**



## CONTENTS

[illegible]

Name M. Nelson Reij Enroll No. 19B0PS17

Subject Physical Science

V. Augustinus  
HEADMASTER  
ST. XAVIER'S HR. SEC. SCHOOL  
PALAYAMKOTTAI - 627 002.

  
Signature of the Teacher-Educator



## CRITICISM - 03

Name of the teacher trainee : Arackiya Vicker  
Name of the observer : M. Nelson Raj  
Name of the school : St. Xavier's Hr. Sec. school  
Standard : IX  
Subject : Science  
Topic : Acids, Bases and Salts  
Duration : 45 minutes

### 01. Motivation:

The teacher trainee entered the class with a smiling face. He greeted everyone. He introduced the lesson with two examples. He asked some questions related to the topic and got some immediate responses. Finally he got the expected answer from the students.

### 02. Development of Lesson:

The student teacher said that today we are going to discuss about acids, bases and salts. He taught the properties and the definitions of acids and bases. With the help of chalk and blackboard he explained

The student teacher followed lecture method for teaching the topic. He used the blackboard for explaining the topic. He asked questions and got answer from them. He used flashcards and other teaching aids to explain the topic. He drawn a mindmap at last on the blackboard.

#### 04. Teaching Aid:

He used suitable flashcards and charts for teaching his topic.

#### 05. Classroom Management:

The student teacher had good classroom management skills. He had the ability to control his classroom.

#### 06. Recapitulation:

Before the class ends, the trainee teacher concluded the class by giving recall to the topic. He made the pupils to recall it.

#### 07. Assignment:

The student teacher gave the assignment to the students. It will develop their scientific attitude.

As I have been observing, the classroom management was good. This time both the content knowledge and the explaining skill were best at this time.

Ava

Signature of the  
teacher trainee

Rehan Puf

Signature of the  
observer

## CRITICISM-02

Name of the teacher trainee : M.  
Name of the observer : M. Nelson Raj  
Name of the school : St. Xavier's Hr. Sec. School  
Standard : IX  
Subject : Science  
Topic : Fluids  
Duration : 45 Minutes

### 01. Motivation

The student teacher entered into the class with a smiling face. She introduced the lesson with few examples. He asked some questions to the students. They were also eager to response it finally. He set the topic 'Fluids' from them.

### 02. Development of lesson

The student teacher said that today we are going to discuss about the energy and fluids. He taught about force and pressure in fluids with the help of blackboard and chalkpiece. He explained many concepts. Students were so interested in learning the topic.

### 03. Methodology :

The student teacher followed the lecture cum demonstration for this topic. He used the blackboard

classroom and get responses. He used flashcards, charts for explaining the topic.

#### 04. Teaching Aids:

He used the real objects like water, bottle, pressure gauge for explaining the topic.

#### 05. Classroom Management:

The student teacher had good classroom management. He had the ability to control the classroom.

#### 06. Recapitulation

Before finishing the topic, the trainee teacher reviewed the taught lesson what she had been taught more than four by minutes.

#### 07. Assignment:

The student teacher gave the assignment to the students.

#### 08. Criticism:

As I have been observing, the classroom management is good. He explained the topic very well. The class was very interactive. He explained the content very well.

AKK  
Signature of the

Neha Puj  
signature of the

observer

## CRITICISM - 03

Name of the teacher trainee :

Name of the observer : M. Nelson Raj

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

Standard : IX

Subject : Science

Topic : Electric current

Duration : 45 Minutes

01. Motivation :

The student teacher entered the classroom with a smiling face. He introduced the lesson well with few examples. He asked some questions to the students. They were also eager to response it. Finally he got the topic 'electric current' from the students.

02. Development of lesson

The student teacher gave a brief introduction to his topic. He taught them about the electric energy and electric current. with the help of blackboard chalk piece, charts and flashcards. He explained many topics in detailed manner.

aids also to explain the topic. He draw a mind map at last on the blackboard.

#### 04. Teaching Aids:

He used real objects like series circuit, parallel circuit to explain the topic.

#### 05. Classroom Management:

The student teacher has good classroom management skill. He has the ability to control the classroom.

#### 06. Recapitulation:

Before finishing the class, the trainee teacher reviewed the taught lesson what he had been teaching to the students more than 40 minutes.

#### 07. Assignment:

The student teacher gave the assignment to the students. It will develop their scientific attitude.

#### 08. Criticism:

The trainee teacher explained the topic very well. He controlled the students very well. He used many examples for the explanation.

AVB

Signature of the  
trainee teacher

Neelam Patel

Signature of the  
observer

Name of the teacher trainee :

Name of the observer : M. Nelson Raj

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

Standard : IX

Subject : Science

Topic : Chemical Bonding

Duration : 45 Minutes

01. Motivation:

The student teacher entered into the class with a smiling face. He introduced the lesson well with few examples. He asked some questions to the students. They were also eager to response it. Finally he got the topic 'chemical bonding' from the students.

02. Development of lesson:

The student teacher said today we are going to discuss about the chemical bonding. She taught about the chemical bonding and how the bonds are formed with the help of chalk piece and blackboard. He simply and systematically explained the topic. The students were felt easy to understand the topic.

The student teacher followed the lecture method. He used the blackboard for explaining the topic. He asked questions and got answers from the students. He used flashcards, and some other teaching aids to explain the topic. She drawn a mindmap at last on the black board.

#### 04. Teaching Aids:

She used the real objects like water, table salt, to explain the different type of chemical bonding.

#### 05. Classroom Management:

The student teacher had good classroom management skill. He controlled the classroom environment.

#### 06. Recapitulation:

Before finishing the topic, the trainee teacher reviewed the taught lesson what he had been teaching more than 40 minutes. It made the pupils to recall.

#### 07. Assignment:

The student teacher gave the assignment to them.

#### 08. Criticism:

The teacher trainee explained the topic very well. He made the class very interactive. He maintained his students attention till the end of the class.

AVE  
Signature of the

Rekantiy  
Signature of the

## Criticism 05

Name of the teacher trainee:

Name of the observer : M. Nelson Raj

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

Standard : IX

Subject : Science

Topic : Atomic Structure

Duration : 45 Minutes

### 01. Motivation

The student teacher entered into the class with a smile. He greeted everyone. He motivated the students by asking real life questions. They were also eager to response it. Finally he introduced the topic 'Atomic Structure' by writing it on the blackboard.

### 02. Development of lesson:

The student teacher said that today we are going to discuss about atomic structure. He taught about the structure of atoms with the help of chalk piece and blackboard. He explained the topic very well. He taught the lesson systematically.

### 03. Methodology:

The student teacher focused on

topic.

#### 04. Teaching Aids:

He used charts, Flashcards and blackboard for explaining the topic.

#### 05. Classroom Management

The student teacher has good classroom management skill. He frequently asked questions to make the class attentive.

#### 06. Recapitulation:

Before finishing the topic, he reviewed the taught lesson what he had been teaching to them more than 40 minutes.

#### 07. Assignment:

The student ~~teacher~~ gave assignment to the students.

#### 08. Criticism:

As I have been observing the class, he had the very good content knowledge. His explaining is also very good.

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Signature of the  
trainee teacher

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Signature of the  
observer

## CRITICISM - 06

Name of the teacher trainee :  
Name of the observer : M. Nelson Ray  
Name of the school : St. Xavier's Hr. Sec. School  
Standard : IX  
Subject : Science  
Topic : Measurements  
Duration : 45 Minutes

### 01. Motivation

The student teacher entered into the class with a smiling face. He greeted everyone. He introduced the lesson with a motivation story. He also asked questions to the students. He responded to the students who gave correct answers. Finally he wrote the topic on the blackboard.

### 02. Development of lesson.

The student teacher said that we are going to learn about measurement. He taught about measurement, its types with suitable examples with the help of blackboard and chalk piece. He explained many topics of that lesson. The students were felt very easy to understand the topic.

### 03. Methodology:

The student teacher followed lecture cum demonstration method. He used the blackboard and

Flashcards and charts to make the students understand the concepts.

#### 04. Teaching Aids:

The student teacher used Flashcard, charts and blackboard.

#### 05. Classroom Management:

The student teacher had good classroom management skill. He had the ability to control the classroom.

#### 06. Recapitulation:

Before finishing the class, the student teacher reviewed the lesson that he has taught. It made the pupils to recall the subject once again.

#### 07. Assignment:

The student teacher gave assignment to the students to improve their learning skills.

#### 08. Criticism

As I have been observing, the classroom management is good. The way of teaching is good, but the way of explaining should be improved a little bit.

  
Signature of the  
teacher

  
Signature of the  
observer

## CRITICISM - 07

Name of the teacher trainee :

Name of the observer : M. Nelson Raj

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

Standard : IX

Subject : Science

Topic : Screw Gauge, Vernier Caliper

Duration : 45 Minutes

01. Motivation :

The student teacher entered the class with a brisk and confidence face. He asked some questions from the previous class. The students answered him very well. He entered into topic by writing it on the blackboard.

02. Development of lesson:

The trainee teacher said that today we are going to discuss about the screw gauge and Vernier Caliper. He taught the usage of screw gauge and Vernier caliper with the help of blackboard and chalkpiece. He explained it well.

03. Methodology:

The trainee teacher followed lecture cum demonstration method. He used the blackboard for explaining the topic. He asked some questions from the students.

The trainee teacher used real objects like screw gauge, Vernier caliper and round ball.

#### 05. Classroom Management:

The teacher trainee had good classroom management skills. He made the whole class listen to him.

#### 06. Recapitulation

Before finishing the topic, the trainee teacher reviewed the taught lesson. He explained the use of screw gauge and vernier caliper once again.

#### 07. Assignment:

The trainee teacher gave the assignment to the students.

#### 08. Criticism:

As I have been observing, the classroom management was not good. While doing experiments. The way of explaining should be little clear and louder. The presentation in the blackboard was neat. He should improve his explaining skills.

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Signature of the

Teacher

Signature of the  
Observer

## CRITICISM - 09

Name of the teacher trainee :

Name of the observer : M. Nekon Raj

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

Standard : IX

Subject : Science

Topic : Uniform, Non-uniform motion

Duration : 45 Minutes

### 01. Motivation

The student teacher entered into the class with a smiling face. He introduced the lesson by asking question from the topic he taught yesterday. The students were very eager to answer. After sometime the trainee teacher wrote the topic on the blackboard.

### 02. Development of lesson:

The student teacher said today we are going to discuss about uniform and non-uniform motion. By the use of chalk piece and chart. The teacher taught the lesson very well. He systematically explained the topic. The students understood the topic easily.

### 03. Methodology

The student teacher followed the lecture and demonstration method.

map at last on the blackboard.

#### 04. Teaching aids:

He used charts and flashcards for explaining the topic.

#### 05. Classroom management

The student teacher had good classroom management skill. He has the ability to control the classroom.

#### 06. Recapitulation

Before finishing the topic, the trainee teacher reviewed the taught lesson. What she had been teaching more than forty minutes. It made the pupils to recall the scientific once again.

#### 07. Assignment

The student teacher gave the assignment to the students. To motivate the students in learning this topic.

#### 08. Criticism

As I have been observing, the classroom management was good. The explaining skill of the teacher trainee is satisfactory. The subject knowledge should be increased.

*Shanta*

*K. Anand*

Principal  
St. Xavier's College of Education  
(Autonomous)  
Palayamkottai-627002  
Tamilnadu, India

*Alexander*

Signature of the  
observer

*Ava*  
Signature of the  
teacher trainee

