

ಸಂವಹನ ಕೌಶಲ್ಯ ಕಾರ್ಯಾಗಾರ

ಸಕಲೇಶಪುರ ಜೆಎಸ್‌ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ದಿನಾಂಕ 27.03.2023 ರಂದು ಮೊದಲ ಸೆಮಿಸ್ಟರ್‌ನ ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಒಂದು ದಿನದ ಸಂವಹನ ಕೌಶಲ್ಯ ಕಾರ್ಯಾಗಾರವನ್ನು ಏರ್ಪಡಿಸಲಾಗಿತ್ತು.

ಈ ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಕಾಲೇಜಿನ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರುಗಳಾದ ಡಾ. ದಿನೇಶ್ ಎಂ.ಕೆ, ಶ್ರೀ ಮಂಜುನಾಥ ಆರ್ ಹಾಗೂ ಡಾ. ವಿಕ್ರಮ್ ಸಿ.ಬಿ ರವರು ಭಾಗವಹಿಸಿ ಕ್ರಮವಾಗಿ ಸಂವಹನ ಪದದ ಅರ್ಥ, ಪರಿಕಲ್ಪನೆ, ವಿಧಗಳು, ಘಟಕಾಂಶಗಳು, ಸಂವಹನ ಚಕ್ರ, ತರಗತಿಯ ಸಂವಹನದ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುವ ಅಂಶಗಳು ಮತ್ತು ಶಾಬ್ದಿಕ ಹಾಗೂ ಅಶಾಬ್ದಿಕ ಸಂವಹನ ಈ ವಿಷಯದ ಕುರಿತಂತೆ ಸವಿವರವಾಗಿ ವಿವರಿಸುತ್ತಾ ಕಾರ್ಯಾಗಾರವನ್ನು ನಡೆಸಿಕೊಟ್ಟರು.

ಈ ಕಾರ್ಯಾಗಾರವು ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಪಾಠ ಬೋಧಿಸಲು ಉಪಯುಕ್ತವಾಗಿದೆ.



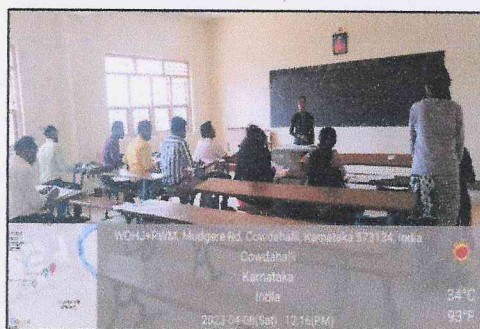
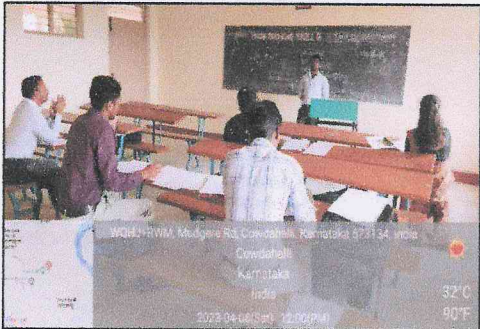
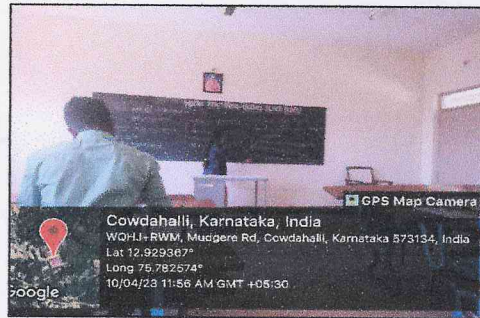
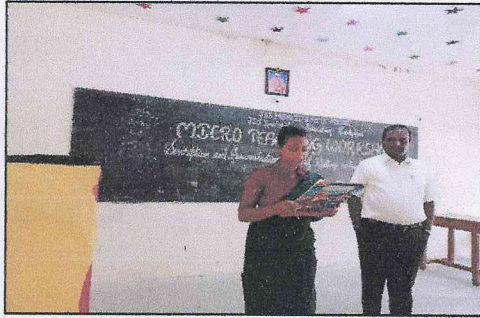
ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರ

ಸಕಲೇಶಪುರ ಜೆಎಸ್‌ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ದಿನಾಂಕ 28.04.2023 ರಿಂದ 04.04.2023 ರವರೆಗೆ ಮೊದಲ ಸೆಮಿಸ್ಟರ್‌ನ ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರವನ್ನು ಏರ್ಪಡಿಸಲಾಗಿತ್ತು.

ಈ ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಕಾಲೇಜಿನ ಎಲ್ಲಾ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರುಗಳು ಭಾಗವಹಿಸಿ ಪ್ರಮುಖ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳಾದ ಪಾಠಕ್ಕೆ ಪೀಠಿಕೆ ಹಾಕುವ ಕೌಶಲ್ಯ, ಬೋಧನಾ ಉದ್ದೇಶಗಳನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯ, ನಿರರ್ಗಳವಾಗಿ ಪ್ರಶ್ನಿಸುವ ಕೌಶಲ್ಯ, ಆಳತೋರಣಾ ಪ್ರಶ್ನೆಗಳ ಕೌಶಲ್ಯ, ಉದ್ದೇಶಪನ ಏರಿಳಿತ ಕೌಶಲ್ಯ, ದೃಷ್ಟಾಂತಗಳೊಂದಿಗೆ ಉದಾಹರಿಸುವ ಕೌಶಲ್ಯ, ಕಷ್ಟ ಹಲಗೆಯನ್ನು ಬಳಸುವ ಕೌಶಲ್ಯ ಹಾಗೂ ಪುನರ್ಬಲನ ಕೌಶಲ್ಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸೂಕ್ತ ವಿವರಣೆ ಹಾಗೂ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ಪಾಠ ಬೋಧನೆಯನ್ನು ನಡೆಸಿಕೊಡಲಾಯಿತು.

ಈ ಕಾರ್ಯಾಗಾರವು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಎಲ್ಲಾ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಬೃಹತ್ ಪಾಠಬೋಧನೆಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಮಾಡಲು ಸಹಕಾರಿಯಾಗಿದೆ.

ದಿನಾಂಕ 05.04.2023 ರಿಂದ 10.04.2023 ರವರೆಗೆ ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳ ಅಭ್ಯಾಸ ಪಾಠ ಬೋಧನಾ ತರಗತಿಗಳನ್ನು ನಡೆಸಿ, ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡಿ ಸೂಕ್ತ ಹಿಮ್ಮುಖತಿಯನ್ನು ನೀಡಲಾಯಿತು. ಹಾಗೂ ಈ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳ ಅಭ್ಯಾಸ ಪಾಠ ಬೋಧನಾ ತರಗತಿಗೆ ಅಗತ್ಯವಾದ ಸೂಕ್ಷ್ಮ ಪಾಠಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು, ಬೋಧಿಸುವುದು, ಪುಷ್ಟಿಕರಣ ನೀಡುವುದರ ಬಗ್ಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ತಿಳಿಸಲಾಯಿತು.



ಪ್ರಿನ್ಸಿಪಲ್
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P.B. 26, SAKALESHPUR-573 134
Hassan Dist

JSS MAHAVIDYAPEETA. MYSORE - 04

JSS INSTITUTE OF EDUCATION - SAKALESHPUR

MICRO - TEACHING LESSON PLAN / EPISODE

NAME : ANUSHA P.N

ROLL NO : U01HY22E0008

SKILL : SKILL OF FLUENCY IN QUESTIONING DATE : 08-04-2023

UDP : SCIENCE

CLASS : 9th

TOPIC : STRUCTURE OF AN ATOM

COMPONENTS	LESSON PLAN / EPISODE	COMPONENTS USED
1. Structure	Today in this class we are going to learn about structure of an atom.	
2. Questions were grammatically correct	Before knowing about the structure of atom, let us know about atom.	
3. Questions were relevant to the topic discussed	Atom is a smallest particle that forms the matter.	
4. Questions were specific	Matter is defined as a substance which has a certain mass and takes up a certain volume in space.	
5. Questions were concise	Example : Pencil, Pen, water.	

B.

1. Questions were put with proper speed and paused

2. Questions were put to the class with proper voice

C. Miscellaneous

1. Questions were not repeated unnecessarily

There are 3 types of subatomic particles present inside the atom. They are proton, Electron and neutrons

Protons are positively charged and it is represented as P^+ . Electrons are negatively charged and it is represented as e^- .

Neutrons have no charge. Atom is spherical in shape, Proton and neutron are located at the centre of atom and electrons are revolving around. Proton and neutron are together called as nucleus.

e^- revolves around the P^+ and neutron because opposite charges attract each other, so negative electrons are attracted to positive nucleus.

This force of attraction constantly moves around the nucleus.

For explaining this many scientists proposed various atomic models

2. Responses to the questions were not repeated

D. Fluency

1. The teacher could put sufficient no. of questions in the lesson

In those models today let's discuss about Thomson's atomic model. According to him, an atom is spherical in its shape in which the positive charge is uniformly distributed and electrons are embedded into it.

Such a way as to give the most stable electrostatic arrangement. Thomson model is also known as watermelon model.

Question

- 1] what is atom?
- 2] How many subatomic particles are present in an atom?
- 3] which are the subatomic particles that are present in an atom?
- 4] what is proton?
- 5] which is neutral subatomic particle?
- 6] what is electron?
- 7] what is the shape of an

Questions are grammatically correct questions are relevant Questions are specific. Questions are coded

Questions were put in proper speed and pause Questions were put in proper voice

8] where do the proton and neutron present in an atom?

9] what is nucleus?

10] why the electrons always revolves around nucleus?

11] what is the shape of an atom in Thomson's model?

12] what is the another name of Thomson's atomic atom?

Teacher asked
No. of sufficient
Questions in
this lesson

Suggestion of Teacher-Educator

- 1) Question was simple & direct
- 2) voice was good
- 3) Question was grammatically correct
- 4) 2/3 response was good
- 5) Teacher's intonation was good
- 6) Question was relevant to topic

$\frac{4}{5}$

Kanishk Singh

Anusha P.N

Signature of Student-Teacher

Kanishk Singh 01/4/23
Signature of Teacher-Educator

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher: Meghana B.L. Roll No. 05
Topic: English Class: 9th
Name of the Supervisor: Anusha P.N.
Date: 08-04-2023 Time: 6min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A STRUCTURE					
1.	Questions were Grammatically Correct.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Questions were concise		0 1 2 3 4 5 6		0 1 2 3 4 5 6
B PROCESS					
1.	Questions were Put with Proper speed and pause.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C MISCELLANEOUS :					
1.	Questions were not repeated unnecessarily	nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.	nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
D FLUENCY :					
1.	The teacher could put Sufficient No. of questions in this lesson.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :-

→ broad questions

Kanishk

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher Bhoomika Roll No. 07
 Topic Engl Class 9th
 Name of the Supervisor Aneeta P.N
 Date 08-04-2023 Time 6 min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A	STRUCTURE				
1.	Questions were Grammatically Correct.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Questions were concise	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
B	PROCESS				
1.	Questions were Put with Proper speed and pause.	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C	MISCELLANEOUS :				
1.	Questions were not repeated unnecessarily	nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.	nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
D	FLUENCY :				
1.	The teacher could put Sufficient No. of questions in this lesson.	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :-

→ Good questions.

~~yes~~

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher..... Shilpashree Roll No. 10
 Topic..... vegetable nutrients Class..... 8th
 Name of the Supervisor..... Anesha P.N
 Date..... 08-04-2023 Time..... 6min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A STRUCTURE					
1.	Questions were Grammatically Correct.	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
3.	Questions were Specific	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
4.	Questions were concise	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
B PROCESS					
1.	Questions were Put with Proper speed and pause.	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C MISCELLANEOUS :					
1.	Questions were not repeated unnecessarily	<u>nil</u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.	<u>nil</u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
D FLUENCY :					
1.	The teacher could put Sufficient No. of questions in this lesson.	<u> </u>	0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6

Comments (if any) :-

→ Good questions.

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher... Amith Roll No. 06

Topic Philosophy of kaon Class 9th

Name of the Supervisor Amelha P.N

Date 08-04-2023 Time 5 min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A	STRUCTURE				
1.	Questions were Grammatically Correct.	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Questions were concise	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
B	PROCESS				
1.	Questions were Put with Proper speed and pause.	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C	MISCELLANEOUS :				
1.	Questions were not repeated unnecessarily	<u>nil</u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.	<u>nil</u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6
D	FLUENCY :				
1.	The teacher could put Sufficient No. of questions in this lesson.	<u> </u>	0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :-

→ Questions are heavy speed



JSS MAHAVIDYAPEETHA, MYSORE-04

JSS INSTITUTE OF EDUCATION

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**MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON
CHEMISTRY.**

Name : Rashmi H.I

Roll No : U01HY22E0036

Semester : 1st semester

Year : 2022-23

Valued
[Signature]

MICRO-TEACHING.

Introduction.

Micro-Teaching is a system of controlled practice that makes possible to concentrate on a specific teaching behaviour and to practice teaching under controlled condition.

Teaching is a complex activity, the complexity in teaching encounter is reduced by practising teaching skill one at a time the complexity is further reduced by having a smaller number of pupils, short duration of time and the content being reduced to a single concept and one component skill is practised at a time.

Micro-teaching a teacher training technique program. Micro-teaching may be considered as a miniature class room teaching or mini-teaching (Clift) described in these words. Micro-teaching is a teacher training procedure which is used as the teaching situation to a simpler and more controlled encounters achieved by limiting the practice teaching to a specific skill and reducing teaching time and the class size.

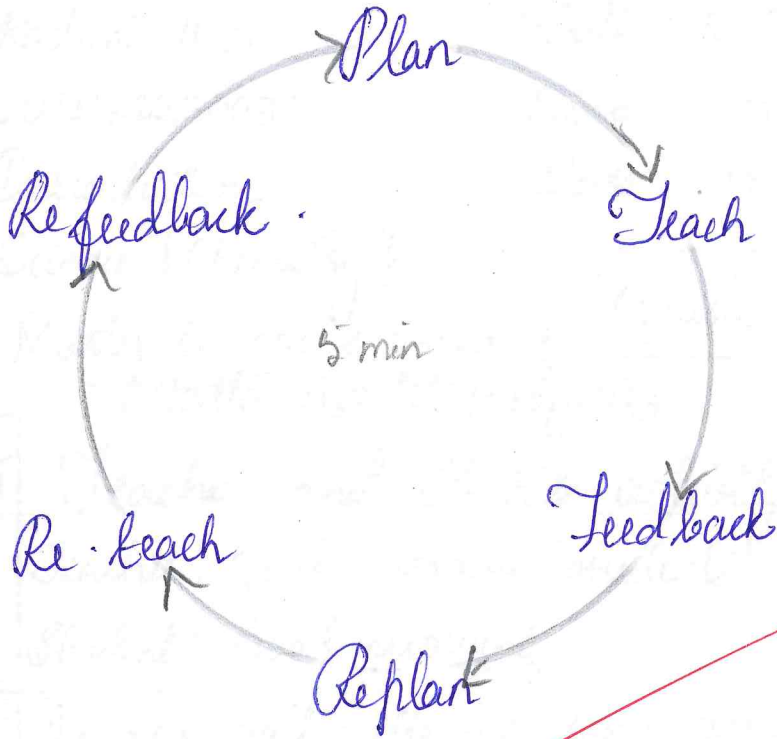
The technique of micro-teaching was first developed in 1963 at Stanford university and

now used for the teaching of secondary school teachers. Some of the countries like USA, UK, Neth-land, Scotland have set up Micro-teaching laboratories. In India a lot of work has been done at the centre of Advanced studies in Education, Baroda (CASE) and NCERT, New Delhi.

The quality of education we provide to our children depends on large measure upon the quality of teachers we inject into the educational system. The quality of teacher in turn depends on the quality of preparation they receive in our college of education to produce effective teachers. Training Institutes must expose the trainees to this Micro-teaching programme. Micro-Teaching is an innovative technique of teachers training. It is a process of subjecting samples of human behaviour to 5R's of video recording, reviewing, responding, refining and redoing. Actually it initiates one to analyse and develop teacher behaviour. It provides an opportunity for the trainees to gain classroom capabilities and expertise before the trainee enters the real class room situation.

Fourteen skills have been listed at the Stanford University

Micro-teaching cycle.



JSS Mahavidyalaya, Mysuru - 04
JSS Institute of Education, Sakleshpura
MICRO-TEACHING EPISODE PLAN.

Name :- Rashmi H.D

Date :- 5-04-2023

Rg no :- U01HY22K0036

Time :- 6 min

Skill :- Introduction

Class :- IX

Subject :- Science {Chemistry}

Topic :- Matter in our surroundings

Questioning.

Sub topic :- ~~Matter and its Properties~~

Components	Teacher and Pupils activity	Component used.
	<p>Teacher: Good morning, students</p> <p>Student: Good morning.</p>	
<p><u>Desirable components</u></p> <p>① Test's previous knowledge</p> <p>② The device used was appropriate</p> <p><u>Undesirable components</u></p> <p>① There were instances</p>	<p>In our daily life we come across many things in our surroundings. They differ in their shape, size and texture.</p> <p>By seeing the things present in the surroundings the question arises in our mind that "how they are made up of?"</p> <p>Teacher: What is this?</p> <p>Student: Dustier</p> <p>Teacher: It has certain mass right?</p> <p>Student: Yes mam.</p> <p>Teacher: What happens if I keep the cluster on the table</p> <p>Student: It occupies certain space.</p>	<p>Questioning</p> <p>Test's previous knowledge.</p>

of lack in continuity

2) Teacher uttered irrelevant statement & question

Statement of Aim

Teacher: What is this?

Student: Balloon

Teacher: Now I blow air to this balloon.

Does this balloon has mass and occupies space.

Student: Yes mam

Teacher: In the same way things present in the surrounding are made up of certain particles and has certain mass & occupies space, Do you agree?

Student: Yes mam.

Teacher: What we can call for the things which has certain mass and occupies certain space

Students:

Teacher: So, Today in this class let us study about the concept of the matter and its properties

Suggestion of observer.

Handwritten notes in red ink.

Handwritten notes in red ink.

Handwritten notes in red ink.

Handwritten notes in red ink.

Signature of observer

Handwritten signature in red ink.

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher: Ambresha Roll No. 41

Topic: Social science Class: 9th

Name of the Supervisor: Rashmi H.T.

Date: 5-4-23 Time: 6 min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.	III	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.	III	0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.	I	0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.	III	0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.	III	0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
0 1 2 3 4 5 6

Comments (if any) :-

→ One lack of continuity occurred.
→ The lesson was effective

Handwritten signature in red ink.



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**MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON**

ಪರೀಕ್ಷೆ- ಉಚಿತ [UDDP]

Name : Meghana B.L

Roll No : U01HY22E0005

Semester : Ist semester

Year : 2022-2023

Valid
Signature

ಸೂಕ್ತ ಚೋದನೆ.

ಬೀಜ

ಸೂಕ್ತ ಚೋದನೆಯು ನಾನೀನ ಮತ್ತು ಷರಣ ಮುಕ್ತಿಯಾದ ಚೋದನಾ ಅಧ್ಯಯನವಾಗಿದೆ. ಇಲ್ಲ ಇಷ್ಟೇ ಅಧ್ಯಯನ ತನ್ನ ಚೋದನಾ ಅಧ್ಯಯನದಲ್ಲೆ ಉಚಿತ ನೈಋತ್ಯ ಮತ್ತು ಕೌಶಲ್ಯವನ್ನು ಸತತವಾಗಿ ಪಡೆದುಕೊಳ್ಳುವುದು ಮತ್ತು ಷರಣವಿಹಿ ತರಬೇತಿ ಮತ್ತು ಮರುಸೂಚನೆ ನೀಡಿ ಮುಂದುವರಿಯುವಂತೆ ಮಾಡುತ್ತದೆ.

ಉದಾ :-

ಅತ್ಯಂತ ಕಡಿಮೆ ನಿರೀಕ್ಷಿಸಲಾಗುವಷ್ಟು ನಿರೀಕ್ಷಿಸಿ ಅಧ್ಯಯನದ ಮೂಲಕ ಕೌಶಲ್ಯವನ್ನು ಪಡೆಯುವ ಬಿಕ್ಕು ಷರಣ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸಿ ಮುಂದುವರಿಸುವುದನ್ನು ಕಲಿಸುವ ಶೈಕ್ಷಣಿಕ 'ಸೂಕ್ತ ಚೋದನೆ'.

ಪ್ರಶ್ನೆಗಳು :-

- 1) ಅರ್ಜುನ್ :- "ರವರ ಶ್ರೀಕಾರ ಋತ ಅಭಿಮತ ವರ್ಗ ಸಂಖ್ಯೆ ಮತ್ತು ಅಭಿಮತ ಮೂಡುವ ಚೋದನಾ ಕ್ರಮವಾಗಿದೆ."
- 2) ಬಿ.ಕೆ ಷಾನಿ ಮತ್ತು ಎಂ.ಎಸ್ ಲಲಿತ :- " ರವರ ಶ್ರೀಕಾರ ಸೂಕ್ತ ಚೋದನೆಯು ತರಬೇತಿ ತಂತ್ರವಾಗಿದ್ದು ಇಷ್ಟೇ ಅಧ್ಯಯನಗಳು ಮುಂದುವರಿಸುವುದನ್ನು ಅನುಷ್ಠಾನ ಕೌಶಲ್ಯದೊಂದಿಗೆ ಅತ್ಯಂತ ನೀಡುವುದಾಗಿ ರೂಪಿಸಿ ಕೊಡುವುದಾಗಿದೆ. ಇಲ್ಲ ಅತಿ ಕಡಿಮೆ ಸಂಖ್ಯೆ ಅಧ್ಯಯನ ಮಾಡುವರು."

ಸೂಕ್ತ ಬೋಧನೆಯ ಗುಣಲಕ್ಷಣಗಳು

- ೧) ಇದು ಉಚಿತರ ಉಚಿತ ಕ್ಷೇತ್ರದಲ್ಲಿ ಹೃದಯ ಪ್ರಿಯನಾಗಿದ್ದು ಅಲ್ಲದೆ ಉಚಿತ ಬೋಧನೆಯಲ್ಲದೆ ಹೃದಯ ಉಪಯೋಗಿಯಾಗಿದೆ.
- ೨) ಇದು ಬೋಧನಾ ತರಬೇತಿ ತಂತ್ರವಾಗಿದ್ದು, ಬೋಧನಾ ತಂತ್ರವಲ್ಲ.
- ೩) ಇದು ಬೋಧನೆಯ ಶಿಕ್ಷಣ ಒಳಗಡೆ ಯೋಗ್ಯ ಅಥವಾ ಕ್ರಿಯೆಯಾಗಿದೆ.
- ೪) ಇದು ಸಂಸ್ಥೆಯಿಂದ ಅಥವಾ ಬೇರೆ ಬೋಧನಾ ಅಧಿಕಾರಿಯಂತೆ ಕೆಲಸವೆ ಅಧಿಕಾರಿಯಲ್ಲ.
- ೫) ಇದು ಉಚಿತ ಉಚಿತಗಳಿಗೆ ಇರುವ ಬೋಧನಾ ಸಂಕೀರ್ಣತೆಗಳನ್ನು ಕಡಿಮೆ ಮಾಡುವುದು.
- ೬) ಸೂಕ್ತ ಬೋಧನೆಯು ಮೂಗದ ತಕ್ಷಣ ತರಬೇತಿವಾರರ ಕಾರ್ಯನಿರ್ವಹಣೆಯ ಬಗ್ಗೆ ಪರಿಷ್ಕರಣೆ ಮಾಡುವುದನ್ನು ಕೊಡುವಂತೆ ಸಮಂಜಸ ಮಾಡುವುದು.
- ೭) ಹಿಂದೆ ಅಧಿಕಾರಿ ಹಿಂದೆ ಶಿಕ್ಷಣವನ್ನು ಒಂದು ಪ್ರಯೋಗವನ್ನು ಕೆಲಸ ಮಾಡಿ ಸಜ್ಜುಗೊಳಿಸಿ ಅನಂತರ ಅಧಿಕಾರಿಗಳನ್ನು ಅದೇ ಯೋಗ್ಯತೆ ತರುವುದಾಗಿದೆ.
- ೮) ಹಿಂದೆ ನಿರೀಕ್ಷಿಸಿ ಶಿಕ್ಷಣವನ್ನು ತರಬೇತಿಗೊಳಿಸುವುದು ಹೆಚ್ಚಿನ ಅಧಿಕಾರವನ್ನು ನಿರೀಕ್ಷಿಸುವ ಯುಕ್ತಿಕ ನಿರೀಕ್ಷೆಯಾಗಿದೆ.

ಸೂಕ್ತ ಬೋಧನೆಯ ಮಹತ್ವ :-

- ೧) ಸೂಕ್ತ ಬೋಧನೆಯು ಅರಿವಿನಿಂದ ಬೋಧನೆಗೆ ತರಬೇತಿ ತರುವುದು ಉಚಿತಗಳಿಗೆ ನೀಡುತ್ತದೆ.

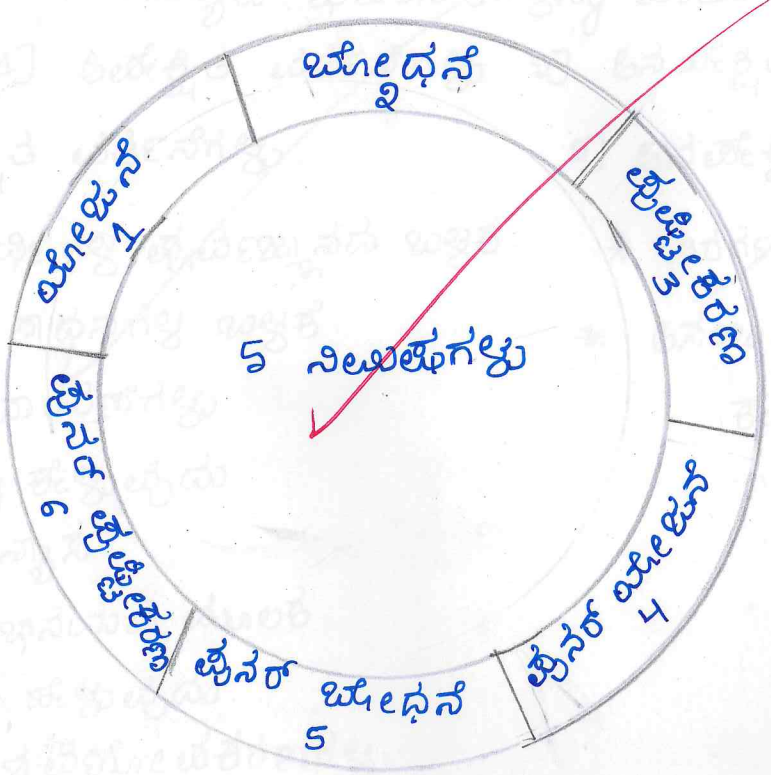
೨) ಸೂಕ್ತ ಬೋಧನೆಯೂ ಹೊ ಯಾಲಕೆ ಬದ್ಯಾಥೀ ಇಕ್ಕಕೆ ಒಂದು ಚಿಕಿತ್ಸೆ ಗುಂಪಿನ 5-10 ಬದ್ಯಾಥೀಗಳಿಗೆ ನಿರ್ಬಂಧಯಲಾಗಿ ಬೋಧಿಸಿ ತನ್ನ ಬೋಧನಾ ತರಬೇತಿಯಲ್ಲೂ ಡಿಕ್ಕೇಲಿಶ್ಯಾಸಲನು ಹೊಂದುತ್ತಾನೆ.

೩) ಸೂಕ್ತ ಬೋಧನೆಯು ತರಬೇತಿ ತಂತ್ರಲಾಗಿದೆಯೇ ಏನೆ: ಬೋಧನಾ ತಂತ್ರಲಲ್ಲ ಲೆಂಬುದನ್ನು ಲನಲೆಲಕೆ ಯೂಟಿಕೂಡುತ್ತದೆ.

೪) ಸೂಕ್ತ ಬೋಧನಾ ಲೆಕ್ಕತಿಯಲ್ಲೂ ಲಿಷಯಲೆಕ್ಕಲಾಗಿಂತೆ ಯುಷ್ಯಲಾಗಿ ಕಿಶಲ್ಯಗಳಿಗೆ ಹೆಚ್ಚು ಒತ್ತಡ ಕೂಡಲಾಗಿರುಲುದು ಲಂದು ತ್ಯಸುತ್ತದೆ.

೫) ಸೂಕ್ತ ಬೋಧನಾ ಚಕ್ರಲೆ ಬದ್ಯಾಥೀಯನು ನಿಲಿಷ್ಠ ಕಿಶಲ್ಯಲ ಕಲಕಿಯಲ್ಲೂ ತರಬೇತಿ ನೀಡಿ ನೈಶ್ಚಿನ್ಯತೆ ಹೊಂದುಲೆಂತೆ ಯೂಡುತ್ತದೆ.

ಸೂಕ್ತ ಬೋಧನೆಯ ಚಕ್ರ.



ಪಾಠ ಪಠಿಚಯಿಸುವ ಕೌಶಲ್ಯ.

ಯಾವುದೇ ಪಾಠ ಪ್ರಾರಂಭಿಸುವ ಮೊದಲೆ ಇಚ್ಛೆಕೆರು & ಪಾಠಕ್ಕೆ ಸಂಬಂಧ ಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಏನನ್ನು? ಮತ್ತು ಏನು? ಅಭಿಪ್ರಾಯ. ಒಂದು ಪಾಠಕ್ಕೆ ಸುಳುದು ಬಹುತ. ಏಕೆಂದರೆ ಯಾವುದೇ ಹೊಸ ಪಾಠ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕೊಡಲಾಗುವುದು ಒಟ್ಟು ಎಂದು ಬೆಳೆಸಲಾರದು. ಓದುತ್ತಿರುವ ಇಚ್ಛೆಕೆರು & ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡು. ಪಾಠ ಪಠಿಣಿಯಾಗಿರ ಓದಬೇಕಾದರೆ ಅದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉಪಯುಕ್ತವೆಂದು ಪರಿಶೀಲನೆ ಮಾಡುವಂತೆ ರಿಪೋರ್ಟ್ ಹಿಡಿಸಬೇಕು. ರಿಪೋರ್ಟ್ ಹಿಡಿಸುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಿರುವ ಮೊದಲಿನಿಂದಲೂ ಮತ್ತು ಪ್ರಸ್ತುತ ಜ್ಞಾನದ ನಡುವಿನ ಕಂದಕವನ್ನು ಇಚ್ಛೆಕೆ ಈ ಕೌಶಲ್ಯದಿಂದ ತುಂಬಿಕೊಳ್ಳಬಹುದು. ಈ ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡಬೇಕಾದರೆ ಓದಿ ಹಲವಾರು ಲಿಂಕುಗಳನ್ನು ಗಮನಿಸಿ ಓದಿ ಕೊಳ್ಳಬೇಕು. ಲಿಂಕುಗಳೇ ಈ ಕೌಶಲ್ಯದ ಘಟಕಗಳಾಗಿವೆ.

ಪಾಠ ಪಠಿಚಯಿಸುವ ಕೌಶಲ್ಯದ ಘಟಕಗಳಿಂಗಳೆ.

ಈ ಕೌಶಲ್ಯದ ಘಟಕಗಳಿಂಗಳನ್ನು ಲಂಡನ್ ಭಾಗ ಮಾಡಲಾಗಿದೆ. ಒಂದೆಲ್ಲ 1] ಒಪ್ಪಿಗೆಯ ವರ್ತನೆಗಳು 2] ಒಪ್ಪಿಗೆಯ ವರ್ತನೆಗಳು.

- | | |
|---|--|
| <p>1] ಒಪ್ಪಿಗೆಯ ವರ್ತನೆಗಳು.</p> <ul style="list-style-type: none"> a) ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮೊದಲಿನಿಂದಲೂ ಬಹುತ. b) ಸೂಕ್ತ ಸಾಧನಗಳ ಬಹುತ. * ಉಪಯುಕ್ತಗಳು * ಪ್ರಶ್ನೆ ಕೇಳುವುದು * ಉಪಯುಕ್ತ * ವಿಶ್ರಾಂತಿಯಾದ ಮೂಲಕ * ಕಥೆ ಹೇಳುವುದು. * ದೃಶ್ಯ ಶ್ರವಣೋಪಕರಣಗಳು * ಉಪಯುಕ್ತಗಳು | <p>2] ಒಪ್ಪಿಗೆಯ ವರ್ತನೆಗಳು.</p> <ul style="list-style-type: none"> * ಸರಗಲಯತೆಯಲ್ಲಿ ಕೊರತೆ * ಒಪ್ಪಿಗೆಯ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುವುದು. |
|---|--|



OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher ಅಶೋಕ Roll No. 02

Topic ಬೈಬಿಲಿಯಲ್ ಅಧ್ಯಯನ Class 8th

Name of the Supervisor ಮೇಜರ್ ಬಿ.ಎಲ್.

Date 8/4/2023 Time 5 ಗಂಟೆಗೆ Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A STRUCTURE					
1.	Questions were Grammatically Correct.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Questions were concise		0 1 2 3 4 5 6		0 1 2 3 4 5 6
B PROCESS					
1.	Questions were Put with Proper speed and pause.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C MISCELLANEOUS :					
1.	Questions were not repeated unnecessarily	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
D FLUENCY :					
1.	The teacher could put Sufficient No. of questions in this lesson.	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :-

Handwritten signature

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher: Nisarga K.P Roll No. 01

Class: ಸಮೀಚ-ಲಕ್ಷಾ ನೆ

Name of the Supervisor: ಯೇ ಟಿ ನೆ ಬ.ಲಿಲ.

Date: 8/04/2023 Time: 5 min Teach/Reteach ✓

Components	Tallies	Teach	Tallies	Reteach
STRUCTURE				
Questions were Grammatically Correct.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
Questions were relevant to the topic discussed		0 1 2 3 4 5 6		0 1 2 3 4 5 6
Questions were Specific		0 1 2 3 4 5 6		0 1 2 3 4 5 6
Questions were concise		0 1 2 3 4 5 6		0 1 2 3 4 5 6
PROCESS				
Questions were Put with Proper speed and pause.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
Questions were Put to the class with proper voice.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

3

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C	MISCELLANEOUS :				
1.	Questions were not repeated unnecessarily		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
D	FLUENCY :				
1.	The teacher could put Sufficient No. of questions in this lesson.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :- ಬೋಧನೆ ಉತ್ತಮವಾಗಿತ್ತು.

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher..... ಶುಭ್ರಲೆ Roll No..... 10.....

Topic ಸಮಾಜ-ವಿಜ್ಞಾನೆ Class.....

Name of the Supervisor..... ಬೇಬಿ ಎನ್. ಬಿ. ಎಲ್
Date 8/4/2023 Time 5 min ✓ Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A	STRUCTURE				
1.	Questions were Grammatically Correct.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Questions were concise		0 1 2 3 4 5 6		0 1 2 3 4 5 6
B	PROCESS				
1.	Questions were Put with Proper speed and pause.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were Put to the class with proper voice.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
C	MISCELLANEOUS :				
1.	Questions were not repeated unnecessarily		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Responses to the questions were not repeated.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
D	FLUENCY :				
1.	The teacher could put Sufficient No. of questions in this lesson.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :- ಬೋಧನೆ ಉತ್ತಮವಾಗಿತ್ತು.
KSP

JSS MAHAVIDYAPEETHA, MYSORE

JSS INSTITUTE OF EDUCATION

(Recognized by university Mysore and NCTE, SRC)

Sakleshpur-573134, PB No 26, Hassan Dist.



1st SEMISTER MICRO-TEACHING AND INTEGRATION OF MICROTEACHING SKILLS CONITNIUOS ASSEMET

Name: Meghana B.L

Reg.No: U01HY22E0005

SL. NO.	MICRO-TEACHING SKILLS	MARKS ALLOTTED Pedagogy 1 +2	MARKS OBTAINED IN Pedagogy -1	MARKS OBTAINED IN Pedagogy -2	TOTAL MARKS OBTAINED	REDUCED TO 50MARKS
1.	Skill of Introduction	5	3 1/2	4	7 1/2	
2.	Skill of Explaining	5	2 1/2	4.5	7	
3.	Skill of Stimulus Variation	5	3 1/2	4	7 1/2	
4.	Skill of Fluency in Questioning	5	4	3 1/2	7 1/2	
5.	Skill of Using Black-Board	5	4	4	8	
6.	School Based Lessons on Integration of Skills	10 (5+5) One lesson in each UDP	9	9	18	
7.	College Based Lessons on Integration of Skills	15 (10+5) One lesson in each UDP	13	14	27	41.25
TOTAL MARKS		100	50	50	100	50

39.5

82.5

43

ms

Signature of the Student-Teacher

Signature of the Supervisor

UDP - commerce



JSS MAHAVIDYAPEETHA, MYSORE-04

JSS INSTITUTE OF EDUCATION

Sakleshpur-573134, PB No 26, Hassan Dist.

Email: jssioebedskp@gmail.com website: <http://jssonline.org>

Phone No: 08173-244521, 244113 Fax: 08173-244521

**MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON**

Name : Shabreen Banu

Roll No : U01HY27E0021

Semester : 1st sem

Year : 2022-2023

*Worked
Head*

Micro-Teaching

Introduction :-

Micro-teaching technique was first developed in 1963 at Stanford University and was used for the teaching of Secondary School teachers. Some of the countries like U.S.A., U.K., Netherland, Scotland have setup Micro teaching laboratories. In India a lot of work has been done at the centre of advanced studies in Education, Baroda (CASE) and N.C.E.R.T., New Delhi.

The quality of education we provide to our children depends on large measure upon the quality of teachers we inject into the educational system. The quality of teachers in turn depends on the quality of preparation they receive in our college of education to produce effective teachers. Training institutes must expose the trainees to this Micro-teaching programme. Micro-teaching is an innovative technique of teachers training. It is a process of subjecting samples of human behaviour to 5 Rs of video recording, receiving, responding, refining and redoubling.

Meaning of Micro-Teaching :-

Micro teaching is a procedure in which a pupil teacher practice teaching with reduce number of pupil in a reduced period time with emphasis on a narrow and specific teaching skill. Thus micro teaching is scaled down encounter in class size and time. It is, therefore, a skilled based approach to teacher training.

Definition of Micro-Teaching :-

According to Allen D.W 1996, "Micro Teaching is a scaled down teaching encounter in class size and class time".

According to Passi B.K, "The most important point in micro-teaching is that teaching is practiced in term of definable observable measurable and controllable teaching skill.

Characteristics of Micro-Teaching :-

Micro-Teaching is teacher +

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Chandana Roll No. U01HY22E0012

Topic... Sound Class... 8th

Name of the Supervisor... Shabreen Banu

Date... 5/10/2023 Time... 5 mins ✓ Teach/Reteach

Sr No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
0 1 2 3 4 5 6

Comments (if any) :-

Improve the skill. Introducing a lesson.

12/10

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher Ashwarya Roll No. U01HY22E0013

Topic Science Class 8th std

Name of the Supervisor Shabreen Banu

Date 5/04/23 Time 5 min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
0 1 2 3 4 5 6

Comments (if any) :- Good.

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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Shivraj Roll No. U01HY22E0014

Name Shivraj Class 10th std

Name of the Supervisor... Shabreen Banu

Date 5/04/23 Time 5 mins ✓ Teach/Reteach

Sl No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
0 1 2 3 4 5 6

Comments (if any) :-

Improve Handwriting

12/19



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JSS INSTITUTE OF EDUCATION
(Recognized by University Mysore and NCTE, SRC)
Sakleshpur-573134, PB No 26, Hassan Dist.

1st SEMESTER MICRO-TEACHING AND INTEGRATION OF MICROTEACHING SKILLS CONTINUOUS ASSESSMENT

Name: Shabreen Bannu

Reg.No: 21

SL. NO.	MICRO-TEACHING SKILLS	MARKS ALLOTTED Pedagogy 1 +2	MARKS OBTAINED IN Pedagogy -1	MARKS OBTAINED IN Pedagogy -2	TOTAL MARKS OBTAINED	REDUCED TO 50MARKS
1.	Skill of Introduction	5	4.5	5	9.5	
2.	Skill of Explaining	5	4	4	8	
3.	Skill of Stimulus Variation	5	4	4.5	8.5	
4.	Skill of Fluency in Questioning	5	4	4	8	
5.	Skill of Using Black-Board	5	4.5	4.5	9	
6.	School Based Lessons on Integration of Skills	10 (5+5) One lesson in each UDP	9	9	18	
7.	College Based Lessons on Integration of Skills	15 (10+5) One lesson in each UDP	14	14	28	
TOTAL MARKS		100	50	50	100	50
			44	45	89	44.5

Shabreen Bannu
Signature of the Student-Teacher

KGP
Signature of the Supervisor



JSS MAHAVIDYAPEETHA, MYSORE-04
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Phone No: 08173-244521, 244113 Fax: 08173-244521

**MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON**

UDP- Social - Science [Commerce]

Name : Nisarga K.P

Roll No : 001H1799E0001

Semester : Ist

Year : 2022 - 2023

Handwritten signature in red ink

* ವಾಚನಗಳು

1) ಇಚ್ಛಾಚೇ ಮತು ಅಚ್ಛೇರಿಂಗ

ಸೂಕ್ತ - ಬೋಧನೆಯು ವಿದ್ಯಾರ್ಥಿ - ಶಿಕ್ಷಕರಿಗೆ ಬೋಧಿಸಿ
ತರಬೇಕೆಂದು ಸೂಚಿಸುವ ತಂತ್ರವಾಗಿದ್ದು, ತರಬೇತಿ ಬೋಧನೆಯು ವರಿ-
ಗಾರನುಕೂಲಿಯಾಗಿ ಮಾಡುವ ಬೋಧನೆಯ ಕಠಿಣತೆ ತಿಳಿಸುವುದರೂ -
ರಿಗೆ ಒಂದೇ ಸಮಯದಲ್ಲಿ ಕಾಣುವ ಅಂಶಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುವ
ತಂತ್ರವಾಗಿ ವಿಷಯವ ಒಂದೇ ವರಿಕಟ್ಟನೆಯನ್ನು ಬೆಳೆಸುವುದಾಗಿದೆ.

2) D. W. ಲಲನ್

ಸೂಕ್ತ ಬೋಧನೆಯು ನಿರ್ದಿಷ್ಟ ಅವಧಿ ಮತು ಸ್ಥಾನಿತ
ಗಾತ್ರದಿಯಲ್ಲಿ ನಡೆಯುವ ಪ್ರಮಾಣಬದ್ಧ ಕಲಿಸುವಿಕೆ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ
ಎಂದು ಹೇಳುತ್ತಾರೆ.

3) B. K. ವಾರಿ ಮತು M. S. ಲಲತ

ಸೂಕ್ತ ಬೋಧನೆಯು ಒಂದು ತರಬೇತಿ ತಂತ್ರವಾಗಿದ್ದು
ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ ಒಂದು ವರಿಕಟ್ಟನೆಯನ್ನು ಸ್ಥಾನಿತ ಬೋಧಿಸಿ ಕಾಣುವ

ಮೂಲಕ ಇಕ್ಕೆ ಸಂಖ್ಯೆಯ ವಿದ್ಯಾರ್ಥಿಗಾಗಿ 5-6 ಸುಯ್ಯಗ್ರ
ಯಾಚಾರ್ಯರೂ ಯೋಜಿಸುವುದಾಗಿದೆ ? ಎಂದು ಹೇಳುತ್ತಾರೆ .

ii) R.N. ಬುಪ್

5 ರಿಂದ 10 ಸುಯ್ಯಗ್ರ ಅವಧಿಯಲ್ಲಿ ಸರ್ವಿಸ್ತವಾದ
ಇಕ್ಕೆ ಗುಂಪಿಗೆ ಎಷ್ಟರಿಕೆಯಿಂದ ಯೋಜನಾ ಸಂಘಿಯಲ್ಲಿ ತಯಾರಿಸಿದ
ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಾಖ್ಯಾನಿಸಿದ ಯೋಜನಾ ಕಾರ್ಯಗಳನ್ನು ವ್ಯವಸ್ಥಿತವಾಗಿ ಇಲ್ಲ-
ವೆಂದು ಮತ್ತು ಮೇಲಿಂದ ದೃಕ್ ಸುಯ್ಯಯ ಮುಖಾಂತರ ವಾಣಿಯು -
ವೆಂದು ಅಪೇಕ್ಷಿಸುವ ಅವಕಾಶವನ್ನು ಹೊಂದಿದ ಪ್ರತಿಕ್ಷಣ ತಂತ್ರವಾಗಿದೆ
ಎಂದು ಹೇಳುತ್ತಾರೆ .

iii) ಪುಲೆನ್

ಸುಯ್ಯ ಯೋಜನೆಯು ಇಕ್ಕೆ ಗಾತ್ರದ ತರಗತಿಯಲ್ಲಿ ಕೆಲವೇ
ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಅಲ್ಪ ವೇಳೆಯಲ್ಲಿ ಯೋಜನಾ ಕಾರ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವ
ವಿಧಾನ ಎಂದು ಹೇಳುತ್ತಾನೆ .

ಅಗಾ-ಬೋಧನೆಯ ಲಕ್ಷಣಗಳು ಮತ್ತು ಹಂತಗಳು

ಸೂಕ್ತ ಬೋಧನೆ ವಾರ ಮಾಡುವುದಕ್ಕೆ ಮೊದಲ
ಮಾಡ ಕಾಶ್ಯಮೆದು ಖಾತ್ರ ಮಾಡಿಕೊಂಡು ಒ ಕಾಶ್ಯವ ಅಂಗಗ್ರನ್ಯ
ನಿಯಾಗಿ ಅಧ್ಯಯನ ಮಾಡಿ ಅದಕ್ಕೆ ಪುರಕವಾಗಿ ಚೇಕಂದ ಬೋಧನೋ-
ಪಕರಣಗಳು ತಯಾರಿ ಮಾಡಿಕೊಂಡು ಚಿಕ್ಕ ತರಗತಿಯಲ್ಲಿ ನವಶನಗ್ರ
ಮೂಲಕ ಬಯ್ಯ ಮಾಡಿಕೊಂಡು ನದಿಪ್ಪ ಕಾಶ್ಯಗ್ರನ್ಯ ಎಲಿಪ-
ಚೇಕಗುತ್ತದೆ.

ii ಯೋಜನೆ [Plan]

ಸೂಕ್ತ ಬೋಧನೆಗೆ ಇಲ್ಲಯುವ ಮುನ್ನ ಸೂಕ್ತ ವಾರ
ಯೋಜನೆಯನ್ನು ಈಗಾಗಲೇ ಪೂರ್ವಭಾವಿಯಾಗಿ ಬಯ್ಯ ಮಾಡಿಕೊಂಡು
ಕಾಶ್ಯದ ವೇಲ್ 5-6 ನುಡುಪ್ಪ ಬೋಧನೆ ಮಾಡುವುದು.

iii ಬೋಧನೆ [Teach]

ಈಗಾಗಲೇ ನದಿಪ್ಪವಾಗಿ ಯೋಜಿಸಿಕೊಂಡು ಕಾಶ್ಯ-
ಯ್ಕೆ ಒಂದು ಚಿಕ್ಕ ಗುಂಡಿಗೆ ಅಂದರೆ 5-10 ಎದ್ದಾರ್ಥ, ಶಿಕ್ಷಕರ
ಗುಂಡಿಗೆ 5 ರಂದ 6 ನುಡುಪ್ಪಗ್ರಾಳಿ ಮಾರ್ತ ಬೋಧಿಸುವುದಾಗಿದೆ.

ಈ ಹಂತದಲ್ಲಿ ಒಬ್ಬರು ಯೋಜಿಸುತ್ತಿದ್ದರೆ ಒಬ್ಬರ ಸಹ-
 ಹಿತಾಸಕ್ತಿ ಅಧ್ಯಾಪಕರುಗಳಿಗೆ ವರ್ತಿಸುತ್ತಾರೆ. ಮತ್ತು ಶಿಕ್ಷಕರ ಅಭ್ಯಾಸ-
 ಕರ ಮತ್ತು ಎರಡು ಮೂರು ಅಧ್ಯಾಪಕರು ತರಬೇತನ್ನು ಪೂರ್ಣ ಪ್ರಮಾ-
 ನದಲ್ಲಿ ಅತ್ಯಂತ ಗುಣಮಟ್ಟವನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಅವಕಾಶವನ್ನು
 ಕಲ್ಪಿಸುತ್ತಾರೆ.

ii) ಪ್ರತಿಕ್ರಮಣ [Feed back]

ಪ್ರತಿಕ್ರಮಣ ಕಠಿಣವಾದ ಮೇಲೆ ಯೋಜಿಸಲಾಗುವ ಸಂಕರ ಈ
 ಹಂತದಲ್ಲಿ ಪ್ರತಿಕ್ರಮಣವಾದ ಇತರ, ಮಂಡನೆ, ಸ್ವಲ್ಪ ಗುಣಮಟ್ಟವನ್ನು
 ಕಠಿಣವಾದ ಮೇಲೆ ತರಬೇತಿಯು 5 ರಿಂದ 6 ಪ್ರತಿಕ್ರಮಣ
 ಕಲ್ಪಿಸುತ್ತಾರೆ. ಈಗಾಗಲೇ ಅವಕಾಶಕ್ಕೆ ಗೊತ್ತು ಪಡಿಸಿದ ಅಧ್ಯಾಪಕ,
 ಅಧ್ಯಾಪಕರು ಗುಣಮಟ್ಟವನ್ನು ಪಟ್ಟಿ ಮಾಡಿಕೊಂಡಿರುವ ಶಿಕ್ಷಕರ ಅಭ್ಯಾ-
 ಸಕರ ಸಮೂಹದಲ್ಲಿ ಗುಣಮಟ್ಟಕ್ಕೆ ಅಭ್ಯಾಸಗಳು ಸಾಧಿಸಿಕೊಳ್ಳುವಂತೆ
 ಅಧ್ಯಾಪಕರ ವರ್ತನೆಗಳು ಕ್ಷೇತ್ರ ಅಡುವಂತೆ ಸೂಕ್ತ ಸಲಹೆಗಳನ್ನು ಅವರಿಗೆ
 ಕಲ್ಪಿಸುತ್ತಾರೆ.

iii) ಮರು-ಯೋಜನೆ [Re-plan]

ಪ್ರತಿಕ್ರಮಣ ಹಂತದಲ್ಲಿ ತನ್ನ ಸಹವಾಹಿಗಳ ಮತ್ತು
 ಅಧ್ಯಾಪಕರ ಸಹವೇ ಸಹವೇ ಅಲ್ಲದೆ ಪ್ರತಿಕ್ರಮಣವಾದ

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Name of the Student-Teacher Aneha P.N. Roll No 08

Topic Cell Structure & Function Class 9th

Name of the Supervisor Nisarga K.P.

Date 5/4/23 Time 5:30 AM Teach/Reteach

Sl No.	Components	Tallies	Teach	Tallies	Reteach
1	Teacher used previous knowledge of the pupils	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2	The device used was appropriate	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
3	There were instances of lack in continuity	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
4	Teacher uttered irrelevant statements and questions	NIL	0 1 2 3 4 5 6		0 1 2 3 4 5 6
5	Almost every question of the teacher was followed correct pupil responses	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
6	On the whole the introducing of the lesson was effective	1	0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
0 1 2 3 4 5 6

Comments (if any) :- ಭೋಧನೆ ಯತ್ನಮೆವಾಗಿತ್ತು.

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Name of the Student-Teacher ಅನಾ Roll No. 11

Topic ರೂಪಾಕ್ಷ ಒಪ್ಪಾಂಗಳು Class 2th

Name of the Supervisor ಎಸ್. ಕೆ. ಪಿ

Date 8/4/23 Time 5 min Teach/Reteach

Sl No.	Components	Tallies	Teach	Tallies	Reteach
1	Teacher used previous knowledge of the pupils		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :-> ಬತ್ತೆವು ಉತ್ತಮವೆ

-> Improve voice



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Sakleshpur-573134, PB No 26, Hassan Dist.

1st SEMESTER MICRO-TEACHING AND INTEGRATION OF MICROTEACHING SKILLS CONTINUOUS ASSESSMENT

Name: Nisarga K.P.

Reg.No: 01

SL. NO.	MICRO-TEACHING SKILLS	MARKS ALLOTTED Pedagogy 1 +2	MARKS OBTAINED IN Pedagogy -1	MARKS OBTAINED IN Pedagogy -2	TOTAL MARKS OBTAINED	REDUCED TO 50MARKS
1.	Skill of Introduction	5	04	3 1/2	7 1/2	
2.	Skill of Explaining	5	04	3 1/2	7 1/2	
3.	Skill of Stimulus Variation	5	04	3 1/2	7 1/2	
4.	Skill of Fluency in Questioning	5	04	4 1/2	8 1/2	
5.	Skill of Using Black-Board	5	04	4	8	
6.	School Based Lessons on Integration of Skills	10 (5+5) One lesson in each UDP	09	9	18 1/2	
7.	College Based Lessons on Integration of Skills	15 (10+5) One lesson in each UDP	14 1/2	14	28	
TOTAL MARKS		100	50	50	100	50

43.5

42

85.5

Nisarga K.P.

Signature of the Student-Teacher

Signature of the Supervisor