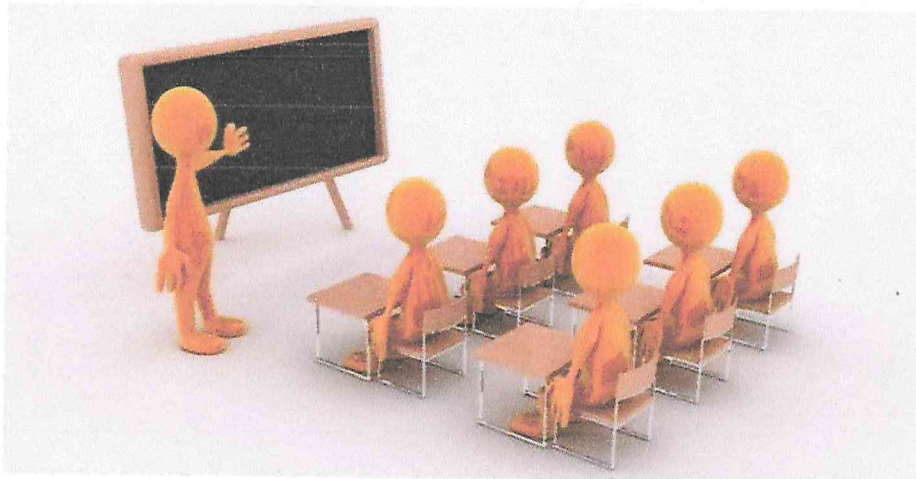




COMMUNICATION SKILL WORKSHOP REPORT



JSS INSTITUTE OF EDUCATION
Kowdalli, Sakaleshpur Tq, Hassan Dist – 573 134


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.




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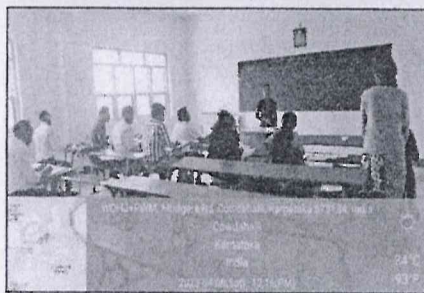
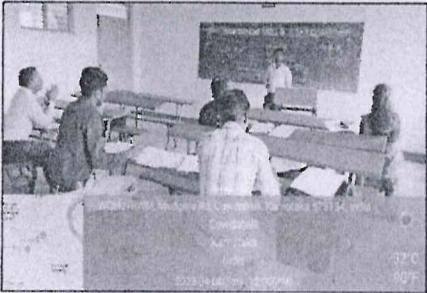
ಸೂಕ್ತ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರ

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

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

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

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



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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

UOP : SCIENCE

CLASS : 9th

TOPIC : STRUCTURE OF AN ATOM

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

B.

1. Questions were put with proper speed and pause

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^- revolve around the p^+ and neutron because opposite charges attract each other. So negative electrons are attached to positive nucleus.

This force of attraction constantly move around the nucleus.

For explaining this many scientists proposed various atomic models.

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 lets 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 present in an atom?
- 4] what is proton?
- 5] which is neutral subatomic particles?
- 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

- 8] where do the proton and neut -ron 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 an
No of sub
Questions
this lesson

Suggestion of Teacher-Educator

- 1) Question was simple direct
- 2) Clarity was good
- 3) Question was grammatically correct
- 4) Clarity and presence was good
- 5) Teacher's questioning was good
- 6) Question was relevant to topic

(4/5) Handwritten note

Anusha P.N
Signature of Student-Teacher

Handwritten signature
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. Roll No. 05
Topic: B.C.G Class: 7th
Name of the Supervisor: Anusha P.N
Date: 02-04-2023 Time: 6min Teach/Reteach

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

Comments (if any) :-

→ broad questions

Handwritten note

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..... Avesha 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.

(Handwritten signature)

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher... Shel pashree Roll No. 10

Topic... ವಿಜಯನಗರ ಸಾಮ್ರಾಜ್ಯ Class 8th

Name of the Supervisor... Anusha P.N

Date... 02-04-2023 Time... 6min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
A STRUCTURE					
1.	Questions were Grammatically Correct.	 1	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	Questions were relevant to the topic discussed	(11)	0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	Questions were Specific	1	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.	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.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

Comments (if any) :-

→ Good questions.

KSP

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 Koor Class 9th
 Name of the Supervisor Aruna 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.		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) :-

→ Questions are heavy speed



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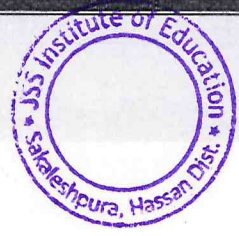
MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON
CHEMISTRY.

Name : Rashmi H.I
Roll No : U01HY22E0036
Semester : 1st semester
Year : 2022-23

Valmed
[Signature]

[Signature]
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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 (Lift) 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.

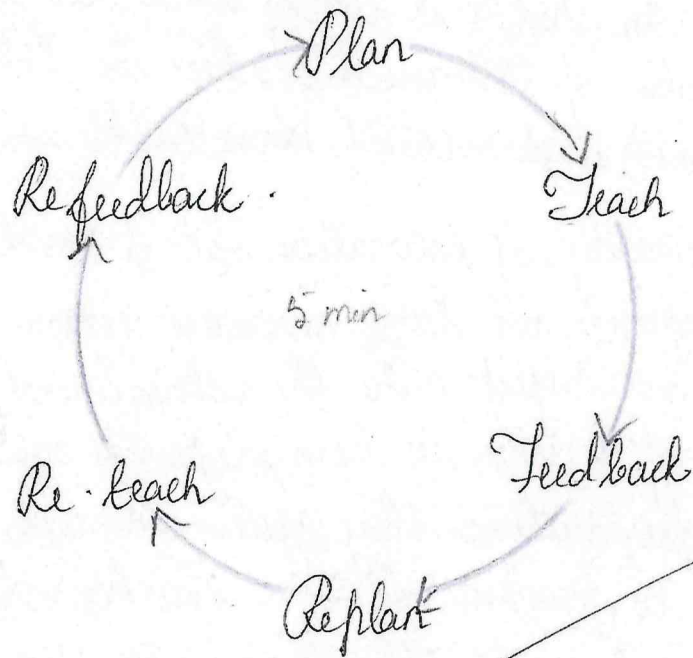
The technique of micro-teaching was first developed in 1963 at Stanford university and

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 5 R'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 :- 05-04-2023

Rg no :- U01H1V22E0036

Time :- 6 min

Skill :- Introduction

Class :- IX

Subject :- Science {Chemistry}

Topic :- Matter in our surrounding

Questioning.

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

Components	Teacher and Pupils activity	Component used.
	Teacher: Good morning students Student: Good morning.	
Desirable components Tests previous knowledge The device used was appropriate	<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> Teacher: What is this? Student: Dustier Teacher: It has certain mass right? Student: Yes mam. Teacher: What happens if I keep the cluster on the table Student: It occupies certain space.	Questioning Tests previous knowledge.
Undesirable components There were mistakes		

of lack in continuity
 2) Teacher uttered irrelevant statement/question

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

Statement of observer

Suggestion of observer.

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Signature of observer

1

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
 Lecturer in Education

Name of the Student-Teacher: Anubrata Roll No. 411
 Topic: Social science Class: 9th
 Name of the Supervisor: Rashmi H.J
 Date: 5-4-23 Time: 6 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) :-

-> Once lack of continuity occurred.
 -> The lesson was effective



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

ಪ್ರವೇಶ - ಲಭ್ಯವಿದೆ [UDDP]

Name : Meghana B.L

Roll No : U01HY22E0005

Semester : Ist semester

Year : 2022 - 2023

*Uddip
Hassan Dist*

[Signature]

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ಸೂಕ್ತ ಚೋದನೆ.

ಮೊರೆ

ಸೂಕ್ತ ಚೋದನೆಯು ನಡೆನ ಮತ್ತು ಚರಣ ಮುಕಿಯೊಡ ಚೋದನಾ ಅಧ್ಯಯನವಾಗಿದೆ. ಇಲ್ಲ ಇಕ್ಕೆ ಅಧ್ಯಯನ ತನ್ನ ಚೋದನಾ ಅಧ್ಯಯನದಲ್ಲ ಅಧ್ಯಯನ ನೈತೃತ್ವ ಮತ್ತು ಕೌಶಲ್ಯವನ್ನು ಸೆತೆತಲಾಗಿ ವಿಧಿಸಲು ಪ್ರಯತ್ನ ಮಾಡುವಂತೆ ಪ್ರೇರೇಪಿಸಿ ತರಬೇತಿ ಮತ್ತು ಮರುಸೂಚನೆ ನೀಡಿ ಮುಂದುವರಿಯುವಂತೆ ಮಾಡುತ್ತದೆ.

ಉದಾ :-

ಉತ್ತಮ ಕೆಲಸ ನಿರ್ವಹಿಸುವುದಿಲ್ಲ ನಿರ್ವಹಿಸಿ ಅಧ್ಯಯನದ ಮೂಲಕ ಕೌಶಲ್ಯವನ್ನು ಪ್ರಿಯೇನಿಸಿ ಚಿಕ್ಕ ಶಾಲೆ ಯೇಜನೆಯನ್ನು ತಯಾರಿಸಿ ಮುಂದುವರಿಸುವುದನ್ನು ಕಲಿಸುವ ಪ್ರಕ್ರಿಯೆಯೇ 'ಸೂಕ್ತ ಚೋದನೆ'.

ವ್ಯಾಖ್ಯಾನ :-

1) ಉದಾ :- "ರವರ ಪ್ರೇಮ ಮತ್ತು ಅಧ್ಯಯನ ಮೇಲೆ ಸಂಪೂರ್ಣ ಮತ್ತು ಅಧ್ಯಯನ ಮಾಡುವ ಚೋದನಾ ಕ್ರಮವಾಗಿದೆ."

2) ಬ.ಕೆ ಶಾಸ್ತ್ರಿ ಮತ್ತು ಎಂ.ಎಸ್.ಲಲಿತ್ :- "ರವರ ಪ್ರೇಮ ಸೂಕ್ತ ಚೋದನೆಯು ತರಬೇತಿ ತಂತ್ರವಾಗಿದ್ದು ಇಕ್ಕೆ ಅಧ್ಯಯನದ ಮೂಲಕ ಅಧ್ಯಯನವನ್ನು ಅಧ್ಯಯನ ಕೌಶಲ್ಯವೆಂದರೆ ಉತ್ತಮ ನೀಡುವುದಾಗಿ ರೂಪಿಸಿ ಅಧ್ಯಯನವಾಗಿದೆ. ಇಲ್ಲ ಅತಿ ಕೆಲಸ ಸಂಪೂರ್ಣ ಅಧ್ಯಯನದ ಮೂಲಕ."

ಸೂಕ್ತ ಜೋಡನೆಯ ಗುಣಲಕ್ಷಣಗಳು

- 1) ಇದು ಇಕ್ಷುಕರ ಇಕ್ಷುಣ ಕ್ಷೇತ್ರದಲ್ಲ ಹ್ಯಾಸಿ ಲೈಯೋನಲಾಗಿದ್ದು ಅಲ್ಲದೇ ಐದ್ಯುಥೀ ಜೋಡನೆಯಲ್ಲನೆ ಹ್ಯಾಸಿ ಲಿನ್ವೇಷೋನಿಯಾಗಿದೆ.
- 2) ಇದು ಜೋಡನಾ ತರಣ್ಣ ತಂತ್ರಲಾಗಿದ್ದು, ಜೋಡನಾ ತಂತ್ರಲೆಲ್ಲ
- 3) ಇದು ಜೋಡನೆಯ ಕೌಶಲ್ಯ ಓಘಾತ ಯುಗೇ ಅಥವಾ ಕ್ರಿಯೆಯಾಗಿದೆ.
- 4) ಇದು ಸಂಖ್ಯೆಯು ಅಥವಾ ಲೆಗೇ ಜೋಡನಾ ಲೆದ್ಧತಿಯಂತೆ ಕೆಲಸುಲೆ ಲೆದ್ಧತಿಯಲ್ಲ.
- 5) ಇದು ಇಕ್ಷುಕೆ ಐದ್ಯುಥೀಗೆ ಇರುಲೆ ಜೋಡನಾ ಸಂಕೀರ್ಣ ತಗಲ್ಯನು ಕಡಲು ಮೂಡುಲುದು.
- 6) ಸೂಕ್ತ ಜೋಡನೆಯು ಮುಗಿದ ತಕ್ಷಣ ತರಣ್ಣ ತವಾರರ ಕಿಯೇನಿಲೇ ಕನಯ ಬಗ್ಗೆ ಸ್ಪಷ್ಟೆ ಯೂತಿಯನು ಕೊಡುಲೆಂತೆ ಸೇಯಂಜಸೆ ಮರುಸೂ ಲೆಗ ವಿದಗಿಸುತ್ತದೆ.
- 7) ಹಿಂದು ಲೆಲಥಿಗ ಹಿಂದು ಕೌಶಲ್ಯಲನು ಓಯ್ದು ಲೈಯೂಣಬದ್ಧ ಕಲಕೆ ಯುಲೆ ಸಜ್ಜುಗೂಲ್ಯಸಿ ಲಿನಂತರ ಲಲ್ಯದಲ್ಯಗಲ್ಯನು ಲಿದೇ ಯುಗೇದಲ್ಲ ತರುಲುದಾಗಿದೆ.
- 8) ಹಿಂದು ನಿಲೀಷ್ಣ ಕೌಶಲ್ಯಲನು ತರಣ್ಣ ತಗೂಲ್ಯಸುಲೆಲ್ಲ ಹೆಚ್ಚಿನೆ ಲುಲಿತಲನು ಸಿಥಿಸುಲೆ ಲೈಯುಕ್ತಿಕೆ ಸಿಥಿನಲಾಗಿದೆ.

ಸೂಕ್ತ ಜೋಡನೆಯ ಮಹತ್ವ :-

- 1) ಸೂಕ್ತ ಜೋಡನೆಯು ಲೆಲಣಾಲಾಕಿಲಿ ಜೋಡನೆಗೆ ತರಣ್ಣ ತಯನು ಐದ್ಯುಥೀಗಲ್ಯಗೆ ನೀಡುತ್ತದೆ.



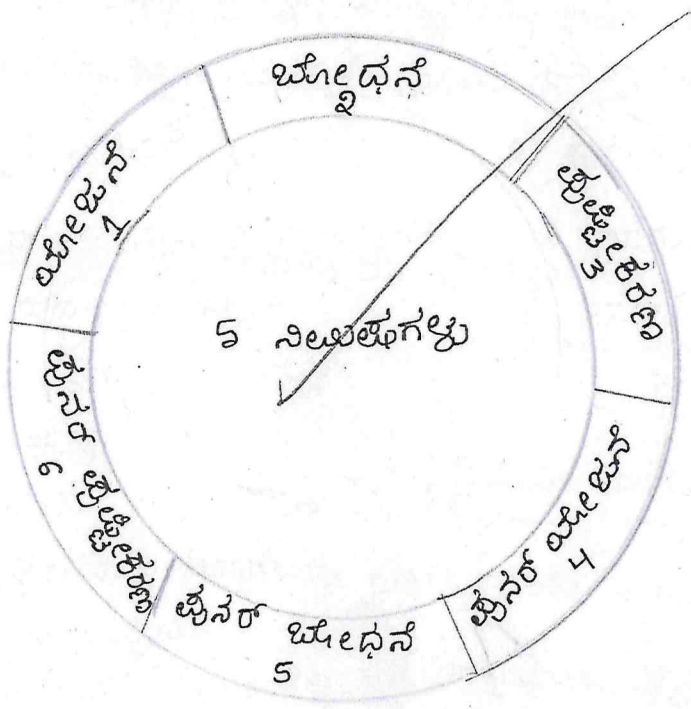
೨) ಸೂಕ್ತ ಚೋಧನೆಯೂ ತಿಳಿ ಮೂಲಕ ಬದ್ಧಾಥಿ ಇಕ್ಕೆಕೆ ಒಂದು ಚಿಕ್ಕ ಗುಂಡಿನ 5-10 ಬದ್ಧಾಥಿಗಳಿಗೆ ನಿರ್ಭಯವಾಗಿ ಚೋಧಿಸಿ ತನ್ನ ಚೋಧನಾ ತರಬೇತಿಯಲ್ಲಿ ಓತ್ತೆ ಬಿಟ್ಟು ಸಲವನ್ನು ಹೊಂದುತ್ತಾನೆ.

೩) ಸೂಕ್ತ ಚೋಧನೆಯು ತರಬೇತಿ ತಂತ್ರವಾಗಿದೆಯೇ ಅನೇ: ಚೋಧನಾ ತಂತ್ರವೆಲ್ಲ ಬೆಂಬಲವನ್ನು ಬಿಡುವಂತೆ ಮಾಡಿಕೊಡುತ್ತದೆ.

೪) ಸೂಕ್ತ ಚೋಧನಾ ಪದ್ಧತಿಯಲ್ಲಿ ಬಿಡುವು ಬಿಟ್ಟು ಒಂದು ಮುಖ್ಯವಾಗಿ ಆಕರ್ಷಣೆಗೆ ಹೆಚ್ಚು ಒತ್ತಡ ಕೊಡಲಾಗಿರುವುದು ಎಂದು ತಿಳಿಸುತ್ತದೆ.

೫) ಸೂಕ್ತ ಚೋಧನಾ ಚಕ್ರವು ಬದ್ಧಾಥಿಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಕೊಡುವ ಸಲಕೆಯಲ್ಲಿ ತರಬೇತಿ ನೀಡಿ ನೈಫತ್ಯತೆ ಹೊಂದುವಂತೆ ಮಾಡುತ್ತದೆ.

ಸೂಕ್ತ ಚೋಧನೆಯ ಚಕ್ರ.



ಪಾಠ ಪಠಿ ಚಯಿಸುವ ಕೌಶಲ್ಯ.

ಯಾವುದೇ ಪಾಠ ಪ್ರಾರಂಭಿಸುವ ಪೂರ್ವದಲ್ಲೂ ಇಚ್ಛೆಕೆರು & ಖಾತೆಕೆ ಸಂಬಂಧ ಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬನನ್ನು? ಮತ್ತು ಏನು? ಅಳಿದಿದ್ದಾರೆ. ಒಂದು ಕೆಲಸವನ್ನು ಮಾಡುವುದು ಬಹುತ. ಏಕೆಂದರೆ ಯಾವುದೇ ಹೊಸ ಪಾಠ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕೊಡಲಾಗುವ ಒಳ್ಳೆಯದು ಬೆಳೆಸಲಾರದು. ಓದುತ್ತಿರುವ ಇಚ್ಛೆಕೆರು & ಕುರಿತು ಯಾವುದೇ ನಂಬಿಕೆ. ಪಾಠ ಪಠಿಣಾ ಮುಕ್ತರಿ ಓದಬೇಕಾದರೆ ಅದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪೂರ್ವಜ್ಞಾನದೊಂದಿಗೆ ಸಂಪರ್ಕ ಪಡೆಯುವಂತೆ ಅರಿವಿನಿಂದ ಹಿಡಿದು ಬೆಳೆಸಬೇಕು. ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬನು ಮತ್ತು ಪ್ರಸ್ತುತ ಜ್ಞಾನದ ಸಮಯ ಕಂಡುಬರುವಂತೆ ಇಚ್ಛೆಕೆ ಈ ಕೌಶಲ್ಯದಿಂದ ತುಂಬಿಕೊಳ್ಳಬಹುದು. ಈ ಕೌಶಲ ಪೂರ್ವಜ್ಞಾನದೊಂದಿಗೆ ಓದ ಹಲವಾರು ಅಂಶಗಳನ್ನು ಗಮನಿಸಬೇಕು. ಅದರಲ್ಲಿ ಈ ಕೌಶಲ್ಯದ ಘಟಕಗಳೆಂದರೆ.

ಪಾಠ ಪಠಿ ಚಯಿಸುವ ಕೌಶಲ್ಯದ ಘಟಕಗಳೆಂದರೆ.

ಈ ಕೌಶಲ್ಯದ ಘಟಕಗಳನ್ನು ಎರಡು ಭಾಗ ಮಾಡಲಾಗಿದೆ.

ಅದರಲ್ಲಿ 1) ಅನುಕ್ರಮಿತ ಪಠನಗಳು 2) ಅನುಕ್ರಮಿತ ಪಠನಗಳು.

1) ಅನುಕ್ರಮಿತ ಪಠನಗಳು.

2) ಅನುಕ್ರಮಿತ ಪಠನಗಳು.

1) ವಿದ್ಯಾರ್ಥಿಗಳ ಪೂರ್ವಜ್ಞಾನದ ಬಳಿಕ.

* ಸರಗಲಯತೆಯಲ್ಲಿ ಕೊರತೆ

2) ಸೂಕ್ತ ಸಾಧನಗಳ ಬಳಿಕ.

* ಅನುಕ್ರಮಿತ ಪ್ರಶ್ನೆಗಳನ್ನು

+ ಉದಾಹರಣೆಗಳು

ಕೊಡಬಹುದು.

+ ಪ್ರಶ್ನೆ ಕೊಡಬಹುದು

+ ಉದಾಹರಣೆ

+ ವಿಶ್ಲೇಷಣೆಯಿಂದ ಮೂಲಕ

+ ಕಥೆ ಹೇಳಬಹುದು.

+ ದೃಶ್ಯ ಚಿತ್ರಗಳ ಮೇಲೆ ಕೇಂದ್ರಿಸಬಹುದು

+ ಪ್ರಯೋಗಗಳು

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

Name of the Student-Teacher: ಅಶೇಷಿಣಿ Roll No. 022
 Topic: ಲೈವಿಂಗ್ ಅಡ್ವಯಾನ್ಸಿ Class 8th.
 Name of the Supervisor: ಲೇಖನಿ 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) :-

KSP

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

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

ನೋಡು - ಲೆಕ್ಕಾ ನೆ Class

of the Supervisor: ಮೇಡೆನೆ ಬಿ.ಬಿ.ಆರ್.

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
ii 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

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.

2

OBSERVATION SCHEDULE FOR THE SKILL OF "FLUENCY IN QUESTIONING"

Smt. B.R. Prasannakumar
Lecturer in Education

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

Topic..... ಸಮಾಜ-ವಿಜ್ಞಾನ Class.....

Name of the Supervisor..... ಬಾಲೇಶ್ ಬಿ.ಎಲ್ Teach/Reteach

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

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) :- ಬಾಲೇಶ್ ನ ಉತ್ತರಮಾಪನ.

K.S.P.



JSS MAHAVIDYAPEETHA, MYSORE
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 ASSEMENT

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	
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	REDUCED TO 50MARKS
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

Signature of the Student-Teacher

[Signature]
PRINCIPAL
J.S.S. Institute of Education
B. 26, SAKALESHPUR-573 134
Hassan Dist

39.5

43

82.5

[Signature]
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**

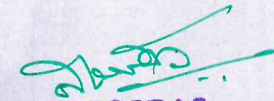
Name : Shabreen Banu

Roll No : U01HY2ZF0021

Semester : 1st sem

Year : 2022-2023

*Worked
V.S.P.*



PRINCIPAL

J.S.S. Institute of Education
P.B. 26, SAKALESHPUR-573134
Hassan Dist.



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 5Rs of video recording, reviewing, responding, refining and redoing.

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 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 1/10/2023 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 the skill. Introducing a lesson.

Shabreen

1

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in EducationName of the Student-Teacher Aishwarya Roll No. U01HY22E0013Topic Science Class 8th stdName of the Supervisor Shabreen BanuDate 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.

Rc/A

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
 Date 10/11/23 Class 10th std
 Name of the Supervisor..... Shabreen Banu
 Date 10/11/23 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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1st SEMISTER MICRO-TEACHING AND INTEGRATION OF MICROTEACHING SKILLS CONTINUOUS ASSESSMENT

Name: Shabreen Banu

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	
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	REDUCED TO 50MARKS
7.	College Based Lessons on Integration of Skills	15 (10+5) One lesson in each UDP	14	14	28	44.5
TOTAL MARKS		100	50	50	100	50

Shabreen Banu
Signature of the Student-Teacher

V.S.P.
Signature of the Supervisor

44 45 89



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

UDP- Social - Science [Commerce]

Name : Nishanga K.P
Roll No : 001H199F0001
Semester : Ist
Year : 2022 - 2023

*Unahd
K.P*

[Signature]

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P.B. 26, SAKALESHPUR-573 13-
Hassan Dist



4 ವಾಚಾನ್ಯಗಳು

1) ಇಲೋರ್ ಮತ್ತು ಅಚ್ಚರಿಂಗ

ಸೂಕ್ತ - ಬೋಧನೆಯು ವಿಧಾರ್ಥ - ಶಿಕ್ಷಕರಿಗೆ ಬೋಧನಾ
ಅನುಭವವನ್ನು ನೀಡುವ ತಂತ್ರವಾಗಿದ್ದು, ಕಠಿಣ ಬೋಧನೆಯು ವರಿ-
ಗುಣಮಟ್ಟವನ್ನು ಮೂಡುವ ಬೋಧನೆಯ ಕಠಿಣತೆ ತ್ವರಿತವರೂ -
ರಿಗೆ ಬಂದೇ ಸಮಯದಲ್ಲಿ ಕಾಶ್ಯದ ಅಂಶಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುವ
ತಂತ್ರವಾಗಿ ವಿಷಯದ ಬಂದೇ ವರಿಕೃತಿಯನ್ನು ಬೆಳೆಸುವುದಾಗಿದೆ.

2) U. W. ಬಲನ್

ಸೂಕ್ತ ಬೋಧನೆಯು ನಿರ್ದಿಷ್ಟ ಅವಧಿ ಮತ್ತು ನಿಗದಿತ
ಗಾತ್ರವನ್ನು ಪಡೆಯುವ ಪ್ರಮಾಣಬದ್ಧ ಕೂಡುವಿಕೆ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ
ಎಂದು ಹೇಳುತ್ತಾರೆ.

3) U. K. ವಾಣಿ ಮತ್ತು M. S. ಲಲಿತ

ಸೂಕ್ತ ಬೋಧನೆಯು ಬಂದು ಕಠಿಣ ತಂತ್ರವಾಗಿದ್ದು
ವಿಧಾರ್ಥ ಶಿಕ್ಷಕ ಬಂದು ವರಿಕೃತಿಯನ್ನು ನಿಗದಿತ ಬೋಧನಾ ಕಾಶ್ಯದ

ಮೂಲಕ ಇಕ್ಕೆ ಸಂಖ್ಯೆಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 5-6 ಸುಷುಪ್ತಗ್ರಂಥ
ಯೋಜಿಸುವುದಾಗಿದೆ ? ಎಂದು ಹೇಳುತ್ತಾರೆ.

ii) ಪುಸ್ತಕ

5 ರಿಂದ 10 ಸುಷುಪ್ತಗ್ರಂಥ ಅವಧಿಯಲ್ಲಿ ಪರಿಷ್ಕೃತವಾದ
ಇವು ಗುಂಪಿಗೆ ಲಭಿಸಿಕೊಂಡು ಯೋಜನಾ ಸಂಕಲನದಲ್ಲಿ ತಯಾರಿಸಿದ
ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವ್ಯಾಖ್ಯಾನಿಸಿದ ಯೋಜನಾ ಕುಶಲತೆಗಳನ್ನು ವ್ಯವಸ್ಥಿತವಾಗಿ ಒಳ-
ಗೊಳಿಸುವ ಮತ್ತು ಮೇಲಿಂದ ದೃಢ ಸಂಖ್ಯೆಯ ಮುಖಾಂತರ ವಾಣಿಯು -
ಅವು ಉಪಯುಕ್ತವಾದ ಅವಕಾಶವನ್ನು ಒದಗಿಸಿದ ಪ್ರತಿಕ್ಷಣ ತಂತ್ರವಾಗಿದೆ
ಎಂದು ಹೇಳುತ್ತಾರೆ.

iii) ಪ್ರಶ್ನೆ

ಸುಸ್ಥಾನ ಯೋಜನೆಯು ಇಕ್ಕೆ ಗಾತ್ರದ ತೆರಗಿನಲ್ಲಿ ಕೆಲವು
ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಅಲ್ಪ ಮೊತ್ತದಲ್ಲಿ ಯೋಜನಾ ಕುಶಲತೆಗಳನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವ
ದರದಿಂದ ಎಂದು ಹೇಳುತ್ತಾನೆ.

1) ಯೋಜನೆಯ ಲಕ್ಷಣಗಳು ಮತ್ತು ತಂತ್ರಗಳು

ಸೂಕ್ತ ಯೋಜನೆ ವಾಠೆ ಮಾಡುವುದಕ್ಕೆ ಮೊದಲ
ಮೊದಲ ಕಾರ್ಯವೆಂದು ಖಾತ್ರಿ ಮಾಡಿಕೊಂಡು ~~ಒ~~ ಕಾರ್ಯದ ಅಂಗಗಳನ್ನು
ಗುಣವಾಗಿ ಅಭ್ಯಯನ ಮಾಡಿ ಅದಕ್ಕೆ ಪೂರಕವಾಗಿ ಇತರರ ಯೋಜನೆಯೇ-
ನಿರೀಕ್ಷಿಸಲಾಗುವ ತಯಾರಿ ಮಾಡಿಕೊಂಡು ಅತ್ಯಂತ ತರಗತಿಯಲ್ಲಿ ನಿರೀಕ್ಷಿಸಲಾಗುವ
ಮೂಲದ ಒಂದು ಮಾಡಿಕೊಂಡು ನಿರೀಕ್ಷಿಸುವ ಕಾರ್ಯಗಳನ್ನು ವಿವರಿಸಿ-
ಇತರರ ಗುರುತಿಸಿ.

ii) ಯೋಜನೆ [Plan]

ಸೂಕ್ತ ಯೋಜನೆಗೆ ಪ್ರಯತ್ನವು ಮುನ್ನ ಸೂಕ್ತ ವಾಠೆ
ಯೋಜನೆಯನ್ನು ಈಗಾಗಲೇ ಪೂರ್ಣವಾಗಿಯಾಗಿ ಒಂದು ಮಾಡಿಕೊಂಡು
ಕಾರ್ಯದ ಮೇಲೆ 5-6 ನಿರೀಕ್ಷಿಸಿ ಯೋಜನೆ ಮಾಡುವುದು.

iii) ಯೋಜನೆ [Teach]

ಈಗಾಗಲೇ ನಿರೀಕ್ಷಿಸುವ ಯೋಜನೆಯನ್ನು ಕಾರ್ಯ-
ಗಳನ್ನು ಒಂದು ಅತ್ಯಂತ ಗುಣವಾಗಿ ಅಂದರೆ 5-10 ವಿಧಗಳಲ್ಲಿ, ಅತ್ಯಂತ
ಗುಣವಾಗಿ 5 ರಿಂದ 6 ನಿರೀಕ್ಷಿಸುವ ಮೂಲದ ಯೋಜನೆಯನ್ನು ಮಾಡಿ.

೧) ಹಂತದಲ್ಲಿ ಉತ್ತರ ಯೋಜನಾಕ್ರಮದ ಒಂದು ಸಹ-
 ಯೋಜನೆ ಎಲ್ಲಾ ಉದ್ದೇಶಗಳಿಗೆ ವೇದಿಕೆಯಾಗಿದೆ. ಮತ್ತು ಶಿಕ್ಷಕರ ಅಭಿವೃ-
 ದ್ಧಿ ಮತ್ತು ಅರಬ್ಬಿ ಮೂಲಕ ಎಲ್ಲಾ ಉದ್ದೇಶಗಳು ತಾರ್ಕಿಕವಾಗಿ ಭೂಮಿ ಪ್ರಮಾ-
 ಣಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಗುಣಮಟ್ಟಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಅವಶ್ಯಕತೆ
 ಇದರ ಗುಣಮಟ್ಟ.

ii) ಪ್ರತಿಕ್ರಮಣ [Feed back]

ಇಂಥಾ ಕಾರ್ಯದ ಮೇಲೆ ಯೋಜನೆಯಾದ ಸಂಕರ ಈ
 ಯೋಜನೆ ಪ್ರಯೋಗಕರವಾದ ಇತರ, ಮಂಥನ, ಸ್ವಲ್ಪ ಗುಣಮಟ್ಟಗಳ
 ಸಂಕರ ಕಾರ್ಯದ ಮೇಲೆ ತಾರ್ಕಿಕತೆಯು 5 ರಿಂದ 6 ಇಂಥ
 ಗುಣಮಟ್ಟ. ಈಗಾಗಲೇ ಅವಶ್ಯಕತೆಗೆ ಗುಣಮಟ್ಟ ಪಡೆದ ಎಲ್ಲಾ,
 ಇದರ ಗುಣಮಟ್ಟಗಳು ಪಟ್ಟಿ ಮಾಡಿಕೊಂಡಿರುವ ಶಿಕ್ಷಕರ ಅಭಿವೃ-
 ದ್ಧಿ ಸಮಯದಲ್ಲಿ ಗುಣಮಟ್ಟಕ್ಕೆ ಅಭಿವೃದ್ಧಿ ಉದ್ದೇಶಿಸುವಂತೆ
 ಅಗತ್ಯವಿರುವ ವೇದಿಕೆಗಳು ಕೈ ಇರುವಂತೆ ಸೂಕ್ತ ಸಲಹೆಗಳನ್ನು ಅವರಿಗೆ
 ನೀಡುವುದು.

iii) ಮರು-ಯೋಜನೆ [Re-plan]

ಪ್ರಯೋಗಕರಣ ಹಂತದಲ್ಲಿ ಇನ್ನೂ ಸಹಾಯಿಗಾಗಿ ಮತ್ತು
 ಇದರ ಅಭಿವೃದ್ಧಿ ಸಮಯ ಸಮಯ ಅಲ್ಲಾ ಪ್ರಯೋಗಕರವಾದ

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

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

Topic/Cell: Structure & Function Class 9th

Name of the Supervisor: Nisarga K.P.

Date: 11/1/23 Time: 5:30 PM Teach/Reteach

Sl No	Components	Tallies	Teach	Tallies	Reteach
1	Teacher used previous knowledge of the pupils	I	0 1 2 3 4 5 6		0 1 2 3 4 5 6
2	The device used was appropriate	I	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		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.	I	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.	I	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) :- ಶೋಧನೆ ಬಹುಮಾನ್ಯ.

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Name of the Student-Teacher ಅಧ್ಯಾ Roll No. 11

Topic ದೂರದರ್ಶನ (ಪ್ರದರ್ಶನ) Class ೨th

Name of the Supervisor ಸ್ವರ್ಣ ಕೆ.ಪಿ

Date ೧/4/23 Time 5 min Teach/Reteach

Sl No.	Components	Tallies	Teach	Tallies	Reteach
1	Teacher used previous knowledge of the pupils		012345⑥		0123456
2	The device used was appropriate.		012345⑥		0123456
3	There were instances of lack in continuity		012345⑤		0123456
4	Teacher uttered irrelevant statements and questions.		012345⑤		0123456
5	Almost every question of the teacher was followed correct pupil responses		012345⑤		0123456
6	On the whole the introducing of the lesson was effective.		012345⑤		0123456

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

Comments (if any) :-> ಒತ್ತವು ಇರಬೇಕು
-> Improve voice



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Sakleshpur-573134, PB No 26, Hassan Dist.

1st SEMISTER MICRO-TEACHING AND INTEGRATION OF MICROTEACHING SKILLS CONTINUOUS ASSEMENT

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	
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 1/2	18 1/2	REDUCED TO 50MARKS
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

Nisarga K.P.

Signature of the Student-Teacher

43.5
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P.B. 26, SAKALESHPUR-573134
Hassan Dist.

42

85.5

[Signature]
Signature of the Supervisor