



# **MICRO-TEACHING**

## **WORKSHOP REPORT**



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

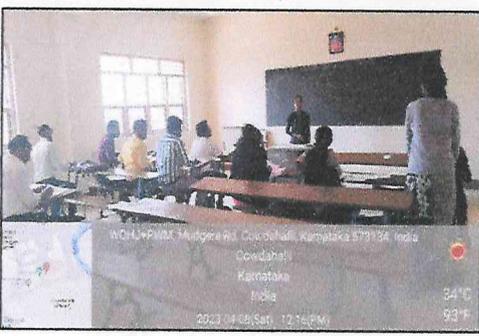
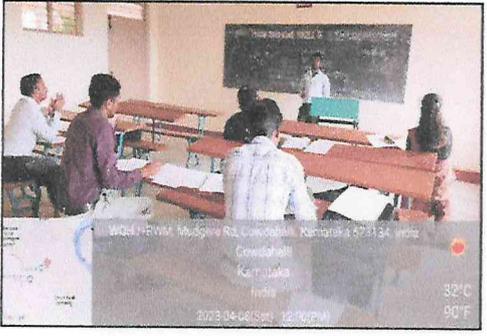
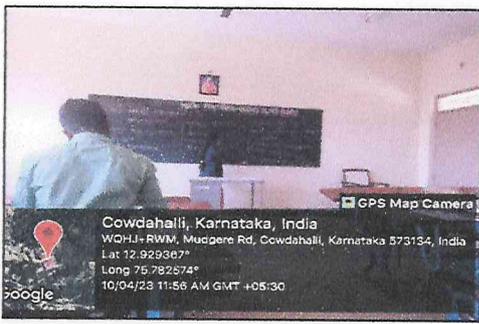
### ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರ

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, ಆಳತೋಧನಾ ಪ್ರಶ್ನೆಗಳ ಕೌಶಲ್ಯ, ಉದ್ದೇಶನ 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, ಪುಷ್ಟೀಕರಣ ನೀಡುವುದರ ಬಗ್ಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ತಿಳಿಸಲಾಯಿತು.



**ಪುಸ್ತಕ**  
**PRINCIPAL**  
**J.S.S. Institute of Education**  
**P.B. 26, SAKALESHPUR-573 134**  
**Hassan Dist**



JSS MAHAVIDYAPEETHA, MYSORE-04  
**JSS INSTITUTE OF EDUCATION**

Sakleshpur-573134, PB No 26, Hassan Dist.

Email: [jssioebedskp@gmail.com](mailto: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  
PHYSICS.**

Name : Rekha. H.I

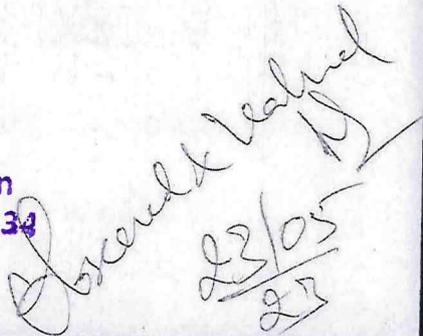
Roll No : U01HY22E0037

Semester : 1<sup>st</sup> Semester

Year : 2022-23

  
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Hassan Dist

  
23/05  
23

# Micro Teaching

## Introduction:

Micro teaching is one of the most important development in the field of teaching practice. The workers in the centre for research and development in teaching have evolved an approach to practical teacher education training programme. It is more analytical method and completely new approach to provide the feed-back to modify teachers behaviour according to the specified objectives. The recent researchers in advanced countries in class-room teaching have proved that class room teaching may be objectively analysed and modified according to the requirements, to develop desirable teaching skills and competencies in the student-teachers and even in in-service teachers.

It is one of the important innovations in this direction. It is a process of subjecting samples of human behaviour to 5 R's of 'video Tape recording', 'reviewing', 'responding', 'refining' and

instructional decision making, alternative uses of specific curricula, instructional materials and classroom management.

## Definition of Micro-Teaching.

Allen. D.W (1966)

"Micro teaching is the scaled down teaching encounters".

Passi B.K and Lalita MS (1976)

"Micro teaching is a training technique which requires student-teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time"

Jangira N.K and Singh Ajit (1982)

"Micro teaching is a scaled down teaching encounters or miniaturised classroom teaching"

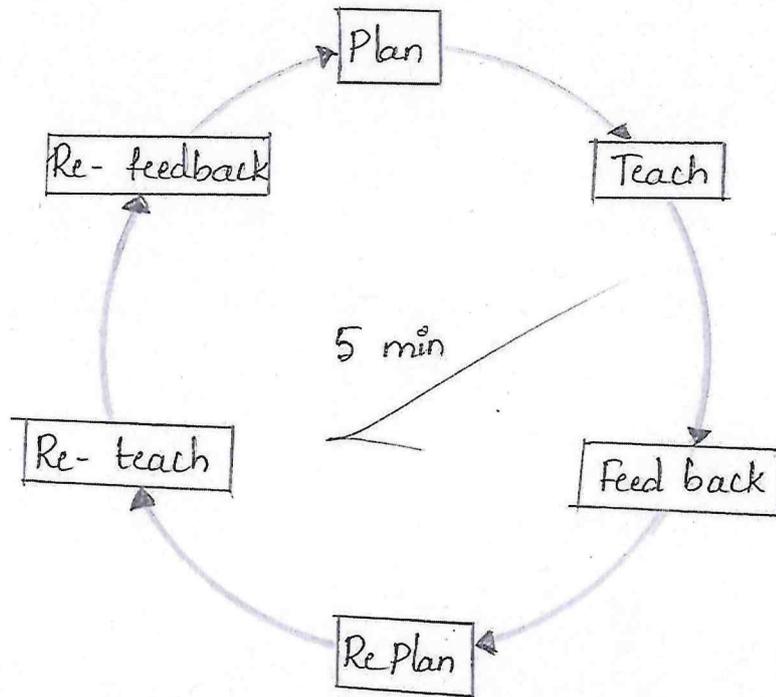
'redoing'. Micro teaching is a controlled practice in which the normal complexities of classroom are reduced and that makes possible to concentrate on teaching behaviour in the student teacher training programme.

## Meaning:

Micro teaching is like a simulated social skill teaching to provide the feed-back to teacher-trainee for the modification of teacher behaviour. It aims at simplifying the complexities of the regular teaching process. Basically micro teaching is a 'scaled down teaching encounter'. It is scaled down in terms of class size to a group of 5 to 10 pupils. The lesson is scaled down in length of class time and is reduced to 5 to 10 minutes.

These tasks may include the practicing and mastering of a specific teaching skill such as lecturing, questioning or leading a discussion, instructional of specific teaching strategies, flexibility

# Micro Teaching Cycle



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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... Lambani Malleha ... Roll No. 42

Topic... ಭೌತ (ವಿದ್ಯುತ್ ಕಾಂತಿ) ... Class... 8th

Name of the Supervisor... Rekha. H.P

Date... 5/4/22 ... Time... 5min ... 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 there was lack in continuity

  
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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... Harshitha ..... Roll No. 39 .....

Topic... English (A Hero) ..... Class... 10th std. ....

Name of the Supervisor... Rekha H.P .....

Date... 5/4/23 ..... Time... 5min .....  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 there was lack in continuity

  
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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... Rashmi H.I ..... Roll No. 36.....  
Topic... Chemistry (Matter) Class... 9th.....  
Name of the Supervisor... Rekha H.I.....  
Date... 5/4/23..... 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.	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.		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) :- \* Introduction class was effective.  
\* Once there was lack in continuity.

  
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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... Poonima ..... Roll No. 38 .....

Topic... ಒಬ್ಬ (ದಿವ್ಯ) ..... Class... 9th .....

Name of the Supervisor... Rekha. H.P. .....

Date... 5/4/23 ..... 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 <u>5</u> 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 <u>5</u> 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 <u>5</u> 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 <u>6</u>		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 <u>5</u> 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 <u>5</u> 6		0 1 2 3 4 5 6

SCALE : Not at all      Very Much

0 1 2 3 4 5 6

Comments (if any) :- \* Not specific  
\* Every question of the teacher was followed correct pupil responses

  
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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... *Hemla Naik* ..... Roll No. *40* .....

Topic... *social science* ..... Class... *8<sup>th</sup> std* .....

Name of the Supervisor... *Rekha H.I.* .....

Date... *5/4/23* ..... 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) :- *lack in continuity*

*[Signature]*  
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**Hassan Dist**

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 JSS Institute of Education, Sakaleshpur  
 Microteaching Episode Plan.

Name: Rekha. H.D

Date: 5/4/23

Reg no: U01HY22E0037

Time: 6 min

Skill: Introduction skill

Class: VIII standard.

Subject: Physics

Demonstration.

Unit: Sound

Subunit: Sound and its Propagation

Sl No	Components	Teacher and pupils activities	Component used.
1.	Teacher used previous knowledge of the pupils	Teacher: Good morning students students: Good morning Teacher: <del>Anyone</del> come here, knock the door	used previous knowledge
2.	The device used was appropriate	student: knocked the door Teacher: Students, speak loudly student: <del>starts</del> to speak. Teacher: All of you clap your hand student: <del>claped</del> . Teacher: listen to this music student: listened.	used device was appropriate

2. Almost every question of teacher was followed correct pupil responses

Teacher: By knocking the door, clapping hand, speaking, listening to music what is produced

Every question of teacher was followed correct pupil response.

Student: Sound.

4. On the whole the introducing of lesson was effective.

Teacher: Name some sound that you hear in surroundings

Introducing lesson was effective.

Student: Door bell, Barking of Dogs, Ringtone, Sound of Radio, Television etc

Teacher: Sound is even more helpful in dark. By hearing the voice of a person you can guess whether you know that person or not. Then how this sound is produced.

Student: - - -

Statement of Aim.

Teacher: So, In today's class let us learn about Production of sound.

Suggestion of Observer

OK/MS

See

Signature of observer

**OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"**

Smt. S.M. Meenakshi  
Lecturer in Education

Name of the Student-Teacher... Ambaresh ..... Roll No. 41 .....

Topic... ಒಂದು (ಗಣಿತ) ..... Class... 9th .....

Name of the Supervisor... Rekha H.T .....

Date... 5/4/23 ..... Time... 5min ..... 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) :- Introduction was good.

  
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**1<sup>st</sup> Semester - MICRO TEACHING WORKSHOP – 2019-20**

Date & Day	Time	Topic	Teacher educator
05.02.2020 Wednesday	10-30 am - 11.30 am	Orientation to micro –teaching workshop	<b>Dr. Prabhuswamy M.</b>
	11.30 am - 1.30 pm	Micro –teaching – Concept, meaning, definitions and Micro-teaching cycle.	<b>Dr. Suresh.N.S</b>
	2.15 pm - 5.00 pm	Description and demonstration of skill of <i>Introducing the lesson.</i> Repertoire: <b>Dr. B.Veeraiah</b>	<b>Mr. Nanjundaswamy K. S.</b>
06.02.2020 Thursday	10-30 am -1.30 PM	<b>Practicing skill of introducing the lesson in respective pedagogical subjects</b>	<b>By student-teachers</b>
	2.15 pm - 5.00 pm	Description and demonstration of skill of <i>Explanation.</i> Repertoire: <b>Dr. Prabhuswamy M.</b>	<b>Dr. Vikram C. B.</b>
07.02.2020 Friday	10-30 am - 1.30 pm	<b>Practicing skill of explanation in respective pedagogical subjects</b>	<b>By student-teachers</b>
	2-15 pm to 5-00 pm	Description and Demonstration of skill of <i>Fluency in questioning.</i> Repertoire: <b>Mr. Manjunath R.</b>	<b>Dr. Dinesh M.K.</b>
08.02.20 Saturday	10-30 am - 1.30 pm	<b>Practicing skill of fluency in questioning in respective pedagogical subjects</b>	<b>By student-teachers</b>
11.02.2020 Tuesday	10-30 am - 1.30 pm	Description and Demonstration of skill of <i>Probing question</i> Repertoire: <b>Dr. B. Veeraiah</b>	<b>Dr. N. S. Suresh</b>
	2.15 pm - 5.00 pm	<b>Practicing skill of probing question in respective pedagogical subjects</b>	<b>By student-teachers</b>
12.02.2020 Wednesday	10-30 am -1-30 pm	Description and demonstration on skill of <i>Illustrating with Examples</i> Repertoire: <b>Dr. Prabhuswamy M.</b>	<b>Dr. S. Nanjundappa</b>
	2.15 pm - 5.00 pm	<b>Practicing skill of illustrating with examples in respective pedagogical subjects</b>	<b>By student-teachers</b>

13.02.2020 Thursday	10-30 am - 1-30 pm	Description and Demonstration of skill of <b><i>Stimulus Variation</i></b> Repertoire: <b>Dr. S. Nanjundappa</b>	<b>Dr. Prabhuswamy M.</b>
	2-15 pm - 5.00 pm	<b>Practicing skill of stimulus variation in respective pedagogical subjects</b>	<b>By student-teachers</b>
14.02.2020 Friday	10-30 am - 1.30 pm	Description and demonstration of skill of <b><i>Reinforcement</i></b> Repertoire: <b>Dr. N.S. Suresh</b>	<b>Dr. B.Veeraiah</b>
	2.15 pm - 5.00 pm	<b>Practicing skill of reinforcement in respective pedagogical subjects</b>	<b>By student-teachers</b>
15.02.2020 Saturday	10-30 am - 12.00 N	Description and demonstration of skill of <b><i>Achieving Closure</i></b> Repertoire: <b>Dr. S. Nanjundappa</b>	<b>Mr. K.S. Nanjundaswamy</b>
	12.00 N - 1.30 pm	Writing Plan for simulation lessons / college based lesson by integrating all skills	<b>Mr. Manjunath R</b>
17.02.2020 Monday	10-30 am - 1.30 pm	Description and demonstration on skill of <b><i>using Black Board</i></b> Repertoire: <b>Dr. Dinesh M.K.</b>	<b>Dr. N. S. Suresh</b>
	2.15 pm - 5.00 pm	<b>Practicing skill of using black board in respective pedagogical subjects</b>	<b>By student-teachers</b>
18.02.2020 Tuesday	10-30 am- 1.30 pm	School lessons / Simulation lessons in Pedagogy -1 (Lesson is of 10 minute duration)	<b>By student-teachers</b>
	2.15 pm - 5.00 pm	School lessons / Simulation lessons in Pedagogy -2 (Lesson is of 10 minute duration)	<b>By student-teachers</b>
19.02.2020 Wednesday	10-30 am - 1.30 pm	College based lessons / Simulation lessons Pedagogy-1 (Lesson is of 20 minute duration)	<b>By student-teachers</b>
	2.15 pm -5.00 pm	College Based Lessons/Simulation lessons Pedagogy-2 (Lesson is of 20 minute duration)	<b>By student-teachers</b>

**Note:**

1. All student-teachers have to bring Government of Karnataka prescribed high school text books everyday in both the pedagogical subjects.
2. All student-teachers should bring micro-teaching observation schedule and a note pad during the workshop.



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JSS MAHAVIDYAPEETHA, MYSORE-04  
**JSS INSTITUTE OF EDUCATION**  
Sakleshpur-573134, PB No 26, Hassan Dist.  
Email: [jssioebedskp@gmail.com](mailto: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**  
*CHEMISTRY.*

Name : Rashmi H.I  
Roll No : U01HY22E0036  
Semester : I<sup>st</sup> semester  
Year : 2022-23

*Valmed*  
*[Signature]*

*[Signature]*  
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Hassan Dist

# 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 (it) 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.

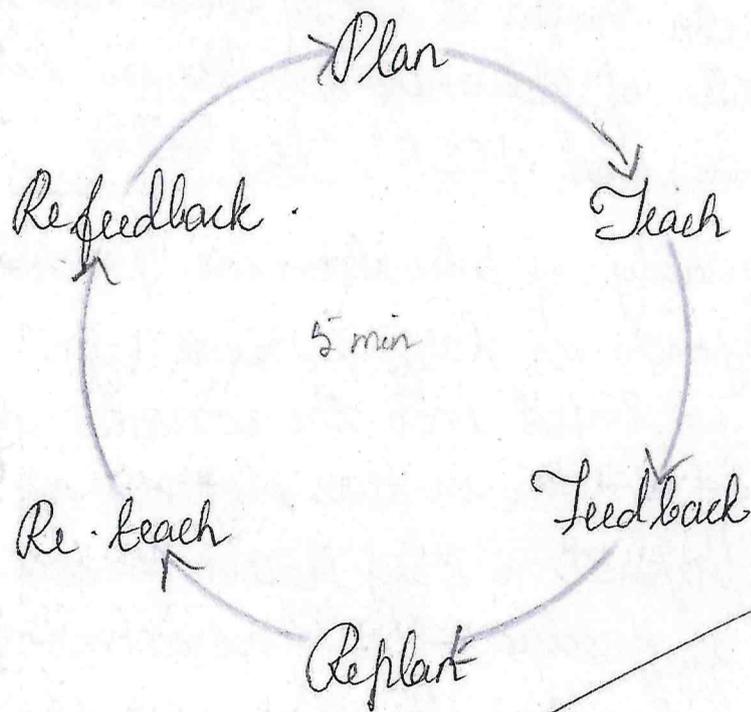
The technique of micro-teaching was first developed in 1963 at Stanford university and

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 imitates 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 :- U01HY22E0036

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.
	Teacher: Good morning, students Student: Good morning.	
Describable components Tests previous knowledge The device used was appropriate	In our daily life we come across many things in our surroundings. They differ in their shape, size and texture. By seeing the things present in the surroundings the question arises in our mind that "how they are made up of?" Teacher: What is this? Student: Dust Teacher: It has certain mass right? Student: Yes nam. Teacher: What happens if I keep the dust on the table Student: It occupies certain space.	Questioning Tests previous knowledge.
Undescribable components There were instances		

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

Statement of Aim

Suggestion of observer.

20/04/23  
 03/03  
 Signature of observer

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi  
 Lecturer in Education

Name of the Student-Teacher: Anubhava ..... Roll No. 41 .....  
 Topic: Social science ..... Class: 9<sup>th</sup> .....  
 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.		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.	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.		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

Signature of observer