



GHULAM AHMED COLLEGE OF EDUCATION

(Established by Sultan Ul Uloom Education Society)

Accredited by NAAC; Affiliated to Osmania University

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities/experiences that include

2. Developing Teaching Competencies

LIST OF ENCLOSURES:

S.NO.	PROJECT NAME	YEAR WISE
1	MICRO – TEACHING PLAN	2017 – 2019
2	MICRO – TEACHING PLAN	2018 – 2020
3	MICRO – TEACHING PLAN	2019 – 2021
4	MICRO – TEACHING PLAN	2020 - 2022
5	MICRO – TEACHING PLAN	2021 - 2023



Ighulam Ahmed
College Of Education

B.ED. SEM-II (2017-2019)

Micro Teaching
&
Reflective Teaching
Record

Subject: Mathematics



NAME: SYEDA IQRA

ROLL NO.: 097

MUBEEN

MICRO TEACHING - 1

Name: SYEDA IQRA MUJIB

Date:

Course Title: B.Ed

Academic Standards: (i) Making connections
(ii) Visualization and Representation

Topic: CONSTRUCTION OF QUADRILATERALS

Focusing Activity: QUADRILATERALS & THEIR PROPERTIES

Contents	Instructional Procedure
1) Introduction	Activity + Class Discussion
2) Properties of Quadrilaterals	Peer Group Discussion

Closure: Students learn and understand the concept of quadrilaterals.
Properties of quadrilaterals are learnt.

LESSON PLAN FORMAT-2

MICRO TEACHING - 1

Name of the teacher: S. Iqra Mubeen Date:

Course Title: B. Ed

Concept to teach: Construction of Quadrilaterals

Skills to demonstrate:

- i) Making Connections
- ii) Visualization and Representation

Specific Instructional Objectives:

i) **Making Connections:** The students will be able to make connections to the sides and properties of quadrilaterals required for construction.

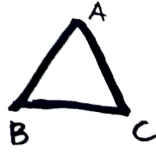
ii) **Visualization & Representation:** Students will be visualize the construction during the activity and then represent the same.

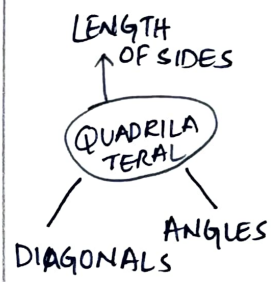
Focusing Activity: Quadrilaterals and their properties

S.No	STEPS	TEACHER'S ACTIVITY	BLACKBOARD WORK	TLM
I	Introduction			
1. E R	Greeting	Good Morning children How are you all today? The children greet back	Write the date, Heading	
2. E N G A G E	Schema Questions	Summer is here now, isn't it very hot? How many of you like ice- cream? What are these in my hand? We will do an activity with them. The teacher gives the sticks to students, each student receives different number of sticks.		Ice cream sticks

S.No	STEPS	TEACHER'S ACTIVITY	BLACKBOARD WORK	TLM
		What can we make from these sticks? What kind of shapes or figures can we make from the sticks? Asna: I made a line. T: Very good asna, Smartwork Vinay: I made a "L" T: Good Job Vinay! Hema: I made a triangle with the 3 sticks. T: Yes, that is answer I was looking for, good. Adil: I made a square. T: Good, a four sided figure. I have also made some		   

S.No	STEPS	TEACHER'S ACTIVITY	BLACKBOARD ACTIVITY	TLM
3.	Curiosity Questions	figures for you all the see. Can you tell what these are? The teacher shows various figures to the class. Students give answers one by one. Good work all of you. As you can see "L" is an open figure whereas a $\triangle$ or a square is a closed figure is a closed figure. The teacher now shows various four sided figures and asks the students to name them. How many sides are there?		

S. No	STEPS	TEACHER'S ACTIVITY	BLACKBOARD WORK	TLM
4.	Motivational Questions	Hafsa: Four sides. T: Correct answer Is it open or closed? Tamun: Closed T: Good answer. So a closed figure with four sides is called a? Simran: A quadrilateral T: Very good answer. T: Can somebody give examples of quadrilaterals. Khatija: Rectangle, Square, Rhombus T: Very good. T: Now if we need to draw a line, what measurements are required? Raza: length of the line. T: Good. T: For a triangle? Afrak: The sides of the triangles and the angles between them	 	 

S.No	STEPS	TEACHER'S ACTIVITY	BLACKBOARD WORK	TLM
	Declaration of the Topic	T: Correct Answer! T: Now for a quadrilateral what measurements are required? Raza: length of the sides, angles and diagonals. T: Good! T: So what can drawing or making also called. Class: Construction T: Very good Class, We are going to study "Construction of Quadrilaterals".	 Construction of Quadrilaterals.	

TEACHING EVALUATION FORM Format - 3

Teacher: S. Tara Mubeen

Date:

6/4/18

Subject: Mathematics

Tape No.:

Organization of Lesson

Components	Rating score					
Lesson preparation	(5)	4	3	2	1	0
Focusing activity	(5)	4	3	2	1	0
Closure	(5)	4	3	2	1	0
Subject-matter knowledge	(5)	4	3	2	1	0

Lesson Presentation

Components	Rating score					
Audience contact	(5)	4	3	2	1	0
Enthusiasm	5	(4)	3	2	1	0
Speech quality and delivery	(5)	4	3	2	1	0
Audience involvement	(5)	4	3	2	1	0
Verbal behaviors	(5)	4	3	2	1	0
Nonverbal behaviors	(5)	4	3	2	1	0
Use of questions and questioning techniques	(5)	4	3	2	1	0
Directions and pacing	5	(4)	3	2	1	0
Use of reinforcement	5	(4)	3	2	1	0
Use of aids and materials	(5)	4	3	2	1	0

Signature of the teacher educator:

Comments: * Enthusiasm towards students in reinforcing is a must.

* Excellent, keep the time limit and plan accordingly

MICROTEACHING EVALUATION FORM Format - 4

Name of the teacher: Syeda Iqra Mubeen

Date: 7/4/2018

Subject: Mathematics

Tape No.:

Organization of Lesson

Components	Rating score					
	5	4	3	2	1	0
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
First skill Behavior	5	4	3	2	1	0
Second skill Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Comments:

1. Few probing Questions

2. Can be a little less apensive with students

3. Be more patience

4. Good voice/ pitch @ Can improve modulation.

5. Good use of TLM

6. Good length of Time/Session

MICROTEACHING EVALUATION FORM Format - 4

Name of the teacher: Syeda Iqra Nabeen

Date: 7/4/2018

Subject: Mathematics

Tape No.:

Organization of Lesson

Components	Rating score					
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
First skill Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Comments:

- * Lesson preparation, voice modulation, subject-matter was excellent.
- * ~~May~~ Time management should be improved
- * Topic declaration was good.
- * Closure was appropriate.
- * Good usage of TLM

MONITOR TEACHING SELF-ANALYSIS FORM - FORMAT 5

Name of the teacher: Syeda Iqra Muheen

Roll No.:

Concept taught: Construction of Quadrilateral
- Introduction

Date:

S.No.	Categories Under Teacher's Talk	Categories Under Student's Talk
1	Giving Instructions	Questioning / Raising Doubts
2	Questioning Students	Making Comments
3	Explaining	Discussion with Peers
4	Activity / Demonstration	Individual Activity
5	Evaluating	Group Activity

Duration in Secs	Tallies in Teacher's Talk (1)	Tallies in Student's Talk (2)	Silence / Confusion (3)	Total Tally (1 + 2)
1 - 30	 			13
31 - 60				6
61 - 90				6
91 - 120	 			7
121 - 150		 		8
151 - 180				6
181 - 210	 			9
211 - 240	 			9
241 - 270				7
271 - 300	 			11
301 - 330				6
331 - 360	 			8

$$\text{Percentage of Teacher Talk} = \left(\frac{1}{(1+2)} \right) \times 100 = \frac{65}{65+35} \times 100 = \frac{65}{100} \times 100 = 65\%$$

$$\text{Percentage of Student Talk} = \left(\frac{2}{(1+2)} \right) \times 100 = \frac{35}{65+35} \times 100 = \frac{35}{100} \times 100 = 35\%$$

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Syeda Iqra Mubeen

Date: _____

Concept taught: Construction of Quadrilateral - Introduction

Roll No.: _____

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: 65

Student talk: 35

Silence or confusion: 8

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Tallies in teacher talk category

Percentage of teacher talk =

65
100

X 100

65%

Total tallies in teacher talk + student talk categories

Tallies in student talk category

Percentage of student talk =

35
100

X 100

35%

Total tallies in teacher talk + student talk categories

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

"As you know" 4, "Okay" 3

4. Questions. Record the number of questions asked 30

Convergent 20

Divergent 10

5. Student names. Record the number of times students are addressed by name:

Alazzak Arah Khatija Mustafa Sumaina

6. Pauses. Record the number of times pauses are used to give students time to think

12

7. Reinforcement. Record the number of times reinforcement is used

14

Verbal Reinforcement 12

Nonverbal Reinforcement 2

8. Sensory channels. Record the number of times students are required to change sensory channels.

LEARNER SATISFACTION FORM Format - 6

Teacher: Syeda Iqra Mubeen

Date: _____

Subject: Mathematics

Tape No.: _____

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied Satisfied Very unsatisfied
(..... ✓)

2. What would have increased your satisfaction?

- * Need to work on blackboard work
- * Need to manage time better.

**MICRO
&
REFLECTIVE
TEACHING
RECORD**

-60

Micro and Reflective Teaching record

Samreen Hamadee

Roll no - 60

2017-19

LESSON PLAN FORMAT - I

Teacher: Samreen Hamadee

Date:

Course title: Micro teaching session - I - Social Science

Topic: Location and types of forests

INSTRUCTIONAL OBJECTIVES:

(a) Conceptual Understanding

(b) Questioning

(c) Appreciation and sensitivity

FOCUSING ACTIVITY:

Content	Instructional Procedure
Location	Probing questions
Types of forests	mind mapping

CLOSURE: Therefore, we can understand where forests grow and the types of forests?

EVALUATION PROCEDURE:

Where do forests grow?

What are the different types of forests?

TEACHING - MATERIAL:

Textbook, pictures, audio-clip

NOTES AND COMMENTS:

Habib

MICRO-TEACHING PREPARATION FORM

FORMAT - 2

Name of the teacher: Samreen Hamadee

Date :

Course time: Micro Teaching session I - Social Science

Concept to teach: Introduction - Locations & types of forest

SKILLS OR BEHAVIOR(S) TO BE DEMONSTRATED :

- Skill of Introduction
- Skill of Questioning

SPECIFIC INSTRUCTIONAL OBJECTIVES :

• Conceptual Understanding :-

The students will be able to understand

- different types of forest
- where forests grow

• Reflection on Contemporary issues and questioning :-

- What is the reason for deforestation?
- Find out names of some endangered species?

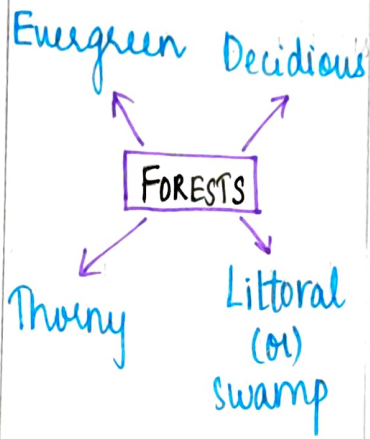
• Appreciation and Sensitivity :-

The teacher will appreciate the students active participation in answering questions and class activity.

FOCUSING ACTIVITY

Content	Instructional Procedure
Location	Probing questions
Types of forests	Mind mapping

INSTRUCTIONAL PROCEDURE:

Sno	Teacher's activity	Blackboard work	TLM
1.	Greeting students: Good morning! How are you all?		
2.	Mind mapping: Different type of forests	 <pre> graph TD FORESTS[FORESTS] --> Evergreen FORESTS --> Deciduous FORESTS --> Thorny FORESTS --> Littoral[Littoral (or) swamp] </pre>	
3.	Declaration of topic: Today we will study about types of forests The teacher shows pictures related to forests and audio clips and then declares the topic.	TYPES OF FOREST	
4.	Probing questions: The teacher will ask questions related to forests:		

Teacher's activity

(a) Where do forests grow?

(b) Why were forests cut down?

(c) What are the different types of forests?

Blackboard work

Enough soil, rain and sunshine

agriculture, mines, industries

- Evergreen forests
- Deciduous forests
- Thorny forests
- littoral (or) swamp forests.

TLM

CLOSURE :

Therefore, we can understand the different types of forests

Audio-visual material and equipments needed :

Jungle and forest sound clip - Youtube (audio clip)

NOTES and COMMENTS :

TEACHING EVALUATION FORM Format - 3

Teacher: Samneen Date: _____
 Subject: Social Sciences Tape No.: 1

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:

- Audio (TLM) used was not appropriate.
- Need to be more clear.
- Use of questioning techniques should be improved.

Good
Haleem

MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher Samreen Date

Subject Social Science Tape No.: 1

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

- | | |
|-------------|--------------------------|
| 5 4 3 2 1 0 | Lesson preparation |
| 5 4 3 2 1 0 | Focusing activity |
| 5 4 3 2 1 0 | First skill/Behavior |
| 5 4 3 2 1 0 | Second skill/Behavior |
| 5 4 3 2 1 0 | Closure |
| 5 4 3 2 1 0 | Subject-matter knowledge |

Comments:

Very well done.
Use of TLM
Coverage of Topic
She was confident.

MICROTEACHING SELF - ANALYSIS FORM : FORMAT 5

Name of the teacher:

Roll No.:

Concept taught:

Date:

S.No.	Categories Under Teacher's Talk	Categories Under Student's Talk
1.	Giving Instructions	Questioning / Raising Doubts
2.	Questioning Students	Making Comments
3.	Explaining	Discussion with Peers
4.	Activity / Demonstration	Individual Activity
5.	Evaluating	Group Activity

Duration in Secs	Tallies in Teacher's Talk (1)	Tallies in Student's Talk (2)	Silence / Confusion (3)	Total Tally (1 + 2)
0 - 30				6
31 - 60				9
61 - 90				7
91 - 120				10
121 - 150				6
151 - 180				6
181 - 210				12
211 - 240				7
241 - 270				6
271 - 300				14
301 - 330				8
331 - 360				17
	37	72		109

$$\text{Percentage of Teacher Talk} = (1 / (1+2)) * 100 = \underline{33.90\%}$$

$$\frac{37}{37+72} \times 100$$

$$\text{Percentage of Student Talk} = (2 / (1+2)) * 100 = \underline{66\%}$$

$$\frac{72}{37+72} \times 100$$

Questions. Record the number of questions asked: 35

Convergent 10

Divergent 25

5. Student names. Record the number of times students are addressed by name:

Suaad -1 Samira -1 Zeenat -1 Samira -1
Fahana -1 Esmath -1 Amara -1

6. Pauses. Record the number of times pauses are used to give students time to think:

26 times

7. Reinforcement. Record the number of times reinforcement is used: 21 times

Verbal Reinforcement: Very good, good, Excellent.

Nonverbal Reinforcement: ✓

8. Sensory channels. Record the number of times students are required to change sensory channels:

Visual

→ Self Satisfaction

1 will work on stimulus variations.

2 will work on time management.

MICRO TEACHING. RECORD.

Amina Afreen
077

B.Ed I year. Sem II.

Biological Science

2017-19. ✓

Ghulam Ahmed College of Education.

MICRO TEACHING - I

Teacher: Amina Areen

Date: 01-6-18

Title: Cell its structure and functions.

Topic: Cell organelles (Endoplasmic reticulum).

Instructional Objectives:

① CONCEPTUAL UNDERSTANDING:

children are able to:

- a) Explain the structure of cell organelles (Endoplasmic reticulum).
- b) cite examples of other organelles.
- c) Give differences between smooth endoplasmic reticulum and rough endoplasmic reticulum.

② ASKING QUESTIONS AND MAKING HYPOTHESES:

- a) children are able to understand the structure and function of the cell organelle (endoplasmic reticulum).

③ COMMUNICATION THROUGH DRAWING, MODEL MAKING:

children are able to:

- a) explain their conceptual understanding by drawing the structure of cell organelle (Endoplasmic reticulum) and label it.

Focusing Activity : Explaining, Questioning.

Content	Instructional Procedure
* cell organelles are the components which are present in the cell. * The different cell organelles are:- 1) Mitochondria 2) Endoplasmic reticulum 3) Lysosomes. 4) Ribosomes. 5) Golgi complex etc. <u>Endoplasmic Reticulum</u> → Endoplasmic reticulum is a network of membrane-bound tubes and sheets → Endoplasmic reticulum may have some granules like structure called ribosomes. → Such ER is called rough endoplasmic reticulum (RER).	1. The teacher begins the lesson by introducing the topic-cell organelle. → 2) The teacher ask the questions and write the responses of the students on the black board. → 3) Teacher display the chart and explain the structure of cell organelle. (Endoplasmic reticulum). → 4) Teacher draw the diagram of the cell organelle on the black board and

Content	Instructional Procedure
→ Rough Endoplasmic Reticulum is a site of protein manufacture. → The endoplasmic reticulum that does not have ribosomes on them are called smooth endoplasmic reticulum (SER) → The SER helps in the manufacture of fat molecules.	ask the students to label it. b) teacher concludes the lesson.

CLOSURE : (teacher concludes the lesson).

- The different cell organelles are mitochondria, endoplasmic reticulum, Golgi complex, lysosomes, ribosomes etc.
- Endoplasmic reticulum are large networks of membrane bound tubes and sheets.
- They are of 2 types:
 - ① Rough endoplasmic reticulum (RER) &
 - ② Smooth endoplasmic reticulum (SER)
- Rough endoplasmic reticulum helps in the manufacture of proteins.

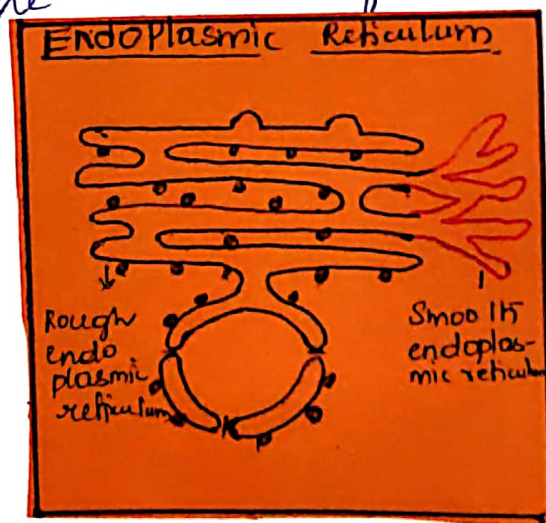
Smooth Endoplasmic reticulum helps in the manufacture of fats and lipids

Evaluation Procedure:

1. what are the different organelles present in the cell?
2. what is the structure of Endoplasmic reticulum?
3. How many types of endoplasmic reticulum are present?
4. what is the difference between rough and smooth endoplasmic reticulum.
5. what is the function of rough endoplasmic reticulum?
6. what is the function of smooth endoplasmic reticulum?

Instructional Materials:-

chart showing the structure of endoplasmic reticulum.



Notes and comments:

Mid Teaching Evaluation Form

Teacher: Amira Afreen

Date: 1-6-18

Subject: Biology

Page No: 01

Rate the teacher trainee (or) each skill area code 5 (or) 4, mastery of skill demonstrated, 3 or 2, some skill refinement needed, (or) 1 or 0, much skill refinement needed.

Organisation of lesson:

5	4	3	2	1	0	- lesson preparation
5	4	3	2	1	0	- focusing activity
5	4	3	2	1	0	- closure
5	4	3	2	1	0	- subject matter knowledge.

Lesson preparation:

5	4	3	2	1	0	- Audience contact
5	4	3	2	1	0	- Enthusiasm
5	4	3	2	1	0	- speech quality and delivery
5	4	3	2	1	0	- Audience involvement
5	4	3	2	1	0	- verbal behaviours
5	4	3	2	1	0	- nonverbal behaviours
5	4	3	2	1	0	- use of questioning & questions
5	4	3	2	1	0	- directions and pacing
5	4	3	2	1	0	- use of reinforcement
5	4	3	2	1	0	- use of aids & materials.

Comments:-

Teaching evaluation form

Name of the teacher: Amina Aqueen

Date: 1-6-18.

Subject: Biological Science

Page NO: 01.

Rate the teacher trainee on each skill area
code 5/4 - mastery of skill demonstrated, 3/2 -
some skill refinement needed (or) 1/0 - much
skill refinement needed.

Organisation of lesson:

5	4	3	2	1	0	- lesson preparation
5	4	3	2	1	0	- focusing activity
5	4	3	2	1	0	- first skill / Behaviour
5	4	3	2	1	0	- second skill / Behaviour
5	4	3	2	1	0	- closure
5	4	3	2	1	0	- subject matter knowledge.
5	4	3	2	1	0	

Comments:- Good

musferah

MICROTEACHING SELF-ANALYSIS FORM

Name of the teacher: Amina Aqueen

Date: 1/6/18

Concept taught: Cell organelles (Endoplasmic reticulum) Roll No.: 77

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: 30

Student talk: 70

Silence or confusion: _____

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Tallies in teacher talk category

Percentage of teacher talk = 30 X 100 = 30%

Total tallies in teacher talk + student talk categories

30 + 70

Tallies in student talk category

Percentage of student talk = 70 X 100 = 70%

Total tallies in teacher talk + student talk categories

30 + 70

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

Okay - 4 times

Good - 3 times

5

4. Questions. Record the number of questions asked:

Convergent: 4

Divergent: 1

5. Student names. Record the number of times students are addressed by name: "Aushika." 3 times

6. Pauses. Record the number of times pauses are used to give students time to think:

7. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: 5

Nonverbal Reinforcement: 1

8. Sensory channels. Record the number of times students are required to change sensory channels:

Micro Teaching - 2

Lesson Plan Format - 1

Name: Mohd Abdu Razak

Date: 17-04-2018

Course Title: B. Ed Micro teaching-2

Topic: Diffusion

Academic Standards:

- i. Conceptual Understanding
- ii. Experimentation.
- iii. Application to daily life.
- iv. Asking Questions.

Content	Instructional Procedure
Diffusion	Discussion
Diffusion of	Activity + Demonstration
Diffusion of	Activity + Peer group Discussion.

Micro Teaching - 2

Lesson Plan Format - 2

Name: Mohd - Abdur Razzak

Date: 17-04-2018

Course Title: B.Ed Micro teaching- 2

Concept to teach: Diffusion

Skills to demonstrate: Explanation
Recapitulation
Blackboard

Academic Standards:

Conceptual Understanding: Students will be able to understand the concept of diffusion.

Experimentation: Students will be able to experiment diffusion of gases, liquid.

Application -to daily life: Students will understand what is diffusion and how it changes into solids to liquid.

Asking Questions: Students will be able to ask questions related to diffusion.

1. Introduction

A Greeting

Good Afternoon Students

How are you all?

We are fine

B Schema Questions

Can anyone tell what did we learn in previous class?

We discussed about

Matter

i) States of matter

ii) Properties of liquid, gases.

Chalk, Blackboard

Matter
states of matter
properties.

So, in this class we are going to learn about a new term called

Diffusion.

So, to understand diffusion, let us do one activity.

© Curiosity

Activity

One boy will hold an unlit incense stick and stand in one corner of the room.

Another boy will stand in the other corner.

Diffusion

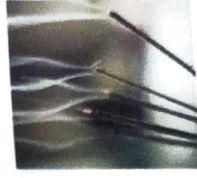
Chalk, Duster.

Now the boy will light the incense stick.

Can you smell anything now?

The other boy says
Yes!

How did it happen when the boy lights the incense stick, the scent in the vapour form & smoke mixes with air and moves across



Lightning Incense sticks

②

EXPLORE

Declaration of
the topic.

the room and reach our nose.

Diffusion.

Diffusion is the movement of molecules from an area of higher concentration to an area of lower concentration.

Discussion

Now to Confirm Diffusion of
gas we will spray perfume
in one corner of the room,
it spreads soon to all
directions.

Does the smell from burning
incense stick and deodrant
spray reach someone on the



Perfume

iii, States of matter

iii, properties of solid, liquid, gases

(iv) Diffusion

(v) Diffusion of liquid

(vi) Diffusion of gases

TEACHING EVALUATION FORM Format - 3

Teacher: Mohd Abdul Razzak
 Subject: Physical Science

Date: 17-04-2018

Page No.: 2

Organization of Lesson

Components	Rating score					
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Lesson Presentation

Components	Rating score					
Audience contact	5	4	3	2	1	0
Enthusiasm	5	4	3	2	1	0
Speech quality and delivery	5	4	3	2	1	0
Audience involvement	5	4	3	2	1	0
Verbal behaviors	5	4	3	2	1	0
Nonverbal behaviors	5	4	3	2	1	0
Use of questions and questioning techniques	5	4	3	2	1	0
Directions and pacing	5	4	3	2	1	0
Use of reinforcement	5	4	3	2	1	0
Use of aids and materials	5	4	3	2	1	0

Signature of the teacher educator:



Comments:

2017-2019.

Pedagogy
Of English
Rida Rahman
Roll. NO-93
Ghulam Ahmed
College Of Education.

LESSON PLAN FORMAT - FORMAT 1

NAME OF THE STUDENT TEACHER - Riola Rahman

DATE -

COURSE TITLE - B.Ed

CLASS: VIII

SUBJECT: English

TOPIC:

ACADEMIC STANDARDS:

- 1, learners listen and respond appropriately.
- 2, learners read the passage and comprehend it.
- 3, learners learn new vocabulary words from the read Passage.
- 4, learners guess the meaning of the word and sentences.
- 5, learners think in a divergent way.
- 6, learners read the passage with proper pronunciation and normal

FOCUSING ACTIVITY: Reading and questioning

Continued Next Page.

CONTENT

INSTRUCTIONAL PROCEDURE

Pg NO: 65

Scene: (Television studio)
 Gary Lopez: Good evening, ladies & gentlemen. Welcome to the Computer Game. Today another human player gets a chance to match his wits with our very own computer. (Mr2 blinks its lights & the studio audience claps)
 G.L: Today's player is Joan Robinson from the Oak Street School. Feeling smart?
 Joan: Ready!

- 1, Teacher interacts with the learners in the whole class
- 2, Teacher reads the passage with proper pronunciation, stress, intonation at normal speed.
- 3, Teacher asks simple questions from the read passage.
- 4, Teacher encourages and stimulates the learners to respond to questions and write the responses on the blackboard.
- 5, Teacher appreciates the correct responses

G.L: I hope so! may I remind you no one has beaten Mr2 yet. Now, here's how we play the game. I'll ask a question. The first player to sound a noise maker and give the correct answer scores one point. The first player to earn three points wins the game. Ready, players?

Joan: Ready!

Mr2 (in flat voice): I am prepared to play

CLOSURE: Student-teacher reads the passage and comprehended the passage by asking questions re from the passage read out and at the end extrapolates the text

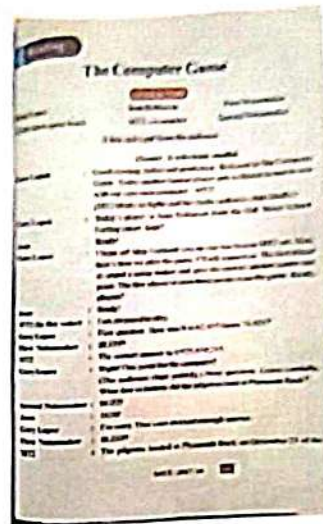
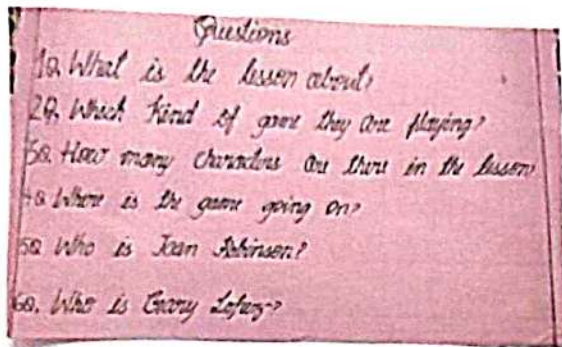
EVALUATION:

- 10, What is Internet?
- 20, What are the uses of Internet?
- 30, How science is helpful to us?
- 40, What are the advantages of Internet?
- 50, What are the disadvantages of Internet?
- 60, How is technology helpful to us?
- 70, What is the lesson about?
- 80, Which kind of game are they playing?
- 90, How many characters are shown in the lesson?
- 100, Where is the game is going on?
- 110, Who is Joan Robinson?
- 120, Where does Joan Robinson come from?

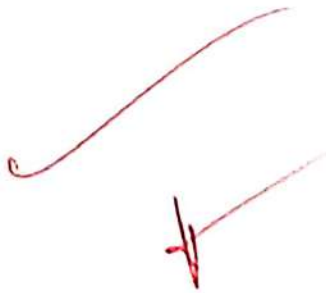
130, Who is Gary Lopez?

140, How is Joan Robinson playing?

INSTRUCTIONAL MATERIAL



NOTES AND COMMENTS:



MICRO TEACHING PREPARATION FORM - Format 2

NAME OF THE STUDENT TEACHER: Rida Rahman

DATE:

COURSE TITLE: B.Ed

CONCEPT TO TEACH:

1. skills or behaviours to demonstrate

- Reading
- Questioning
- Reinforcement

2. ACADEMIC STANDARDS:

1. learners listen and respond appropriately.
2. learners read the passage and comprehend it
3. learners learn new vocabulary word from the read passage.
4. learners give the meaning of the word and sentences
5. learners think in a divergent way
6. learners read the passage with proper pronunciation, stress and normal speed.

FOCUSING ACTIVITY:

Instructional Procedures:

1. Teacher interacts with learners in the class whole class

- 2, Teacher reads the passage with proper Pronunciation, stress, intonation at normal speed.
- 3, Teacher asks simple questions from the read Passage.
- 4, Teacher encourages and stimulates the learners to respond to questions and write the response on the blackboard.
- 5, Teacher appreciates the correct responses.

CLOSURE:

student teacher reads the passage and comprehends the passage, by asking questions from the Passage and extrapolates the text

INSTRUCTIONAL MATERIAL:

Reader, Glossary Chart.

NOTES AND COMMENTS:



TEACHING EVALUATION FORM Format - 3.

Teacher: Rida Rahman

Date: _____

Subject: _____

Tape NO: _____

Organization of Lesson

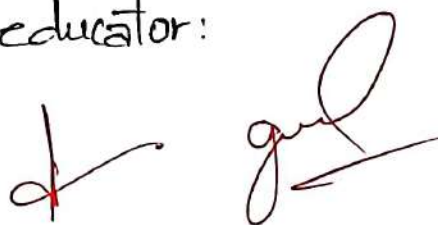
Components	Rating Score					
Lesson Preparation	(5)	4	3	2	1	0
Focusing activity	(5)	4	3	2	1	0
Closure	(3)	4	3	2	1	0
Subject-matter knowledge	(5)	4	3	2	1	0

Lesson Preparation

Components	Rating Score					
Audience Contact	5	(4)	3	2	1	0
Audience Contact	5	4	3	2	1	0
Speech quality and delivery	(5)	4	3	2	1	0
Audience involvement	5	(4)	3	2	1	0
Verbal behaviours	(5)	4	3	2	1	0
Non-Verbal behaviours	5	(4)	3	2	1	0
Use of questions & questioning technique	5	(4)	3	2	1	0
Directions and Pacing	5	(4)	3	2	1	0
Use of reinforcement	5	(4)	3	2	1	0
Use of aids and materials	5	(4)	3	2	1	0

Signature of the teacher educator:

Comments:



MICRO TEACHING EVALUATION FORM Format - 4

Name of the teacher: Rida Rahman . Date: _____

subject: _____ Tape NO: _____

Organization of lesson

Components	Rating score					
lesson Preparation	5	(4)	3	2	1	0
Focusing activity	5	(4)	3	2	1	0
First skill/ Behaviour	(5)	4	3	2	1	0
second skill/ Behaviour	5	(4)	3	2	1	0
Closure	5	4	(3)	2	1	0
subject - matter Knowledge	5	4	(3)	2	1	0

Comments:

- ⇒ Confident.
- ⇒ good black board usage.
- ⇒ Reading of passage should be slow.

Galib

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Rida Rahman

Date: _____

Concept taught: _____

Roll No.: 93

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: 30

Student talk: 70

Silence or confusion: -

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Tallies in teacher talk category

$$\text{Percentage of teacher talk} = \frac{30}{100} \times 100 = 30\%$$

Total tallies in teacher talk + student talk categories

Tallies in student talk category

$$\text{Percentage of student talk} = \frac{70}{100} \times 100 = 70\%$$

Total tallies in teacher talk + student talk categories

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent: _____

Divergent: _____

5. Student names. Record the number of times students are addressed by name: 3 - 4

6. Pauses. Record the number of times pauses are used to give students time to think: 2

7. Reinforcement. Record the number of times reinforcement is used: 3

Verbal Reinforcement: 2 - 3 times

Nonverbal Reinforcement: 1 time

8. Sensory channels. Record the number of times students are required to change sensory channels:

LEARNER SATISFACTION FORM Format - 6

Teacher: Rida Rahman

Date: _____

Subject: English

Tape No.: 11

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied Satisfied Very unsatisfied
(..... X)

2. What would have increased your satisfaction?

Compared to the session-I of Micro-teaching i was confident about what i was teaching to the class. and

Micro Teaching & Reflective Teaching

Name :- Shameem Gultana

Roll No :- "52"

Subject :- Urdu

Batch :- 2017-2019

College :- Ghulam

Ahmed College of Education

MICRO TEACHING PREPARATION FORM

Form 1

ٹیچر کا نام :- شمیم سلطانہ
تاریخ :- 16-04-18
کورس کا عنوان :- اُردو مائیکرو ٹیچنگ سیشن - 1

CONCEPT TO TEACH

1. پڑھانے کا تصور

صہبہ کی پہلی تاریخ

SKILL OR BEHAVIOUR TO DEMONSTRATE

2. مہارتوں کا مظاہرہ

مہارت 1 - کہہ

مہارت 2 - سوالات

SPECIFIC INSTRUCTIONAL OBJECTIVES

3. خاص اصلاحی مقاصد

استعداد کے حصول سے متعلق اشارے

حصول طلب استعداد

(1) طلب سبق پڑھ کر اپنے خیالات کے اظہار کرنے کے قابل ہوں گے۔

سمجھنا - اظہار خیال کرنا

(2) سنا۔ سوچ کر لکھنا

(3) سبق کو لکھ کر الفاظ کی سہولت کر کے وضاحت کر قابل ہوں گے۔

(3) روانی سے پڑھنا - اظہار خیال کرنا

(4) طلباء صہبہ کی پہلی تاریخ اور عام تاریخ میں فرق کرنے کے قابل ہوں گے۔

(5) تاریخ کے عبارت کے پڑھ کر مضامین

FOCUSING ACTIVITY

- * صبیحہ کی پہلی تاریخ کے بارے میں طلباء سے سوالات کرینگے
- * صبیحہ کے تمام اخراجات کس جینر پر کئے ہوئے ہیں۔

5. اصلاحی طریقہ کار

INSTRUCTIONAL PROCEDURE

STUDENT'S ACTIVITY	طلباء کا مشعل	TEACHER'S ACTIVITY	یاد دہانہ
		* ٹیچر کمرہ جماعت میں مسکریں گے - اس سائے داخل ہوں گے۔ اور - تمام طلباء کو مخاطب ہوئے ہوں گے - سلام کریں گے۔	
		* سلام و خیر عافیت کے بعد - سبق سے متعلق معلومات کو - طلباء تک پہنچانے کے لئے محرک - استعمال کرتے ہوئے چند سوالات - کرتے ہوئے حصوں سے جڑے * سسل میں کئے جانے والے - ہیں؟	
		* صبیحہ کی تاریخوں میں کوئی - تاریخ اہمیت رکھتی ہے؟	

* صبیحہ کی پہلی تاریخ کا اس
 اس کو سب سے دیکھا بیڑا ہے،

* صبیحہ کی پہلی تاریخ کی خوشی
 کیسی ہوئی ہے،

* صبیحہ کی پہلی تاریخ کا اس
 کو انتظار ہونا ہے،

6. اختتامیہ

Closure

* صبیحہ کی پہلی تاریخ آئے ہی عظیم شہزادہ ملتی ہے۔

* اسے پھر صبیحہ کہ فراموشی اسی شہزادہ سے پورا کرنا پڑے گا۔

* گھر کے اخراجات بہت زیادہ ہوتے ہیں جیسے کرایہ، کرائہ، ترکاری،
 گوشت، ضروریات وغیرہ

7. بصری و سمعی آلات

AUDIO-VISUAL MATERIAL
 USED

NOTES AND COMMENTS

8. خصوصیات اور نکتہ چینی

FARHEEN BANU

ROLL No. : 19

B.Ed SEM-II (2018-2020)

MICRO TEACHING
&

REFLECTIVE TEACHING
RECORD

GULAM AHMED COLLEGE
OF
EDUCATION

MICROTEACHING - I

LESSON PLAN FORMAT - I

Name of the Teacher : FARHEEN BANU

Date : 28/1/19

Topic
Course Title : Cuboid shaped figures

Course Title : B Ed

Instructional Objectives :

- (1) Problem solving
- (2) Connection
- (3) Communication

Focusing Activity : Finding shape of cuboid.

Content	Instructional Procedures
(1) Introduction	By Questioning
(2) Cuboid Shape	Activity & Illustration

Conclusion : Students will be able to

- (1) Differentiate between different shapes of 2D & 3D.
- (2) Illustrate examples in day-to-day life.

MICRO TEACHING-I

LESSON PLAN FORMAT-II

Name of the Teacher : FARHEEN BANO

Date : 28/1/19

Course Title : B.Ed

Concept to Teach : Cuboid shaped figures

Skills to Demonstrate : ① Introduction

② Questioning

③ Problem solving

④ Blackboard.

Specific Instructional Objectives :

→ Problem solving : NA

→ Reasoning and Proof : Students will be able to differentiate between 2D & 3D figures

→ Connections : Students will be able to connect this cuboid shaped shape with daily life objects.

→ Communications : Students will be able to illustrate examples of daily life.

Focusing Activity : Cuboid shaped objects

MicroTeaching - 1

S.No STEPS TEACHER'S ACTIVITY BLACKBOARD TLM

ENGAGE

Greeting

T: Hey students!
Good Morning! How's
the weather outside?
Are you all fine?
S: Good Morning Teacher!
It is little chill.
We all are doing good.
T: I am happy to
see you all back.

Schema

T: Samreen, can you
please come and draw
some shapes that you
know?
Samreen: Yeah Teacher!
T: Good! Do they
have measurements?
Shaifi: Yes, it has.
They are 2D figures.
T: Awesome Shaigya!
Can Shaista tell me
what are those measurments.
Shaista: Length & Breadth.

Raising Curiosity

T: Children! Do you
all want to see these
shapes in real life?
S: Yes Teacher!
Very enthusiastically.

Rectangle

Square

Triangle

circle



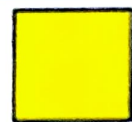
Circle



Rectangle



Triangle



Square

S.NO

STEPS

TEACHER'S ACTIVITY

BLACKBOARD

TLM

Raising Curiosity

T: So children, here are the objects. Showing them Rubik's, lotion box, dices, balls, roll tape etc.
 Now Asfays tell me which are the shapes.
 Asfay: Points out the shape of each object.
 T: Greatly!



Motivation

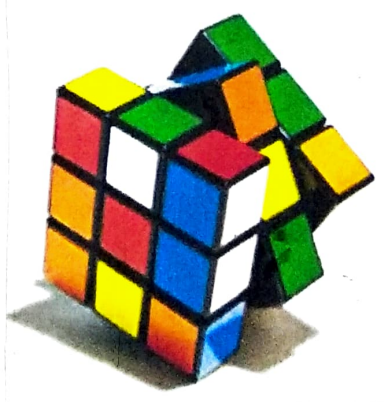
T: Afeen, can you tell how this square looks like in real & rectangle also.



Afeen: It is shape of not a 2D object. It is a cuboid.
 T: Good job!

Declaration of Topic

T: So children, the shape of these objects are cuboid. And today we are going to learn about Cuboid & shaped figures.



EXPLORE

Probing Question

T: Tehmide! Can you please tell me the objects that you see in real are 2D?
 Tehmide: No teacher, it is not.
 T: Bravo!

S.NO	STEPS	TEACHER'S ACTIVITY	BLACKBOARD	TLM
	Probing Question	T: Sameena: Can you see a cuboid has dimensions? What are they? Sameena: Length, breadth and height. T: Ameen, so it has 3 dimensions. So what do you think is called? Ameen: 3-D object. T: Wonderful! Tahira Give some examples of Cuboid? Shayfa: Classroom, Buildings. T: Sameen, what do most 2D objects in real life look like? T: Brilliant! Anees, tell me what is the 3D figure we learnt? Anees: Cuboid. T: Awesome! Sameen, how many dimensions it has. T: Asiya, Tell me some examples? Asiya: Room, Book etc. T: Marvellous!	Examples of Cuboid shaped things: Buildings, Class room, Cluster, etc. Sameen: 3D figures. 3 dimensions length, breadth & height.	

EVALUATE

RECAPTULATION

TEACHING EVALUATION FORM Formal - 3

Teacher: Farheen Bano Date: 28/1/19

Subject: Maths Tape No.: MT1

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	0	Audience contact
5	4	3	2	0	Enthusiasm
5	4	3	2	0	Speech quality and delivery
5	4	3	2	0	Audience involvement
5	4	3	2	0	Verbal behaviors
5	4	3	2	0	Nonverbal behaviors
5	4	3	2	0	Use of questions and questioning techniques
5	4	3	2	0	Directions and pacing
5	4	3	2	0	Use of reinforcement
5	4	3	2	0	Use of aids and materials

Comments: * Good confidence
* Preparation & practice will definitely yield good results.
* Keep up the good work.

Paul
28/1/19.

Name of the teacher Farheen Begum Date 28/1/19

Subject Maths Page No. 117-1

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

(5)	4	3	2	1	0	Lesson preparation
(5)	4	3	2	1	0	Focusing activity
(5)	4	3	2	1	0	First skill Behavior
(5)	4	3	2	1	0	Second skill Behavior
5	(4)	3	2	1	0	Closure
(5)	4	3	2	1	0	Subject-matter knowledge

Comments:

Preparation was good.

Confidence level was excellent

MICROTEACHING EVALUATION FORM Format - 4

Name of the teacher: Farheen Banu

Date: 28/1/19

Subject: Math

Tape No.: M-7

Organization of Lesson

Components	Rating score					
	5	4	3	2	1	0
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
First skill/Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Comments: very good keep the working the same

MICROTEACHING SELF - ANALYSIS FORM : FORMAT 5

Name of the teacher: FARHEEN BANU

Roll No.: 19

Concept taught: Cuboid shaped objects

Date: 28/1/19

S.No.	Categories Under Teacher's Talk	Categories Under Student's Talk
1.	Giving Instructions	Questioning / Raising Doubts
2.	Questioning Students	Making Comments
3.	Explaining	Discussion with Peers
4.	Activity Demonstration	Individual Activity
5.	Evaluating	Group Activity

Duration in Secs	Tallies in Teacher's Talk (1)	Tallies in Student's Talk (2)	Silence / Confusion (3)	Total Tally (1 + 2)
0 - 30	 	 	 	25
31 - 60	 	 		26
61 - 90	 	 		24
91 - 120	 	 		25
121 - 150	 	 	 	23
151 - 180	 	 		17
181 - 210	 	 		16
211 - 240	 	 		18
241 - 270	 	 		17
271 - 300	 	 		23
301 - 330	 	 	 	29
331 - 360	 	 		24
	120	140		267

Percentage of Teacher Talk = $(1 / (1 + 2)) * 100 = \frac{120}{267} \times 100 = 44.94\%$

Percentage of Student Talk = $(2 / (1 + 2)) * 100 = \frac{140}{267} \times 100 = 52.43\%$

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher JARHEEN BANU

Date 28/1/19

Concept taught

Cuboid Shaped Object Roll No. 19

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows

Teacher talk $\frac{120}{267} \times 100 = 44.94\%$

Student talk 52.43%

Silence or confusion 14

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk.

Percentage of teacher talk =

Tallies in teacher talk category

$$\frac{120}{267} \times 100 = 44.94\%$$

X 100

Total tallies in teacher talk + student talk categories

Percentage of student talk =

Tallies in student talk category

$$\frac{140}{267} \times 100 = 52.43\%$$

X 100

Total tallies in teacher talk + student talk categories

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used.

4. Questions. Record the number of questions asked

Convergent

Divergent

5. Student names: Record the number of times students are addressed by name.

Amreen, Afriga, Sameer, Shagufa,
Ameer, Amena, Shagosta
10 times

6. Pauses: Record the number of times pauses are used to give students time to think.

8 pauses.

7. Reinforcement: Record the number of times reinforcement is used.

10

Verbal Reinforcement

9

Nonverbal Reinforcement

1

8. Sensory channels: Record the number of times students are required to change sensory channels.

LEARNER SATISFACTION FORM

Format - 6

Teacher JARHEEN BANU Date 28/1/19
Subject Math Tape No M.T-I

- 1 During the lesson how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

✓
Very Satisfied

Satisfied

Very unsatisfied

----->

- 2 What would have increased your satisfaction?

More practice

SOCIAL SCIENCES

MICRO TEACHING

&
REFLECTIVE TEACHING

B.ED 2018-20

AMINA ABDUL AZIZ

ROLL NO. 46

GHULAM AHMED COLLEGE
OF EDUCATION

Declaration by the Student

I, Amina Abdul Aziz, bearing roll number 46, of Ghulam Ahmed College of Education, has successfully completed Micro Teaching and Reflective Teaching in the subject Social Sciences as a part of the B.Ed. Programme 2018-2020.

This is the original work carried out of by the student
Aziz

Signature of the Student

Certificate from the Mentor

This is to certify that Mrs Amira Abdul Aziz of Ghulam Ahmed College of Education has successfully completed her Micro Teaching and Reflective Teaching in the subject Social Sciences.

This is the original work carried by the student.

Haluk
Signature of the Mentor

Lesson Plan Format - I

Teacher: Amina Abdul Aziz

Course Title: Microteaching session-I Social Sciences

Topic: Traffic Education

Instructional Objectives

- (a) Conceptual Understanding
- (b) Reflection on Contemporary Issues and Questioning
- (c) Appreciation and Sensitivity

Processing Activity

Content	Instructional Procedure
• Introduction • What is traffic? • What is Traffic Education? • Need and Significance of Traffic Education	• mind mapping • brainstorming • probing questions • Questioning

Closure: Therefore, the students will be able to understand what is Traffic, Traffic Education and The Need and Significance of Traffic Education.



Microteaching Preparation Format-II

Teacher- Amina Abdul Aziz

Date-

Course Title- Microteaching Session-I- Social Sciences

Concept to teach- Introduction- Traffic Education

Skills or Behaviour to Demonstrate

- Skill of Introduction

- Skill of Questioning

Specific Instructional Understanding

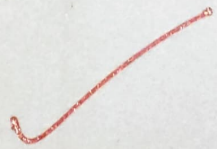
Conceptual Understanding

The students will be able to-

- name the different words associated with traffic
- understand the need and significance of traffic education.

Reflection on Contemporary Issues and Questioning

The students will be able to reflect on the need and significance of traffic education.



Appreciation and Sensitivity

The teacher will appreciate the students active participation in the classroom.

Focussing Activity

Content	Instructional Procedure
• Introduction • What is Traffic? • What is Traffic Education? • Need and Significance of Traffic Education.	• mind mapping • brainstorming • probing questions • Questioning

step

S.No.	Teacher's Activity	Blackboard Work	Teaching learning material
1.	Introduction (a) Greeting Good morning students! How are you all?		

SN

Teacher's Activity

Q1

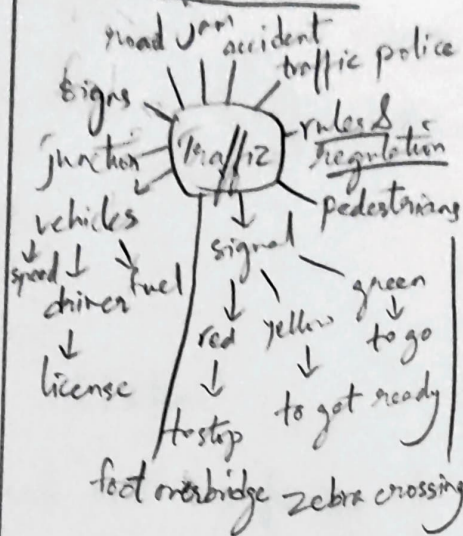
Mind Mapping

- Traffic Education

Blackboard Work

Teaching
(Learning)
potential

TRAFFIC EDUCATION



(C) Declaration of topic

Today, we will study
more about Traffic Education

Write
Topic here

(D) Probing Questions

1Q. What is traffic?

2Q. What happens if
we do not follow
rules and regulations?

3Q. What is traffic
education?

4Q. Why do you think
traffic education is
needed?

Write
ANS here

Closure : Therefore, the students will be able to understand about Traffic, Traffic Education and The Need and Significance of Traffic Education.

Evaluation Procedure

- What is Traffic?
- What is Traffic Education?
- What is the need and significance of Traffic Education?

Notes and Comments

Teaching Learning Materials :

Notes and Comments:

Malhar
23/1/17

TEACHING EVALUATION FORM Format - 3

Teacher: Amine Abdul Aziz

Date: 28-1-19

Subject: Social Studies

Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:

- Avoid close ended questions (Y/N)
- Needs improvement in writing the plan.
- Confident.
- Systematic use of BBW is required.
- Give instructions.

Good 151
Haleem
28/1/19

MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: Aminah Abdul Aziz Date: 23-1-19

Subject: Social Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	First skill/Behavior
5	4	3	2	1	0	Second skill/Behavior
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Comments:

MICROTEACHING SELF - ANALYSIS FORM : FORMAT 5

Name of the teacher: Aminia Abdul Aziz

Roll No.: 46

Concept taught: Introduction Traffic Education

Date: 23.1.19

S.No.	Categories Under Teacher's Talk	Categories Under Student's Talk
1.	Giving Instructions	Questioning / Raising Doubts
2.	Questioning Students	Making Comments
3.	Explaining	Discussion with Peers
4.	Activity / Demonstration	Individual Activity
5.	Evaluating	Group Activity

Minutes	Tallies in Teacher's Talk (1)	Tallies in Student's Talk (2)	Silence / Confusion (3)	Total Tally (1 + 2)
				8
				21
				19
0				20
50				22
80				21
10				19
40				16
70				14
00				16
30				17
0				7
	(129)	(71)		(200)

Percentage of Teacher Talk = $(1 / (1+2)) * 100 = 64.5\%$

Percentage of Student Talk = $(2 / (1+2)) * 100 = 35.5\%$

LEARNER SATISFACTION FORM

Format - 6

Teacher: Amina Abdul Aziz Date: 23-1-19

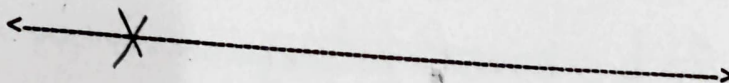
Subject: Social Tape No.: _____

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied



2. What would have increased your satisfaction?

MICRO TEACHING
AND
REFLECTIVE TEACHING
BIOLOGICAL SCIENCES.
SEMESTER-II

BY:

SABA FATIMA

31

GHULAM AHMED COLLEGE OF EDUCATION.

B.ED [2018-2020].

MICROTEACHING: 2 [Format: 2]

NAME OF TEACHER: SABA FATIMA.

COURSE TITLE: B.ED.

DATE: 18/02/19.

TOPIC: Cell - The Basic Unit of Life.

ACADEMIC STANDARDS:

*CONCEPTUAL UNDERSTANDING :-

↳ Children are able to explain about Cells; as the Basic Unit of Life.

↳ Children are able to cite examples of Living Cells as ~~onion~~ Plants ~~etc~~ And Animals.

In Plants: onion cells.

In Animals. Eg:- Human cheek cells.

→ Children are able to give comparisons between the animal cells & plant cells.

→ Children are able to develop the their own brain mappings about Cells - As the Basic unit of Life.

2: ASKING QUESTIONS :-

* Children are able to ask questions on the observation of onion peel cells &

Observation of Human cheek cells.

* Children are able to make hypothesis on Experimental results of observation in onion cells & Human cells are: The cells are Basic, functional & Structural Unit of Life.

3: EXPERIMENTATION :-

* To understand given concepts in the textbook children are able to do experiments on their own.

* They are able to arrange the Experimental materials, like an onion, making a Translucent Slice of onion, placing on slide, a cover slip, water etc.

* Children take precautions like: While placing the peel on the slide, make sure that it should not be folded.

* Children, make hypothesis that: The onion peel cells are plant cells.

Focusing Activity: Skill of Introduction
and Skill of Explanation.

Instructional Procedure:

Teacher Begins the Lesson; by asking some
Questions like: What living organisms are
composed of?

What is it that makes us living beings?

And write the responses on BlackBoard.

Teacher shows the chart - of Discovery of
Cells By Robert Hooke. In onion cells &
Human cheek cells. And also shows the chart
of Robert Hooke's Honey Comb structure.

Teacher concludes the lesson. by giving a
Brief definition of Cells.

CLOSURE:-

- Cell is the Basic fundamental unit of
Life.
- Cell was first discovered by
Robert Hooke in 1665 [under a cork]
in microscope.

• Robert Hooke, discovered the cell in 1655, in cork which resembles the structures of Honey Comb.

• Robert Hooke observed ^{cells} in the onion Peel cells & In human cheek cells.

~~Activity~~

Audio Visual Materials and Equipment Needed:

- Chart showing the microscope Invented by Robert Hooke.
- Chart showing the Discovery of cells in Onion peel cells & Human cheek cells.

NOTES AND COMMENTS:

1. Robert Hooke in 1665, discovered the cells in dead cork tissue.

2. Cells are Basic unit of life.

TEACHING EVALUATION FORM Format - 3

Teacher: Saba Fatima.

Date: 14/09/19.

Subject: Biology.

Tape No.: _____

Organization of Lesson

Components	Rating score					
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Lesson Presentation

Components	Rating score					
Audience contact	5	4	(3)	2	1	0
Enthusiasm	5	4	(3)	2	1	0
Speech quality and delivery	5	4	(3)	2	1	0
Audience involvement	5	4	(3)	2	1	0
Verbal behaviors	5	4	(3)	2	1	0
Nonverbal behaviors	5	4	(3)	2	1	0
Use of questions and questioning techniques	5	4	(3)	2	1	0
Directions and pacing	5	4	(3)	2	1	0
Use of reinforcement	5	4	(3)	2	1	0
Use of aids and materials	5	4	(3)	2	1	0

Signature of the teacher educator:

Comments:

MICROTEACHING EVALUATION FORM Format - 4

Name of the teacher: Saba fatima.

Date: 14/02/19.

Subject: Biology.

Tape No.: _____

Organization of Lesson

Components	Rating score					
	5	4	3	2	1	0
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
First skill/Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Comments:

Q

LEARNER SATISFACTION FORM Format – 6

Tr: Saba Fatima

14/02/19

st: Biology

No.: _____

During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied

(.....)

What would have increased your satisfaction?

MICRO TEACHING-2

LESSON PLAN FORMAT-1

Name : *Sufi*

Date :

Course Title :- B.Ed Micro Teaching-2

Topic :- *FORCE*

Academic Standards :-

- Conceptual understanding
- Asking questions & making Hypothesis
- Experimentation & field Investigation
- Application to daily Life.

Content	Instructional Procedure.
Introduction to force Push and pull Types of forces * Contact * force at a distance	Questioning & activity Discussion Activity, Questioning & Demonstration.

Closure :- ReCaptulation

Evaluation procedure:-

- what is force
- what is contact force
- what is force at a distance.

Instructional Material:-

- tool paste
Magnet
Compass
Book

MICRO TEACHING - 2

LESSON PLAN FORMAT - 2

Name : Afif

Date :

Course Title: B.Ed Micro Teaching-2

Concept to teach: Types of Forces

Skills to Demonstrate

- Introduction
- Questioning
- Demonstration.

Academic Standards:-

→ Conceptual understanding:-

Students will be able to explain, and give examples of force.

→ Asking questions & Making hypothesis:-

Student will be able to ask questions to understand, to clarify the concept of contact and force at a distance.

→ Experimentation & field Investigation.

Children are able to do the experimentation of force and can construct the knowledge on their own on contact and force at a distance.

→ Application to daily life-

Students will be able to apply concept to daily life. As they can identify the physical contact to the objects in real life situations.

S.No

Steps

Teacher's Activity

Students

B.B. Bal

T. C. M

1. Introduction

→ Good morning

Students

Good morning

Greetings

→ Amena did u have your breakfast?

Yes mam.

→ Good, How did u ate?

~~the~~ mam, my

are you simply sat on the

make

dining table and food has automatically fed.

food.

Questioning

Come on your table?

yes

→ Yes Exactly, she has applied

Some afford like putting the

by making

pan on the gas etc.

chapatties

→ And you have also made an

yes ma'am

afford to eat it right?



T: - So, children - whether to make a food or to eat it, we need to make some efforts or actions.

So today we are going to learn more about force. Basically you may have an idea about, what is pull and what is push.

→ Anees, Can you tell me what is pull?

Yes very good, please sit down.

→ Sameer, Can you tell me what is push?

* force applied on an object to move towards

* force applied on an object to move away.

Excellent dear, thank you, please

sit down.

T: There are two types of forces.

① Contact force

② Force at a distance (Field force)

→ Friends come here, can you apply some force on this tooth part?

→ Tell me why does the toothpaste come out when we press the tube?

→ Yes, you have observed that there is a direct physical contact (or interaction) between your hand and the tube.



Yes, man.

Be coz are ap, some force to it.

Students, what we can conclude from this.

→ Yes, Exactly. when there is a direct physical contact between two interacting objects, the force which result is known as Contact force.

→ In Contact force we have

Muscular force

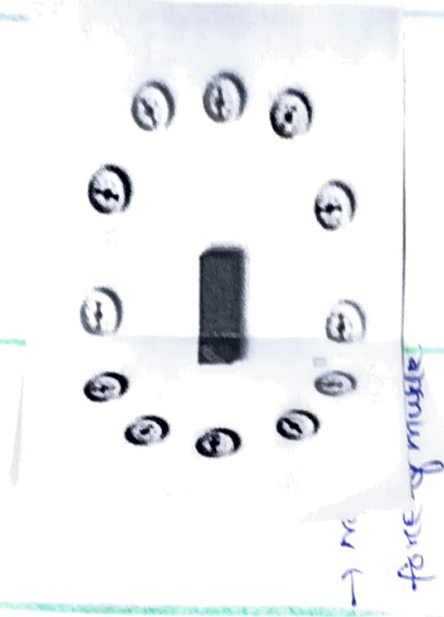
As the name suggest what

does it mean

→ excellent dear.

The force which we exert by using our body muscles is known as muscular force.

It is a Contact force.



Teacher Activity

- what is force at a distance
- why does the needle of a magnetic compass move when we place a bar magnet near it?
- Yes dear, the needle of the compass changes its direction without any physical contact with the bar magnet. But a force must be acting on the needle.
- The force which occurs without any physical contact between two objects is known as a force at a distance or field force.
- Can you tell some examples of force at a distance.



Recapitulation

Let us quickly recapitulate

- what is force
- How many types of force we have
- Muscular force comes under which force?
- Gravitational force comes under which force?

- Pull or push of an object is known as force
- Contact force
- Force at a distance
- Contact force
- Force at a distance.

TEACHING EVALUATION FORM Format - 3

Teacher: Sufi

Date: 20/02/19

Subject: physical science

Tape No.: MT-2

Organization of Lesson

Components	Rating score					
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Lesson Presentation

Components	Rating score					
audience contact	5	4	3	2	1	0
enthusiasm	5	4	3	2	1	0
speech quality and delivery	5	4	3	2	1	0
audience involvement	5	4	3	2	1	0
verbal behaviors	5	4	3	2	1	0
nonverbal behaviors	5	4	3	2	1	0
use of questions and questioning techniques	5	4	3	2	1	0
pace and timing	5	4	3	2	1	0
use of reinforcement	5	4	3	2	1	0
use of aids and materials	5	4	3	2	1	0

Signature of the teacher educator:



Comments:

Overall performance was excellent

English
B. Ed. - 2018-2020

Micro-Teaching &
Reflective Teaching

Prepared By

Sameera Fatima
Roll No - 162618701045

Ghulam Ahmed College
of Education

MICRO

TEACHING

(1)

LESSON PLAN FORMAT - 1

Name of the Student Teacher: Sameera Fatima

Date: 22.01.2019

Course Title: B.ED

Roll No: 45

Class: VIII

Subject: English

Topic: Family

Academic Standards:

Learners listen and respond appropriately.

Learners emerged with new vocabulary words.

Learners think in divergent way.

Learners predict the theme of the unit.

Focussing Activity:

Faceshet interaction and questioning.

Content	Instructional Procedure
Face Sheet: Picture I [P.g. No: 1] Picture II [Pg. No: 2]	• Teacher greets the learners • Teachers interacts with the learners in the whole class. • Teacher engages the learners by interacting with them. based on the triggered picture

Content

Instructional Procedure

- Teacher asks questions in addition to what has been given in the reader.
 - Teacher allows the learner to respond in mother tongue and megaphone them into english.
 - Teacher elicits and accepts divergent responses from the learners.
 - Teacher writes the responses on the blackboard.
 - Teacher asks the learners to write the responses in their notebooks.
 - Teacher declares the theme of the unit.
- 

losure:

After getting the satisfactory responses from the students, teacher will announce the topic by saying "well students" the theme of our unit is "Family" and write the name of the unit on the blackboard.

Evaluation Procedure:

Picture I

What do you observe by looking at this picture?

How many members are there?

What is the old man doing?

What is the old lady doing?

What is the man doing?

What is the lady doing?

What are the children doing?

What more do you understand by looking at this picture?

Picture II

Observe the given picture?

How many members are there

How many male members are there?

How many female members are there?

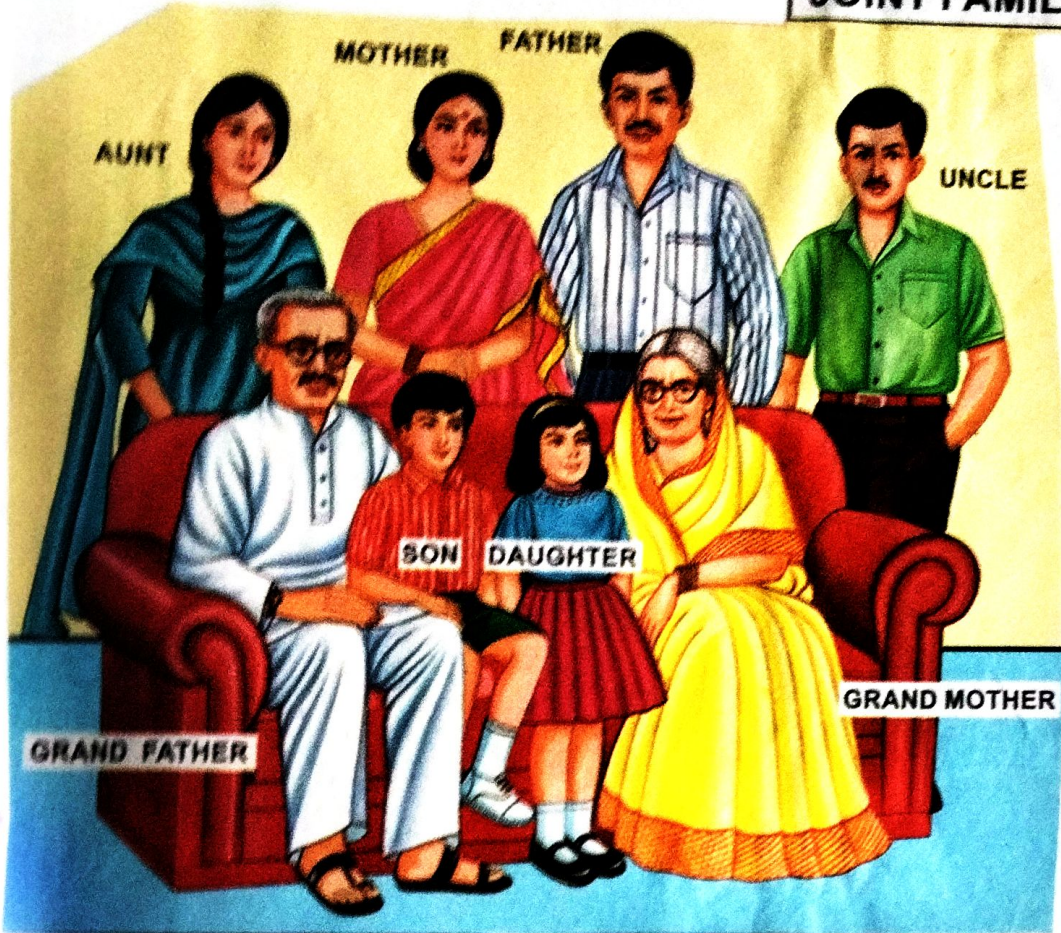
What type of families do we find in our present society?

Which family do you like? why?

Which one ^{of} the family is happier among these both pictures?

Instructional Materials:

JOINT FAMILY



SMALL FAMILY



LARGE FAMILY

Exp

MICRO TEACHING PREPARATION FORM FORMAT:2

name of the Student Teacher: Sameera Fatima

Date: 22.01.2019

Course Title: B.ED.

Roll No: 45.

Class: VIII

Subject: English.

Concept to Teach: Family

Skills or Behaviours to Demonstrate:

Introducing the theme of the lesson.

Using different types of questions.

Reinforcement.

Academic Standards:

Learners listen and respond appropriately.

Learners emerged with new vocabulary words.

Learners think in a divergent way.

Learners predict the theme of the unit.

Focussing Activity:

Face sheet interaction and questioning.



Instructional Procedure:

Teacher greets the learners.

Teacher interacts with the learners in the whole class.

Teacher engages the learners by interacting with them based on the triggered picture.

Teacher asks questions in addition to what has been given in the reader.

Teacher allows the learners to respond in the mother tongue and megaphone them into English.

Teacher elicits and accepts divergent responses from the learners.

Teacher writes the responses on the blackboard.

Teacher asks the learners to write the responses in their notebooks.

Teacher declares the theme of the Unit.

Closure:

After getting the satisfactory responses from the students, teacher will announce the topic by saying "Well students" the theme of our unit is "Family" and write the name of the unit on the blackboard.



Audio - Visual Materials and Equipments needed:-

Flash Cards, Reader.

Notes and Comments:- Good

Shaf

TEACHING EVALUATION FORM Format - 3

Teacher: Samera Fatima

Date: 04/02/2019

Subject: English

Tape No.: _____

Organization of Lesson

Components	Rating score					
	5	4	3	2	1	0
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Lesson Presentation

Components	Rating score					
	5	4	3	2	1	0
Audience contact	5	4	3	2	1	0
Speech quality and delivery	5	4	3	2	1	0
Audience involvement	5	4	3	2	1	0
Verbal behaviors	5	4	3	2	1	0
Nonverbal behaviors	5	4	3	2	1	0
Use of questions and questioning techniques	5	4	3	2	1	0
Directions and pacing	5	4	3	2	1	0
Use of reinforcement	5	4	3	2	1	0
Use of aids and materials	5	4	3	2	1	0

Signature of the teacher educator:

[Signature]

Comments:

Good.

MICROTEACHING EVALUATION FORM Format - 4

Name of the teacher: Sameera Fatima

Date: 04/02/2019

Subject: English

Tape No.:

Organization of Lesson

Components	Rating score					
Lesson preparation	5	4	3	2	1	0
Focusing activity	5	4	3	2	1	0
First skill/Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject-matter knowledge	5	4	3	2	1	0

Comments:

use big hand writing
 little bit louder while speaking
 Interaction with students was very good.
 Overall work well done!

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Sameera Fatima

Date: 04-02-2019

Concept taught: _____

Roll No.: 45

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: 40

Student talk: 60

Silence or confusion: —

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories of teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\frac{40}{100} \times 100 = 40\%$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\frac{60}{100} \times 100 = 60\%$$

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent: _____

Divergent: 10

5. Student names. Record the number of times students are addressed by name:

Gulnaaz, Ajeeta, Ayesha, Saba, Faiza, Asiya,
Shazia.

6. Pauses. Record the number of times pauses are used to give students time to think:

5

7. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: Good, keep it up, Excellent

Nonverbal Reinforcement: Applause.

8. Sensory channels. Record the number of times students are required to change sensory channels:

LEARNER SATISFACTION FORM Format - 6

Teacher: Sameera Fatima

Date: 04-02-2019

Subject: English

Tape No.: _____

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

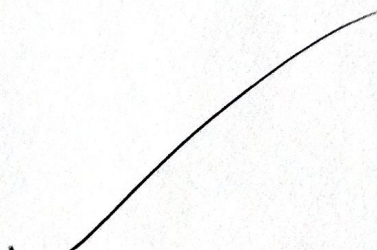
Very satisfied

✓
Satisfied

Very unsatisfied

(.....)

2. What would have increased your satisfaction?


Fatima

LESSON PLAN FORMAT

FORMAT - 1

تاریخ: 16/04/2018

خدیج بیگم
اردو ماسٹریو ٹیچنگ سیشن - I
عید گاہ

کورس کا عنوان
مضمون

اصلاحی مقاصد

ان	مصول طلب استعداد	ان
1. طلباء سبق پڑھ کر اپنے خیالات سے اظہار کے قابل ہوں گے (2) سبق کے مابین الفاظ (غرب الامثال، محاورے، ترکیب) کی نشاندہی کر کے وضاحت کے قابل ہوں گے (3) مختلف بیانات کی تائید یا مخالفت کرتے ہوئے اظہار خیال کے قابل ہوں گے (4) دیئے گئے عبارت کو پڑھ کر مختلف سوالات کے جواب لکھنے کے قابل ہوں گے (5) سبق میں موجود دو ادب میں دیئے گئے اور انگریزی الفاظ کی شناخت و تقسیم کریں گے	سمجھنا - اظہار خیال کرنا (A) سنا - سوچ کر بولنا (B) روانی سے پڑھنا - اظہار خیال کرنا	
1. سبق کے مطابق اہم کرداروں کے درمیان گفتگو کو مطالعہ انداز میں لکھنے کے قابل ہوں گے (2) عید سے متعلق مختصر مضمون لکھنے کے قابل ہوں گے (3) پسندیدہ عنوان پر مختصر مزاحیہ مضمون لکھنے کے قابل ہوں گے (4) حامد کی ستائش پر ایک مضمون لکھنے کے قابل ہوں گے (5) حامد اور اسکے دوستوں کے درمیان ہوئی بات چیت کا رپورٹ کرتے ہوئے گفتگو لکھنے کے قابل ہوں گے	اظہار مافی الضمیر - تخلیقی صلاحیت کا اظہار (A) خود لکھنا (B) تخلیقی / توصیفی انداز میں لکھنا	II

مجموعی کتب سے دئے گئے الفاظ کے مترادف
 شناخت کر کے ۳ نے صلوٰں میں استعمال کرنے
 کے قابل ہوں گے

زبان شناسی
 (a) لفظیات
 (b) قواعد

(2) مذکورہ صوفیائے شافعی کے قابل
 ۳ گے

(3) ضعیف اور ضعیف ترین معنی کو ماننے کے قابل
 ہونے

FOCUSING ACTIVITY

مرکز نظر نگاہ معلم

INSTRUCTIONAL
 PROCEDURE

اصلاحی طریقہ کار

CONTENT موضوع/مواد

زیر تربیت معلم عید کے بارے میں بچوں کو
 وضاحت کریں گی

* عید گاہ

زیر تربیت معلم عید کا تعارف کرائیں گی

زیر تربیت معلم اس میں استفادہ کو جاننا اور کام
 زیر تربیت معلم میں سے بچوں کے جندہ الہی
 شریعتی

CLOSURE!

اختتامیہ

* عید گاہ کے بارے میں تفصیلات

* بچوں کو دینے سے بڑوں اور دوسروں کے ساتھ صلہ رحمی کا جذبہ بیدار کیا

* بچوں کے اندر صبر و کمالات بیدار کیا

EVALUATION PROCEDURE

تدریسیاتی کا طریقہ کار

۱۔ سوالوں کی دوپٹری ہمیں کونسی ہیں ؟
۲۔ سوالیہ نمبر کے کیا اثر ہیں ؟

INSTRUCTIONAL MATERIALS

امدادی آلات

تصاویر
چارٹ

NOTES & COMMENTS

خصوصیات اور نکتہ چینی

ہے اس لیے کہ اس سے

FINAL LESSON PLAN RECORD

NAME:- SYEDA SHEHNAZ BEGUM

ROLL NO:- 162619701008

SUBJECT :- MATHEMATICS

ACADEMIC YEAR - 2019-21

G HULAM AHMED COLLEGE OF

EDUCATION

Name of the lesson: Visualising 3D in 2D

No. of period: 6 Duration 45

Name of the teaching topic: Regular Polyhedra

Expected Learning Outcome / Academic Standard

Problem Solving: Students will be able to illustrate on regular and non regular polyhedra and explain how and when are objects called 'regular polyhedra'.

Reasoning and Proof: Students will be able to explain the criteria for objects to be called regular polyhedrons and differentiate between regular and non regular polyhedra.

Communication: Students will be able to define regular polyhedra and identify objects that are regular or non-regular polyhedra.

Connection: Students will be able to modify objects in order to make them regular polyhedrons.

Visualization & Representation: Students will be able to justify why are some objects called regular polyhedra.

Steps

Teachers Activity

Introduction Good Morning Students
Observe these shapes and tell me whether they are of same size and shape?
Good observation
Amena, what about figures in (2)
Good.
Ashfin, Can you tell me figures of same size and shape are called as?

Good.

Rukhsar, Can you identify the faces, edges, vertices of given figures?

Good.

Declaration of the topic So today, we will learn about Regular polyhedron.

Presentation of the topic Activity.

Observe the faces, edges and vertices in the following shapes.

Samreen, Can you tell me whether all the faces of the 2 objects are congruent?

Good.

Shahbaz, Can you tell all their edges are equal?

Good.

Amena, Can you tell me whether the vertices are formed by equal no. of edges?

Good.

So such objects in which all the faces are congruent all the edges are equal and vertices are formed by equal no. of edges are called Regular polyhedron.

Blackboard work

Figures in 1 & 3 are of same size and shape.
Figure 2 are not of same size & shape.

Figures with same size and shapes are called as Congruent figures.

The blue dots are vertices
The red lines are edges
and flat sides are faces.

Regular Polyhedron

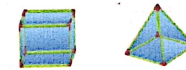
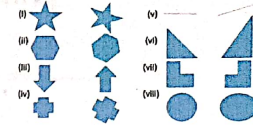
Yes, they are congruent.

Yes they are equal.

Yes, they are formed by equal no. of edges.

Teaching learning Material

Here are some shapes. See whether all the shapes given in a row are congruent to each other or not?



REGULAR POLYHEDRON



Steps

Teachers Activity

Now Observe these figures

Cuboid is non-regular polyhedron because all its faces are not congruent and in the square pyramid the two vertices formed by 4 edges and other are formed by 3 edges. Moreover all the faces in pyramid are not congruent. These types of objects are non-regular polyhedra.

Observe the following objects and answer whether they are regular polyhedra or non-regular polyhedra?

Anurag Can you tell me which figures are regular polyhedra?

Good.

Ashika Can you pick figures out. No. they are regular polyhedra?

Excellent.

Rishab, what about figures (3) and (4)

v. good.

Model Problem

classmate

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Blackboard work

Teaching Learning Material



NON REGULAR POLYHEDRON

* Objects in which all the faces are not congruent all their edges are not equal and all vertices are formed by not equal number are called regular polyhedron.

Non-regular polyhedra.

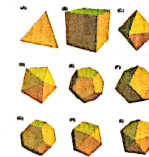
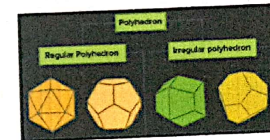
fig 1 & 2 are regular polyhedra.

Because all their faces are congruent, all their edges are equal and all their vertices are formed by same number of edges.

fig (3) & (4) are non-regular polyhedra because all their faces are not congruent, all their edges are not equal and all their vertices are formed by different no. of edges.

Solve model problem

Observe the following objects and identify regular and non-regular polyhedra.



PAGE 239

classmate

Steps

Teacher's Activity

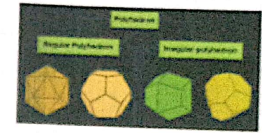
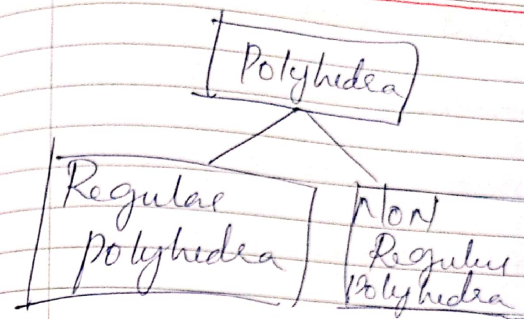
Recapitulation

These polyhedra can be classified into regular polyhedra and non-regular polyhedra.

Homework Note down the following questions as your homework.

Blackboard work

Teaching Learning Material



HOMEWORK

Ex: 13-2

Problems: 2, & 6

Home work

- Q. Is the square prism and cube are same? Explain.
- Q. Can a polyhedron have 10 faces 20 edges and 15 vertices.

TEACHING PRACTICE CUM INTERNSHIP RECORD

- NAME : Tuhaina Sabreen.
- ROLL NUMBER : 162619701057
- SUBJECT : Social Science

ACADEMIC YEAR 2019 – 2021



**GHULAM AHMED
COLLEGE OF EDUCATION**

ROAD NO. 3, BANJARA HILLS,
HYDERABAD – 500 034

CERTIFICATE

THIS IS TO CERTIFY THAT MR/M^s Juhaina Sabreen
BEARING ROLLNO. 162619701057 HAS COMPLETED 40 LESSONS IN THE
METHODOLOGY OF Social Science.

DATE: 10-08-2021

PLACE: Hyderabad.

INTERNALEXAMINER

10/8/21
EXTERNALEXAMINER

CERTIFICATE

THIS IS TO CERTIFY THAT MR/M^S/MRS JUHAINA SABREEN BEARING
ROLL NO. 162619701057 A STUDENT OF GHULAM AHMED COLLEGE
OF EDUCATION HAS COMPLETED 40 TEACHING PRACTICE LESSONS IN THE SUBJECT_.
HE/SHE HAS ALSO COMPLETED A PERIOD OF SUCCESSFUL INTERNSHIP IN THE
SCHOOL. HIS/HER OVERALL PERFORMANCE AT OUR SCHOOL
WAS SATISFACTORY.

PRINCIPAL.

Principal

Ghulam Ahmed College of Education
Road No. 3, Banjara Hills,
Hyderabad-500 034.

INDEX

NAME OF THE SCHOOL:

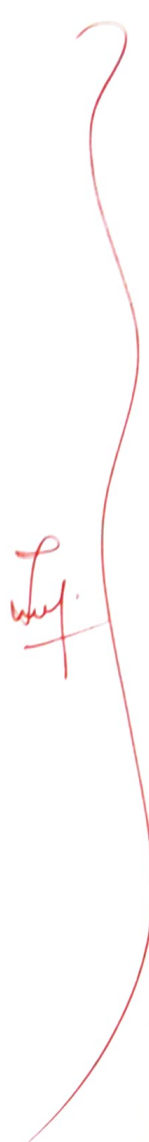
ROLL NO: 162619701057

METHODOLOGY: Social Science

NAME OF THE TEACHER TRAINEE: Juhaina Sabreen.

S.NO	DATE	CLASS	TOPIC	PAGE NO.	SIGN OF THE SUPERVISOR
1	3/April/2020	IX	Human Induced Disasters Accident Induced Disasters		
2	4 April/2020	IX	Rail Accidents		
3	5/April/2020	IX	Air Accidents		
4	8/April/2020	IX	Fire Accidents		
5	9/April/2020	IX	The Threat of Terrorism		
6	25/Nov/2020	IX	Democracy - An evolving Idea - Democracy means responsible government [IC] - 1		
7.	26/Nov/2020	IX	Democracy is based on equality & inclusiveness [Value Added - 1]		

S.NO	DATE	CLASS	TOPIC	PAGE NO.	SIGN OF THE SUPERVISOR
8	27/Nov/2020	<u>IX</u>	Democracy requires active participation of citizens		
9	28/Nov/2020	<u>IX</u>	Democracy requires civil Liberty.		
10	1/Aug/2020	<u>IX</u>	Democracy requires equality. [ICT-2]		
11	2/Aug/2020	<u>IX</u>	Democracy requires free & fair Elections [7E-1]		
12	3/Aug/2020	<u>IX</u>	Democracy requires respect for minority opinion (ICT-3)		
13	4/Aug/2020	<u>IX</u>	Democracy - Majoritarian v/s Inclusiveness [5E-1]		
14	5/Aug/2020		Majoritarian in Sri Lanka & Accommodation in Belgium		
15	7/Aug/2020	<u>IX</u>	Dignity & freedom of Citizen		

S.NO	DATE	CLASS	TOPIC	PAGE NO.	SIGN OF THE SUPERVISOR
16	8/Aug/2020	<u>IX</u>	Human Rights & Fundamental Rights -What are Rights (ICT-4)		
17	9/Aug/2020	<u>IX</u>	Right to Freedom (Drama)		
18	10/Aug/2020	<u>IX</u>	Right to Equality		
19	11/Aug/2020	<u>IX</u>	Right to Life		
20	14/Aug/2020	<u>IX</u>	Right Against exploitation		
21	15/Aug/2020	<u>IX</u>	Right to Freedom of Religion.		
22	16/Aug/2020	<u>IX</u>	Right to Education & Culture		
23	17/Aug/2020	<u>IX</u>	Right to Constitutional Remedies		
24	18/Aug/2020	<u>IX</u>	Rights Commission & Violation of human Rights		
25	19/Aug/2020	<u>IX</u>	Fundamental Duties (ICT-5)		

S.NO	DATE	CLASS	TOPIC	PAGE NO.	SIGN OF THE SUPERVISOR
26	3/April/ 2020	<u>IX</u>	Our Earth - Introduction to our Universe, the Sun to the Earth.		
27	6/April/ 2020	<u>IX</u>	Earth as Planetary body, Evolution of the Earth		
28	7/April/ 2020	<u>IX</u>	Internal structure of the Earth.		
29	8/April/ 2020	<u>IX</u>	Movements of the Earth		
30	12/April/ 2020	<u>IX</u>	The Earths Grid System - Latitudes		
31	15/April/ 2020	<u>IX</u>	Longitudes		
32	16/April/ 2020	<u>IX</u>	Longitudes & question of Time		
33	17/April/ 2020	<u>IX</u>	The Natural Realm of the Earth - Lithosphere		

S.NO	DATE	CLASS	TOPIC	PAGE NO.	SIGN OF THE SUPERVISOR
34	19/Apr/2020	<u>IX</u>	Landforms, The Jigsaw Puzzle & the moving plates		
35	20/Apr/2020	<u>IX</u>	Sea-floor spreading		
36	22/Apr/2020	<u>IX</u>	Slow-movements & sudden movements		
37	23/Apr/2020	<u>IX</u>	How air & water transform the surface of the earth		
38	24/Apr/2020	<u>IX</u>	Work of Water		
39	26/Apr/2020	<u>IX</u>	Work of Glacier & waves		
40	27/Apr/2020	<u>IX</u>	Work of Wind & Action Vegetation & human being.		

PERIOD-PLAN: 10 [ICT]

- I Name of the lesson: Democracy - An Evolving Idea
- II No. of periods: Duration/Time: 45 minutes
- III Class: IX
- IV Teaching Item/Topic/Sub-Topic: Democracy requires equality

V Academic Standards

1. Conceptual Understanding:

- The learners will be able to understand the concept of equality.
- The learners will be able to understand the importance of equality.
- The learners will be able to understand the power of wealth & education in manipulating vote.

2. Reading the text, understanding & Interpretation

- The learners will be able to comprehend the given text.
- The learners will be able to understand the meaning of the words they find it difficult such as:
 - * political equality
 - * manipulate
 - * Contradictory
 - * barons
 - * Illiterate

3. Information Skills:

- The learners will be able to collect information about problems and difficulties faced by illiterate and poor people in India.

4. Reflection on Contemporary issues & questioning:

- The learners will be able to give their reflection on why such high level of inequality persist even where these countries are democratic and government works in the interest of all people.

Appreciation and sensitivity:

- The learners will be able to appreciate the efforts made in different countries to eradicate inequality and achieve equality.

VI Teaching Learning Strategies:

DATE

S. No. STEPS TEACHER'S ACTIVITY

I Introduction

a. Greeting the students

- Good Morning students!
- How are you all.

b. Mind Mapping

1. What do you observe in the picture?
2. What comes to your mind when you see/hear the word equality?
3. What are the various forms of equality?
4. Give any one example of equality?

c. Declaration of the topic

Can you all predict the topic of today's class.
So, today we are going to learn about 'Democracy requires equality.'

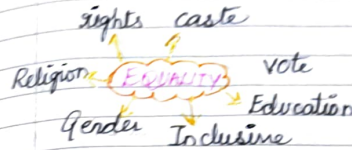
d. Posing questions

1. What are the 3 Ideals of democracy?
2. What is the meaning of equality
3. Why is equality important in democracy?
4. How is equality described in democracy?
5. How do you think democracy is based on political equality?

B. BOARD WORK

DATE

TEACHER'S LEARNING MATERIALS



EQUALITY

What comes to your mind when you look at this word?
What are the various forms of equality?
Can you give any example of equality?

- What are the 3 ideals of democracy?
- What do you mean by equality?
- How equality is described in democracy?
- How do you think democracy is based on political equality?

S.No.	STEPS	TEACHER'S ACTIVITY
II.	Reading the text by students	The teacher asks the learners to read the lesson 'Democracy - An evolving Idea' [Sub-Topic: Democracy requires Equality] from Pg. No- 232
a.	Identifying the keywords and explanation	Learners read the text and underline the key concepts, statements and words which are difficult to understand Teacher writes the keywords on the blackboard and give meanings & explain the new words * Political equality * barons * manipulate * Illiterate * contradictory
b.	Discussion in -groups	Teacher divides the class into groups and allot them topics to discuss • GROUP-1: What is equality? • GROUP-2: Types of equality? • GROUP-3: What is Political equality? • GROUP-4: How democracy requires political equality. • GROUP-5: Measures to eradicate the inequalities in democracy.
c.	Encourage students questions	The students are encouraged to ask questions & clarify their doubts

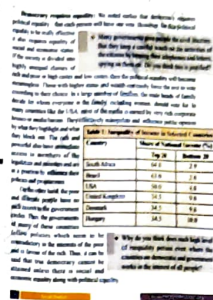
BLACKBOARD WORK

from page No. : (232)

KEYWORDS:

- **Political equality**: all citizens should have same political rights
- **barons**: It is a rank of nobility in various European countries
- **manipulate**: skillful handling or controlling someone
- **Illiterate**: having little or no education
- **contradictory**: things that cannot both be true.

TEACHING LEARNING MATERIALS



KEYWORDS

- **POLITICAL EQUALITY** : Citizen should have some political rights.
- **BARONS** : It is rank of nobility in various European countries.
- **MANIPULATE** : skillful handling or controlling someone.
- **ILLETRATE** : Having little or no education.
- **CONTRADICTORY** : Things that cannot both be true

GROUP ACTIVITY

GROUP 1

What is equality? Types of equality?

GROUP 2

How democracy requires political equality?

- 1) How does inequality affect people's lives?
- 2) How can we promote equality in democracy?

TEACHER'S ACTIVITY

► Democracy requires equality:

We noted earlier that democracy requires political equality - that each person will have one vote. However, for this political equality to be really effective it also requires equality of social & economic status.

► If the society is divided into highly unequal classes of rich & poor or high castes & low castes, then political equality will become meaningless.

Those with higher status & wealth can easily force the rest to vote according to their choice.

► In countries like USA, most media effectively manipulate and influence public opinion.

► On the other hand, the poor & illiterate people have no access to govt circles. Thus, govt. of many countries follow policies which seem contradictory.

► Thus, it can be said that true democracy cannot be attained unless there is social & economic equality along with political equality.

► TOP TEN LISTS

Teacher asks the learners to write 10 most important things/points from the topic 'Democracy requires Equality'

S-NO. STEPS

III. Organizing Activities
- Conceptual Understanding

• ACTIVITY

BLACK BOARD WORK

TEACHING LEARNING MATERIALS



5 words that describe:
DEMOCRACY REQUIRES
EQUALITY

Teaching Practice Cum

Internship Record

NAME: Ayesha Rasheed

ROLLNO: 162619701035

SUBJECT: Biological Sciences.

ACADEMIC YEAR - 2019-2021

Ghulam Ahmed College

of Education.

Period Plan - 6

DATE

Preliminaries:

- 1) Name of the lesson: Production of food from plants
- 2) No of periods: 01 Duration/Time: 45min
- 3) Teaching Item/ Topic/ Sub Topic:
Types of seedling.
- 4) Academic Standards/ expected learning outcomes/ competencies:

(i) Conceptual Understanding:

Children are able to:

- define the term transplantation, broadcasting.
- explain the process of sowing the seeds.

(ii) Asking questions & making hypothesis:

Children are able to:

- ask questions to clarify concepts on crops that are cultivated by sowing plantlets.

(iii) Experimentation & field investigation:

Children are able to:

- participate in field investigation & making a list of crops that are cultivated by using plantlets.

(iv) Information skills & projects:

Children are able to:

- collect information about list of crops sowed with hands & seed drills.
- perform project on paddy planter.

classmate

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DIGITAL PLAN

DATE

(v) Appreciation and aesthetic sense, values:

Children are able to:

- appreciate man power & the process of a seed grows into a plantlet.
- develop aesthetic sense towards nature.

(vi) Application to daily life, concern to biodiversity:

Children are able to:

- utilize the knowledge of different sowing methods to their daily life.

Teaching Learning Strategies

Digital Method.

classmate

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S.No.	Steps	Teaching Plan	Teacher's Activity
I	MIND MAPPING PROBING QUESTIONS		
(a)	Greeting		Good Morning Students!
(b)	Declaration of the topic	Types of seeding	Today we are going to learn about an interesting topic: "Types of seeding"
(c)	Mind Mapping		The teacher asks the following questions to the students: • Do different seeds need to be sowed in different ways? • What do you understand by seeding by dispersal? • Are crops replanted after grown? • Do all the crops grow when replanted?
(d)	Asking questions		The teacher asks the following thought provoking question: • What are the important factors for plant to grow? • Does the type/quality of soil affect the growth of plant? • Did you ever plant a tree? • How did you plant it? • Where did you get the seed from? • Did you ever see farmers sowing seeds? • Do farmers sow the seed the same way as you do? • Do you think farmers use different machinery to sow seeds?

classmate

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Black board Work	Teaching Learning material.
<u>"Types Of seeding"</u> <u>Sowing Methods.</u> <pre> graph TD A[Sowing Methods.] --> B[seeding by dispersal] A --> C[sowing with hands] A --> D[sowing with seed drill.] </pre>	

classmate

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DATE

IV- Discussion & Demonstration

The teacher discusses ^{about} sowing methods with the students

V- Conclusion & Evaluation

(a) Conclusion

The teacher concludes the lesson by highlighting the important points:

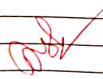
- different methods of sowing are: directly by seed drill, sowing by hand, sowing by dispersal.
- seed drill is an instrument used to sow the seeds in the soil.
- Farmers use sophisticated seed drill and with the help of harrow.
- When plants grow to certain height farmers pick them and make bundles to replant this is known as transplanting.
- Paddy planter is one type of planter which plants paddy seedlings to the field.

(b) Evaluation

The teacher asks the following questions to evaluate:

- What is a paddy planter?
- What is a seed drill?
- What are different techniques of sowing the seeds?
- What is transplanting?

Remarks:

Teacher's signature: 

classmate

PAGE 47 DATE

CONCLUSION

There are different ways by which seeds are sown. Directly by seed drill, sowing by hand, sowing by dispersal.

Seed drill is an instrument used to sow seeds in the soil.

Now a days farmers use sophisticated seed drill with the help of harrow.

When plants grow to certain height farmers pick them and make bundles to replant. This is known as transplanting.

Paddy planter is one type of planter which plants paddy seedlings to the field.

slide 12

EVALUATION

What is a paddy planter?

What is a seed drill?

What are the different techniques of sowing the seeds?

What is transplanting?

slide 13

classmate

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LESSON PLAN RECORD

NAME: Sumera buthol

ROLL NUMBER: 162619701032

SUBJECT: Physical Science

ACADEMIC YEAR 2019-2021



**GHULAM AHMED
COLLEGE OF EDUCATION**

ROAD NO. 3, BANJARA HILLS,
HYDERABAD - 500 034.

Preliminaries

- I Name of the lesson:- "Force"
- II No of Periods:- 01 Duration:- 50
- III Teaching topic / Sub topic:- "effects of force on the shape of object"
- IV Academic Standards/ Expected learning outcomes:-
- 1 Conceptual understanding

- Students are able to understand the concept of effects of force on the shape of the object
- Students are able to cite examples where force that can change the shape of the object

2 Asking Questions:-

- Students are able to ask questions about effects of force on shape of the object

3 Information Skills and project

- Students are able to collect information on effects of force on shape of the object
- Students are able to conduct project work on effects of force on shape of the object

4 Application To daily Life:-

Students are able to apply the scientific knowledge of effects of force in their daily life.

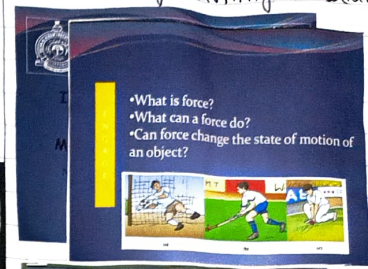
S.No	Steps	Teacher's Activity
I	engage	
a)	greeting	good morning students
b)	curiosity	1) what is force? 2) when a push or pull is applied to an object what happens
c)	Motivation	3) Does the force change only the state of motion or are there any other effects of force?
d)	Declaration of the topic	effects of force on shape of the object
II	Expose Activity	effects of force on the shape of the object In a table some situations like squeezing sponge, stretching a rubber band, breaking a glass etc are given observe the shape of the objects carefully before and after applying force mark 'T' for temporary change and mark 'P' for permanent change in the second column

Blackboard work

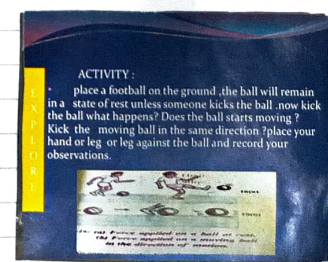
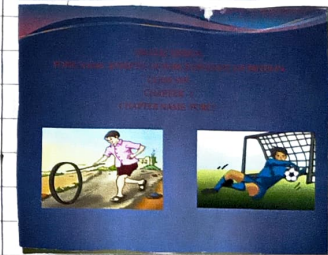
1) push or pull of an object.
2) it changes the state, shape, direction of the object
3) No, it changes the shape of object

effect of force on shape of object

Teaching Learning material



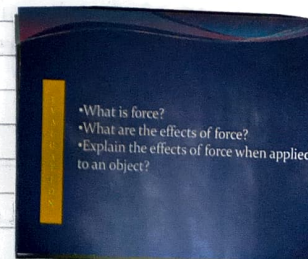
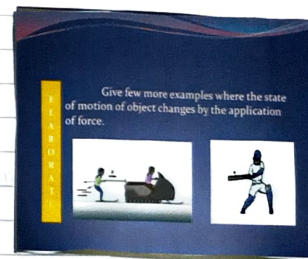
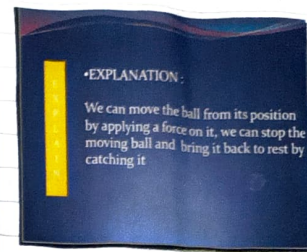
S.No	Contents	Slide No.
1.	Testing previous knowledge	5-6
2.	Introduction to the topic	7-8
3.	Construction	9
4.	Application	10-11
5.	Practice Problems	12
6.	References	13



S.No	Steps	Teacher's Activity
III	explain	From the above table we can understand that a force not only changes the state of motion of an object but also can change the shape of an object. It may change the shape temporarily or permanently, based on the nature of the object and the force applied on it.
IV	Elaborate	Give some more examples where force that can change the shape of object
V	evaluation:	1) What is force? 2) When push or pull applied to an object what happens? 3) Give some examples or situations where force change the shape of object?

Blackboard work

Teaching learning material



period Plan-11

DATE

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Preliminaries:-

I Name of the lesson :- Force

II No of Periods : 01 III Duration:- 50 mins

IV Teaching Topic / Sub topic :- ^{Pressure} (change in effects of force with area of contact)

IV Academic Standards / expected learning outcomes :-

1 Conceptual understanding:-

- Children are able to explain the concept of ~~press~~ changes in effects of force)

2 Asking Questions

- children are able to ask questions about ~~press~~ change in effects of force with area of contact)
- Children are able to clarify the concept to participate in discussions on pressure (changes in effects of force)

3 Information Skills and projects:

- children are able to collect information on ~~press~~ (changes in effects of force)
- children are able to carryout project work on ~~press~~ (changes in effects of force)

DATE

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1 Application to daily life:

Children are able to apply the Scientific knowledge of changes in effects of force in their daily life situations.

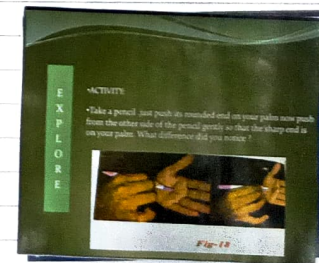
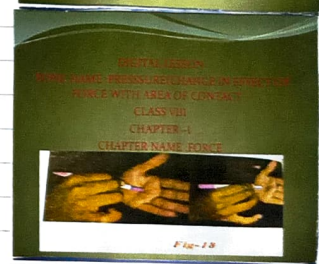
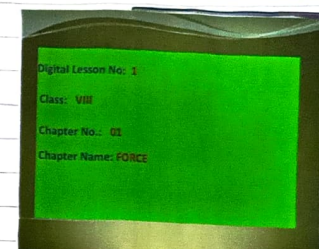
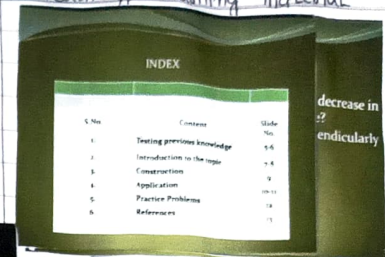
S.No	Steps	Teacher's activity
I	engage	
a)	greeting	good morning Students
b)	curiosity	1) what is force? 2) what happens when there is decrease in the area of contact of the force? 3) what is the force acting perpendicularly on unit area of a surface is called as?
a)	declaration of the topic	'pressure'
II	Explore Activity-4	change in effect of force Take a pen with area of contact Take a pencil. Just push its rounded end on your palm. Now push from the other side of the pencil gently so that the sharp end is on your palm. what difference did you experience? Why?

Blackboard work

- 1) push or pull on an object
- 2) The effect of force increases & vice versa
- 3) pressure

"Pressure"

Teaching learning material



S.No

III

Steps
Explain

Teacher's Activity

we observe that the effect of force depends on the area of contact on which the force is acting.

• when there is decrease in the area of contact of the force or load then the effect of force increases and vice versa.

• The force acting perpendicularly on unit area of a surface is called pressure.

pressure = force/area

Have you wondered why lorries carrying heavy loads have large number of broader tyres & why do the postmen place tubans on their head when they have to carry heavy loads?

IV

Elaborate

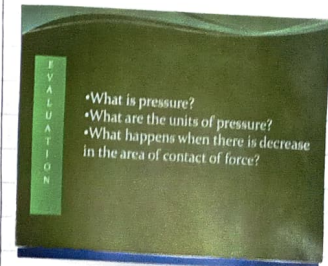
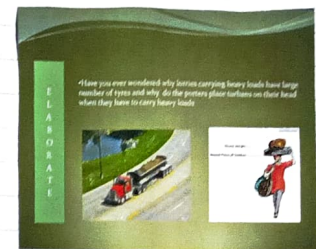
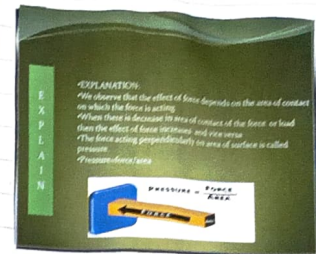
V

Evaluation

- 1) what is pressure?
- 2) what are the units of pressure?
- 3) what happens when there is decrease in the area of contact of force?

Blackboard work

Teaching learning material



*Teaching Practice cum
Internship Record*

Name: Sameera Fatima

Roll No: 162618701045

Subject: English

Academic Year (2018-2020)

Mhulam Ahmed College of Education

Banjara Hills - Hyderabad

Period Plan - 8

Reading Segment - I

Pg 51, 52, 53

I Name of the Lesson: The Fun they Had

II No. of Periods: 01

III Duration / Time: 40 mins

Class: VIII

Date: 08/2019

IV Teaching Item / Topic / Sub-topic: Reading Segment - I

V Expected Learning Outcomes / Competencies:

- The learners listen, observe and respond during the transaction.
- The learners will understand and comprehend the given reading text / passage.
- The learners learn the new vocabulary words and figurative expressions through listening and using it in a spoken or written form.
- The learners read the passage with proper pronunciation, stress, intonation with a normal speed.
- The learners locate the information and will give the meaning of what ^{the} words / structures mean.
- The learners get sensitized at word level / sentence level.
- The learners develop imagination and creativity.

→ The learners will do the collaborative reading, reflect and give their perceptions

STEPS

TEACHER'S ACTIVITY

I Reading Segment - I

(Pg. no.: 51-53)

Teacher declares the topic

Today we are going to read the lesson

"The Fun They Had"

Teacher engages the learners.

→ On individual reading by giving proper instructions

→ Read the Passage

From: Margie even wrote

..... out completely

[Pg no.: 51-53]

→ Try to guess the unfamiliar words and its meaning with the help of words you already know.

→ Teacher develops the text for low proficient learners.

Questions

18) What is the name of the lesson?

29) Who is the author of the story?

38) Who are the main characters in the story?

49) What is the theme of the story?

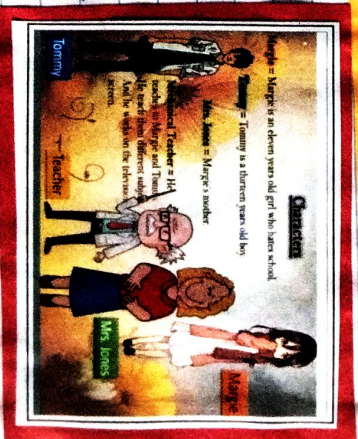
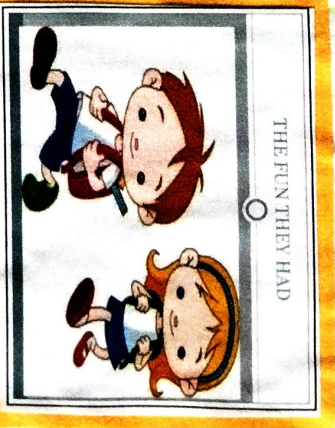
BLACK BOARD WORK

Activity

Share with me your most happiest and enjoyed moment of your life. [family, friends, school, ... anything].

The Fun They Had.

TEACHING LEARNING MATERIAL



Answers

1) The name of the lesson is "The Fun They Had"

2) The author of the story is Isaac Asimov.

3) The main characters in the story are Margie and Tommy.

4) The main theme of the story is that of education.

Collaborative Reading:

Teacher divides the learners into groups and give the directions.

Teacher asks the learners to share in terms of points and give their reflections. The learners can say their points in their mother tongue.

group can collectively turn their ideas into English.

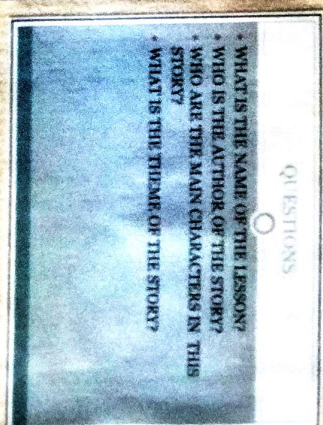
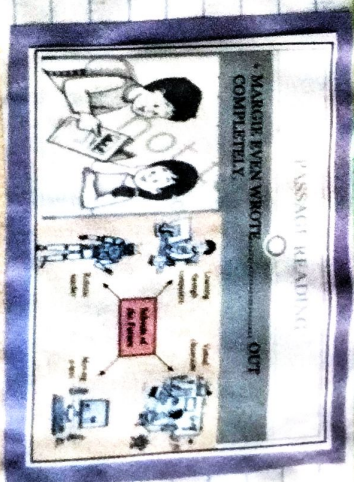
Comprehension Questions

Teacher asks the following questions from the read passage:

- 1) How old are Margie and Tommy?
- 2) What did Margie write in her diary?
- 3) Mention about the setting of the story?
- 4) When does the story take place?
- 5) Had Margie ever seen a book before?
- 6) What things about the book did she find strange why?

7) What does the old book remind Margie of?

8) Who found the Book?

Answers:

- 1) Margie is 11 years old and Tommy is 13 years old.
- 2) She wrote that "Today Tommy found a real book."
- 3) The story is set in the future.
- 4) The story takes place on 17th May 2157.
- 5) Margie has never seen a book before.
- 6) She found it very funny to read the words which stood still and did not move and it was printed on paper.

- 7) The old book reminds Margie of her grandfather who told her that they studied all the books that were printed on paper.
- 8) Tommy found the book.

S.No

STEPS

TEACHER'S ACTIVITY

9) How was the book?

10) What were feelings of Marge when she found the book?

11) Why did Tommy disliked the printed book?

12) Why did Tommy liked the computer

13) What do you think a textbook is?

14) Where did Tommy find the book?

15) What was the book about?

16) Where was Marge's school? Did she have any classmates?

17) What is Marge's school?

18) Why did Marge hate school?

BLACK BOARD WORK

1) It was very old and the pages of the book had turned yellow and he seen crumpled.

2) She was astonished to see a real book and it was a strange experience for them.

3) He said it was waste because he felt that whenever you completed reading a book, you have to throw it away.

4) Because the computer screen had shown him many books and still he could read it many more on it. He was not have to throw that screen away once he had read a particular story.

5) Books seen or read on a TV or computer screen.

6) He found it in his house, in the attic.

7) It was about school.

8) Marge's school was in her house. It was a personal classroom where she ate the computer was adjusted to her level of learning. She studied by herself and had no classmates.

9) Marge's school is a mechanical teacher i.e., a virtual classroom.

10) She hated it because it was a machine, it was giving her so many tests that

TEACHING LEARNING MATERIAL

CROSS-KEY

- CRINKLY: with many folds or lines, something that is crumpled.
- AWFULLY: very badly, unpleasantly.
- TELEBOOKS: books seen or read on a television or computer screen.
- ATTIC: a space just below the roof, used as a store room.
- SCORNFUL: showing your dislike for something.
- MECHANICAL TEACHER: a machine teacher.

QUESTIONS

- How was the book?
- What were the feelings of Marge when she found the book?
- Why did Tommy disliked the printed book?
- Why did Tommy liked the computer?
- What do you think a textbook is?
- Where did Tommy find the book?
- Where was Marge's school? Did she have any classmates?
- What is Marge's school?
- Why did Marge hate the school?

QUESTIONS

- What subjects did Marge and Tommy learn?
- Who came to check the mechanical teacher and why?
- How was the country inspector?
- What did Marge hope? wished for and why?
- What description did Marge give of the computer?
- What part did Marge hated the most?
- Why did Marge hate the mechanical teacher?
- What did the country inspector say?
- Why did he get on Marge's head?

19) What subject did Margie and Tommy learn?

20) Who came to check mechanical teacher and why?

21) How was the country inspector?

22) What did Margie hope / wished for and why?

23) What description did Margie give of the computer?

24) What part did Margie hated the most?

25) Why did Margie hate the mechanical teacher?

26) What did the country inspector say?

in geography which were very difficult for her and she was performing very bad.

They learned history, geography and Maths.

The country inspector came to check the mechanical teacher as Margie's mother thought that there was something wrong with the machine.

He was a round little man with a red face and a whole box of tools with dial and voice.

Margie had hoped / wished that he wouldn't know how to put it together again (repair) because she did not like to study from this teacher.

It is very huge, black in colour and ugly. It has a big screen and all the lesson appear on the screen and many questions were asked on the same screen.

The part Margie hated the most was the slot where she had to put homework and test papers.

Because she had to submit her homework and test papers to it and it checked the papers and calculated her marks in a few seconds.

The country inspector said that Margie was getting bad marks in geography because the machine was not working.

PASSAGE

SNO	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TEACHING LEARNING MA
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properly. It was geared to a higher level and that Margie was learning at a good pace.

27) Why did he pat on Margie's head?

1) In order to cheer her up.

Reading aloud by the teacher

Teacher reads the passage loudly with proper pronunciation, stress, tone

Reading aloud by the learners

Teacher asks the students to read the passage one by one.

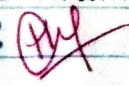
Extrapolating the text, Analytical, Reflective & Inferential questions

1. If you were in the place of Margie what feeling would you have for the book?

2. What did Margie find strange in the book?

Evaluation

1. What is the name of the lesson?
2. Make a sentence using shaken?
3. What is the meaning of the word crinkly?

Signature: 

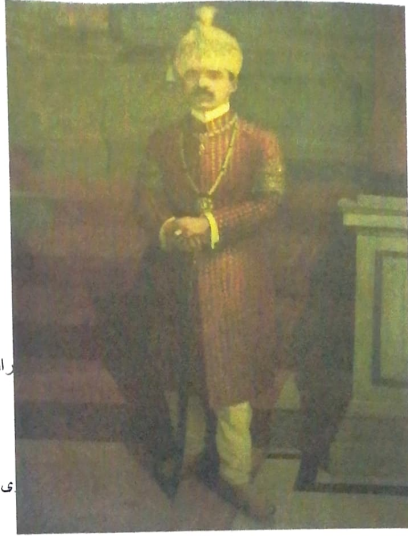
Remarks: 1) Learners were able to understand & comprehend the passage.
2) Teacher explains the difficult words.

QUESTIONS

- If you were in the place of Margie what feeling would you have for the book?
- What did Margie find strange in the book?
- Make a sentence using shaken?
- What is the meaning of the word crinkly?
- What is the name of the lesson?

درس و تدریس و مسائل

میر عثمان علی خان



میر عثمان
وکیپڈیا سے، مفت متن
نیویگیشن پر جانیں جا کر تلاش کریں
VII میر عثمان علی خان، 1
حیدرآباد
JPG میر عثمان
رجسٹر نمبر: 29 اگست 1911 - 17 ستمبر
ٹائولر نمبر: 17 ستمبر 1948 - 24 فروری
کورشن 18 ستمبر
پیشن گونی محبوب علی خان، اسف
برقی شاہی سلطنت
(پیٹر):
6 اپریل 1886ء - میر
رائی حویلی، حیدرآباد، حیدرآباد ریاست، برطانوی بھارتی
(اب تیلانگانا، بھار
مرده 24 فروری 1967ء)
کنگ کوتی محل، حیدرآباد، اندھرا پردیش
(اب تیلانگانا، بھار
ی جدی مسجد، کنگ کوتی محل، حیدرآباد، اندھرا پردیش،
(اب تیلانگانا، بھار
خاوند شوہر الدین پشا بیگ اور
، اور دیگر: Azamah · Moazzamah
اردو میر عثمان علی
بازس عاشق جانی
والد محبوب علی خان، اسف
ماں امت الزوینشن

مرکزی لائبریری



اسٹنٹ سینٹرل لائبریری حیدرآباد
ملک بھارت
تائب لائبریری کی قسم
1891 کا قیام
مقام افضل گنج، حیدرآباد
مجموعہ
، میگزینوں، اور دستخط جمع کیے
سائز ~ 5,00,000 کتابیں / میگزین
فانوبی ڈیولپمنٹ جی ہا
رسانی اور استعمال
رسانی کی ضروریات اوبین
اسٹنٹ سینٹرل لائبریری حیدرآباد، سٹی ٹینٹنگ لائبریری (اردو: منکیم اصغیر) پہلے
لائبریری کے طور پر جانا جاتا ہے، یہ ہے کہ حیدرآباد، تھکانا میں ایک عوامی لائبریری
ہے، عمارت 1891 میں تعمیر ہوئی نواب بہادر مرزا اکبر سنگ کے چیف ایجنٹر کی
مدد سے تعمیر کی گئی تھی، یہ شہر میں سب سے زیادہ عارضی ڈھانچے میں
سے ایک ہے اور 1998ء میں انٹاج، حیدرآباد کے میراج حسب دی تھی۔ [1]
Suggest an edit

لارہ محل

۱۰ محلہ حمایت میں داخل ہوں گی، اسوام و لیلی
امید کرتا ہوں آپ سب خیریت سے
ہوں گے

۱۱ محلہ ایادہ سے طور پر جمع سوالات کر رہی
فصل: میر عثمان علی خان کا نام کیا تھا؟
فصل: انہوں نے کس نام سے نام کیا تھا؟
فصل: میر عثمان علی خان کی پیدائش کس سال ہوئی؟
فصل: ان کی کنیت اور والد تھے؟
فصل: حاضری کیا اور کس نام میں ہوئی؟

۱۲ محلہ طلبہ کو تاریخی عمارت کے بارے میں پوچھا
دکھائیں گی اور پھر مکمل کروائے گی۔
پورا ایڈیٹ کے سوالات کی جوابات دیں

فصل: نواب میر عثمان علی خان کی وفات کس سال ہوئی؟
فصل: میر عثمان علی خان کی شخصیت اخلاق و آداب سے
فصل: تعلیم میں لالچ کیا اور کیوں بنوادیاد
فصل: ممدالت علیہ کیا واضح ہے؟
فصل: جامعہ محتاتیم کی بنیاد کیا ہوئی؟

۱۳ محلہ طلبہ کو تمام محاذات کے نام اور وہ لکھیں
اور کیا میں بتا رہے اور نواب میر عثمان علی خان
کے بارے میں میں بتا رہے کیا

۱۴ مجموعہ نمبر ۱۴۰/۱۴۱ موجود سبق کا مطالعہ کریں
جو الفاظ ۱۴۱ کے مکمل معلوم ہوں اور
تبدیلہ لکھیں

۱۵ بہت خوب اپ باری باری کو ۱۶ پ لول
اپنے الفاظ کے معنی معلوم کریں

مطالعہ
مطالعہ

۱۶ لول کی تفسیر
۱۷ لول کی تفسیر

۱۸ لول کی تفسیر
۱۹ لول کی تفسیر

۲۰ لول کی تفسیر
۲۱ لول کی تفسیر

۱۲۹۹ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۸ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۷ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۶ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۵ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۴ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۳ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۲ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۱ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۰ (۲۱ مارچ ۱۹۸۰ء)



کارہ مکمل

۱۲۹۹ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۸ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۷ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۶ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۵ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۴ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۳ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۲ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۱ (۲۱ مارچ ۱۹۸۰ء) ۱۲۹۰ (۲۱ مارچ ۱۹۸۰ء)

تفصیلی سوال و جواب
سپریم کی

فصل: دارالحدیث تیار اور کمپوزیشن
نکب: کتاب خانہ ۲ صفحہ تیار واضح سے
نکب: انٹرنل ڈسٹ لکھا مطلب میں
نکب: اردو اور مملکت آصف جاسی کو تیار کیا جائے
نکب: یہ تمام محلات سے مکے دور میں مہوئی

اب مکے لو اب میر بھان علی خان نور کون محلات
نظامیہ فیہ لالچ، مملکت عالمیہ، چاہم مملکت
نکب: کتاب خانہ ۲ صفحہ و غیرہ محلات کو تیار کیا جائے
مکے منتقل ہو رہے ہیں
اردو زبان سے مکے مملکت و تحقیق تیار
رہے

کی دوبارہ
تیار کیا

بائی کورٹ

وہ بائی کورٹ کی منصوبہ بندی کی شکر لعل جوہر اور مقامی انجیر نے تیار کیا جس سے ڈیرائی کو بھانسی/مبار علی فاضل قرار دیا۔ نومبر ۱۵ اپریل ۱۵۹۱ء کو شروع ہوئی اور ۳۱ مارچ ۱۹۱۹ کو مکمل ہو چکا تھا۔ ۲۰ اپریل ۱۹۲۰ کو میر عثمان علی خان VII بائی کورٹ کی تعمیر کا افتتاح رحم سے افتتاح کیا۔



قدیم چیمائی:
لو اب میر بھان علی خان سے مملکت
حصہ دارینی محلات کو تیار کروایا محلات
مکے مکے میں معلومات حاصل کرے

مکمل کارہ مکمل



۱- مکمل کارہ مکمل
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۸- مکمل کارہ مکمل
۹- مکمل کارہ مکمل
۱۰- مکمل کارہ مکمل

AFREEN KAUSER

162620701008

MATHEMATICS

MICRO AND REFLECTIVE

TEACHING

RECORD

Micro-Teaching-I

Lesson Plan: Format-1

Student Teacher: Afreen Zaheer

Date :

Course : B.Ed. [Sem II, 2020-2022]

Topic : Probability

Instructional objectives:

1. Problem Solving
2. Reasoning and Proof
3. Communication
4. Connection
5. Visualization and representation

Assessing Activity:

Content	Instructional Procedure
Introduction Topic: Probability	(a) whole class participation, discussions (b) Activity method [showing pictures & posing questions]

Closure:

- * Students will be able to define Probability
- * Students will understand the terms, likely, least likely, certainly, possible and impossible
- * Students will be able to connect the concept of Probability with everyday life

Format - 2

Name of the student teacher : Ajeet Kumar

Course title : B.Ed

⑥ Concept to teach : Probability

⑦ Skills to demonstrate :
(i) Introducing
(ii) Reinforcement
(iii) Questioning

⑧ Specific Instructional objectives:

① Problem Solving

- * Students will be able to determine a ^{multiple} single event with a single outcome and multiple outcome
- * Students identify the total number of outcomes that can occur
- * Students can calculate the probability of events.

② Reasoning & Proof:

- * Students will be able to reason how different outcomes can occur and give proof based on that.

③ Communication:

- * Students will be able to communicate about the terms likely, most likely, least likely, possible & impossible

④ Connections:

- * Students will be able to connect the concept of probability with day to day life

⑤ Visualization & Representation:

- * Students will be able to understand the events and identify all ~~the~~ total no. of outcomes and calculate the probability of events.

⑥ Assessing Activity: Probability.

⑥ Instructional Procedure:

① whole class discussion

② Activity based method

{ showing pictures

&
Probing questions }

1. Introduce
con
Greetings

T: Good morning Students, How are you all?

S: Good morning Ma'am, we are fine thank you.

T: OK Students, Today we are going to learn something very interesting.

Sadia! Tell me What do you see in this picture?

Sadia: I can see 5 yellow balls Ma'am

T: OK, If I'm going to pick out a ball out of this box without seeing which color ball I'll pick?

Sadia: Yellow Ma'am

T: Excellent Sadia, But how could you say that?

Sadia: Because all of them are yellow in color

T: Very good Sadia!

Since all of them are yellow balls. I will surely pick the yellow ball. And when you are sure about something



Which ball am I likely to pick?

circle

S.no. Steps

Teachers Activity

that will happen for sure you can use the word Certain

Sadie: Yes ma'am

T: Now, Sara I have added two red balls in the box
Sara: Tell me which color ball I am I most likely to pick out

Sara: ~~no~~ you may get either red or yellow

T: Pay attention to the word most likely

Sara: Ma'am because yellow balls are more you may get yellow balls

T: Exactly Sara: very good.

Since yellow balls are more, its chances are more to get picked up than the red ones.

→ now I'm adding one green ball to the same box

→ Rupsaar which color ball am I least likely to pick out

Rupsaar: Green ma'am. Because there is only one green ball

Blackboard

TLM



Which ball am I most likely to pick out?

Most likely



Teacher's Activity

T: Correct Rupsar

Since there is only one green ball
I am least prob likely to pick the green
one.

→ Saba what do you notice in this
picture?

Saba: There are 5 red balls and 5 green
balls

T: Yes, now Saba tell me which color
ball am I likely to get, $\therefore$ both of
them are equal in number.

Saba: Either green or red

T: Exactly v. good. Since both of them
are equal in number. They have
equal chances of being selected.
* They are equally likely

→ Ahmed, see this picture and tell us
that is it possible to pick a blue ball
out of this box.

Ahmed: No Ma'am. Because there is no blue ball
in the box.

Blackboard

TLM

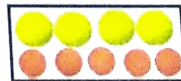
Which ball am I least likely to pick out?

Least likely



Which color ball has more chances of
being taken out?

Equally likely



No.

Steps

Teachers Activity

T: V. good Ahmed!

Since it doesn't have a blue ball,
I can't get the one.

when you know that something is not
going to happen for sure we use
the term impossible

→ children, here is a small activity for
you all.

Here is a list of situations and
you have to tell me what are the
chances of a particular event to happen
by selecting a proper word for it.

The words are: least likely, most likely,
certain, impossible, Equally likely

→ Rugsar read the first statement &
tell me which word is most suitable

Rugsar: The sun will rise from north
tomorrow!

it's impossible Mr. am

T: Exactly Rugsar, it's an impossible event.

Blackboard

TLM

Is it possible to pick out a blue
ball out of this box?

impossible

CLASSIFY THE FOLLOWING STATEMENTS INTO THE CATEGORIES
(LIKELY, MOST LIKELY, CERTAIN, IMPOSSIBLE, EQUALLY LIKELY)

1) THE SUN WILL RISE FROM THE NORTH TOMORROW

Teachers Activity

Saba read the second statement and tell us the suitable word.

Saba: I will have dinner today
its mostly likely

T: good Saba, Sometimes if we had heavy lunch or snacks at evening we may miss our dinner. So we use the word most likely

→ Sara read the third one & tell us the word

Sara: The earth revolves around the sun.
Ma'am its 'certain'.

T: very good Sara.

Tahseen read the fourth statement and tell

Tahseen: Getting a head or tail when a coin is tossed
is equally likely Ma'am

T: Excellent Tahseen! Getting a head or a tail have equal chances. ∴ It is equally likely

Blackboard

7LM

2) I WILL HAVE DINNER TODAY

3) The earth revolves around the sun

4) Getting a head or tail when a coin is tossed

Steps

Teachers Activity

Blackboard work

TLM

T: Ahmed! read the fifth statement and tell us
Ahmed! winning a lottery ticket
is least likely

T: v-good Ahmed!

So, this process of measuring the chances of
occurrence numerically is called probability.

In our class we will discuss more
practical examples then you will have a
more clear idea of what exactly probability
is!

Thank you everyone
will see you in next class.

5) Winning a lottery ticket.

TEACHING EVALUATION FORM Format – 3

Teacher: *Afreen Lauser*
 Class: *VIII*
 Subject: *math*

Roll No. *08*
 Date:
 Tape No.: *2*

Organization of Lesson

Components	Rating score					
Lesson preparation	<i>5</i>	4	3	2	1	0
Focusing activity	<i>5</i>	4	3	2	1	0
Closure	5	<i>4</i>	3	2	1	0
Subject-matter knowledge	<i>5</i>	4	3	2	1	0

Lesson Presentation

Components	Rating score					
Audience contact	<i>5</i>	4	3	2	1	0
Enthusiasm	<i>5</i>	4	3	2	1	0
Speech quality and delivery	<i>5</i>	4	3	2	1	0
Audience involvement	<i>5</i>	4	3	2	1	0
Verbal behaviors	<i>5</i>	4	3	2	1	0
Nonverbal behaviors	5	<i>4</i>	3	2	1	0
Use of questions and questioning techniques	5	<i>4</i>	3	2	1	0
Directions and pacing	5	<i>4</i>	3	2	1	0
Use of reinforcement	5	<i>4</i>	3	2	1	0
Use of aids and materials	<i>5</i>	4	3	2	1	0

Signature of teacher educator:

Comments:

→ Address the students not as class.
→ Use of synonyms to bring in the terms of probability concept.
→ well done

MICRO TEACHING EVALUATION FORM **FORMAT - 4**

Name of the Student Teacher: *Afreen Latif*
Subject: *Math*

Date: _____
Tape No: *2*

ORGANISATION OF LESSON	RATINGS					
	5	4	3	2	1	0
Lesson Preparation	5	4	3	2	1	0
Focusing Activity	5	4	3	2	1	0
First skill/Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject matter & knowledge	5	4	3	2	1	0

VALUABLE COMMENTS:

Good Explanation But need some extra reinforcement

MICROTEACHING SELF - ANALYSIS FORM : FORMAT 5

Roll No.:

Name of the teacher:

Date:

Concept taught:

S.No.	Categories Under Teacher's Talk	Categories Under Student's Talk
1.	Giving Instructions	Questioning / Raising Doubts
2.	Questioning Students	Making Comments
3.	Explaining	Discussion with Peers
4.	Activity / Demonstration	Individual Activity
5.	Evaluating	Group Activity

Duration in Secs	Tallies in Teacher's Talk (1)	Tallies in Student's Talk (2)	Silence / Confusion (3)	Total Tally (1 + 2)
0 - 30				5
31 - 60				3
61 - 90				2
91 - 120			1	4
121 - 150				3
151 - 180				3
181 - 210				2
211 - 240			1	4
241 - 270				2
271 - 300				3
301 - 330			1	2
331 - 360				
	18	20	4	42

$$\text{Percentage of Teacher Talk} = (1 / (1+2)) * 100 = \frac{18}{42} \times 100 = 42.28$$

$$\text{Percentage of Student Talk} = (2 / (1 + 2)) * 100 = \frac{20}{42} \times 100 = 47.61$$

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Ajmer Lalles Date: 5-08-21

Concept taught: _____ Roll No.: 08

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: 42.28

Student talk: 47.61

Silence or confusion: 3

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories of teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Tallies in teacher talk category

Percentage of teacher talk = _____ X 100

Total tallies in teacher talk + student talk categories

Tallies in student talk category Percentage of student talk =

_____ X 100 Total tallies in teacher talk + student talk categories

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent: 7

Divergent: 2

5. Student names. Record the number of times students are addressed by name: 6.

10

Pauses. Record the number of times pauses are used to give students time to think: 7.

5

Reinforcement. Record the number of times reinforcement is used: Verbal

10

Reinforcement: 10

Nonverbal Reinforcement: 0

8. Sensory channels. Record the number of times students are required to change sensory channels:

LEARNER SATISFACTION FORM Format - 6

Teacher: Aileen Louser
Date: 5-08-2021
Subject: Math
Topic No.: MT-2

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied Satisfied Very unsatisfied

(————— X —————)

2. What would have increased your satisfaction?

Reinforcement this and use of proper words

MICRO TEACHING AND REFLECTIVE TEACHING RECORD

NAME : BUSHRA BEGUM

ROLL NO : 162620701072

METHODOLOGY : Social science

COURSE : B.ED first year,
Semester-II.

YEAR : 2020 - 2022

COLLEGE : Ghulam Ahmed college of
Education

DECLARATION CERTIFICATE

I hereby state that the micro teaching and reflective teaching record submitted by me, a part of B.ED course semester-2 is my original work and no part of this work has been submitted to any other university

PLACE : HYDERABAD

DATE : 18-10-2021


SIGNATURE OF THE STUDENT

MENTOR CERTIFICATE

This is to certify that Bushra Begum
bearing Roll NO: 162620701072 of Ghulam Ahmed
College of Education has completed the "Micro-teaching"
and "Reflective Teaching" record under the guidance of
Ms. Noor ul Huda as a part of B.ED course Semester-2

This is the original work carried out by the
student.

Noor ul Huda

SIGNATURE OF THE MENTOR

INDEX

S.NO	TOPICS COVERED
1.	MICRO TEACHING
2.	MICRO TEACHING PLAN-1
3.	MICRO TEACHING PLAN-2
4.	REFLECTION ON MICRO TEACHING
5.	REFLECTIVE TEACHING
6.	REFLECTIVE TEACHING PLAN-1
7.	REFLECTIVE TEACHING PLAN-2
8.	REFLECTION ON REFLECTIVE TEACHING
9.	ANNUAL PLAN
10.	UNIT PLAN
11.	PERIOD PLAN

FORMAT - 1

TEACHER : BUSHRA BEGUM

COURSE TITLE : VIII CLASS (SOCIAL SCIENCES)

TOPIC : TYPES OF DISASTER

INSTRUCTIONAL OBJECTIVE :

1. Conceptual understanding
2. Reading the given text, understanding and interpretation.
3. Information skills
4. Reflection on contemporary issues and questioning
5. Appreciation and sensitivity.

FOCUSING ACTIVITY

CONTENT	INSTRUCTIONAL PROCEDURE
• Meaning of the word Disaster • Types of Disasters • Different categories and types of disasters	• Pictures of Disaster (slide show) • Types of Disasters (Youtube video) • Types of Disasters (slide show)

- | | |
|--|---|
| | <ul style="list-style-type: none">• Evaluation (questioning)• Home assignment. |
|--|---|

CLOSURE:

The learners at the end of the session acquire in depth information about the meaning and types of disasters.

EVALUATION PROCEDURE:

Conducted evaluation by questioning the learned information about the disaster.

INSTRUCTIONAL MATERIALS:

Pictures, Youtube video, slide maker.

NOTES AND COMMENTS:

NOTE: Gave Home Assignment

FORMAT - 2

TEACHER : BUSHRA BEGUM

COURSE TITLE : VIII CLASS (SOCIAL SCIENCE)

TOPIC : TYPES OF DISASTERS

SKILLS OR BEHAVIOURS TO DEMONSTRATE :

1. Skill of Introduction
2. Skill of Explanation
3. Skill of Questioning - Introductory, Developing, Evaluating, Recapitulatory.
4. Skill of Evaluation.

INSTRUCTIONAL OBJECTIVES:

1. conceptual understanding
 - Explains the meaning of disaster
2. Reading the given text, understanding and interpretation
 - Comments on the categories of disaster
3. Information skills
 - Point out the comparison between different types of disasters.
4. Reflection on contemporary issues and questioning

- Questions on different categories of disasters and its examples.

5. Appreciation and sensitivity

- Gives knowledge and awareness among the community.

FOCUSING ACTIVITY:

- Meaning of the word disaster - Picture demonstration as slide show
- Types of Disasters - Youtube video

TEACHERS ACTIVITY	STUDENTS ACTIVITY	TLM BLACK BOARD
> Greeting students > Showing an image of the disasters. Stated Introductory questions • What can you observe in the first image? • What do you observe in the second image? • What do you observe in the third image? • What do you observe in the fourth image?	Good Morning • Floods • Drought • Earthquake • Tsunami	Picture showing disasters. 

1. Based on speed, disasters can be

(i) slow onset disaster

(ii) Rapid onset disaster

(i) slow onset disaster :

Drought, environmental degradation

Pest infection, coronavirus etc

(ii) Rapid onset disaster :

Earthquake, cyclone, flash

floods etc.

2. Based on cause, disasters can be

(i) Natural disasters

(ii) Human induced disasters

(i) Natural disaster :

Earthquake, cyclones, floods,

Droughts, Tsunami, landslides,

Volcanoes.

(ii) Human induced disasters :

Dam failures, nuclear accidents,

oil spills and leakages,

Gas tragedy, forest fire etc.

stated Recapitulating questions

1. Disasters are categorised

TYPES OF DISASTER

Disasters can be categorised into different types based on cause.

1. Based on speed disaster

Slow
onset
disaster

6 ★

Based on cause, disaster

Natural
disaster

1. Based on speed, disasters can be

(i) slow onset disaster

(ii) Rapid onset disaster

(i) slow onset disaster :

Drought, environmental degradation

Pest infection, coronavirus etc

(ii) Rapid onset disaster :

Earthquake, cyclone, flash

floods etc.

2. Based on cause, disasters can be

(i) Natural disasters

(ii) Human induced disasters

(i) Natural disaster :

Earthquake, cyclones, floods,

Droughts, Tsunami, landslides,

volcanoes.

(ii) Human induced disasters :

Dam failures, nuclear accidents,

oil spills and leakages,

Gas tragedy, forest fire etc.

stated Recapitulating questions

1. Disasters are categorised

TYPES OF DISASTER

Disasters can be categorised into different types based on speed and cause.

1. Based on speed disasters can be

Slow
onset
disaster

Rapid
onset
disaster

6 ★

Based on cause, disaster can be

Natural
disaster

Human
induced
disaster

into how many types?
what are they?

2. Give some examples for slow onset disaster.

> Evaluation

Through questioning

• what is disaster?

• Name some different types of natural disaster?

• Name some human induced disaster?

> Home Assignment

• make an album with the pictures of natural disasters.

• Two types.

Based on speed and cause

• Drought, environmental radiation, coronavirus etc.

• Disaster is a sudden incident which result in huge loss of life, Property & environment

• Earthquakes, cyclones, floods etc.

• Dam failure, Gas tragedy, forest fire.

disaster management

• What is disaster?

• Name some types of natural disasters?

• Name some human induced disasters?

HOME ASSIGNMENT

• Make an album with pictures of natural disasters.

CLOSURE :

The learners at the end of the session acquire in depth information about the disaster and different

Categories of disasters.

The teaching learning procedure was active and Participatory in nature enriched with learning experience.

AUDIOVISUAL MATERIALS AND EQUIPMENT NEEDED

Picture, Youtube video, slide maker.

INSTRUCTIONAL MATERIALS

Picture, slideshare.

NOTE AND COMMENTS:

MICRO TEACHING EVALUATION FORM

FORMAT - 3

Name of the Student Teacher: Bushra

Date:

Subject: Pedagogy of social sciences

Tape No:

ORGANISATION OF LESSON	RATINGS					
Lesson Preparation	5	4	3	2	1	0
Focusing Activity	5	4	3	2	1	0
closure	5	4	3	2	1	0
subject matter & knowledge	5	4	3	2	1	0

LESSON PRESENTATION	RATINGS					
Audience contact	5	4	3	2	1	0
Enthusiasm	5	4	3	2	1	0
Speech, Quality & delivery	5	4	3	2	1	0
Audience involvement	5	4	3	2	1	0
Verbal behaviors	5	4	3	2	1	0
Non-verbal behaviors	5	4	3	2	1	0
Use of question	5	4	3	2	1	0
Questioning techniques	5	4	3	2	1	0
Direction & pacing	5	4	3	2	1	0
Use if Reinforcement	5	4	3	2	1	0
Use or Aids & Material	5	4	3	2	1	0

VALUABLE COMMENTS: Well done

Study

MICRO TEACHING EVALUATION FORM

FORMAT - 4

Name of the Student Teacher: Bushra Begum

Date:

Subject: Social studies

Tape No: 1

ORGANISATION OF LESSON	RATINGS					
	5	4	3	2	1	0
Lesson Preparation	5	4	3	2	1	0
Focusing Activity	5	4	3	2	1	0
First skill/Behavior	5	4	3	2	1	0
Second skill/Behavior	5	4	3	2	1	0
Closure	5	4	3	2	1	0
Subject matter & knowledge	5	4	3	2	1	0

VALUABLE COMMENTS:

Very good class, made good teaching learning material, understood the class very well

FLANDER INTERACTION

S.NO	categories under Teacher's Talk	categories under students Talk
1.	Giving Instructions	Questions/Raising doubts
2.	Questioning students	Making comments
3.	Explaining	Discussion with peers
4.	Evaluating	Group Activity

Duration in minutes	Tallies in Teacher's Talk (1)	Tallies in students Talk (2)	silence/ confusion (3)	Total Tally (1+2)
0-1 mins	11	1		3
1-2	1	11		3
2-3	11	11		4
3-4	1	11		3
4-5	11	1	1	3+1=4
5-6	11	11		4
6-7	1	1	1	2+1=3
7-8	1	11		3
8-9	11	1		3
9-10	11	1		3
Total	16	15	2	33

$$\text{Percentage of Teacher's Talk} = \left[\frac{1}{(1+2)} \right] \times 100 = \frac{16}{33} \times 100 = 48.48$$

$$\text{Percentage of Student's Talk} = \left[\frac{2}{(1+2)} \right] \times 100 = \frac{15}{33} \times 100 = 45.45$$

$$\text{Silence or confusion} = \frac{2}{33} \times 100 = 6.06$$

FORMAT - 5

MICRO TEACHING SELF ANALYSIS FORM

Name of the Teacher : Bushra Begum

Date : 5-8-2021

Concept taught : Types of Disaster

Roll NO: 72

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behaviour addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows :

Teacher talk : 48.48 %

Student talk : 45.45 %

Silence or confusion : 6.06 %

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk :

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

3. Filler words. Record the filler words or sounds ("okay", "you know", or "uh") and the number of times each was used: 5

4. Questions. Record the number of questions asked:

convergent 3

Divergent 2

5. student names. Record the number of times students are addressed by name: 6

6. Pauses. Record the number of times pauses are used to give students time to think: 2-3

7. Reinforcement. Record the number of times reinforcement is used:

verbal Reinforcement: 7

Non verbal Reinforcement: 3

8. Sensory channels. Record the number of times students are required to change sensory channels: 2

FORMAT - 6

LEARNER SATISFACTION FORM

TEACHER : BUSHRA BEGUM

DATE : 5-8-2021

SUBJECT : SOCIAL SCIENCE

TAPE NO : 1

1. During the session, how satisfied were you as a learner (Rate your satisfaction by placing X on the following scale) ?

Very satisfied ← satisfied → very unsatisfied

X

2. What would have increased your satisfaction ?

Teaching is one of the most meaningful careers around. Teachers are educating future doctors, scientists and Professionals. Self reflection is an important source of information for teachers because it provides them with feedback about their instruction.

The micro teaching session was quite satisfactory as I have used teaching aids in my lesson plan. I prepared learner for new information, and then checked learners understanding. I have used examples to help students understand, and also used activities that engage all my students. It was quite interactive class.

This session also enabled me to identify areas for improvement and also areas where I am strong, and also allowed me to recognise what works and what does not with students. It also made me to think deeply about students reaction to my teaching. It was very beneficial to me, as it developed confidence as well as focused me on areas where improvement is headed.

MICRO TEACHING
&
REFLECTIVE TEACHING
BIOLOGICAL SCIENCE
SHEERBA MAHROOSH
ROLL NO:-21
B.ED (2020-2022)
GHULAM AHMED COLLEGE
OF EDUCATION

MICRO TEACHING

LESSON PLAN FORMAT-2

Name:- Sheeba Mahroosh

Date:- 10/08/2021

course title:- B. Ed Micro Teaching

concept to Teach:- Water pollution

skills (or) Behaviors to demonstrate:-

Introduction skills

Questioning skills

demonstration skills

illustration skill

Specific Instructional objectives:-

Conceptual Understanding:- children are able to explain the concept of water pollution

* Able to Give example

* Able to describe the causes and Effects of water pollution

Asking Questions:-

children are able to ask Questions to understand, to clarify doubts about water pollution and participate in the discussions of water pollution

Appreciation and Aesthetic Sense Value:-

children are able to appreciate the natural Resources and have aesthetic sense towards the nature and its Resources

Application to daily life:-

children are able to apply the Knowledge of the water pollution by daily life Examples

I

Introduction

Greeting
Schema.

Probing
Questions

Declaration
of the Topic

Good Morning Students!!
How are You all?

* We all use water in our
daily life Right

* We all use water for?

* What Happen if we
Get Bad quality of water
(or) Contaminated water?

* Why water Gets Contaminated?

* Contamination of water
causes?

* What Kind of pollution?

Today we will learn
about water pollution

* Now let us see what
is water pollution

* Contamination of water

* yes

* Drinking, washing, cleaning
cooking etc

* It will unfit for drinking
(or) using purpose

* when waste substance dumped
into water Bodies contaminate
the water

* Pollution

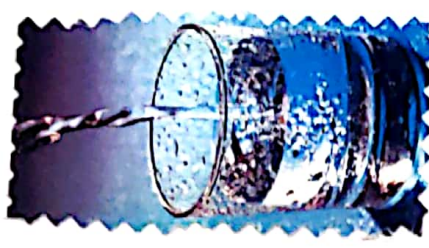
* water pollution

Water pollution

The substance that pollute
water are called as
pollutants

BUILD UPKID WORK

TEACHING LEARNING
MATERIAL



By Harmful Substances,
Which affect life on
Earth termed as water
pollution
observation of pollutants
in local available water

Demonstration
Lab activity

Activity: - Pollutants
Materials

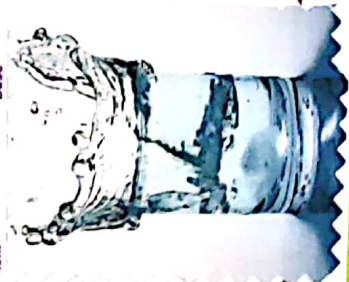
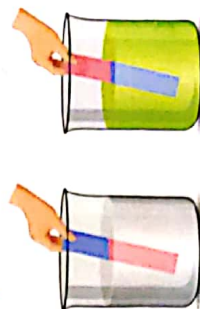
Procedure: - collect water
Samples from a tap pond,
River, well and lake
pour each into separate
Glass Containers compare
these for smell colour, pH
and Hardness
* pH of water Samples can
be determined by using
litmus paper

Activity - Pollutants

Glass tumblers, water Samples
from tap, pond, River, well
lakes, Red, Blue litmus
papers, Soap

If Blue litmus paper turns to
the Red color, that water Sample
is acidic in nature and
Red litmus turns to Blue,
Water Sample is Basic in
nature

CONTAINING MATERIAL



* Hardness of water can be determined by using Soap

Observation And Finding
Record the observation in the following Table

* do you find any Relation Between pH and hardness of water?

* which water sample is suitable for drinking and why?

* Are there any visible pollutant in the water

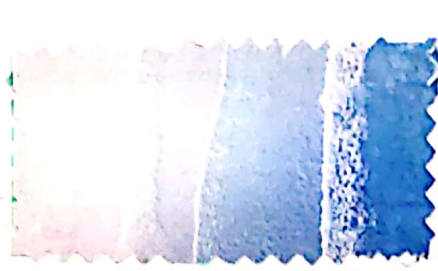
* While conducting the experiment you need to follow the following precautions - observe carefully

Precautions

If water produces lesser foam, it is Referred as Hard water

Water Sample	Smell	Colour	pH	Hardness
Tap water	Chlorine	clear	6.5	7.56 - 58-5
Pond water	Grassy	blue	7.4	8.5
River water	Fresh	Blue	7.5	8.5
Well water	Rotten egg	brown	6.5	61
drainage water	Like weeds	Green	7.1	8.5
				180 mg/L

REQUIREMENT LEARNING MATERIAL



change in the colour of litmus paper. wash your hands each time. don't taste any water sample

Evaluation

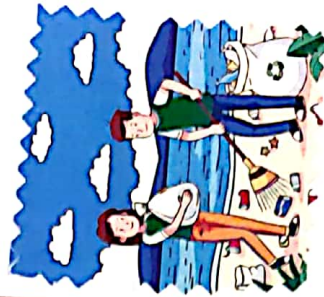
- 1) What is water pollution?
- 2) What are the causes of water pollution?
- 3) What are diseases caused by water pollution?
- 4) What are hazardous and toxic chemicals?
- 5) How can we control water pollution?

BOOK WORK

TEACHING LEARNING MATERIAL



- * Contamination of water bodies
- * Marine dumping, Global warming, oil leaks and spills, Sewage and waste water
- * cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio



- * That can cause adverse Health Effects such as poisoning, breathing problem, allergic reactions and cancer
- * Practice water conservation
- * don't throw Garbage in water bodies
- * Reduce. Reuse and Recycle the water

Instructional procedure:- Questioning, conducting experiments, discussion, Explaining and demonstrating

Closure:- Recapitulation

Audiovisual Materials And Equipment Needed
posters on water pollution, pictures and videos on water pollution

Notes And comments

- * contamination of water by harmful substances which affects life on earth, is termed as water pollution
- * due to human activities; our water is getting more and more polluted day by day
- * Many people perform their domestic activities like Bathing, washing clothes and utensils etc in the source of water. Industrial waste are discharged into water leading to water pollution
- * Consumption of this polluted water leads to disease like Typhoid, cholera, diarrhoea etc
- * we need to make sure that we do not pollute water
- * Spreading awareness about it by discussing the effects and using control measures we can save water
- * Because water is one of the Basic Element Needed to Sustain life on Earth.

MICRO TEACHING
AND
REFLECTIVE TEACHING
PHYSICAL SCIENCES

ROSHNA ROOMI

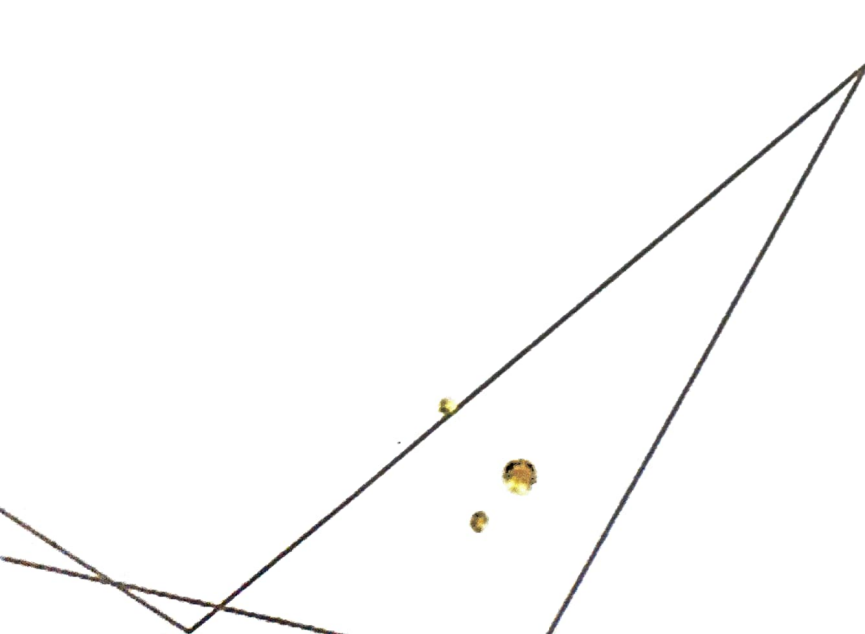
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B.Ed (2020-2022)

GHULAM AHMED
COLLEGE OF
EDUCATION

A decorative illustration in the top right corner featuring a cluster of blue roses and buds on a stem, with several thin, intersecting black lines forming a geometric pattern in the background.

MICRO - TEACHING

A decorative illustration in the bottom right corner consisting of several thin, intersecting black lines forming a geometric pattern, with three small, solid black dots scattered within the lines.

MICRO-TEACHING

FORMAT-1

Name:- Roshna Roomi Date:- 31-07-2021

Course Title:- B.Ed Semester -II

Topic:- Solar system

Instructional Objective:-

Conceptual understanding

Asking questions

Information skills and projects

Communication through drawing,
model making

Focusing activity:- Solar system

Content	Instructional Procedure
Solar system	Questioning, Drawings Discussion and explanation.

Closure:- Recapitulation

Evaluation Procedure:-

What is Solar system?

Name the 8 planets.

Define Orbit, period of revolution,
period of rotation.

Instructional Materials:-

→ Chart

→ pictures

→ Video

Notes and Comments:-

The sun and the celestial bodies which revolve around it form the solar system. It consists of large number of bodies such as planets, comets, asteroids and meteors.

MICRO-TEACHING

FORMAT-2

Name :- Roshna Roomi Date :- 31-07-2021

Course Title :- B. Ed Semester - II

Concept to teach :- Solar system

Skills (or) behaviours to demonstrate :-

Skill of Introduction

Skill of Questioning

Skill of Demonstration

Skill of Explanation.

Specific Instructional Objective :-

* Conceptual Understanding :-

→ Children are able to explain about the solar system and its components.

→ Children are able to understand and differentiate between rotation and revolution.

→ Children are able to understand why planets (or) celestial bodies revolve around the sun.

* Asking Questions

Children are able to ask question to understand, to clarify the concepts and to participate in discussion.

* Information Skills and Projects:-

Children are able to collect the information through discussions and questionnaire.

* Communication Through drawing, model making

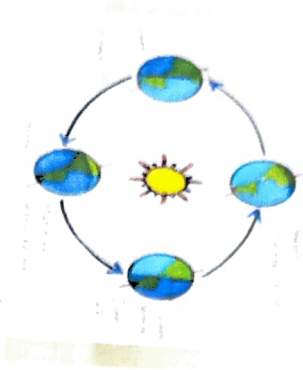
Children are able to communicate their understanding by drawing pictures in the books.

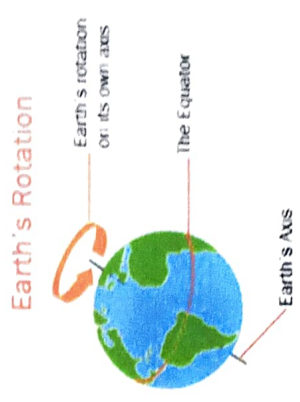
Focusing Activity :-

S.No	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TLM
1.	Introduction			
	Greetings	Good Morning Students What do you observe in the sky during the day?	Sun	
	Probing Questions.	What do you observe in the sky during night? Does anybody know any other objects present in the space?	Moon and stars No.	

SNO	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TLM
	Declaration of the topic.	Solar system. Let me show you with the help of this chart. What do you observe in this chart?	Sun and some bodies around it.	
	Explanation	These bodies which are around the sun are known as <u>planets</u>. These planets revolve around the sun. There are about 8 planets in our solar system.		

S.NO	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TLM
		They are named in order of distance from sun:- <u>Mercury</u>, <u>Venus</u>, <u>Earth</u>, <u>Mars</u>, <u>Jupiter</u>, <u>Saturn</u>, <u>Uranus</u> and <u>Neptune</u>. Sun along with the planets revolving around it comprises of our solar system. Did you all understand about solar system?	Yes.	

S.No	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TLM
	Demonstration	Now, let us do a small activity. One of the student will volunteer to become sun, and the other student as Earth. Let the Earth be moving around the sun in an elliptical way.		
	Explanation	This movement of Earth around the sun is known as <u>Revolution</u>.		

SND	STEPS	TEACHER'S ACTIVITY	BLACK BOARD	TLM
	Demonstration Explanation	Now let the student who has volunteered to become earth spin on its own axis like a top. <u>Rotation</u> means Earth spinning around its own axis. <u>Axis</u> is an imaginary line that passes from the North pole to the South Pole of Earth.	 The diagram shows a globe of the Earth. A red line passes through the center of the globe from the top to the bottom, representing the axis. This line is labeled 'Earth's Axis' at both ends. A red circle is drawn around the globe's equator, labeled 'The Equator'. An orange arrow is shown in a circular motion around the axis, pointing upwards, labeled 'Earth's rotation on its own axis'.	TLM

S.No	STEPS	TEACHER'S ACTIVITY	BLACK BOARD WORK	TLM
	Evaluation Recaptulation	What is solar system? Name 8 planets? Define Orbit, Axis. Define Period of rotation and period of revolution. How much time does the Earth take to complete (a) one revolution (b) one rotation.		

MICROTEACHING AND REFLECTIVE TEACHING RECORD

NAME: MAHRUKH KAMRAN

Roll No.: 162620701055

COURSE: B. Ed IIND SEMESTER

YEAR: 2020-22

METHOD: ENGLISH

GHULAM AHMED COLLEGE
OF EDUCATION

LESSON PLAN FORMAT - I ^{M.T. 1}

NAME OF THE STUDENT TEACHER: MAHRUKH KAMRAN

ROLL No. : 162620701055

COURSE TITLE: B.Ed.

SUBJECT: ENGLISH

TOPIC: GRATITUDE

DATE : 05.09.2021

ACADEMIC STANDARDS:

- Learners listen and respond appropriately.
- Learners emerge with new vocabulary words and learn their usage.
- Learners think in a diversified way.
- Learners predict the theme of the unit.

FOCUSING ACTIVITY:

Face sheet interaction and questioning.

Content	Instructional Procedure
Facesheet interaction	• Teacher greets the learners.
Picture 1 - Sourced from the internet.	• Teacher interacts with the learners throughout the class.
Picture 2 - Sourced from the internet.	• The teacher engages the learners by interacting with them based on the triggered picture.
Picture 3 - Sourced from the internet.	
Picture 4 [Pg 124]	

CONTENT

INSTRUCTIONAL PROCEDURE

- Teacher asks questions in addition to what has been given in the reader.
- Teacher allows the learners to respond in their mother tongue and leads them into English language.
- Teacher elicits and accepts diverse responses from the learners.
- Teacher writes the responses on the blackboard.
- Teacher asks the learners to write the responses in their notebooks.
- Teacher declares the theme of the unit.

CLOSURE:

After eliciting responses from the learners and being satisfied with the responses, the teacher will announce the topic by saying, "Well students, the theme of our unit is Gratitude." and she will proceed to write the name on the blackboard.

EVALUATION PROCEDURE:

PROBING QUESTIONS FOR PICTURE 1:

- What is the man wearing the orange T-shirt doing?
- Why do you think he is doing that?
- How do you think the other person in the picture felt after receiving the item?

- Is there any particular emotion/word that comes to your mind to describe the second person's feelings.

PROBING QUESTIONS FOR PICTURE 2:

- Who is in the picture? ~~and~~ where are they?
- How do you feel before visiting a doctor?
- After taking medicines and getting cured, how do people feel towards doctors?
- During the on going pandemic, doctors have ~~worked~~ relentlessly, what is the one word that you want to tell them?

PROBING QUESTIONS FOR PICTURE 3:

- Where is the woman standing?
- What is she doing?
- What does the expression on her face tell us?
- Who do you think she is thanking?
- What are you thankful for?

PROBING QUESTIONS FOR PICTURE 4:

- Who is the woman in the picture?
- Why is she receiving the award?
- What is the name of the award?
- What kind of feelings do people have towards her?
- What are the synonyms of thankful, ~~helpful~~ grateful?

INSTRUCTIONAL MATERIAL

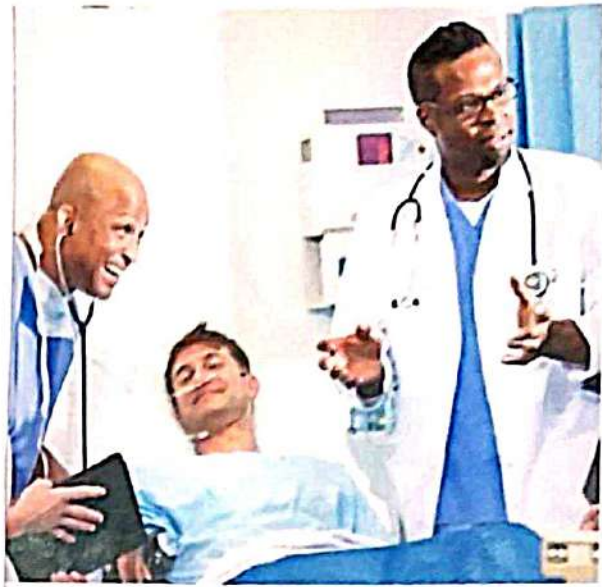
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INSTRUCTIONAL MATERIAL [... Continues]

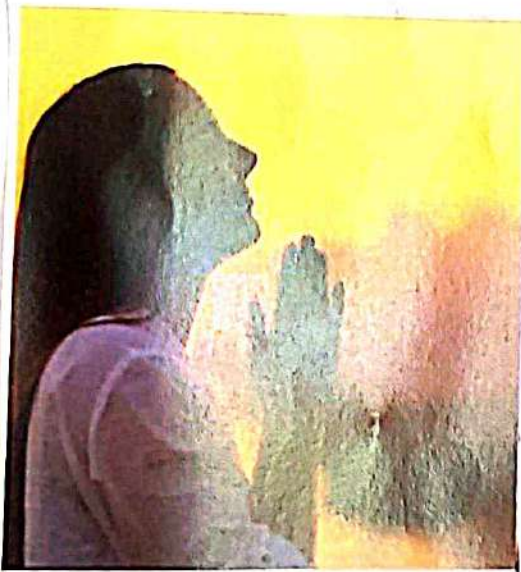
PICTURE 1:-



PICTURE 2:-



PICTURE 3:-



PICTURE 4:-



NOTES AND COMMENTS:

Excellent, Interactive class, students responded positively, Used TLM, B.B.W was properly done, Confident, followed steps of plan.

[Signature]

MICROTEACHING PREPARATION FORM

FORMAT - II

NAME OF THE STUDENT TEACHER: MAHRUKH KAMRAN
Roll No. 162620701055

COURSE TITLE: B. Ed.

SUBJECT: ENGLISH

TOPIC: GRATITUDE

DATE: 05.08.2021

SKILLS OR BEHAVIOURS TO DEMONSTRATE:

1. Introduction to the theme of the lesson
2. Probing different questions.
3. Reinforcement.

ACADEMIC STANDARDS:

1. Learners listen and respond appropriately.
2. Learners emerge with new vocabulary words.
3. Learners think in a diversified way.
4. Learners predict the theme of the unit.

FOCUSING ACTIVITY:

- Face sheet interaction and questioning.

INSTRUCTIONAL PROCEDURE:

- Teacher greets the learners.
- Teacher interacts with the learners throughout

the class.

- Teacher engages the learners by interacting with them based on the triggered picture.
- Teacher asks questions in addition to what has been given in the reader.
- Teacher allows the learners to respond in their mother tongue and leads them into English.
- Teacher elicits and accepts diverse responses from the learners.
- Teacher writes the responses on the blackboard.
- Teacher asks the learners to write the responses in their notebooks.
- Teacher declares the theme of the unit.

CLOSURE

After eliciting responses from the learners and after being satisfied with the responses, the teacher will announce the topic, and she will proceed to write the name of the topic on the blackboard.

AUDIO VISUAL MATERIAL / EQUIPMENT NEEDED

Large size versions of the pictures will be printed and used as visual aids to encourage discussion and get responses from learners.

The pictures are :

Format 3 - English - Microteaching

Rate the teacher trainee on each skill area:

Code:

- 5 or 4, mastery of skill demonstrated;
- 3 or 2, some skill refinement needed;
- or 1 or 0, much skill refinement needed.

Your email address will be recorded when you submit this form

Not 162620701038@gacoe.ac.in? Switch account

*Required

Name of the student teacher *

☒ Mahrukh Kamran

Roll number *

☒ 162620701055

Name of the Teacher Evaluator *

☒ Ms.Rafiya Sultana

Tape *

☒ Session 1

Date: *

☒ 05.08.2021

 Request edit access

Class *

☒ Grade VIII

Subject -English *

☒ Unit 8 - Gratitude

Organization of Lesson *

	5	4	3	2	1	0
Lesson Preparation	☒	☐	☐	☐	☐	☐
Focusing Activity	☒	☐	☐	☐	☐	☐
Closure	☒	☐	☐	☐	☐	☐
Subject Matter Knowledge	☒	☐	☐	☐	☐	☐

 Request edit access

Lesson Presentation *

	5	4	3	2	1	0
Audience Contact	☒	☐	☐	☐	☐	☐
Enthusiasm	☒	☐	☐	☐	☐	☐
Speech Quality and delivery	☒	☐	☐	☐	☐	☐
Audience Involvement	☒	☐	☐	☐	☐	☐
Verbal behaviours	☒	☐	☐	☐	☐	☐
Non-verbal behaviours	☒	☐	☐	☐	☐	☐
Use of questions and questioning techniques	☒	☐	☐	☐	☐	☐
Directions and pacing	☒	☐	☐	☐	☐	☐
Use of reinforcement	☒	☐	☐	☐	☐	☐
Use of aids and materials	☒	☐	☐	☐	☐	☐

Comments *

Your answer

Excellent.

☐ Send me a copy of my responses.

 Request edit access

Format 4 - English - Micro Teaching

Rate the teacher trainee on each skill area.

Code:

5 or 4 - Mastery of skill demonstrated

3 or 2 - Some skill refinement needed

1 or 0 - Much skill refinement needed

*Required

Name of the student teacher *

☒ Mahrukh Kamran

Roll no. *

☒ 162620701055

Date *

☒ 25.08.2021

Name of the observer

Your answer

SADIYA BEGUM

Subject *

☒ English

 Request edit access

Class *

☒ VIII

Unit / Theme *

☒ Unit 8 - Gratitude

Tape (Micro Teaching Session)

☒ 1 Request edit access

Organization of Lesson *

	5	4	3	2	1	0
Lesson Preparation	☒	☐	☐	☐	☐	☐
Focusing Activity	☒	☐	☐	☐	☐	☐
Blackboard Skill / Behaviour	☐	☒	☐	☐	☐	☐
Introduction Skill / Behaviour	☒	☐	☐	☐	☐	☐
Questioning Skill / Behaviour	☒	☐	☐	☐	☐	☐
Closure	☒	☐	☐	☐	☐	☐
Subject-matter Knowledge	☒	☐	☐	☐	☐	☐

Comments *

Your answer: *Excellent work !*

Submit

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Google Forms

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MICROTEACHING SELF-ANALYSIS FORM

Format - 5

Name of the teacher: Mahmud Kamean

Date: 05.02.21

Concept taught: FaceSheet - Gratitude

Roll No.: 55

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows:

Teacher talk: 25

Student talk: 15

Silence or confusion: 4

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Percentage of teacher talk =

Tallies in teacher talk category

X 100

Total tallies in teacher talk + student talk categories

$$\frac{25}{40} \times 100 = 62.5\%$$

Percentage of student talk =

Tallies in student talk category

X 100

Total tallies in teacher talk + student talk categories

$$\frac{15}{40} \times 100 = 37.5\%$$

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent: _____

Divergent: _____

5. Student names. Record the number of times students are addressed by name:

7 times

6. Pauses. Record the number of times pauses are used to give students time to think:

4

7. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: 4

Nonverbal Reinforcement: 5

8. Sensory channels. Record the number of times students are required to change sensory channels:

LEARNER SATISFACTION FORM

Format - 6

Teacher: Mahesh Kumar Date: 05-08-21

Subject: English Tape No.: 1

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied

←-----X-----→

2. What would have increased your satisfaction?

I was a bit nervous as it was my first session, I'd like to be more confident next time.

تاریخ :-

لورس کا عنوان :- اُردو ماٹیکو ٹیچنگ شیٹ - ۱۱

مضمون :- صہینہ کی پہلی تاریخ

اصلاحی مقاصد :-

حصول طلب استعداد	استعداد کے حصول سے متعلق اشارے
سمجھنا - اظہار خیال کرنا (A) سننا - سونچ کر بولنا (B) (C) سے پڑھنا - اظہار خیال	(1) طلبہ سبق سے پہلے کر اپنے خیالات کے اظہار کے قابل ہوں گے۔ (2) سبق کے کلیدی الفاظ کی نشاندہی کر کے وضاحت کے قابل ہوں گے۔ (3) مختلف بیانات کی تائید یا مخالفت کرتے ہوئے اظہار خیال کے قابل ہوں گے۔ (4) دیے گئے عبارت کو پہلے کر متعلقہ سوالات کے جوابات لکھنے کے قابل ہوں گے۔
اظہار ماضی انعمیر - تخلیقی صلاحیت کا اظہار (A) خود لکھنا (B) تخلیق / توسیع انداز میں لکھنا	(1) سبق کے مطابق اہم کرداروں کے درمیان گفتگو کو مقاماتی انداز میں لکھنے کے قابل ہوں گے۔

(د) ماہ کی پہلی تاریخ کے اخراجات کا جائزہ لینے کے۔

(د) ماہ کی پہلی تاریخ کو لیا جے اور اسکی اہمیت لیا جھوتی ہے اس کو طلباء باخوبی سمجھتے گئے۔

(زبان شناسی)

(۸) لفظیات

(۹) قواعد

(۱۱) جملوں کی صورت دینے کے الفاظ کے

مترادفات شناخت کرنے ہونے جملوں

میں استعمال کرنے کے قابل ہوں گے

(۱۲) حروف اضافت اور علامت اہمیت

فہم کی شناخت کرنے کے قابل ہوں گے۔

(۱۳) صواب اضافی علامت اور حرف

اضافہ کی شناخت کرنے کے قابل ہوں گے۔

FOCUSING ACTIVITY

مترادفات کا صفحہ

INSTRUCTIONAL
PROCEDURE

اصلاحی طریقہ کار

CONTENT

موضوع / مواد

* مہینہ کی پہلی تاریخ کے بارے میں طلباء سے سوالات کرینگے

مہینہ کی پہلی تاریخ

* مہینہ کے تمام اخراجات کس چیز پر محف ہوتے ہیں۔

CLOSURE

اختتامیہ

- * طلباء کو صبیحہ کی پہلی تاریخ اور عام تاریخ سے واقف کروانے کے لیے۔
- * صبیحہ کی پہلی تاریخ ۸ سے ملازم اپنے اخراجات کو مکمل کر سکتا ہے۔
- * صبیحہ کی پہلی تاریخ سے ملازم خوش ہوتا ہے۔

EVALUATION PROCEDURE

قدربیمائی کا طریقہ کار

- صبیحہ کی پہلی تاریخ کیسے کہتے ہیں
- زندگی گزرے کیسے بیتے کیوں ضروری ہے؟
- ملازم کیسے صبیحہ کی پہلی تاریخ کیوں اہمیت رکھتی ہے؟

NOTES AND COMMENTS

خصوصیات اور نکتہ چینی

Name : ZAREENA FATIMA

Roll NO : 162621701066

COURSE : B.Ed (1st year) sem-II

METHODOLOGY: PEDAGOGY OF
SOCIAL SCIENCE

YEAR: (2021-2023)



REDMI NOTE 5 PRO
MI DUAL CAMERA

GHULAM AHMED
COLLEGE OF
EDUCATION

MICRO TEACHING &
Reflective teaching.

Name : ZAREENA FATIMA

Roll No : 162621701066

Course : B.Ed 1st year (sem-II)

Methodology : Pedagogy of Social
Science

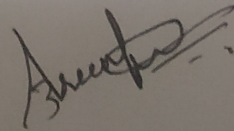
Year : (2021 - 2023)

DECLARATION CERTIFICATE

I, Zareena Fatima hereby declare that this micro teaching and reflective teaching record is a bonafide works done by me under the guidance Ms. Noor-ul-Huda^{man} Department of Education, Ghulam Ahmed College of Education, Hyderabad.

This project report is submitted for the partial fulfillment for the award of degree in Bachelor's of Education from Ghulam Ahmed College of Education, Osmania University, Hyderabad

This observation record is a result of my own efforts and has not been copied from anyone



SIGNATURE
of student

Place: Hyderabad

Date:



DECLARATION
MENTOR CERTIFICATE

This is to certify that Zareena Fatima
_____ bearing roll No: 16262110166 of Ghulam
Ahmed College of Education has completed the
Micro teaching and Reflective Teaching Record
Work" under the guidance of Mrs. Noor Ul Huda
as a part of the B.Ed curriculum (2021-2023)

This is the Original work carried out by the
student.

Signature of the Mentor



INDEX

S-No	TOPICS
01	Micro Teaching Introduction
02	Micro Teaching plan - 1
03	Micro Teaching plan - 2
04	Reflection on Micro teaching
05	Reflective teaching
06	Reflective teaching plan - 1
07	Period plan. - 1
08	
09	
10.	



MICRO -
- TEACHING



MICRO - TEACHING

Introduction :-

Teaching Skill is a set of related overt behaviours of teacher (verbal and non-verbal) which are observable, definable, measurable, demonstrable and refinable through practice.

The teacher uses teaching skills in pre-instructional, instructional and post instructional stages for achieving predetermined specific objectives.

Definition :-

"Micro teaching is defined as a scaled down teaching encounter in class size and class time"

— Allen

Micro teaching is essentially a training - technique. It is called micro due to many reasons. Here all the teacher trainee is given practice to small group (5-10 student) for a short duration (5-10 minutes)

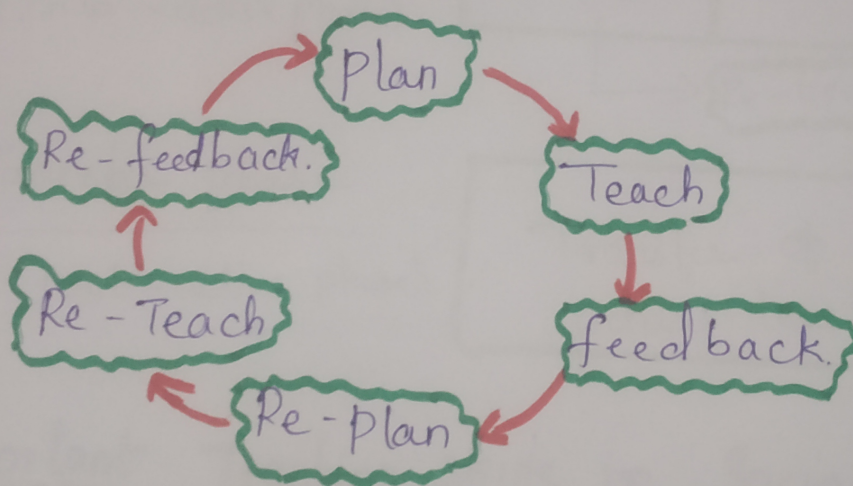


Objectives :-

To enable the teacher trainees to learn and assimilate new teaching skills under controlled conditions

To enable the teacher trainees to gain confidence in teaching and to master a number of skills.

Micro Teaching cycle :-



Characteristics :-

It is scaled down teaching

It is less complex than regular teaching

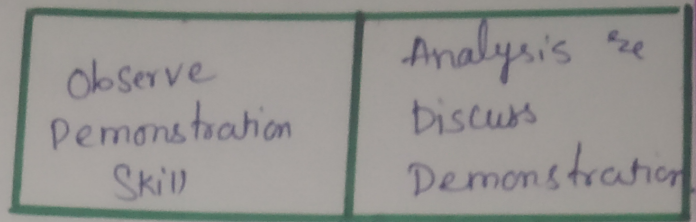
It involves lesser number of students usually 5 to 10.

Its duration is short about 5 to 10 minutes.

Phases of Micro Teaching :-

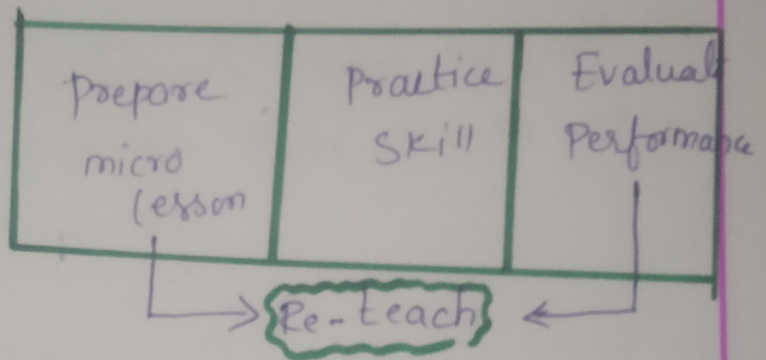
Knowledge acquisition
Phase

(Proactive Phase)



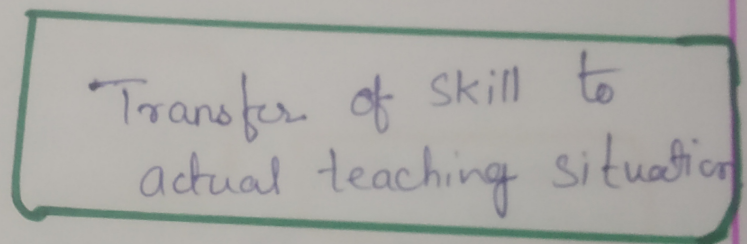
Skill acquisition
Phase

(Inter-active phase)



Transfer phase

(Post-active phase)



Important Teaching skills in Social Science :

B. K. Pasi has given following list of teaching skill.

Writing Instructional Objectives

Introducing a lesson.

Fluency in questioning

Probing questioning

Explaining

Illustrating with examples

Stimulus variation.

Reinforcement

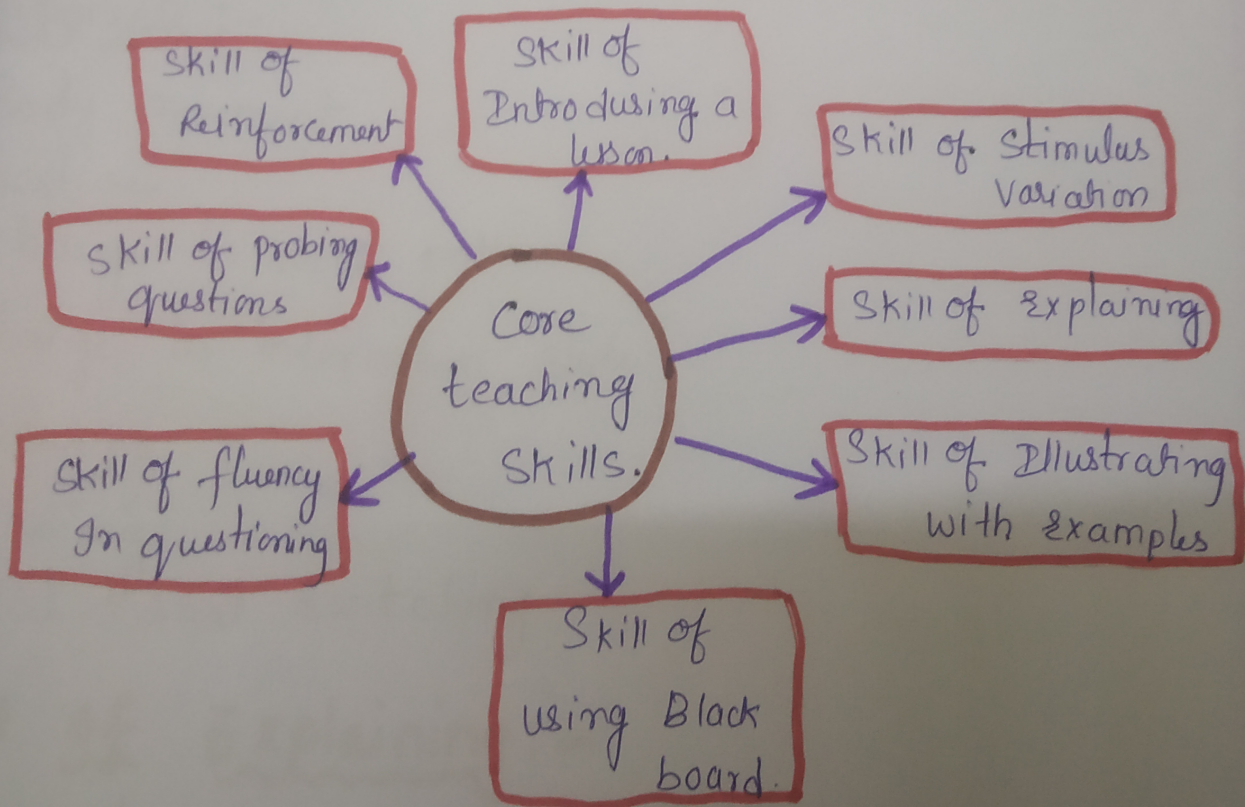
Silence and non-verbal cues.

Increasing Pupils participation.

Using Black board.

Achieving closure and etc.

Some of the Skills are extensively used by all teachers in routine teaching. These skills are known as core Teaching skills.



Skill of Introducing a lesson:-

Components:-

- linking with past experiences
- linking between previous and future knowledge.
- link between introduction and main parts.
- use of appropriate devices/ techniques such as questioning, examples, posing a problems, story telling dramatization etc.

Skill of Stimulus variation:-

Components:-

- Body movement
- Gestures
- change in voice pattern
- change in interaction style
- focusing
- Posing
- oral visual switching.

Skill of Explaining:-

Components:-

- using beginning and concluding statement.

using explaining links
Questions to test students understanding/

Skills of Questioning:-

It is an Important skill that a teacher must learn. One of the aspect of this skill is the "fluency in Questioning".

Components :-

Structure :-

- * grammatical correctness.
- * Conciseness - It refers to length of the questions.
- * Relevancy.
- * Specificity.

(i) Process :- The way of asking question

- * Speed of asking question.
- * Voice of teacher.
- * Repetition of question by teacher
- * Repetition of answer by pupil

(ii) Product - It refers to pupil response.

Skill of Re-inforcement:-

Positive Verbal Re-Inforcement:

"Good", "Fair", "Excellent".

Positive Non-verbal Reinforcement:-

"Smiling", "nodding the head", "Clapping",
"asking the other students to clap"

Negative verbal:-

"No", "wrong", "stop-it"

Negative Non-verbal.

Raising the eyebrows and etc.

ADVANTAGES:-

- * It focuses on sharpening and developing specific teaching skills and eliminating errors.
- * It enables understanding of behaviours important in class-room teaching.
- * It increases confidence of the teacher.
- * It provides experts supervision and constructive

-feedback

Disadvantages:-

It is time consuming

Application of micro-teaching to new teaching practice limited.

It tends to reduce the creativity of the teachers

It can be carried out successfully in a controlled environment only.

MICRO -

TEACHING - I



REDMI NOTE 5 PRO
MI DUAL CAMERA

MICRO TEACHING - 1.

LESSON PLAN (FORMAT-1)

TEACHER : Zareena Fatima Date : 2/06/2022

COURSE TITLE : 8th class (Social Science)

Topic : Trading without Money: Rs-7 (Money & Banking)

Instructional objectives:

1. Conceptual understanding.
2. Reading the given text, understanding and Interpretation.
3. Information Skills.
4. Reflection on Contemporary issues and questioning.
5. Appreciation and Sensitivity.



Focusing Activity :

Content	Instructional Procedure.
Meaning of Trading	Engages the learner by interacting with them and using black board skill.
Overview of Topic	The Barter system: Animated Video.
Trading without money	Illustrating story with example using Toys.
4. Difficulties in Barter System.	Showing chart on difficulties found in Barter System.
5. Evolution of money.	Showing powerpoint presentation on how evolution of money takes place.

Closure : The learners at the end of the session acquire in depth information about the barter system in India and the difficulties found then evolution of money takes place



Evaluation procedure:-

conducting Question and answer Session.

What is trading?

Without the use of money is the trade is successfully done?

What are the difficulties found in Barter system?

How was the evolution of money takes place?

Instructional material:-

Blackboard skills, Animated videos, Illustrating Story (using puppets), Powerpoint presentation and chart

Notes and Comments :-

Gave home assignment

Collect the information on prices of different commodities and compare the cost and tell
Can exchange of commodities can be possible.

ICRO TEACHING PREPARATION FORM (Format-2)

Name of the teacher: Zareena Fatima

Date:

Course title: 8th class (social studies)

Topic: Trading without money (Barter system)
LS-7. (money & Banking)

Skills / Behavior to Demonstrate:-

- Skill of Introduction
- Skill of illustration with example.
- Skill of questioning.
- Skill of selecting and preparation of teaching aids.
- Skill of Evaluation.



Instructional Objectives:

Conceptual understanding:

Explains about the trading concept without money.

Reading the given text, understanding and interpretation:

Comments on the Barter System in India & how did the finance ^{process} emerged outside and how was the circulation of money has started.

Information Skills:

Evolution of Money and Banking System in India and how the process has been changed from Barter system → Money evolution and Formation of Banking system has been taken place.

Reflection on contemporary issues and Questioning:

Questions on exchange of commodities without money is it possible?

Appreciation and Sensitivity: Explains the exchange of commodities without money, ~~and~~ with money and then evolution of Money.

Using Activity :

Engage the learners by interacting with them.

The Barter System - Animated video.

Trading without money - illustrating Example story using Toys.

- Difficulties in Barter System : Showing chart
- Recall lesson — Showing powerpoint presentation and (Question/Answers).

Instructional procedure.

Teachers activity	Students Activity	TLM / using Black Board.
Greeting students Good Morning students	Good morning Maa'm.	
<u>Started Developing Questions:</u> Are you aware of any exchanges that are done without Money?	No. Yes.	

What will you need
to buy any product?

To borrow a pen
What will you need?

Do you think we
can purchase anything
without money?

Declaration of Topic
What type of system
followed in the
story. (Introduction)

Introductory Questions:

Which system is the
first mean of exchange.

In a Barter system
people are used to
exchange their commodities
willingly or non-willingly

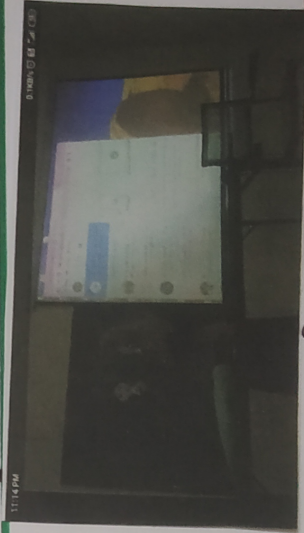
We need money.

No

Trading without
Money (Barter system)

Barter system.

Story narration



Show the
Animated video
on Barter system.

Barter system.



They should
exchange willingly.

if the people are not willing to buy or sell or exchange any commodities is it possible to do the process of barter system?

No

Illustrate the Example:

There are 3 men named.

Gopal, Seenu, Ramu.

Gopal has a goat and he wants to exchange it for Rice. He goes to Seenu. Seenu wants

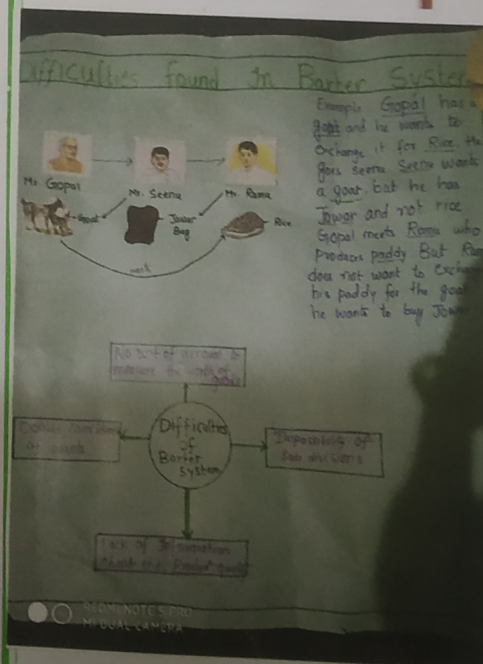
goat but he has Towarbag and not rice. Gopal meets

Ramu who produces paddy. But Ramu

does not want to exchange his paddy for the goat. He wants to buy Towar

Yes, difficulties found in Barter system.

Show the chart "Difficulties found in barter system."



evaluation Questions.
asked through ppt.

What is trading
without the use
of money? the trade
successfully done?

Exchange of Commodities

No.

Showing:
Powerpoint presentation

Exchange with money

- Exchange of goods directly with money.
- Money acts as a intermediary between steps.
- It is acceptable to all.
- It's a medium of exchange.

What are the difficulties
and in Barter system

How was the
evolution of money
takes place?

Peoples started trading
with money so, the
money circulation has
started and it is
a easy process:

TRADING

Willing to exchange goods
services

Home Assignment.

Collect the Information
price of the
commodities. and Compare
the cost of each
commodity and Comment
its exchange with
with money and with money
possible.

Commodities Cost

Rice 1kg - 60 RS/-

Almonds 1kg - 450 RS/-

1 match Box - 5 RS/-

1 goat - 8,000 RS/-

We cannot exchange
the things without
money because the
price of each commodity
different.

1 kg Rice; 1 kg Almonds
1 match Box; 1 goat

Closure:- The learners at the end of the session acquire indepth information about the Barter system in India and process of finance started and evolution of money takes place.

Conducted Questions:-

- Q. What is trading?
- Q. What is Barter system?
- Q. Without using money can trade is possible?
- Q. What are the difficulties found in Barter-system Give one or two difficulties?
- Q. How was the evolution of money takes place?

Audio - visual material and equipments:-

Animated video (youtube); Powerpoint presentation
(difficulties of Barter system)

Instructional materials:

BlackBoard, use of toys for story, chart

Notes and Comments:-

Grave home Assignment.

TEACHING EVALUATION FORM Format - 3

Teacher: Zareena fatima Date: 6/06/2022

Subject: Social Science Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

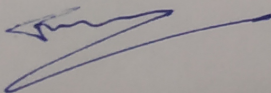
Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	0	Audience contact
5	4	3	2	0	Enthusiasm
5	4	3	2	0	Speech quality and delivery
5	4	3	2	0	Audience involvement
5	4	3	2	0	Verbal behaviors
5	4	3	2	0	Nonverbal behaviors
5	4	3	2	0	Use of questions and questioning techniques
5	4	3	2	0	Directions and pacing
5	4	3	2	0	Use of reinforcement
5	4	3	2	0	Use of aids and materials

Comments:




TEACHING EVALUATION FORM Format - 3

Teacher: Zareena Fatima Date: 6/6/2022

Subject: Social Science Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

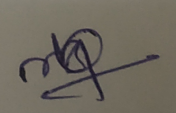
Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:

- Avoid time gaps
 - Digital information should put at one place to avoid Gaps.
 - TLM / PPT was good 



MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: Zareena Date: 6/6/22Subject: Social Science Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	First skill/Behavior
5	4	3	2	1	0	Second skill/Behavior
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Comments:



MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: ZAREEN Date: 06-06-2022

Subject: SOCIAL SCIENCE Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	(4)	3	2	1	0	Lesson preparation
(5)	4	3	2	1	0	Focusing activity
(5)	4	3	2	1	0	First skill/Behavior
(5)	4	3	2	1	0	Second skill/Behavior
(5)	4	3	2	1	0	Closure
(5)	4	3	2	1	0	Subject-matter knowledge

Comments:



MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: Lareen Date: 6-6-22

Subject: Social Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

<u>5</u>	4	3	2	1	0	Lesson preparation
<u>5</u>	4	3	2	1	0	Focusing activity
<u>5</u>	4	3	2	1	0	First skill/Behavior
<u>5</u>	4	3	2	1	0	Second skill/Behavior
<u>5</u>	4	3	2	1	0	Closure
<u>5</u>	4	3	2	1	0	Subject-matter knowledge

Comments: Well prepared for class



MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: Zareen Date: 6-6-22

Subject: Social Sciences Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

(5)	4	3	2	1	0	Lesson preparation
(5)	4	3	2	1	0	Focusing activity
5	(4)	3	2	1	0	First skill/Behavior
(5)	4	3	2	1	0	Second skill/Behavior
5	(4)	3	2	1	0	Closure
(5)	4	3	2	1	0	Subject-matter knowledge

Comments:



MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher Zareena Fatima Date: _____Subject: Social Tape No.: _____

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

⑤	4	3	2	1	0	Lesson preparation
⑤	4	3	2	1	0	Focusing activity
⑤	4	3	2	1	0	First skill/Behavior
⑤	4	3	2	1	0	Second skill/Behavior
⑤	4	3	2	1	0	Closure
⑤	4	3	2	1	0	Subject-matter knowledge

Comments:

Organisation of the lesson was very well done.



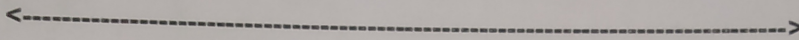
Teacher: Zareena fatima Date: 2/06/2022Subject: Social Science Tape No.: _____

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied



2. What would have increased your satisfaction?

When students responded and gave
satisfactory answers to my questions
it increased my satisfaction.

NAME : MALEEHIA

YASMIN

ROLL NO: 162621701028

SUBJECT: PEDAGOGY OF

BIOLOGICAL SCIENCE

MICROTEACHING AND

REFLECTIVE TEACHING RECORD

B.Ed SEMESTER III

MICROTEACHING - 1

Lesson Plan Format - 2

Name of the teacher: Maleeha Yamin

Date: 04-06-22.

Course title: B.Ed Sem II Microteaching 1.

Concept to teach: Microorganisms.

Skill or Behaviour to demonstrate:

Skill of introduction

Skill of probing questions

Skill of demonstration

Skill of explanation

Skill of blackboard.

Specific instructional objective:

Conceptual understanding:

Children are able to explain concept of microorganisms

Children are able to cite examples.

Children are able to give reasons.

Asking questions and making hypothesis:

Children are able to ask questions to understand about Micro organisms.

Children are able to clarify doubts about the concept Micro organisms.

Children are able to participate in discussions.

- Communication through drawing:

Children are able to communicate their understanding by the way of drawing pictures.

- Application to daily life,

Children are able to apply the knowledge of Microorganisms they learnt to solve the problem faced in daily life situations.

SNO	STEPS	TEACHERS ACTIVITY	BLACK BOARD WORK	TLN
1.	Skill of Introduction Greetings	Good morning students!		
2.	Schema Problem questions	What is this?	Handmark	Detail Handmark
3.	Probing questions	Why do we use handmark? Why do we use special marks like detail to wash our hands? What is the technical word for germs?	To wash hands. Because it kills germs. Micro organisms or Microbes.	
4.	Declaration of topic.	Today we are going to learn about Micro organisms.	Micro organisms.	

SNO	STEPS	TEACHERS ACTIVITY	Black Board WORD	TM.
5.	Skill of questioning	What do you understand by the word 'Micro organisms'.		
6.	Skill of explanation with examples.	the other living organisms around us which we cannot see by our unaided eyes, are called Micro organisms. Ex: You might have observed living rainy season, bread gets spoilt and its surface gets covered with white patches.		Black board chalk chart.
7.	Skill of demonstration.	Observe these patches through a magnifying glass. You will see tiny black rounded	Bread mould.	bread with mould.

SNO	STEPS	TEACHERS ACTIVITY	BLACK BOARD WORK	TLM
8.	Skill of Explanation	Micro organisms are classified into 4 major groups: Bacteria, fungi, protozoa, algae. Viruses are also microscopic but are different from other microbes. They reproduce only inside the cells of the host organisms which maybe a bacterium, plant or animal. Common cold, flu, and cough are caused by VIRUSES. Serious diseases like Polio, Chikungunya caused by Viruses Typhoid, T.B are Bacterial diseases Diseases like dysentery and malaria are caused by	Bacteria Fungi Protozoa Algae Viruses	

Notes and Comments:

- Micro organisms are too small and are not visible to the unaided eye.
- They can live in all kinds of environment ranging from ice cold climate and hot springs and deserts to marshy lands.
- Micro organisms are found in air, water and in the bodies of plants and animals.

Micro organisms include bacteria, fungi, protozoa and some algae. Viruses though different from the above mentioned living organisms are considered Microbes -

Viruses are quite different from other micro organisms. They reproduce only inside the host organisms: bacterium, plant or animal cell.

REFLECTIVE TEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Maleeha Yasmin . Date: 22.07.2022

Concept taught: Microorganisms: Friends & foe Roll No.: 162621701028

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talks versus student talk. Set up a small chart as follows:

Teacher talk: _____

Student talk: _____

Silence or confusion: _____

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

Tallies in teacher talk category

Percentage of teacher talk = _____ X 100
Total tallies in teacher talk + student talk categories

Tallies in student talk category

Percentage of student talk = _____ X 100
Total tallies in teacher talk + student talk categories

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

TEACHING EVALUATION FORM Format - 3

Teacher: Malecha Yamin Date: _____
 Subject: Biological Science Tape No.: _____

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	(4)	3	2	1	0	Lesson preparation
5	(4)	3	2	1	0	Focusing activity
5	(4)	3	2	1	0	Closure
5	(4)	3	2	1	0	Subject-matter knowledge

Lesson Presentation

(5)	4	3	2	1	0	Audience contact
5	(4)	3	2	1	0	Enthusiasm
5	(4)	3	2	1	0	Speech quality and delivery
5	(4)	3	2	1	0	Audience involvement
5	(4)	3	2	1	0	Verbal behaviors
5	(4)	3	2	1	0	Nonverbal behaviors
(5)	4	3	2	1	0	Use of questions and questioning techniques
(5)	4	3	2	1	0	Directions and pacing
(5)	4	3	2	1	0	Use of reinforcement
(5)	4	3	2	1	0	Use of aids and materials

Comments

MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: Malecha Yamin Date: _____Subject: Biological Science Tape No.: _____

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

- | | |
|-------------|--------------------------|
| ⑤ 4 3 2 1 0 | Lesson preparation |
| 5 ④ 3 2 1 0 | Focusing activity |
| ⑤ 4 3 2 1 0 | First skill/Behavior |
| 5 ④ 3 2 1 0 | Second skill/Behavior |
| ⑤ 4 3 2 1 0 | Closure |
| ⑤ 4 3 2 1 0 | Subject-matter knowledge |

Comments:

MICROTEACHING AND REFLECTIVE TEACHING

PHYSICAL SCIENCES

SEMESTER-II

1626-217()-1()3()

PAPER—IX/X

SIDRA KHAN

B.ED—2021-2023

MICROTEACHING

1

Micro teaching - 1

Lesson plan Format - 1

Name:- Sidra Khan

Date:- 03/06/22

Course title:- B.Ed microteaching session - 1

Topic:- Natural phenomena - EARTHQUAKE

Academic standards (Instructional objectives):-

- ① Conceptual understanding
- ② Asking questions
- ③ Communication through drawing, model making
- ④ Appreciation, aesthetic sense, values.
- ⑤ Application to daily life, concern to biodiversity.

Focusing activity :- Natural phenomena - Earthquake.

Content	Instructional procedures
Earthquake and its causes.	Questioning, activity, discussion, demonstration.

Closure :- Recapitulate.

Evaluation procedure :-

- What is Earth?
- What is Earth's structure?
- What is an Earthquake?
- What are seismic waves?
- Types of seismic waves?
- What disturbances in Earth causes Earthquake?

Instructional materials :-

- Chart of earth and its structure.
- Chart showing different types of earthquake.
- Seismic waves.
- Video showing the complete process of how an

Notes and comments :-

An Earthquake is a sudden shaking or see trembling of the earth lasting for a very short period of time. It is caused by a disturbance deep inside the earth's crust.

Earthquakes are caused by the sudden release of stress along faults in the earth's crust. The continuous motion of the tectonic plates causes the steady build of pressure in the rock strata on both sides of the fault until stress is great enough, which is released in jerky and sudden movement.

These resulting waves of seismic energy originate through the ground and over the surface, causing the shaking that we feel as earthquakes.

Microteaching - 1 :- Format - 2

Name :- Sidra Khan

Date :- 03/06/22

Course title :- B.Ed microteaching session - 2

Concept to teach :- Natural phenomena - Earthquake

Skills or behaviours to demonstrate :-

- 1) Skill of introducing a lesson.
- 2) Skill of Questioning.
- 3) Skill of Demonstration.
- 4) Skill of Explanation.

Specific Instructional objectives / Academic standards :-

Conceptual understanding
children will be able to explain the concept of earthquake.
children will be able to give reasons for earthquakes.
children will be able to identify the role of plate boundaries in earthquake.

Asking questions
children are able to ask question to understand, to clarify the concepts and to participate in discussion about Earthquake and its causes.

Communication through drawing, model making
children are able to communicate their conceptual understanding by drawing and demonstrating the factors of Earthquake.

Appreciation, aesthetic sense, values
children will be able to appreciate the effort of scientists in the development of earth science.

Application to daily life
children will be able to apply the knowledge of earthquake to determine how humans can reduce the impact of unpredictable earthquakes.

① Introduction	Learning Activity	Blackboard Work	Plan
Greeting	Good morning * Have you ever heard about Earthquake. * What do you know about Earthquake. * Do you know any other natural disaster.	Yes. It is a natural disaster. Yes - Some natural disasters are floods, hurricanes, storms, volcanic eruptions.	
② Probing Questions	* Observe the given picture and explain what did you observe in the picture. * Why do you think the building collapsed completely. * What is this phenomena called as?	A collapsed building. It is because of the shaking of earth's surface. It is called as an Earthquake.	Picture showing collapsed building. 
③ Declaring topic	Earthquake and its causes.		

④ Demonstration

A working model on Earthquake is demonstrated to teach students how an earthquake occurs and what triggers an earthquake.

⑤ Explanation

An earthquake is a sudden shaking or trembling of the earth lasting for a very short period of time. It is caused by a disturbance deep inside the earth's crust.

Earthquakes are caused by sudden release of energy in rocks. plates in the form of rocks are moving very slowly and earthquake occurs when moving plates grind and scrape against each other.

⑥ closure

Recapitulate

⑦ Evaluation

What is an Earthquake?
How an earthquake is caused?
What are tectonic plates?

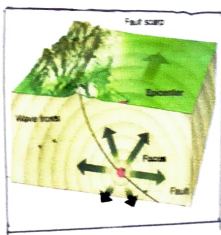
LEARNING WORK

Energy release
↓
Vibrations
↓
Earthquake.



TLM

Model of Earthquake.



Instructional procedure :-

Questioning, activity, Discussion, Demonstration

closure :- Recapitulation

Audio visual aids :-

1) pictures

2) model on Earthquake.

Notes and comments :-

Earthquakes are caused by sudden release of stress along faults in the earth's crust. The continuous motion of tectonic plates causes a steady build-up of pressure in the rock strata on both sides of a fault until the stress is sufficiently great that it is released in a sudden jerky movement.

TEACHING EVALUATION FORM Format - 3

Teacher: Sidra Khan Date: 08/06/22

Subject: Physical science Tape No.: Micro teaching - 1

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:



Iffath Sultana

Samer

162621701032

B.Ed SEM-2

[2021-2023]

English

Micro Teaching - 1

Lesson Plan Format - 1

I. Preliminaries

Name Of the Student: Jyath Sultana Samer

Date : 02-06-2022

Course title : B. Ed

Roll no : 32

Class : IX

Subject : English

Topic : Games and Sports

II. Academic Standards

- ① Learners listen and respond appropriately
- ② Learners emerge with new vocabulary words
- ③ Learners think in a divergent way.
- ④ Learners predict the theme of the unit.

III. Focussing Activity

Face sheet interaction and questioning.

Content	Instructional Procedure
1. Face sheet interaction	1. Teacher greets the learners and develop rapport with the learners. 2. Teacher interacts with the learners in the whole class. 3. Teacher engages the learners by interacting with them based on triggered picture. 4. Teacher asks the questions in addition to what has been given in the reader. 5. Teacher allows the learners to respond in mother tongue and megaphone them into English language. 6. Teacher elicits and accepts the divergent responses from the learners. 7. Teacher writes the responses on the black board. 8. Teacher asks the learners to write the responses in their note book. 9. Teacher declares the theme of the unit.

IV closure:

After being satisfied by the responses acquired from the learners, teacher declares the topic by saying, Well students the theme of our unit is "Games and Sports" and write the name of the unit on black board.

V Evaluation Procedure

Probing questions for

- ① Which type of food we eat to keep our body fit?
- ② What else we can do maintain our body fit?
- ③ How much time do you workout daily?
- ④ What do you do in leisure time?

Picture - 1

- ① What is the latest sports news you have heard about?
- ② Whose picture is this?
- ③ From which district she belong?
- ④ Who is the previous champion?

Picture: 2

- ① What do you see in this picture?
- ② Where do you play chess?
- ③ Who is the grand master of this game?
- ④ After how many years Olympics are held?

Picture: 3

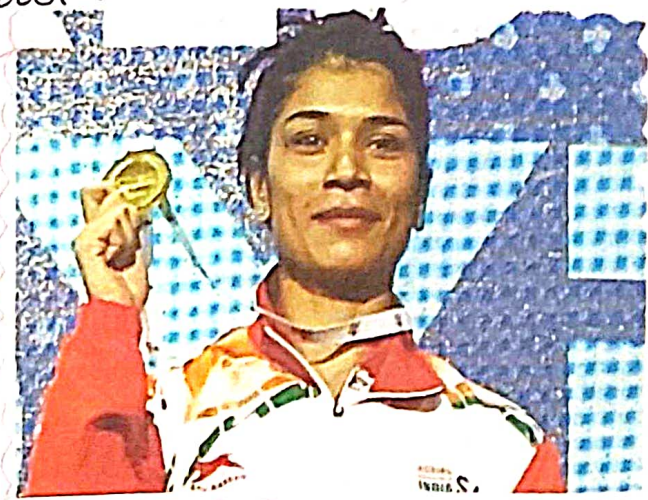
- ① Who is this in the picture?
- ② Who is he?
- ③ What is his speciality?

Picture: 4

- ① Who is this person in picture?
- ② To which city he belong?
- ③ If a bowler strikes wickets in a row, what do you call?

VI Instructional Material

Picture 1:



Picture 2:



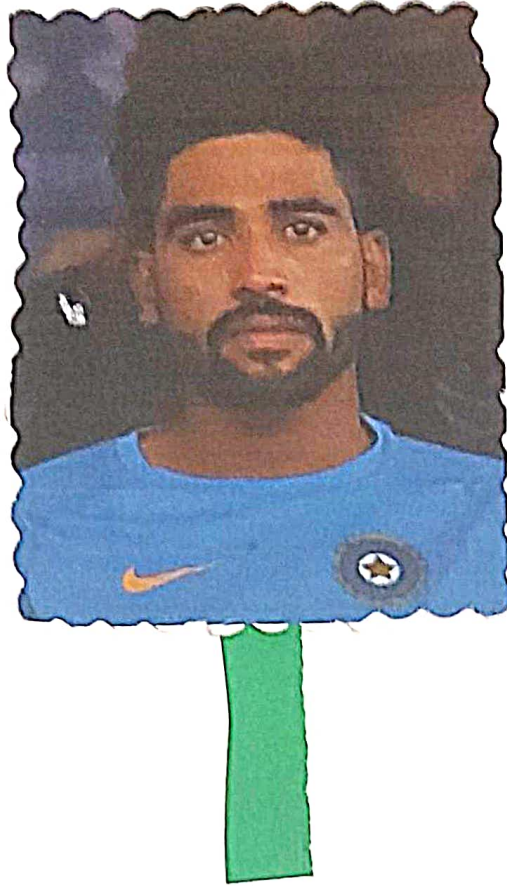
Picture 3:



Picture 4:



Picture 5:



VII Notes and Comments

Imp!

Micro Teaching - 1

Lesson Plan Format - 2

I. Preliminaries

Name Of the Student/Teacher: Jffath Sultana Samer

Date: 07-June-2022

Course title: B.Ed

Roll no: 162621701032

Class: IX

Subject: English

Topic: Games and Sports

II. Skills and behaviour to demonstrate

- ① Introducing theme of the unit.
- ② Probing questions
- ③ Reinforcement
- ④ Black board skill

III. Academic standards or specific instructional Objective

- ① Learners listen and respond appropriately
- ② Learners emerge with new vocabulary words
- ③ Learners think ~~in~~ a divergent way.
- ④ Learners predict the theme of the unit.

III Focussing Activity

Face sheet interaction and questioning

IV Instructional Procedure

- ① Teacher greets the learners and develop rapport with the learners.
- ② Teacher interacts with the learners in the whole class!
- ③ Teacher engages the learners by interacting with them based on triggered picture
- ④ Teacher ask the questions in addition to what has been given in the reader.
- ⑤ Teacher allows the learners to respond in mother tongue and megaphone them into English language.
- ⑥ Teacher elicits and accepts the divergent responses from the learners.
- ⑦ Teacher writes the responses on the black board.
- ⑧ Teacher asks the learners to write the responses in their notebook.
- ⑨ Teacher declares the theme of the unit.

IV Audio-visual material and equipment
Flash cards and Text book.

VI Notes and Comments:

Nice handwriting

Lesson Plan Format-3

Teaching Evaluation Form

Teacher: Iffath Sultana Samer

Rollno: 162621701032

Class : IX

Date: 09-06-2022

Subject: English

Tape No:

Organisation of Lesson	Rating					
Lesson preparation	(5)	4	3	2	1	0
Focussing activity	(5)	4	3	2	1	0
Closure	5	(4)	3	2	1	0
Subject-matter knowledge	(5)	4	3	2	1	0

Lesson Presentation	Rating					
Testing previous knowledge	(5)	4	3	2	1	0
Audience contact	(5)	4	3	2	1	0
Enthusiasm	5	(4)	3	2	1	0
Speech quality and delivery	5	(4)	3	2	1	0
Audience involvement	(5)	4	3	2	1	0
Verbal behaviours	(5)	4	3	2	1	0
Non-Verbal behaviours	(5)	4	3	2	1	0
Maintenance of continuity	(5)	4	3	2	1	0
Use of questions & questioning techniques	(5)	4	3	2	1	0
Directions and pacing	(5)	4	3	2	1	0
Use of reinforcement	5	4	(3)	2	1	0
Use of aids and materials	(5)	4	3	2	1	0
Declaration of the topic	(5)	4	3	2	1	0

Signature of Teacher Educator: [Signature]

Remarks: Use reinforcement, Do closure properly.

Micro Teaching - 1

Evaluation Form

Lesson Plan Format - 4

Name Of the teacher: Jyoth Sultana Sarmer

Date: 09-06-2022

Subject: English

Tape No:

Rate the teacher trainee on each Skill area.

Code: 5084 mastery of skill demonstrated;
3082, Some skill refinement needed;
081080, and much skill refinement needed

Organisation Of Lesson

Lesson Preparation	(5)	4	3	2	1	0
Focussing activity	(5)	4	3	2	1	0
First Skill/Behaviour	(5)	4	3	2	1	0
Second Skill/Behaviour	(5)	4	3	2	1	0
Subject-matter knowledge	(5)	4	3	2	1	0
Closure	(5)	4	3	2	1	0

Signature Of Teacher Educator:

Comments: It was well organised with proper execution.

MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: Ghaffar Sultana Samir Date: 09-06-2022

Concept taught: Games and sports Roll No.: 162621701032

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows:

Teacher talk: 40%

Student talk: 60%

Silence or confusion: _____

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100 = \frac{40}{60+40} \times 100 = 40\%$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100 = \frac{60}{40+60} \times 100 = 60\%$$

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent: 3

Divergent: 9

5. Student names. Record the number of times students are addressed by name:

- 1) Uzma
- 2) Shaikhna
- 3) Firdous

6. Pauses. Record the number of times pauses are used to give students time to think:

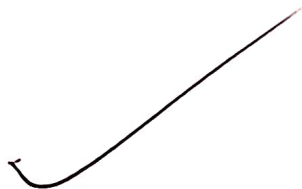
2 or 3

7. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: 04

Nonverbal Reinforcement: 06

8. Sensory channels. Record the number of times students are required to change sensory channels:



LEARNER SATISFACTION FORM

Format - 6

Teacher: Ghaffar Sultana Samey Date: 09-06-2022

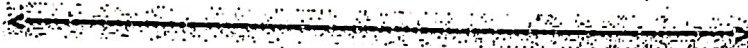
Subject: English Tape No.: 01

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied



2. What would have increased your satisfaction?

Use of suitable digital teaching aids
would have increased my satisfaction.

Micro-Teaching Preparation FORMAT

FORMAT-II

شہر کا نام = لاکھنؤ

کورس کا عنوان = تعلیم کا

1- پڑھانے کا تصور = Concept to Teach.

Micro-Teaching Section / I *

2- مہارتوں کا مظاہرہ =

Skills or Behaviour to Demonstration:-

مہارت 1 - مکتوب
مہارت 2 - سوالات

3- خاصہ املائی مقاصد =

Specific Instructional Objectives:-

حاصل کرنے کے لیے مطلوب اساتذہ	حاصل کرنے کے لیے مطلوب اساتذہ
1. لکھنا۔ اختیار کیا گیا سب سے پہلے	1. لکھنا۔ اختیار کیا گیا سب سے پہلے
2. سننا۔ سوچنا۔ سوچنا۔ سوچنا	2. سننا۔ سوچنا۔ سوچنا۔ سوچنا
3. ادا کرنے کے لیے مہارتوں کے قابل بننا	3. ادا کرنے کے لیے مہارتوں کے قابل بننا
4. ادا کرنے کے لیے مہارتوں کے قابل بننا	4. ادا کرنے کے لیے مہارتوں کے قابل بننا
5. ادا کرنے کے لیے مہارتوں کے قابل بننا	5. ادا کرنے کے لیے مہارتوں کے قابل بننا
6. ادا کرنے کے لیے مہارتوں کے قابل بننا	6. ادا کرنے کے لیے مہارتوں کے قابل بننا

مکمل نظر مشعل :-

Focusing Activity

پٹوستان کی بڑی عیدیں کونسی ہیں
مسلمانوں کی خاص عیدیں کونسی ہیں

اصلی طریقہ کار :-

Instructional Procedure:-

Students Activity	Teacher's Activity
	ٹیچر فکر جماعت میں مسلمانوں کے ساتھ دانشیوں کے اور محاکمات سے مخاطب ہوئے ہوئے مسلمان سرین گئے
	* مسلمان و غیرت کے بعد سبق سے متعلق معلومات کو طلباء تک پہنچانے کے لئے تحریر استعمال کرتے ہوئے چند سوالات کرتے ہوئے مضمون سے جوڑیں
	* پٹوستان کی بڑی عیدیں کونسی ہیں ؟
	* مسلمانوں کی خاص عیدیں کونسی ہیں ؟
	* عید کے دن تمام مسلمان غار آزاد کرتے ہیں جاتے ہیں
	* عید کا منظر پسندیدہ دیکھا دیتا ہے

تو یوں آئیے ہم بھی آج سبق "عید گاہ" کو
پڑھیں گے۔ اس عید گاہ جاننے کی دھواں
لے جانے میں پڑھیں گے اس سبق میں
ایک لڑکا حامد ہے اس کے زندگی کے
بارے میں مطالعہ کریں گے

Closure = closure

لڑکے کے دوست سید علی و سید یحییٰ
لڑکا حامد سے اپنے عزیزوں کے ساتھ ایک چادر آویزا کرتے ہیں چنانچہ (اما

لونی دیکھی اُرات :-

Audiovisual Material used:-

☆ درسی کتاب

سید محمد

• مستطیل +

= 0 $\frac{d}{dt} \left(\frac{1}{2} m v^2 \right) = 0$

notes of comments:-

سیرین مطایر و قاصد دل و سر سحر و کما