

B.K. Passi
And
M.S. Lalita

Name of the Student

Teacher.....

Class to be taught.....

Topic.....

Date..... Time Duration.....

GENERAL TEACHING COMPETENCE SCALE

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Not at all					Very much	
1	2	3	4	5	6	7

PLANNING (Pre-instructional)

- 1 Objectives of the lesson were appropriate: clearly stated relevant to the content, adequate and attainable.
- 2 Content selected was appropriate: relevant and adequate with respect to the objectives of the lesson, and accurate.
- 3 Content selected was properly organized: Logical continuity and psychological organization.
- 4 Audio-visual material chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives.

PRESENTATION (Instructional)

- 5 Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique
- 6 Questions were appropriate: well structured, properly put, adequate in number and made pupils participate.
- 7 Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness.

Not at all				Very much		
1	2	3	4	5	6	7

- 8 Concepts and principles were explained (understanding brought about) with the help of clean, interrelated and meaningful statements: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.
- 9 The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non verbal): simple, relevant to content and interest level of pupils.
- 10 Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils' postures, and listening, observing and responding behaviour of pupils.
- 11 Deliberate silence and nonverbal cues were used to increase pupil participation.
- 12 Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforces.
- 13 Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time.
- 14 Pupils' participated in the classroom and responded to the teacher and initiated by giving their own idea and reacting to others' ideas.

	Not at				Very		
	all				much		
	1	2	3	4	5	6	7

- 15 The blackboard work was good: legible, neat, appropriateness of the content written and adequate.

CLOSING

- 16 The closure was achieved appropriately: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment).
- 17 The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate.

EVALUATION

- 18 Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives, valid, reliable and objective.
- 19 Pupils' difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken.

Not at
all
1 2 3 4 5 6 7
Very
much

MANAGERIAL

- 20 Both attending and non attending behaviours of the pupils were recognized: attending behaviour was rewarded, directions were given to eliminate non-attending behaviours, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were accepted, and nonverbal cues were used to recognize pupils' attending and non-attending behaviours.
- 21 Classroom discipline was maintained in the class: pupils' followed teacher's instructions that were not related to the content. Comments (if any):

Lesson 1
Skill of Probing Questioning

Roll No.

Subject: Social Studies

Time: 6 Minutes

Topic: Types of Rain

Skill: Probing Questioning

Class: 8th

Teacher Good Morning children, what are the sources of water?

Pupil 1 Sea

Teacher Is there any other? (seeking further information)

Pupil 1 No response

Teacher How do the sea and river get water? (Prompting) Pupil from rain.

Pupil From rain

Teacher So is that the other sources of water?

Pupil Rain

Teacher When the hot winds go up then what happens?

Pupil 2 These winds become cool.

Teacher Water vapours in the cool winds starts falling in the form of water drops on the earth (Refocusing and this type of rain called Conventional rain.

Pupil Listen

Teacher This kind of rain generally falls on the areas near equator Pupil Why? (Critical awareness).

Teacher On the equator the sun rays fall straight.

Observation Schedule for the Skill of Probing Questioning

Tallies	No. of Tallies	Component	Ranking
		Prompting	0 1 2 3 4 5 6
		Seeking further information	
		Refocusing	
		Redirection	
		Increasing critical awareness	

Lesson 2

Micro Lesson Plan on Skill of Increasing Pupil Participation

Class - VII

Time 6 minutes

Subject - Geography

Date:

Concept - Heavy Rainfall in NE
Region of India

Content	Teacher Behaviour/ Activity	Pupil Behaviour/ Activity	Behaviour components
Heavy Rainfall in North East Region of India	(Having the physical map of India) pupils, this is physical map of India. Locate North East region. Find out the position of mountains and hills.	Mountains and hill surround the North East region	Movement and pause.
	Good! Now locate the North East region in your map. Which monsoon comes from the Bay of Bengal during summer? (Smiles) Excellent! What things are carried out by the winds?	Students will do so South West Monsoon comes from the Bay of Bengal during summer. Vapours, moisture are being carried out the winds.	Positive verbal reinforcers Positive verbal and Non-positive verbal reinforcers.
	Now mark in your map the place where the winds full feet of vapour and moisture will be blocked.	The monsoon will be blocked by the Himalayan ranges and mountains of North East region.	Physical involvement and participation.
	Good! Say what happens after this obstruction is blockade.	Vapour and moisture become condensed and from cloud over the North East region.	Questioning

Content	Teacher Behaviour/ Activity	Pupil Behaviour/ Activity	Behaviour components
	What is the effect of such cloud formation? Can you tell me why there is heavy rain fall in North East region of India?	Cloud being stopped heavily pour down as rain. Yes, it is due to the Himalayan range and other hills blocking the monsoon and making the rain.	Higher order questioning

Observation Schedule for the Skill of Pupil Participation

Tallies	No. of Tallies	Component	Ranking
		Creating set	0 1 2 3 4 5 6
		Questioning	
		Encourage pupils' participation	

Lesson 3

Lesson Plan for the Skill of Reinforcement

Roll No. of the Student Teacher

Subject: Social Studies

Time: 6 Minutes

Topic: Guru Granth Sahib

Skill: Reinforcement

Class: 9th

Introduction: India is a country in which people of many religion live i.e. Hindu, Sikh, Muslim, Christian etc. The majority of people in the population of Punjab is that of Sikhs. This faith has ten Gurus. The first and the founder of this religion is Guru Nanak Dev Sahib. The 10th and the last Guru is Guru Gobind Singh Ji who gave Gurgadi to Shri Guru Granth Sahib.

S.No.	Teacher Pupil	Pupil	Black Board
1	Dear Student the people of how many important religion live in India?	In India, the people of many faiths live i.e. Hindu, Sikh, Muslim & Christian.	Hindu, Sikh, Muslim & Christian
2	Good, Majority of population in Punjab comes from which religion?	The majority of people who live in Punjab belong to Sikh religion.	Sikh
3	Who was the founder of Sikh religion?	Guru Nanak was the founder to Sikh religion.	Guru Nanak
4	Good How many Sikh Gurus lived?	Sikhism has ten Gurus in all.	Ten Gurus
5	Who was the tenth Guru of Sikhs?	Guru Gobind Singh was the tenth Guru of Sikhs.	Tenth Guru Gobind Singh
6	Very good, who laid the founder of Khalsa?	Guru Gobind Singh laid the foundation of Khalsa.	Foundation of Khalsa laid by Guru Gobind Singh
7	To whom the Guru Gadi was given by Guru Gobind Singh?	Guru Gobind Singh gave Guru Gadi to Guru Granth Sahib.	Guru Gadi given to Guru Granth Sahib by Guru Gobind Singh.

S.No.	Teacher Pupil	Pupil	Black Board
8	Very good, Which is the most respected Granth of Sikhs?	Guru Granth Sahib is the most respected Granth of Sikhs.	Guru Granth Sahib

Observation Schedule for the Skill of Reinforcement

Tallies	No. of Tallies	Component	Ranking
		Desirable behaviour	0 1 2 3 4 5 6
		Use of positive verbal reinforcer	
		Use of positive non-verbal reinforcer	
		Use of extra verbal reinforcer	
		Unesirable behaviour	
		Use of negative verbal reinforcer	
		Use of negative non-verbal reinforcer	
		Wrong use of reinforcer	

Lesson 4

Model Lesson for the Skill of Recognizing Attending Behaviour.

Class VII

Time 6 minutes

Subject – S.S.

Date

Topic – Andra Pradesh

Teacher enters the class, says, Good morning children; and look at the whole class. She gives a long pause and smile.

Teacher Children, today we will learn about Andra Pradesh (She hangs the map on the wall).

Teacher Pupil, where are you looking at? Pay attention to and look carefully at the map (giving directions).
Now, Pupil, come here and show the boundaries of Andra Pradesh. (Pupil comes and shows the boundaries on the map).

Teacher Andra Pradesh is one of the biggest states of our country. It is surrounded by Orissa, Madhya Pradesh (Suddenly gives a pause and look at Pupil who are whispering, conveys with hand gestures and they should stop talking and look carefully at the map) ...Yes, what was I saying? (Asking questions).

Pupil Madam, you were saying that Andra Pradesh is surrounded by Orissa, Madhya Pradesh...

Teacher Good, you are attentive (Rewarding attending behaviour) I was saying that Orissa, Madhya Pradesh and Maharashtra are in the North, Karnataka is in the West, Tamil Nadhu is in the South and the Bay of Bengal is in the (pauses and look at the pupil)

Pupil East

Teacher Good, you are attentive, Pupil (The teacher again continues). The state had a long coast line. The major area of the state is represented by the plateau region and the Eastern Ghats. (Pupil is sitting very alert, but the teacher is not able to understand whether or not real she is attentive) Pupil, can you tell me the neighbouring states of Andra Pradesh?

Pupil He keeps quiet.

Teacher Is there anything wrong with you? (Accepting feelings)

Pupil Madam, I am not well.

Teacher Oh, yes, actually it appears to some extent from your face. Take care of your health. Right Now, go to the school dispensary and take medicine. (Accepting feelings) Children, let us see the rivers of Andra Pradesh. The rivers flow from the west to the east and fall into the Bay of Bengal. The river Godavari is the longest and the widest of all these rives. The Krishna is another big river of the state.

Pupil Madam, the delta region is very fertile.

Teacher Yes, the delta region is very fertile. It is used for agricultural purposes. Therefore, plenty of rice grows in this area (Accepting the idea).

Teacher Why would you prefer to send by air?

Pupil Because it is the quickest means of transportation.

Teacher Did the people every think of traveling by air in the olden times?

Pupil No

Teacher Why?

Pupil Because science had not progressed so much during those times.

Teacher Can we completely do away with the olden means of transportation in our country?

Pupil No

Teacher Why?

Pupil Some of the villages in our country do not have good roads and strong bridges across the rivers. There are many remote villages where even the railway services cannot reach.

Concluding Remarks:-

Observation Schedule for the Skill of Recognizing Attending Behaviour.

Tallies	No. of Tallies	Component	Ranking
		Rewarding the attending behaviour of the pupil	0 1 2 3 4 5 6
		Giving directions	
		Asking questions	
		Accepting feelings and ideal of pupil	
		Using silence and non-verbal queues	

Lesson 5

Model Lesson for the Skill of Achieving Closure.

Class VII

Subject – Social Studies

Time-6 minutes

Topic – The Transport Systems
in India

Date

(The teacher has just taught the modern means of transportation the pupil's previous knowledge consists of systems of transportation in the olden times. Towards the end of the lesson, the teacher achieve the closure in the following way).

Teacher What are the different modes of transportation in the modern times?

Pupil There are three modes of transportation – land, sea and air.

Teacher Why is it that land is the most commonly used means of transportation?

Pupil Because it is the cheapest and the most comfortable means for carrying goods and moving from one place to another.

Teacher Name some of the fast moving vehicles which can be used as means of transportation on land.

Pupil Railways, buses, taxis, scooters and trucks.

Teacher The other mode of transportation in water transportation what are the advantages of transportation by means of water?

Pupil Water transportation is the most convenient for carrying bulky goods from one country to the other.

Teacher What are the drawbacks of this system?

Pupil Rivers and Canals are not navigable throughout the year because of floods and draughts.

Teacher Which is the third important means of transportation?

Pupil Air transportation.

Teacher What are the advantages of this system?

Pupil This system has linked and brought the different parts of the country closer to each other.

Teacher Are there any handicaps of this system also?

Pupil Yes, it is the costliest of all and is not convenient for carrying bulky goods.

Teacher If you have to shift your luggage from one place to another in the same city, how will you shift?

Pupil By trucks

Teacher Why will you prefer to use the trucks and not any other means?

Pupil Because the trucks do not involve much cost and their carrying capacity is high.

Teacher Your friend is coming from America. He wants to send you a refrigerator from there. How will he send it?

Pupil By ship

Teacher Why will he prefer to send it by ship?

Pupil Because the ship is good for carrying bulky goods.

Teacher What differences do you find between the boats of the olden times and the steamers of the modern times?

Pupil It is not safe to travel by the boats and they take longer time to reach destination unlike steamers of the present times.

Teacher What means of transportation would you use to send urgently some medicine from Delhi to an ailing friend at Srinagar?

Pupil By air.
and rewarding the same) This rice is exported to other states of the country. Look, at the map and tell me which dam is built across the river Krishna?

Pupil Nagarjunsagar

Teacher Good, that is the way of study the map you are correct (Rewarding attending behaviour).

Pupil Madam, it will help to irrigate vast lands and produce electricity.

Teacher Correct, now, I will ask you questions. All of you should try to answer, which are the rivers of Andhra Pradesh?

Pupil Krishna.... (Pupil keeps quiet).

Teacher Any other river? (The teacher finds that pupil was only partly attentive in the class).

Pupil (He is not able to answer).

Teacher Pupil, you should always remain attentive.
(Giving directions for paying attention) Pupil, can you name, another river?

Pupil Yes Madam, the river Godavari, It is the longest river in the state.

Teacher Excellent, Pupil, see another pupil was attentive throughout therefore she could answer correctly. (The teacher looks at the right corner of the class and gives a pause, then keeps finger on his mouth conveys the two pupils – not to talk. The teacher uses silence and non verbal cues for recognizing non-attending behaviour of pupils) which dam is built across the river Krishna?

Pupil Nagarjunasagar.

Teacher Good (The teacher goes near pupil and takes a comic from her hand and frown at him).

Pupil Sorry, Madam, I was.....

Teacher Anyhow, this is not good. You must be attentive. Then only you can understand what I am teaching. Next time, don't do this (fiving directions). These rivers flow fast and get flooded during the rainy season. In the other seasons they have little water. So, people store water in tanks during the rainy seasons.

Concluding Remarks.

Observation Schedule for the Skill of Achieving Closure

Tallies	No. of Tallies	Component	Ranking
		Consolidation of the major points by the teachers the pupils	0 1 2 3 4 5 6
		Providing opportunities for the pupils to apply the new knowledge to various situations.	
		Linking the pupils' new knowledge with previous knowledge	
		Linking present knowledge with future knowledge	

Lesson 6
For Experimental Group 2 Multimedia

Lesson Plan No: 1

P.T.'s Roll NO. :

Class: 7th

Subject: Social Studies

Date:

Topic: Types of Rainfall

Duration: 36 min.

Materials Aids:

An ordinary classroom equipped with overhead projector, chalk, duster and transparency of different types of rains falls.

General Aims:

1. To arouse the interest of Social Studies of amongst the students.
2. To develop social attitude amongst the students.
3. To increase their general knowledge.
4. To stimulate them to learn and respond about rainfall.

Specific Aim: To teach the students about the different types of rains.

P.K. Testing:

- Q.1. How do you feel in summer on rainy day?
- Q.2. How does rainfall takes place?
- Q.3. Which is the rainy season in Punjab?

Announcement of the Topic: After testing the previous knowledge of the students and arousing their interest into the topic the P.T. will announce the topic and say, "Well, students! Today we are going to study about different kinds of rains".

Method: The P.T. is going to use the lecture method and questionnaire technique to teach this lesson.

Introduction: The winds filled with moisture moves upward and becomes cool. These winds can hold the water vapours at ordinary temperature. When the water vapours increase in weight which winds cannot hold them, it starts falling on the earth in the form of water drops. This phenomenon is called rain.

Subject Matter

There are mainly 3 kinds of rains.

The pupil teacher will tell the students that there are three types of rains and that he will discuss them one by one only. The first one is the conventional rain.

1. Conventional Rain:
On the equator the sun rays fall straight. Due to heat the air pressure decreases and winds move upwards as they become hot. These winds carry water vapours with them. On going upward these winds become cool. Water vapours in the cool winds start falling in the form water drops on the earth. This kind of rain generally falls on the areas near equator. These kind of rains fall come with a lot of thunder and are very fast. Such rains are called Conventional Rains.

P.T.'s Activity

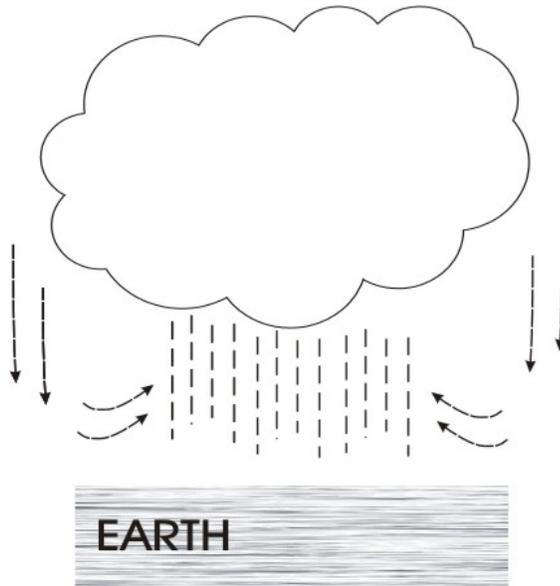
The P.T. will tell the students to open their note books and to write down the main points.

1. What happens when air becomes hot?
2. When the hot winds go up then what happens?
3. Where conventional rain takes place?
4. What is the speed of the rain.

B.B. Writing

1. It moves upward.
2. These winds become cool.
3. The P.T. will draw the figure on the B.B.
4. Conventional Rain.
5. Near the Equator.
6. Fast with thunder.

CONVENTIONAL RAIN



Sectional Recapitulation: The pupil teacher will ask the following question to sectional recopulation.

1. Which kind of rainfall is there on the equator?
2. What is the reason of summer monsoon in India?
3. P.T. will show the diagram in the transparency as to how the vapours going up and also the way the rain falls.

2. Orographic or Mountainous Rain

When moisture filled winds travel from sea to earth sometimes mountains come in the way as hurdles. Due to this great and standing hurdle in the form of mountains these winds start going upward and become cool. The moisture of winds start falling in the form of rain. In India summer monsoon is due to these maintains only.

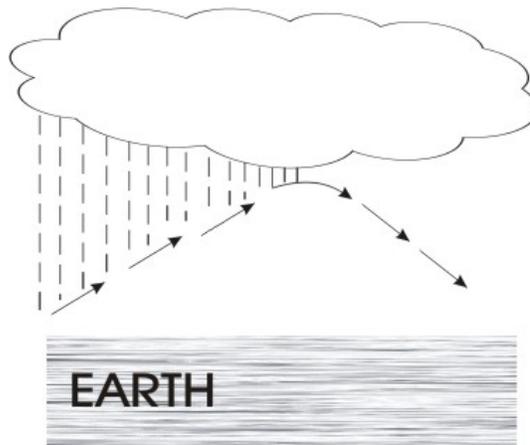
1. What happens when the winds filled with moisture strike with the mountain.
2. When does such rain fall in India?

1. Winds go upward and became cool and it starts raining.

2. The pupil teacher will draw the figure of mountainous rainfall on the B.B.

3. Summer monsoons in India.

OROGRAPHIC RAIN



3. Cyclonic Rain:

The rain which falls due to cyclones is called cyclonic rain. There is a low pressure in the cyclones, that's why winds start moving

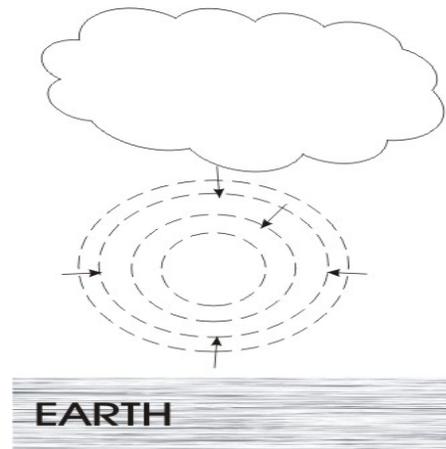
1. Which type of rainfalls in Punjab during winter?

1. Cyclonic rain
2. The P.T. will drew the figure of such rainfall on the transparency.

3. Cyclonic rain in Punjab & European country.

upside. In the upper air these winds get colder. The moisture of the winds is then turned into clouds and clouds start raining. In European countries there is cyclonic rain in the winter. In Punjab there is cyclonic rain in winter also.

CYCLONIC RAIN



Final Recapitulation

1. How many types of rains take place?
2. How mountains help in the fall of rain?
3. Why cyclones get rains?

Home-Work:- The students will be asked to do the work at home

1. Write a note on different types of rain.

Micro Lesson : Probing Questions (Response Management)

Class VII

Subject - Civics

Topic – Location of States in India

Time Duration - 6 mts

Topic: Factors determining the supply of labour in a country.

Content	Teacher Behaviour/ Activity	Pupil Behaviour/ Activity	Behaviour components
Factors determining the supply of labour in a country	What are the factors which determine the supply of labour in a country.	Birth and death rates, social tradition and wage level determine the supply of labour in a country.	Seeking further information.
	Any other factor		Seeking further information.
	If some persons from a village come to your city for seeking employment, what would be its effect on the position of labour supply in your city?	It will increase the number of persons seeking employment in my city.	Formulating interesting examples.
	If some persons leave your city and go to another city for seeking employment, what would be its effect on the supply of labour in your city.	It will reduce the supply of labour in my city.	Seeking further information.
	In the light of answers to these questions now think of any other factor which affects the supply of labour in a country.	Labour supply in a country/city gets affected if some people go out of the country/city or come to that country/city from	Increasing critical awareness.

		another country/city.	
	Yes immigration i.e. coming of people in the country and emigration, i.e. going of people out of the country, affect the supply of labour in a country. Tell any country where the labour supply is on the increase on account of immigration.	Labour supply in U.K. is on the increase on account of immigration of Asians to that country.	Seeking further information.
	Why are Asians emigrating to UK?	Because of employment and under employment in their countries.	Seeking further information.
	Why has the government of U.K. imposed certain restrictions to check immigration to their country.	Because increased immigrants have affected the supply of labour UK. They have affected adversely the employment opportunities of their own people.	Critical thinking.
	Does the country from where people emigrated to other countries get benefitted by such emigration of men and women?	Yes, it checks the supply of labour in that country.	Seeking further information.
	Any other benefit?	These people usually remit money to their dependents in their home country either in dollars or pounds. The remittance in these currencies	Seeking further information.

		improve the foreign exchange resource of the country.	
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Observation Schedule for the Skill of Recognizing Attending Behaviour.

Tallies	No. of Tallies	Component	Ranking
		Rewarding the attending behaviour of the pupil	0 1 2 3 4 5 6
		Giving directions	
		Asking questions	
		Accepting feelings and ideal of pupil	
		Using silence and non-verbal queues	