# CHAPTER III
## METHODOLOGY AND PROCEDURE

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CHAPTER-III
METHODOLOGY AND PROCEDURE

III A INTRODUCTION

The aim of the present work was to look into the improving teaching ability of prospective teachers by the use of micro teaching and multimedia. For this purpose experimental method of research was used in the conduct of the present study. The experimental method of the conduct of study is explained as under. In order to achieve this objective, it was required to select a representative sample of prospective teachers and the necessary tools for collecting the data. The relevant details regarding these aspects of the study are given as under:-

The human resources determine the financial strength and quality of any country. So we need to develop our human resources. Here development means making people able. It largely depends on those who develop these abilities. Therefore, for this purpose we need highly competent teachers for imparting these abilities. It is essential that teachers imparting these competencies should have the capability to perform their task efficiently. For this, they need to acquire requisite abilities. Kothari Commission (1964-66) begins its report with the remarks that the destiny of India is being shaped in its classroom.

So, in order to enhance the quality of education it is necessary to have a sound programme of teacher education. Teachers play a pivotal role in the process of implementation of the policies, formulated to achieve the desired goal in the qualitative improvement of education. Rayans (2004) pointed out that process of education revolves around the teachers. Teachers have been called nation builders in every period and in every society. Teacher themselves really are the key persons in developing good community. Sabu (2010) emphasized that in the present era drastic changes are required to meet the goals of education by increasing teacher competency. Thomson (2010) opined that teacher should encourage such a classroom environment that is inviting respectful, supportive, inclusive and flexible among students. Singh (2006) stated that teachers are considered the most important resource for a school. Kukreti (2005) remarked
that competent teachers possess higher mean scores on knowledge, creative and 
humanistic values than their incompetent counterparts. The Education 
Commission (1964-66) observed that of all the different factors which influence 
its quality of education and its contribution to national development, the quality, 
competence and character of teacher are undoubtedly the most significant.

Thus, the need to find out a proper solution for removing the defaults in 
the existing practice teaching programme was fulfilled and micro teaching and 
multimedia arrived in the scene with a view to solve the varied problems.

III B  STATEMENT OF THE PROBLEM

A STUDY ON IMPROVING THE TEACHING ABILITY OF THE 
PROSPECTIVE TEACHERS BY THE USE OF MICRO TEACHING AND 
MULTIMEDIA

III C  OPERATIONAL DEFINITIONS

Effect

In this study effect refers to a particular treatment given to a subject to 
bring about to desired behavioural change. This change will be observed in 
teaching ability.

Micro Teaching

A method of teacher training whereby teacher trainers gain stimulated 
teaching experience with few students in small groups and employing audio and or 
video recording for playback and discussion.

Multimedia

Multimedia means more than two media of communication involved in a 
learning package.

Teaching ability

Teaching ability means the ability to use knowledge, understanding and 
practical skills to perform effectively for instance at national standards required in
employment. Teaching ability can be knowledge, attitudes skills, values or personal values, Teaching competency can be acquired through talent, experience or training.

**Prospective Teachers**

Prospective teachers refer to those who are studying in Bachelor of Education (B.Ed.) Course.

### III D OBJECTIVES OF THE STUDY

The following objectives were undertaken:

- To study the effect of micro teaching skills on teaching ability of prospective teachers.

- To study the effect of microteaching on teaching ability of prospective teacher through skill of probing questioning.

- To study the effect of microteaching on teaching ability of prospective teacher through skill of pupils' participation.

- To study the effect of microteaching on teaching ability of prospective teacher through skill of reinforcement.

- To study the effect of microteaching on teaching ability of prospective teacher through skill of recognizing attending behaviour.

- To study the effect of microteaching on teaching ability of prospective teacher through skill of achieving closure.

- To study the effect of multimedia on teaching ability of prospective teachers.

- To study the effect of conventional method of teaching on teaching ability of prospective teachers.

- To study the interaction of Micro teaching, Multimedia and conventional method.

- To study the interaction of micro teaching and conventional method.
To study the interaction of multimedia and conventional method.

III E HYPOTHESIS

In order to fulfill the objectives of the study, the following hypotheses were formulated and tested.

- There will no significant effect of microteaching skills on teaching ability of prospective teachers.
- There will no significant effect of microteaching skill of probing questioning on teaching ability of prospective teachers.
- There will no significant effect of microteaching skill of pupils' participation on teaching ability of prospective teachers.
- There will no significant effect of microteaching skill of reinforcement on teaching ability of prospective teachers.
- There will no significant effect of microteaching skill of recognizing attending behaviour on teaching ability of prospective teachers.
- There will no significant effect of microteaching skill of achieving closure on teaching ability of prospective teachers.
- There will no significant effect of multimedia on teaching ability of prospective teachers.
- There will no significant effect of conventional method of teaching method on teaching ability of prospective teachers.
- There will no significant interaction between micro teaching, multimedia and conventional method.
- There will no significant interaction between micro teaching and conventional method.
- There will no significant interaction between multimedia and conventional method.
3.1 **RESEARCH METHOD**

The study was conducted through experimental method of research. An experiment is the process in which the experimenter manipulates one variable to study the effect of the manipulation on another variable. The experimental method tests the hypothesis concerning cause and effect relationship.

The method requires sample for conduct of study with certain research tools for conduct of the study. The description of tools and sampling is given hereunder:-

3.2 **RESEARCH TOOLS**

For collecting new unknown data required for any research problem, one may use various devices. For each and every type of research we need certain tools to gather facts or to explore new fields, which act to as means are called research tools. Different tools are suitable for collecting various finds of information for various purposes. The selection of suitable tools is of vital importance for successful research. The success of any research endeavour is largely dependent upon the tools which are used for the data collection. The following tools were selected and used by the investigator in the study.

In this study following tools were used by the investigator.

- Ravan' Standard Progressive Matrices (Intelligence test for making the three equal matched groups (A1, A2, A3).

- General Teaching Competency Scale (GTCS) of Dr. B.K. Passi and Dr. Mrs. Lalita (1977) (Appendix-I).

- Micro lesson plans for microteaching and lesson plans for use of multimedia were prepared by the investigator herself (Appendix-II).

- Observation schedule for selected skills were used (Appendix-II).

- Transparencies and slides were prepared by the investigator overhead projector and slide projectors were used for this purpose (Appendix-III).
3.2.1 Ravan' Standard Progressive Matrices

The Standard Progressive Matrices Sets A,B,C,D and E:

As one of the objectives of the study was to equate the group on the intelligence variable so Standard Progressive Matrices, Sets, A,B,C,D and E prepared by J.C. Ravan M.Sc. was administered to measure the intellectual level of the prospective teachers. This test used in the study is designed to measure the level of observation, abstract and clear thinking and reasoning.

The scale consists of 60 problems divided into five sets of 12. A person’s total score provides an index of his intellectual capacity, whatever his nationality or education. The test was administered according to the instructions given n the Progressive Matrices, Sets A, B, C, D & E. One hour was given to the prospective teachers to fill the forms of the test. The first problem i.e. A1 was solved by the supervisor and then the prospective teachers were asked to turn over the next page of the test books and do the rest of the problems.

3.2.2 B.K. Passi’s General Teaching Competency Scale

The General Teaching Competency Scale is generally used for measuring Teaching ability of a teacher individually by a reliable observer or a group of reliable observers making direct observations of his classroom behaviour for the entire teaching period.

As the teacher teaches, the observer sits at the back for observation. At the end of the teaching period, she gives her ratings on the General Teaching competency Scale against all the items.

To facilitate this process she may either mark frequencies or write verbal descriptions against each item which would help her in giving rating more objectively.

- **Planning (Pre-instructional).** Objectives of the lesson were appropriate: clearly stated relevant to the content, adequate and attainable.

- Content selected was appropriate: relevant and adequate with respect to
Content selected was properly organized: Logical continuity and psychological organization.

Audio-visual materials chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives.

Presentation (Instructional) 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

Questions were appropriate: well structured, properly put, adequate in number and made pupils participate.

Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness.

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.

The concepts and principles were illustrated with the help of appropriate examples though appropriate media (verbal and non verbal): simple, relevant to content and interest level of pupils.

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.

Deliberate silence and nonverbal cues were used to increase pupil participation.
Pupils’ participation (responding and initiating) was encouraged using verbal and nonverbal reinforces.

Speed of presentation of ideas was appropriate: matched with the rate of pupils’ understanding and there was proper budgeting of time.

Pupils’ participated in the classroom and responded to the teacher and initiated by giving their own idea and reacting to others’ ideas.

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

Closing. 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).

The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate.

Evaluation. 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.

Pupils’ difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken.

Managerial. Both attending and non attending behaviours of the pupils were recognized: attending behaviour was rewarded, directions were given to 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. Classroom discipline was maintained in the class: pupils’ followed teacher’s instructions that were not related to the content.
3.2.2.1 Scoring Procedure. The sum of the ratings against at the 21 items constitutes the score on General Teaching Competency (GTC Scale) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

- **Reliability of the Scale.** The inter-observer reliability coefficients range from 0.85 to 0.91.

- **Validity of the Scale.** The scale has factorial validity. Scott’s coefficient of inter-observer ranging from 0.78 to 0.82.

3.2.3 Observation schedule for selected skills were used

The first part records the bio-data about the prospective teachers who is to be tested on this schedule.

- **Name of the prospective teachers.**
- **Roll No.**
- **Topic**
- **Class**
- **Name of the Supervisor**
- **Date**
- **Time duration**
- **Teach/Re-teach**

The scale value 0 indicates that the prospective teachers did not use the component at all. The scale value six indicates that the prospective teachers used the component very much.

3.23.1 Observation Schedule for the Skill of Probing Questioning:

As one of the objectives of the study is to develop Teaching ability through the skill of probing questioning. The observation schedule for probing questioning
prepared at CASE, Baroda, was used to observe and measure the skill. This schedule is of two types. These to types are identical in content but differ in the mode of responding. These modes of responding are based upon (i) frequency system, for marking tallies, and (ii) numerical weight age system to ascertain the extent to which the prospective teachers uses the skill of probing questioning.

The list of the components is given as under:-

- Prompting questioning
- Seeking further information questions.
- Refocusing questions
- Redirected questions
- Increasing critical awareness questions

3.2.3.2 Observation Schedule for the Skill of Increasing Pupils’ Participation

As one of the objectives of the study is to develop Teaching ability through the skill of increasing pupils’ participation. The observation schedule for increasing pupils’ participation prepared at CASE, Baroda, was used to observe and measure the skill.

The list of the components is given as under:-

- Creating set:
- Questioning:
- Encouraging pupils’ participation
- Pausing

3.2.3.3 Observation Schedule for the Skill of Skill of Reinforcement

As one of the objectives of the study is to develop Teaching ability through the skill of reinforcement. The observation schedule for reinforcement prepared at CASE, Baroda, was used to observe and measure the skill.
The list of the components is given as under:-

□ **Desirable Behaviours**

- Use of Positive Verbal Reinforcer
- Use of Positive Non-verbal Reinforcer
- Use of Extra-Verbal Reinforcement

□ **Undesirable Behaviours**

- Use of Negative Verbal Reinforcer
- Use of Negative Non-verbal Reinforcer
- Wrong Use of Reinforcement

### 3.23.4 Observation Schedule for the Skill of Recognizing Attending Behaviour

As one of the objectives of the study is to develop Teaching ability through the skill of Recognizing Attending Behaviour. The observation schedule for Recognizing Attending Behaviour prepared at CASE, Baroda, was used to observe and measure the skill.

The list of the components is given as under:-

□ **Rewarding the Attending Behaviour of the Pupils**

□ **Giving Directions**

□ **Asking Questions**

□ **Accepting Feelings and for Ideas of Pupils**

□ **Using silence and Non-verbal Cues**
3.2.3.5 Observation Schedule for the Skill of Achieving Closure

As one of the objectives of the study is to develop Teaching ability through the skill of Achieving Closure. The observation schedule for Achieving Closure prepared at CASE, Baroda, was used to observe and measure the skill.

The components of this skill are given below:-

- Consolidation of the major points by the teacher the pupils.
- Providing opportunities for the pupils to apply the new knowledge to various situations.
- Linking the pupil’s new knowledge gained during the lesson (present knowledge) with their previous knowledge.
- Linking present knowledge with future learning.

3.3 UNIVERSE OF THE STUDY AND SAMPLE

Sampling is the essential feature in any research endeavours. Since it is not possible to cover the whole population in experimental studies, the researcher is to resort to sampling.

3.3.1 Universe

The universe of the study is prospective teachers studying in education colleges situated in 21 districts in State of Haryana. Further the focus of the study was on prospective teachers studying in B.Ed. out of 21 districts one district namely Fatehabad was selected on random basis.

The table 3.1 shows the list of education colleges of district Fatehabad along with the number of seats.
Table 3.1
The List of Education Colleges of District Fatehabad alongwith the Number of Seats

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>No. of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M.M. College of Education, Fatehabad</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Defence College of Education, Tohana</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Guru Dronacharya College of Education, Bhuna</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>Gramin College of Education, Tohana</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Tirupati College of Education, Ratia</td>
<td>200</td>
</tr>
<tr>
<td>6</td>
<td>Shah. Baba Deep Singh College of Edu. (Ratia)</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Surya College of Education, Baliala (Tohana)</td>
<td>200</td>
</tr>
<tr>
<td>8</td>
<td>Apex College of Education, Bidhai Khera, Tohana</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Akash College of Education, Chanderkalan (Tohana)</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Daffodils College of Education, Matana (Fbd.)</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>MUH Jain College of Education, Chanderkalan</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Crescent College of Education, Fatehabad</td>
<td>100</td>
</tr>
</tbody>
</table>
3.3.2 The College Sample

The college sample was drawn from the representative Education colleges. A list of affiliated colleges with CDL University, Sirsa was procured from B.Ed. prospectus and website of CDLU. In order to get relevant information from colleges, the investigator researched website. Random sampling technique was used in choosing Fatehabad District from Haryana. Random sampling technique was used for choosing three education colleges namely, Surya College of Education, Tohana (Fbd.), Defence College of Education, Tohana (Fbd.), Guru Dronacharya College of Education, Bhuna(Fbd.) and again random sampling technique was used for distribution of groups.
3.4 FORMATION OF DESIGN

Stage I

First of all prospective teachers were selected on the basis of teaching subjects they have offered at their B.Ed. level. It was found 522 prospective teachers opted for teaching of social studies. The table 3.2 given below indicated the number of 270 prospective teachers selected as sample at this stage.

Table 3.2

The Number of Prospective Teachers who have offered Teaching of Social Studies as one of the Teaching Subjects.

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of prospective teachers admitted</th>
<th>No. of prospective teachers offering teaching of social studies</th>
<th>No. of prospective teachers included in the sample at this stage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surya College of Education, Baliala, Tohana (Fatehabad)</td>
<td>200</td>
<td>170</td>
<td>90</td>
<td>52.94</td>
</tr>
<tr>
<td>Defence College of Education, Tohana (Fb.d.)</td>
<td>200</td>
<td>172</td>
<td>90</td>
<td>52.33</td>
</tr>
<tr>
<td>Guru Dronacharya College of Education, Bhuna (Fb.d.)</td>
<td>200</td>
<td>180</td>
<td>90</td>
<td>50</td>
</tr>
</tbody>
</table>

Stage II

To achieve further homogeneity in the group efforts were made to equate the ninety prospective teachers referred to above, on the basis of intelligence. The table 3.3 given below show the composition sample at second stage.
Table 3.3
The Composition of Sample at Second Stage.

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of prospective teachers subjected to test</th>
<th>No. of prospective teachers who completed the test</th>
<th>Percentage who completed the test</th>
<th>No. of prospective teachers identified as homogenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surya College of Education, Baliala, Tohana (Fatehabad)</td>
<td>90</td>
<td>50</td>
<td>55.56</td>
<td>40</td>
</tr>
<tr>
<td>Defence College of Education, Tohana (Fbd.)</td>
<td>90</td>
<td>52</td>
<td>57.78</td>
<td>40</td>
</tr>
<tr>
<td>Guru Dronacharya College of Education, Bhuna (Fbd.)</td>
<td>90</td>
<td>55</td>
<td>61.11</td>
<td>40</td>
</tr>
</tbody>
</table>

In the present study pre-test, post-test, control group design was employed. The study involved two independent variables, namely, microteaching skill, use of multimedia. The dependent variable studied was Teaching ability of prospective teachers in Social Studies.

The table 3.4 given below show the design of the study.

Table 3.4
The Design of the Study

<table>
<thead>
<tr>
<th>Treatments</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental</td>
</tr>
<tr>
<td></td>
<td>Group A1</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>Equating the groups on the factors of intelligence and subject opted as teaching subject in B.Ed.</td>
</tr>
<tr>
<td>Training</td>
<td>Administration of Baroda General Teaching Competence Scale</td>
</tr>
<tr>
<td>Post-Test</td>
<td>Orientation and training in Micro Teaching skills</td>
</tr>
<tr>
<td></td>
<td>Administration of Baroda General Teaching Competence Scale</td>
</tr>
</tbody>
</table>
The above table 3.4 shows the design of the study in which the different steps of the process of treatments are presented. There are three treatment groups – Experimental Group A1 – through micro teaching, Experimental Group A2 – through multimedia and Control group A3 – through conventional method. In the first step, Baroda General Teaching competency Scale was administrative on 120 prospective teachers who constitute the sample of the study. In a micro lesson the number of the prospective teachers should be between 5 to 10. The experimental group A1 – through micro teaching in the case of the present constitute of 40 prospective teachers hence it was divided into four groups in order to develop Teaching ability.

The experimental group A2 – through multimedia was exposed to use of Multimedia through Overhead Projector, Slide Project and Compact Disk. The control group A3 – through conventional method was exposed to conventional method of preparing of prospective teachers for classroom teachers. Distribution of total sample may also be seen from Fig. 3.1.
3.5 CONTROL OF VARIABLES

The study involved two independent variables, namely, microteaching skill, use of multimedia. The dependent variable studied was Teaching ability of prospective teachers in Social Studies.

In order to reduce the contamination and study the clear effect of variables certain controls were introduced. A brief explanation of these experimental controls is as follows:-

- **Organismic Variables:** In research, frequent use is made of response-inferred organismic variables which means a classification based upon prior observation of responses. Teaching ability was organismic was variable in the present study. All the three groups were matched on basis of subject and score of intelligence.

- **Stimulus Variables:** The general class of things related to an environment situation or conditions of stimulation are referred to as stimulus variables. Control on this experimental variable was exercised by the investigators herself administrated the treatment. The activities involved in treatment were exactly similar for each group.

- **Response/Behavioural Variables:** It refers to any variables which involves some action or response of an organism. To control such variables criterion/achievement test was administrated for a pre-test as well as post-test measurement. Every effort was made to administer the pre-test and post-test under the similar conditions of room and instructions.

3.6 CONDUCTING THE EXPERIMENT

The experiment was conducted in three phases as presented in the following paragraphs.

**Phase I – Administration of the Pre-test**

After selecting the colleges for experiment the investigator fixed
appointments and discussed the proposed instructional programme with the principals of colleges. Availability and favourable climate for research was the criteria for final selection of colleges. A meeting with principal and teacher educators helped in chalking out the date and time schedules for the implementation of the programme. The investigator visited the selected prospective teachers and established a rapport with respective teachers. Before starting the treatment all the prospective teachers selected in sample were given pre-test. This was the initial stage in which the General Teaching Competency Scale was administered on group A1, group A2 and group A3 before introducing any treatment.

**Phase-II Treatment.** In the treatment stage all the three groups were treated as given below.

**Group A1** was oriented through Microteaching skills.

**Group A2** Lesson plans delivered with the help of multimedia (O.H.P. & Slide Projector).

**Group A3** Unlike the other two groups, this was the control group. The treatment was given to this group as per the lesson plans prepared by using conventional method of teaching simultaneously with the other groups.

This treatment was maintained for thirty working days for one period of 36 minutes for each working day in each institution for each of the groups.

**Phase III Terminal Stage.** At this stage post-test was administered on group A1, group A2 and group A3 on the completion of the treatment. In this way the terminal behaviour of the sample was evaluated.

### 3.7 FORMATION OF FACTORIAL DESIGN

The major objective of the study was to explore relationship of micro teaching, multimedia and conventional method. In order to study the effect of micro teaching on Teaching ability, use of multimedia on Teaching ability and conventional method on Teaching ability of prospective teachers. 3x2 factorial design was formed and depicted in the table 3.5 and fig. 3.2
Table 3.5
Formation of Factorial Design

<table>
<thead>
<tr>
<th>Teaching Competence (B)</th>
<th>Treatment A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levels</strong></td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td><strong>Teaching ability</strong></td>
<td></td>
</tr>
<tr>
<td>High Level=B1</td>
<td>A1B1</td>
</tr>
</tbody>
</table>

Treatment was considered as factor A. It included three groups of prospective teachers two experimental and one control group.


A2 – Experimental Group A2 through Multimedia.

A3 – Control Group A3 through Conventional Method.

Teaching ability was considered as Factor B. It included two levels of Teaching ability high and low.
B1-High Teaching ability Level          B2- Low Teaching ability Level

A2 – Experimental Group A2 through Multimedia.
A3 – Control Group A3 through Conventional

**Figure 3.2**
The 3x2 Factorial Design Layout
Treatment A

3.8 **STATISTICAL ANALYSIS**

Statistical procedures have been developed to simplify the large quantities of numerical data and thus to assist in the task of obtaining meaningful form them. In this study the under mentioned statistical treatments were applied to give numerical description and meaningful shape to the obtained data:

For analysis of data in the present study following statistical techniques were used:

- Mean
- Measure of variability
- Significance of difference between two means
- Analysis of variance (ANOVA)
- t-test & F-test
- Factorial design 3x2
3.9 MICRO & MEGA LESSON PLANS

Lesson 1
Lesson Plan for 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 from 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 the equator. Why? (Critical awareness).

Teacher: On the equator, the sun rays fall straight.

---

**Observation Schedule for the Skill of Probing Questioning**

<table>
<thead>
<tr>
<th>Tallies</th>
<th>No. of Tallies</th>
<th>Component</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prompting</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seeking further information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refocusing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Redirection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increasing critical awareness</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 2

**Micro Lesson Plan on Skill of Increasing Pupil Participation**

<table>
<thead>
<tr>
<th>Class - VII</th>
<th>Time 6 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject – Geography</td>
<td>Date:</td>
</tr>
<tr>
<td>Concept - Heavy Rainfall in NE Region of India</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Teacher Behaviour/ Activity</th>
<th>Pupil Behaviour/ Activity</th>
<th>Behaviour components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy Rainfall in North East Region of India</td>
<td>(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.</td>
<td>Mountains and hill surround the North East region</td>
<td>Movement and pause.</td>
</tr>
<tr>
<td></td>
<td>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?</td>
<td>Students will do so South West Monsoon comes from the Bay of Bengal during summer. Vapours, moisture are being carried out the winds.</td>
<td>Positive verbal reinforcer</td>
</tr>
<tr>
<td></td>
<td>Now mark in your map the place where the winds full feet of vapour and moisture will be blocked.</td>
<td>The monsoon will be blocked by the Himalayan ranges and mountains of North East region.</td>
<td>Physical involvement and participation.</td>
</tr>
</tbody>
</table>
Good! Say what happens after this obstruction is blockade.

Vapour and moisture become condensed and from cloud over the North East region.

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

**Observation Schedule for the Skill of Pupil Participation**

<table>
<thead>
<tr>
<th>Tallies</th>
<th>No. of Tallies</th>
<th>Component</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Creating set</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage pupils’ participation</td>
<td></td>
</tr>
</tbody>
</table>
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 religions live i.e. Hindu, Sikh, Muslim and 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.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Teacher Pupil</th>
<th>Pupil</th>
<th>Black Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dear Student the people of how many important religion live in India?</td>
<td>In India, the people of many faiths live i.e. Hindu, Sikh, Muslim &amp; Christian.</td>
<td>Hindu, Sikh, Muslim &amp; Christian</td>
</tr>
<tr>
<td>2</td>
<td>Good, Majority of population in Punjab comes from which religion?</td>
<td>The majority of people who live in Punjab belong to Sikh religion.</td>
<td>Sikh</td>
</tr>
<tr>
<td>3</td>
<td>Who was the founder of Sikh religion?</td>
<td>Guru Nanak was the founder to Sikh religion.</td>
<td>Guru Nanak</td>
</tr>
<tr>
<td>4</td>
<td>Good How many Sikh Gurus lived?</td>
<td>Sikhism has ten Gurus in all.</td>
<td>Ten Gurus</td>
</tr>
<tr>
<td>5</td>
<td>Who was the tenth Guru of Sikhs?</td>
<td>Guru Gobind Singh was the tenth Guru of Sikhs.</td>
<td>Tenth Guru Gobind Singh</td>
</tr>
<tr>
<td>6</td>
<td>Very good, who laid the founder of Khalsa?</td>
<td>Guru Gobind Singh laid the foundation of Khalsa.</td>
<td>Foundation of Khalsa laid by Guru Gobind Singh</td>
</tr>
<tr>
<td>7</td>
<td>To whom the Guru Gadi was given by Guru Gobind Singh?</td>
<td>Guru Gobind Singh gave Guru Gadi to Guru Granth Sahib.</td>
<td>Guru Gadi given to Guru Granth Sahib by Guru Gobind Singh.</td>
</tr>
<tr>
<td>8</td>
<td>Very good, Which is the most respected Granth of Sikhs?</td>
<td>Guru Granth Sahib is the most respected Granth of Sikhs.</td>
<td>Guru Granth Sahib</td>
</tr>
</tbody>
</table>
### Observation Schedule for the Skill of Reinforcement

<table>
<thead>
<tr>
<th>Tallies</th>
<th>No. of Tallies</th>
<th>Component</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Desirable behaviour</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of positive verbal reinforce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of positive non-verbal reinforce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of extra verbal reinforce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unesirable behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of negative verbal reinforce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of negative non-verbal reinforce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrong use of reinforce</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4

Model Lesson for the Skill of Recognizing Attending Behaviour.

Class VII Time 6 minutes

Subject – S.S. Date

Topic – Andhra 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 Andhra 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 Andhra Pradesh. (Pupil comes and shows the boundaries on the map).

Teacher Andhra 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 Andhra 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 Nadu 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 Andhra 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 Andhra Pradesh. The rivers flow from the west to the cast and fall into the Bay of Bengal. The river Godavari is the longest and the widest of all these rivers. 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.

<table>
<thead>
<tr>
<th>Tallies</th>
<th>No. of Tallies</th>
<th>Component</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rewarding the attending behaviour of the pupil</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accepting feelings and ideal of pupil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using silence and non-verbal queues</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

Model Lesson for the Skill of Achieving Closure.

Class VII

Subject – Social Studies

Topic – The Transport Systems in India

Time-6 minutes

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 achieves 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 is 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 to 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 some) 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

<table>
<thead>
<tr>
<th>Tallies</th>
<th>No. of Tallies</th>
<th>Component</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Consolidation of the major points by the teachers the pupils</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Providing opportunities for the pupils to apply the new knowledge to various situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking the pupils’ new knowledge with previous knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking present knowledge with future knowledge</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>P.T.’s Activity</th>
<th>B.B. Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

1. Conventional Rain:
On the equator the sun rays fall straight. Due to hear 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 of water drops on the earth. This kind of rain generally falls on the areas near equator. These kind of rainsfall come with a lot of thunder and are very fast. Such rains are called Conventional Rains.

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

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 Mountainious Rain**

When moisture filled winds when travel from sea to earth sometimes

| 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 |
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.

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 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 winder. In Punjab there is cyclonic rain in winter also.
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 a will be ask to do the work at home

1. Write a note on different type 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.

<table>
<thead>
<tr>
<th>Content</th>
<th>Teacher Behaviour/ Activity</th>
<th>Pupil Behaviour/ Activity</th>
<th>Behaviour components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors determining the supply of labour in a country</td>
<td>What are the factors which determine the supply of labour in a country.</td>
<td>Birth and death rates, social tradition and wage level determine the supply of labour in a country.</td>
<td>Seeking further information.</td>
</tr>
<tr>
<td>Any other factor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>It will increase the number of persons seeking employment in my city.</td>
<td>Formulating interesting examples.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>It will reduce the supply of labour in my city.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the light of answers to</td>
<td>Labour supply in a</td>
<td>Increasing</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Additional Information</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>these questions now think of any other factor which affects the supply of labour in a country.</td>
<td>country/city gets affected if some people go out of the country/city or come to that country/city from another country/city.</td>
<td>critical awareness.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Labour supply in U.K. is on the increase on account of immigration of Asians to that country.</td>
<td>Seeking further information.</td>
<td></td>
</tr>
<tr>
<td>Why are Asians emigrating to UK?</td>
<td>Because of employment and underemployment in their countries.</td>
<td>Seeking further information.</td>
<td></td>
</tr>
<tr>
<td>Why has the government of U.K. imposed certain restrictions to check immigration to their country.</td>
<td>Because increased immigrants have affected the supply of labour UK. They have affected adversely the employment opportunities of their own people.</td>
<td>Critical thinking.</td>
<td></td>
</tr>
<tr>
<td>Does the country from where people emigrated to other countries get benefitted by such emigration of men and women?</td>
<td>Yes, it checks the supply of labour in that country.</td>
<td>Seeking further information.</td>
<td></td>
</tr>
</tbody>
</table>
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 improve the foreign exchange resource of the country. | Seeking further information.

**Observation Schedule for the Skill of Recognizing Attending Behaviour.**

<table>
<thead>
<tr>
<th>Tallies</th>
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<th>Ranking</th>
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<tr>
<td></td>
<td></td>
<td>Rewarding the attending behaviour of the pupil</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accepting feelings and ideal of pupil</td>
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<td>Using silence and non-verbal queues</td>
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