<table>
<thead>
<tr>
<th>HANDBOOK</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction/User’s Guide</td>
<td>236</td>
</tr>
<tr>
<td>II. Orientation Skill</td>
<td>255</td>
</tr>
<tr>
<td>III. Skill of Explaining</td>
<td>281</td>
</tr>
<tr>
<td>IV. Skill of Stimulus Variation</td>
<td>312</td>
</tr>
<tr>
<td>V. Skill of Achieving Closure</td>
<td>335</td>
</tr>
</tbody>
</table>
SELF INSTRUCTIONAL MICROTEACHING COURSE FOR COLLECT TEACHERS -
TEACHERS' HANDBOOK

I. Introduction/User's Guide

Guided by
Dr. C. M. Pattad
Leader
Department of Post-Graduate Studies in Education
Karnatak University
Dharwad

Prepared by
M. M. Pattanchetti
Lecturer
M. M. College of Education
Davangere

July 1981
What is Microteaching?

Microteaching is a teacher training technique of recent origin. It is defined as 'a system of controlled practice that makes it possible to concentrate on specific teaching behaviours and to practice teaching under controlled conditions' (Allen and Eve, 1968). Complexity in teaching is reduced by practising teaching skills one at a time. The complexity in teaching encounter is further reduced by having a small number of students, short duration of time, and the content being reduced to a single, simple concept.

Microteaching may therefore, be defined as a miniaturised classroom teaching or it may be described as a 'scaled down' teaching encounter.

Steps of Microteaching

The following are the steps generally followed when this technique is employed for teacher training —
1. A teacher candidate* teaches a small class of 5 to 10 students (microclass), may be real students or peer acting as students, for 5 to 10 minutes. The content of the lesson (micro lesson) is generally a single concept. The whole lesson is built around a teaching skill so as to maximize the use of the behavioural components involved in that skill during teaching. A micro lesson is carefully planned on the basis of a predecided model. The lesson can be observed either by a supervisor or peer supervisor using a specially developed evaluation proforma for the skill or it can be recorded on a videotape for later evaluation. Mostly a videotape recorder is used. This session is known as teach session.

2. After this teach-session, the teacher candidate is given the feedback. If a videotape recorder is being used, he goes to a viewing room (may or may not be with the supervisor) and assesses his attempt at using that particular teaching skill. He may compare his performance with the model. If no videotape recorder is there, either supervisor or peer supervisor or both may go out to a different room along with the teacher candidate. They discuss the extent to which the trainee could

* A teacher candidate is one who desires to improve his own teaching.
demonstrate the skill in the light of the previously decided model. The sources of feedback may be many. They can be students, peers, supervisor, self, video-recording, the observation proforms filled by observers - either qualitative or quantitative. The feedback can be prescriptive or descriptive. This session may be termed as view/asses/feedback/critique session. Time devoted to this is generally 10 to 15 minutes.

3. During the next session, the teacher candidate goes to another room where he replans or restructures his lesson in the light of the feedback received during the earlier session. This session is known as replan/restructure session.

4. Next is reteach session where the teacher candidate reteaches to a different set of students the same unit which is restructured. Similar supervision of the lesson goes on as in teach session.

5. After reteach session there will be refeedback regarding the lesson, whatever may be the source of feedback. This session is termed as review/reasses/refeedback/recritique session. All the sessions may be together called as one microteaching cycle.
Thus, the five steps generally involved in a micro-teaching cycle are teach-feedback-replan-reteach-refeedback.

Rationale

Microteaching approach is based on the premise that

1. Teaching can be analysed into various component behaviours called teaching skills;

2. Skills can be defined in terms of overt behaviour; and

3. Skills can be practiced and evaluated under controlled conditions.

Research

Researches conducted in the area of microteaching have revealed the effectiveness of the approach in improving teaching at all levels of education.

The Present Course

It may be pointed out here that Self-Instructional Microteaching Course is an attempt to apply microteaching approach in the Indian setting to improve college teaching. As such, certain steps of microteaching are suitably modified without diluting the spirit of those steps.
Section 'B' - Self-Instructional Microteaching Course

It is a short course designed to teach specific lecturing skills using microteaching technique and the audio tape recorder.

Purpose

The Self-Instructional Microteaching Course is designed with the following broad objectives in view -

1. To assist you in understanding the nature and importance of selected lecturing skills namely -
   A. Orientation skill
   B. Skill of explaining
   C. Skill of stimulus variation
   D. Skill of achieving closure and

2. To enable you to prepare and practice micro lectures using the skills.

Content and Organisation

Each handbook is devoted to one lecturing skill. The material of each handbook is presented under the following headings -
1. Objectives
2. Meaning and significance of the skill
3. Components of the skill
4. Description of the components of the skill
5. Model micro lecture plan for the skill
6. Micro lecture planning supplement (if possible to design)
7. Self-evaluation proforma for the skill
8. Evaluation analysis forms, and
Practice

A. Instructional Model of the Self-Instructional Microteaching Course

- Study skill
  - Listen to audio model of skill
    - Plan skill based micro lecture
      - Re-study skill
        - Re-listen to audio model of skill
          - Finalise micro lecture
  - Evaluate refined micro lecture
    - Present refined micro lecture
      - Refine micro lecture
        - Evaluate micro lecture and get self-feedback
          - Present micro lecture
B. Steps in the Instructional Model of the Self-Instructional Microteaching Course

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>STUDY SKILL</strong></td>
<td>Read the material from the Teachers' Hand-book relating to skill.</td>
</tr>
<tr>
<td>2. <strong>LISTEN TO AUDIO MODEL OF SKILL</strong></td>
<td>Listen to the micro lecture and model explanations (wherever given) recorded on audio tape.</td>
</tr>
<tr>
<td>3. <strong>PLAN SKILL BASED MICRO LECTURE</strong></td>
<td>Prepare a micro lecture plan incorporating all the components of skill. Use the micro lecture planning supplement (wherever given).</td>
</tr>
<tr>
<td>4. <strong>RE-STUDY SKILL</strong></td>
<td>Re-read the material from the Teachers' Hand-book relating to skill.</td>
</tr>
<tr>
<td>5. <strong>RE-LISTEN TO AUDIO MODEL OF SKILL</strong></td>
<td>Re-listen to the micro lecture and model explanations (wherever given) recorded on audio tape.</td>
</tr>
<tr>
<td>6. <strong>FINALISE MICRO LECTURE</strong></td>
<td>Check up and finalise whether you have incorporated all the components of a skill or not.</td>
</tr>
<tr>
<td>7. <strong>PRESENT MICRO LECTURE</strong></td>
<td>Present the micro lecture to a small group of 5 to 10 students and record the same on audio tape.</td>
</tr>
</tbody>
</table>
8. EVALUATE MICRO LECTURE AND GET SELF-FEEDBACK

A. Listen to and simultaneously rate your micro lecture recorded on audio tape with reference to the various instructional behaviours of the skill, using the self-evaluation proforma. This may be cross-checked by repeating the process.

Note: If necessary quickly go-through the related material, again before using the self-evaluation proforma for evaluating your micro lecture.

B. Analyse 'self-evaluation' using evaluation analysis form in order to get feedback.* For this purpose replay the relevant parts of the micro lecture at least twice. You may stop the replay while recording your observations and desired changes in the evaluation analysis form.

9. REFINING MICRO LECTURE

Refine the micro lecture in the light of feedback.

10. PRESENT REFINED MICRO LECTURE

Present refined micro lecture to a small group of 5 to 10 students and record the same on audio tape.

* Feedback is defined as information to the learner (lecturer) about his performance.
11. **EVALUATE REFINED MICRO LECTURE**

   Listen to and simultaneously rate your refined micro lecture recorded on audio tape with reference to various instructional behaviours of the skill, using the self-evaluation proforms and evaluation analysis forms.

12. **REPEAT THE CYCLE**

   Repeat the same cycle of steps until you are satisfied with your performance with reference to the skill.
<table>
<thead>
<tr>
<th>Course activity</th>
<th>Date</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Activity</td>
<td>2 days</td>
<td>2 hours a day</td>
</tr>
<tr>
<td>At the beginning of the course</td>
<td>2 days</td>
<td>2 hours a day</td>
</tr>
<tr>
<td>Study skill and listen to audio model of skill</td>
<td>1 day</td>
<td>2 hours</td>
</tr>
<tr>
<td>Prepare skill based micro lecture</td>
<td>1 day</td>
<td>2 hours</td>
</tr>
<tr>
<td>Re-study skill and re-listen to audio model of skill</td>
<td>2 days</td>
<td>2 hours</td>
</tr>
<tr>
<td>Present micro lecture</td>
<td>2 days</td>
<td>2 hours</td>
</tr>
<tr>
<td>Evaluate micro lecture</td>
<td>2 days</td>
<td>2 hours</td>
</tr>
<tr>
<td>Repeat the cycle</td>
<td>2 days</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
## D. Typical Calendar of Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sl.No. of day</th>
<th>Course activity</th>
<th>Total duration required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Five days at the beginning of the course)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First and Second day</td>
<td></td>
<td>Study the concept of microteaching</td>
<td>2 hours a day</td>
</tr>
<tr>
<td>Third day</td>
<td></td>
<td>Study the concept of self-instructional microteaching</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fourth day</td>
<td></td>
<td>Study the calendar of course activities</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fifth day</td>
<td></td>
<td>Study the contents of audio cassette and operation of audio tape recorder</td>
<td>2 hours</td>
</tr>
<tr>
<td>Skill activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ten days per skill)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First and Second day</td>
<td></td>
<td>Study skill and listen to audio model of skill</td>
<td>2 hours a day</td>
</tr>
<tr>
<td>Third day</td>
<td></td>
<td>Prepare skill based micro lecture</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fourth day</td>
<td></td>
<td>Restudy skill and relisten to audio model of skill</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fifth day</td>
<td></td>
<td>Finalise the micro lecture</td>
<td>2 hours</td>
</tr>
<tr>
<td>Sixth day</td>
<td></td>
<td>Present micro lecture</td>
<td>2 hours</td>
</tr>
<tr>
<td>Seventh day</td>
<td></td>
<td>Evaluate micro lecture</td>
<td>2 hours</td>
</tr>
<tr>
<td>Eighth day</td>
<td></td>
<td>Refine micro lecture</td>
<td>2 hours</td>
</tr>
<tr>
<td>Ninth and Tenth day</td>
<td></td>
<td>Repeat the cycle</td>
<td>2 hours a day</td>
</tr>
</tbody>
</table>
E. Contents of Audio Cassette and Directions for Operation of Audio Tape Recorder

You have been provided with a recorded audio cassette (TDK TRUE MECHANISM D-C 90) and an audio tape recorder. Before operating the audio tape recorder, please read all the below-mentioned directions completely.

I. Contents of Audio Cassette

At the time of listening to the tape model/lecture, and model explanation, recording your lecture in the empty part of the audio cassette, please note contents and the corresponding length of the tape in which the content is recorded. The audio cassette supplied to you covers the contents according to the counter numbers as detailed in the following table.
<table>
<thead>
<tr>
<th>Part of the audio cassette</th>
<th>Sl. No.</th>
<th>Contents</th>
<th>Counter number indicating the length of the tape in which the content is recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.</td>
<td>Model micro lecture relating to orientation skill</td>
<td>002-040</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Model micro lecture relating to skill of explaining</td>
<td>042-093</td>
</tr>
<tr>
<td></td>
<td>111.</td>
<td>Model explanation relating to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Pausing</td>
<td>095-105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Modulation of voice</td>
<td>105-113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Modulation of voice</td>
<td>114-117</td>
</tr>
<tr>
<td></td>
<td>114.</td>
<td>Model micro lecture relating to skill of stimulus variation</td>
<td>120-172</td>
</tr>
<tr>
<td></td>
<td>115.</td>
<td>Model micro lecture relating to skill of achieving closure</td>
<td>174-222</td>
</tr>
<tr>
<td></td>
<td>116.</td>
<td>Empty tape*</td>
<td>223-631</td>
</tr>
<tr>
<td>B</td>
<td>1.</td>
<td>Empty tape*</td>
<td>001-631</td>
</tr>
</tbody>
</table>

* You can use empty part of the audio cassette at the time of recording your lecture.
II. Directions for Operation of Audio Tape Recorder

1. Listening to the model micro lecture or explanation

   i. Use eject button ( EJECT) and insert audio cassette in position in the cassette holder, so that you can be able to see the capital letter 'A' printed on the audio cassette through the glass cover of cassette holder. (Because tape of the 'A' part contains model micro lectures and model explanations.) Now you can close the cassette holder.

   ii. By using rewind/review button (REW/REV) wind back the tape till the entire tape of the 'A' part has gone to right side.

   iii. Press the reset button once and automatically the reading of the tape counter will show '000' number.

   iv. By referring the content table of audio cassette (given on page No. 255) you can get the particular content by pressing fast forward/cue button (FF/CUE).

   v. Proceed as before to listen to model micro lectures and explanations recorded in the audio cassette.
To listen to the recorded model micro lectures of explanations you can follow all the above steps.

2. Recording your lecture in empty part of the audio cassette

   Tape of the 'A' part (223-631) and whole tape of the 'B' part of the audio cassette (000-631) is empty.

   i. Use eject button ( ▲ EJECT) and insert any part (A or B as above mentioned) of the audio cassette in position in the cassette holder.

   ii. By using review/review button (► REVIEW) wind back the tape till the entire tape has gone to right side.

   iii. Observing through the glass cover confirm which (whether 'A' or 'B') part of the cassette is ready for recording.

   iv. Press once the reset button, automatically the tape counter will show '000' number. Set the empty part of the tape by referring the table of contents (given on page 252).

   v. Note tape counter number.

   vi. Adjust volume, tone to get recording at normal level.
vii. Press playback button (PLAY) and record button (RECORD) simultaneously to record your lecture.

viii. After completion of recording of your lecture use stop button (STOP) to stop the recording and then note reading of tape counter.

ix. Wind back the tape till the tape counter gives the same reading as at starting of the lecture presentation.

x. Press playback button (PLAY), increase volume and tone to the required level.

xi. Proceed as before to record your lecture.

3. Special Directions

i. Press Pause button whenever you face difficulty at the time of listening to the recorded model lecture, model explanation and at the time of recording your lecture.

ii. Always be sure to press the stop button (STOP) before inserting audio cassette into the cassette holder or removing audio cassette from cassette holder.
III. Directions for Using (Handling) Audio Cassette

1. Avoid touching the tape with your fingers; you may cause drop-outs or scratches.

2. The tape should be wound snugly on the cassette reels; if the tape is loose, carefully wind it on to one of the reels by gently turning one of the hubs.

IV. Directions for Storing the Audio Cassette

1. Protect the audio cassette from dust and damage when not in use by keeping it in its protective plastic box.

2. Avoid storing the audio cassette in places where temperature is high or humidity is high, place exposed to direct sunlight or storing magnets (such as generated by a television, loudspeaker, etc.), or in dusty places. Because this will affect performance.
II. Orientation Skill

Guided by
Dr. G. N. Batted
Reader
Department of Post-Graduate Studies in Education
Karnatak University
Dharmad

Prepared by
M. M. Pattanabetti
Lecturer
M. M. College of Education
Davanagere

July 1961
Hand-book - II
ORIENTATION SKILL

This hand-book is designed with the following objectives -

1. To assist you in understanding the meaning and significance of the skill,

2. To help you in recognising the components of the skill,

3. To provide opportunity for you to understand how the various components of the skill could be used in effectively introducing a new topic/theme,

4. To assist you in preparing a micro lecture involving the skill,

5. To introduce you to the proforma for evaluating the skill, and

6. To introduce you to the evaluation analysis form.

Meaning and Significance of the Skill

On Sunday, you had been to your friend's place when your friend might have introduced a stranger to you. Your reactions towards the stranger or your responses during the conversation
with him depend upon the introductory statements made by your friend about the stranger.

Similarly when you propose to introduce a new topic/theme or a unit, you have to give a brief introduction about the topic or unit in order to predispose the students' minds to it. Generally, an introduction to a topic includes what the lecturer does with or without the help of the students up to the stage of announcing the aim of the lecture.

Research studies have revealed that students' learning of new topic or unit largely depends on the way the topic is introduced. It requires a skill on the part of the lecturer to effectively introduce a topic or unit. This skill is termed as "orientation skill".

Components of the Skill

The instructional behaviours included i.e. the components of the orientation skill are -

A. Establishing a link with the previous content or theme of the subject or previous experience of students;

B. Establishing a link with current events;

C. Making a statement of aim of the lecture; and

D. Providing/exposing a visual initial structure of the lecture.
Description of the Components of the Skill

Pedagogical principles underlying each of these components are stated and each component is described in terms of objective instructional behaviours in the following paragraphs.

A. Establishing a Link with the Previous Content or Theme of the Subject or Experiences of Students

The students will learn easily if the new knowledge is built upon their previous knowledge or experience. The previous knowledge or experience refers to appropriate apperceptive mass i.e. knowledge or experience already possessed by the students. They will be acquiring knowledge or experience from various learning sources like lecture hall, books and friends in particular and environment in general. If any new knowledge is to be added to this previous knowledge or experience there should be logical continuity between the old and the new. In other words, mind cannot receive any new knowledge, unless there is continuity with the relevant previous knowledge or experience. Then only the knowledge gets integrated with the previous knowledge or experience and the apperceptive mass gets restructured. This also gives an added shape to the previous knowledge or experience. This is how knowledge gets integrated in one's mind. In other words,
linking the new with the old enables the student to fit new knowledge into existing cognitive structure, thereby enhancing understanding and retention.

Therefore, when you want to impart new knowledge to the students, it should be related to their previous knowledge or experience. In other words you have to bring the relevant previous knowledge or experience of the students to their conscious level. This process also creates in the students a desire and eagerness to know what the lecture is about. This necessitates you to be aware of the previous knowledge or experiences of the students of a particular age group or grade level.

In order to bring the relevant previous knowledge or experience to the conscious level, the following approaches are suggested.

1. You may yourself narrate that part of previous content which has a bearing on the new theme.

2. You may ask series of questions on previous content which has a bearing on the new material to be presented.

3. You may consider that part of the previous experiences of students which has a bearing on the new theme.
4. You may ask the students to narrate stories or anecdotes related to their experiences that have a bearing on the theme to be presented.

5. The link must be clearly understood by the students. (This can be judged by observing facial expressions of the students.)

The examples presented below will illustrate how the previous content or theme of the subject or experiences of students can be brought to the conscious level before presenting a new lecture.

Example 1

(The lecturer is introducing the lesson on 'Impact of Kalinga War on the Life of King Ashoka' to the students of B.A. Part-I class.)

Lecturer: Friends, in the previous lecture you have learnt that King Ashoka conquered many kings in a very brief period after he succeeded to the throne. You also know that in the Kalinga War, thousands of people were killed, injured and made captives. The victorious king was very much moved by observing the agonising pain and misery of the people. He was pained to see the bloodshed of those killed in
The King was greatly affected by the result of Kalinga war. It was a turning point in the career of Ashoka. Today we will study what impact Kalinga war had on the life of King Ashoka.

Example 2

(The lecturer is introducing the lesson on 'The Kailasa Temple at Ellora' to the students of B.A., Part-III class.)

Lecturer: Friends, when we had gone on a tour of South India, you may remember that at Pattadakal (taluk: Bagalkot; District: Bijapur) we saw different temples and inscriptions. At Pattadakal I explained to you the specific features of Lokeswar Temple. (The lecturer is considering that part of previous experience of students which has a bearing on the lecture theme.) At Ellora there is a temple known as 'Kailasa' which is similar to the Lokeswar temple. Most of the features of the Kailasa temple resemble those of Lokeswar temple of Pattadakal. Let us today study the history as well as the features of Kailasa temple at Ellora.
Example 3

(The lecturer is introducing the lesson on 'Causes of Unhappiness in the Married Life of Siddartha Goutama' to the students of B.A. Part-I class.)

Lecturer: Who was Siddartha? With whom was he married?

What was the outstanding quality of Siddartha's wife? What luxuries were provided to the couple for their future? What might have been the idea of Siddartha Goutama after getting such facilities?

(The lecturer is asking a series of questions on previous content which has a bearing on the new theme.)

B. Establishing a Link with Current Events

In your class there may be 100 or more students. It is wrong to assume that all the students have got a strong desire to learn. You have to motivate the students by drawing their attention to a variety of facts which may generate interest in them.

For generating interest in students you have to quote some of the current events which are related to the theme of the lecture. Further current events could be interesting if they are according to the age group and the maturity level
of students. At the time of using examples from current events for introducing a new theme you should keep the following guidelines in your mind -

1. You should present examples drawn from current events, reported in newspapers, periodicals, popular magazines or other informative sources, that have a bearing on the subject.

2. You should keep in mind the age group and maturity level of students in selecting examples from the current events.

3. The example must arouse interest in students. (This can be judged by observing attending behaviour of students.)

The following examples will illustrate how current events could be considered for introducing new themes.

Example 1

(The lecturer is introducing the lesson on 'Nature of Corruption in Democracy' to the students of B.A. Part-1 class.)

Lecturer: Friends, you may be knowing that corruption is a social disease. It is prevalent in India in an epidemic form. In other countries also this disease has been rapidly spreading. It is slowly assuming the form of an epidemic.
I was reading the Indian Express daily paper dated 28th June 1981. A news item published in that paper read like this: "The Vigilance Commission raided the houses of four officials of the Directorate of Industries and Commerce, Bangalore (Urban) recently and recovered allegedly 'accumulated bribes' to the amount ₹77,315. The vigilance Commission received a complaint that the officers of the Assistant Director of Industries and Commerce were demanding bribes from the owners of unauthorised powerlooms in order to regularise them." This news reveals the corrupt practices of responsible officers. Many such cases may go unreported. Let us today study about the nature of corruption.

Example 2

(The lecturer is introducing the lesson on 'Sources of History' to the students of B.A. Part-I class.)

Lecturer: Historians are always interested in collecting reliable information from different sources with a view to have an accurate account of the past events.
A news item published in the Deccan Herald daily paper of 8th July 1981 reads like this: "The Gujarat State Archaeological Department has found two stone inscriptions at Kutch district belonging to the 'Kshtrab' period. One of the inscriptions bore the words 'Kabe KshatraPaea'. But another inscription could not be read. These two inscriptions throw light on the history of the region during the second century." (The facial expression of the students indicate that they are curious to know further.) The inscriptions thus constitute a source of historical information. Today let us study the different sources of history.

Example 3

(The lecturer is introducing the lesson on 'Causes of Atrocities against Harijans' to the students of B.A. Part-I class.)

Lecturer: You know that our government has launched a number of schemes for the promotion of interests of Harijans. As a result of this they are slowly progressing. They are gradually becoming more and more conscious of their rights. Even in this context, Harijans are being ill-treated by others.
A news item published in the Sanyukta Karnataka daily paper (Hubli Edition) of 6th July 1981 reads as follows: "Harijans are facing social boycott at Bevar in Alasalpur taluka as one of their members refused to convey the message of death in a Patil's house to his relatives in a neighbouring village. All the members (Harijans) are also not getting small things even from local shops itself." (All the students are observing the faces of their friends.) We shall therefore try to understand today the basic causes of atrocities against Harijans.

Example 4

(The lecturer is introducing the lesson on 'Evils of Dowry System' to the students of B.A.Part-I class.)

Lecturer: A news item published in the Indian Express daily paper on 5th June 1981 reads like this: "A 22-year-old housewife set herself on fire following alleged harassment by her in-laws over dowry since her marriage. Shortly before the suicide, she had in a letter to her parents said that either they should send Rs.6,000/- or visit her husband's house to 'settle the things'. Police have registered a case.
Another news item appeared in the Deccan Herald daily paper of 5th June 1981 reads like this: "At Bandipore town, near Srinagar, Hassen Fuchhai, his wife and sons had severely beaten up his 20-year-old daughter-in-law Ahmed Najra following her inability to meet their persistent demand for dowry. The woman died on the way to hospital." Very such cases go unreported. Today let us study about the evils of dowry system.

C. Making a Statement of Aim of the Lecture

Any meaningful activity is purposeful. A purposeless activity is futile. Hence if the lecture that you deliver to students has to be meaningful, it should have a definite aim or end in view. The statement of aim of the lecture makes the task clear to the lecturer and students. It gives a direction to both of them. It keeps the thinking of lecturer and students on track.

The following points should be kept in view at the time of making a statement of aim of the lecture -
1. You should announce it at the beginning part of the lecture.

2. It should contain main point/s of the lecture to be covered.

3. It should be stated in simple words.

4. It should be made with proper emphasis, stress, intonation and with clear articulation.

5. Your voice must be audible to the entire class.

Hint: You have to adopt your voice according to the size of the lecture hall. The pitch of your voice should be such that, if there is any noise in the lecture hall it will subside it. But on no account your voice should deafen the ears of the students.

The following examples illustrate as to how aim of the lecture should be stated.

Example 1
Class: B.A. Part III
Lecturer: Today let us study about 'The Causes of Reformation Movement'. (The lecturer has announced aim of the lecture.)

Example 2
Class: B.A. Part II
Lecturer: Today we shall study about the 'Non-legislative Functions of Congress of the United States'. (The lecturer has announced the aim of the lecture.)

Example 3

Class: B.A. Part II

Lecturer: Today let us study about the 'Approved Forms of Hindu Marriage'. (The lecturer announced the aim of the lecture.)

D. Providing/Exposing Visual Initial Structure of the Lecture

The structure in this context indicates the scope of the lecture there. The structure keeps the thinking of the lecturer and his students on track. The structure tells the students in what sequence they are going to be told and what they are going to be told. This creates eagerness on the part of the students to know the unknown. Therefore, it is a part of the lecturer's task to keep his students oriented in terms of the scope i.e. significant aspects/components of the lecture theme.

The following points should be kept in view at the time of providing the structure of the lecture theme.

1. The structure of the theme of the lecture should contain general outlines (headings and subheadings) of what the lecture is going to be about.
2. You should draw a flowchart of main points of the lecture legibly, preferably at the centre of the upper part of the blackboard.

Rationale: 1. Not through ears alone can anything be learnt effectively. An average student may or may not retain nor remember what has only been heard. It has to be reinforced by a visual image of the words.

11. The back benchers also should be able to make note of the structures/points easily.

3. The structure should be arranged in a logical order of presentation.

Rationale: Such an order will help the students in establishing vital connections.

4. The structure should be meaningful, classifiable and easy to follow.

Some examples of structures of lecture themes are presented in the following paragraphs.

Example 1

Class: B.A. Part II
Lecturer: Today we shall study about the two types of Asramas. They are—

**Types of Asramas**

1. Brahmacharyasram
2. Grahasthastasram

(The lecturer writes legibly the names of two Asramas at the centre of the upper part of the blackboard.)

**Example 2**

Class: B.A. Part III

Lecturer: Today we will study the functions of diplomats.

The important functions of diplomats are—

**Functions of diplomats**

1. Reporting
2. Negotiation
3. Representation
4. Protecting the interests of their nationals.

(The lecturer writes legibly all the four functions of diplomats at the centre of the upper part of the blackboard.)
The lecturer is introducing the lesson on 'Sources of History' to the students of B.A.Pt I class.

Lecturer: Yesterday I came to know that some students of this class had gone on educational tour to Chitradurga. As a part of your tour, you should have definitely visited some places of historical importance. Is there anyone who can narrate your experience? (The lecturer gives a chance to the students to narrate their experiences about the tour with particular reference to their visit to Chitradurga and he wants to involve the students in a dialogue. Lata, who had gone on tour, stands up and starts narrating her experiences.)

Lata: Sir, during our tour we visited Chandravalli near Chitradurga. There we observed the recent excavations. We also observed different kinds of remains of houses such as burnt bricks and foundations through these we came to know that people of Chandravalli knew the art of building construction.
Lecturer: Yes, Lata is right.

Friends, recently I had been to Kembhavi (Taluk: Surapur, District: Gulbarga). There I met a friend of mine and collected some old coins from him. (The lecturer is narrating his own experience which has a bearing on the subject.) Amongst them here is the gold coin, which weighs twenty-five grams. (The lecturer goes near the students to exhibit that coin and the students observe the coin curiously.) The coin gives us an idea of religious attitude of King Vikremaditya.

I was reading Prajavani daily paper dated 24th June 1981. On page No.3 a report relating to the recent excavation appeared. (The lecturer is drawing attention of students to a current event which has a direct bearing on the topic to be taught.) Some lines of the report read as follows: "Recently excavation was conducted at Vasanna Village (District: Dharwad). Potteries, bricks and some parts of Vaishnav temple were found out at Vasanna. These throw light on the rule of Shatavahana kings who were ruling in 10th century."

We thus see that articles like burnt bricks, gold coin and old potteries help us in getting an
accurate account of the past. They serve as the 'sources of history'. There are a number of sources of history. Today let us study about the sources of history. (The lecturer makes the statement of aim of the lecture.)

Sources of History
1. Monuments
2. Numismatics

(The lecturer writes two types of sources of history at the centre of the upper part of the blackboard.)

Hint: Please find this model micro lecture recorded on 'A' part of the audio cassette. Counter No. 002 to 040.

Micro Lecture Planning Supplement

In this micro lecture you will practice the orientation skill. To help you to plan the micro lecture relating to the orientation skill, fill in the following -

1. Identify a topic to be introduced: ..............................
   ...........................................................................
   ...........................................................................
2. Outline the previous content or these of the subject that could be used for introducing the topic: .......

3. Outline two previous experiences of students that could be used for introducing the topic: ................

4. List two examples from current events which could be used for introducing the topic -
   A. ........................................................

   B. ........................................................

5. State the aim of the lecture: .......................
### Evaluation Form

**Components/Instructional Behaviours**

<table>
<thead>
<tr>
<th>Extent of Use</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some- Very all what much</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

- Established a link with the previous content or theme of the subject or previous experiences of students.
- Established a link with current events.
- Made a statement of aim of the lecture.
- Provided/exposed a visual structure of the lecture.

**Comments:**

(please retain this form in this hand-book. This is a feedback form.)
Evaluation Analysis Forms

The following forms will be filled in by you only after listening to the second replay of your micro lecture. In the forms given below, carefully record the 'non-orienting instances' (a) instances that were not effective for orienting the students to the new theme and (b) instances where orientation skill component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non-orienting' instances in the forms.

The purpose of this analysis is to get feedback for the improvement of your micro lecture with reference to the skill.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances that were not Effective for Orienting the Students to the New Theme</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Analysis Form

PART 'A'
### Evaluation Analysis Form
**PART B**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances where Orientation Skill Component was not used but should have been used</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concluding Remarks

How it is hoped that you have understood the meaning of the orientation skill. You have also learnt about the related desirable instructional behaviours/components of the skill. Examples, model micro lecture plan, micro lecture planning supplement, evaluation proforma, and evaluation analysis forms are provided. This should help you to prepare your micro lecture plan for practice and to gain competence in the use of the orientation skill. For the practice of orientation skill, please follow the directions given in the Introductory Section of the Hand-book. It is hoped that by practicing the orientation skill, you will gain competence in effectively introducing your lecture. Try.
III. Skill of Explaining
SKILL OF EXPLAINING

This handbook is designed with the following objectives -

1. To assist you in understanding the meaning and significance of the skill of explaining,

2. To help you in recognising the components of the skill of explaining,

3. To provide opportunity for you to understand how the various components of the skill could be used in effectively explaining a concept, phenomenon, etc.,

4. To assist you in preparing a micro lecture involving the skill,

5. To introduce you to the proforms for evaluating the skill, and

6. To introduce you to the evaluation analysis forms.

Meaning and Significance of the Skill

Explaining is the most commonly used skill in college teaching. In fact, it is the essence of college
instruction. It is the heart of lecturing.

In our daily life we find persons explaining some idea or phenomenon aptly getting to the heart of the matter with the right terminology, appropriate examples, and logical organization of ideas. We also find persons who use terminology beyond our level of comprehension, jumble up ideas, use irrelevant matter, omit relevant points to be put forth, and even employ concepts and principles that cannot be understood without an understanding of the very thing being explained. They not only confuse the audience, but also get themselves confused. In other words, they cannot explain clearly.

I hope that, by this time, some questions must have come up in your mind. Those questions may be: 'What is this explaining?', 'How to explain effectively?' etc.

The question, 'How to explain effectively?' is responded to in the discussion on the skill of explaining. This discussion includes the meaning of the skill of explaining, description of the components of the skill with a number of examples, micro lecture plan, self-evaluation proforma, and evaluation analysis forms. First let us try to understand what explaining is.
Generally, a lecturer is said to be explaining when he is describing 'How', 'Why', and sometimes 'What' of a concept, phenomenon, event, action, or condition. Please study the following examples.

**Example 1**
Student: Why was August Comte considered as the founding father of Sociology?
Lecturer: (The response is an explanation.)

**Example 2**
Student: How did the Renaissance influence the Vernacular literature in India?
Lecturer: (The response is an explanation.)

**Example 3**
Student: What was the effect of the early British rule on Indian Industries?
Lecturer: (The response is an explanation.)

Mostly when the lecturer is answering questions like 'Who', 'Where', 'When' and 'What', he is telling or giving information or narrating rather than explaining.
Example 4
Student: Who was Max Weber?
Lecturer: (The response is mere telling and not explaining.)

Example 5
Student: Where did Aurangzeb die?
Lecturer: (The response is mere telling and not explaining.)

Example 6
Student: When did Ashoka succeed to the throne?
Lecturer: (The response is mere telling and not explaining.)

Example 7
Student: What were the aims and objectives of the early leaders of Congress?
Lecturer: (The response is mere telling and not explaining.)

Explaining can also be defined as an activity to bring about an understanding in someone about a concept, a principle etc. In other words, it is an activity to fill up a gap in someone’s understanding. When a person comes across a new phenomenon, he may relate it to the past experience. Explaining involves filling up the gap in his understanding of the new phenomenon by relating it to his past experience. Thus,
explaining depends upon the type of experience, the type of the new phenomenon, and the type of the relationship between them.

Another way of looking at the activity known as explaining is to say that it is a process of relating an object, a phenomenon, a action, or a state of affairs to other objects, phenomena, actions, or states of affairs so that the understanding about the former is enhanced. According to this, an explanation brings out relationship between objects, phenomena, actions, etc., by giving rules, empirical generalizations, deductive reasoning, a series of events resulting in the subject of explanation, causes or reasons, and so on.

In a lecture hall an explanation is a set of interrelated statements made by the lecturer with respect to a phenomenon, an idea etc., in order to bring about or increase understanding in the students about it.

An explanation will generally be around a phenomenon, an action, a result, a condition, or an event. While giving explanation about any one of them, you will be giving causes for the phenomenon, reasons behind the action, various steps involved in arriving at the particular result, reasons for the condition, or various events that have occurred earlier
resulting in the event being explained. All such causes, reasons, steps, events, etc., are called antecedents. Such antecedents result in the phenomenon, event, condition, result, or action. Each one of them (phenomenon, event, condition, result or action) is known as a consequent. Thus, an explanation involves giving antecedents to a consequent which can be diagrammatically represented as follows -

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Explanation</th>
<th>Consequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Causes, reasons, actions, steps, events)</td>
<td>(Phenomenon, action, result, event, condition)</td>
<td></td>
</tr>
</tbody>
</table>

Sometimes, while explaining you will be giving the consequents or consequences of a phenomenon, action, event or result being explained. This is diagrammatically shown below -

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Explanation</th>
<th>Consequents</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Phenomenon, action, result, event, condition)</td>
<td>(Phenomenon, actions, results, events, conditions)</td>
<td></td>
</tr>
</tbody>
</table>

To sum up, the need for an explanation arises when a person encountering something which according to his experience was not to be expected, or which he cannot relate to his experience. The function of explaining is "to fill the gap between", "to help understand interdependence between"
and "to help see connections between". To explain is to make links which can be done in a number of ways - between the known and the unknown, between a thing itself and some event or condition external to it (as between the theme of a novel and the social conditions of the time) and among internal elements of a thing itself (as among themes in the several movements of a symphony.)

Explaining is most prominently used in the lecture classes. If you wish to bring about an understanding in your students about a concept, phenomenon, etc., you will use a set of related statements about the idea, phenomenon etc. Such statements may include rhetorical questions, which are not put with an intention to elicit response from the students. The lecturer himself responds to it. Effective use of this technique requires a skill. This is the skill of explaining.

According to theory and research related to explaining, structured explanation yields better recall and learning.  

Components of the Skill

The instructional behaviours included i.e. the components of the skill of explaining are -

A. Using appropriate/apt and comprehensible vocabulary;
B. Using completeness of communication;
C. Using short and well-structured sentences;
D. Using short and well-structured sentences;
E. Using analogies;
F. Presenting the subject matter at a pace for maximum comprehension; and
G. Deliberately repeating subject matter.

Description of the Components of the Skill

Pedagogical principles underlying each of these components are stated and each component is described in terms of objective instructional behaviours in the following paragraphs -

A. Using Appropriate/Apt and Comprehensible Vocabulary

It is a matter of common sense that use of terms
a. appropriate to the situation/context, and
b. known to most of the students of that age group and grade level in explaining a concept or phenomenon facilitates understanding of that concept or phenomenon. This is basic to clarity.

In choice of vocabulary you will have to be aware of the limitations in students' knowledge of meanings and connotations. Word choice should be precise and apt for the context.
If you are aware of the contents and sequence of the contents in the prescribed syllabus/textbook for that particular class, it will not be difficult for you to use appropriate vocabulary.

In selecting or using vocabulary for explaining a concept or phenomenon remember the following points -

1. Use vocabulary appropriate to the context; and
2. Use vocabulary known to most of the students of the particular age group and grade level.

**Example 1**

**Class:** B.A. Part III  
**Subject:** Political Science  
**Topic:** Morale

Morale has been described as a healthy frame of mind characterised by **fidelity** of a course.

The above sentence will be easily comprehended by students if the lecturer uses 'faithful performance of duty' in place of 'fidelity'.

**Example 2**

**Class:** P.U.C. I Year  
**Subject:** Sociology

There has been **unprecedented** expansion of educational
facilities in India in the years following the attainment of independence.

It will be easily comprehended by students if the lecturer modifies the above sentence as follows—

The educational facilities in India in the years following the attainment of independence have expanded more than ever before.

Example 3

Class: P.U.C. I Year
Subject: History
Unit : Meaning and Scope of History

History is replete with hero stories of men who died fighting for their king, for their religion, for freedom and for democracy.

The above sentence will be easily comprehended by students if the lecturer uses 'filled up' in place of 'replete'.

B. Using Completeness of Communication

This involves use of complete sentences and avoiding break in continuity during explaining.

Using complete sentences in explaining and maintaining continuity in the sequence of ideas or information presented
during explaining promote the understanding of the subject
of explanation. In other words, broken sentences in explaining
and lack of continuity in the sequence of ideas or information
presented during explanation hinder the understanding of the
subject matter of explanation.

Break in continuity during explanation occurs in the
following situations -

1. when a statement is not logically related to the
   previous statement;
2. when a topic already taught is referred to without
   showing its relationship with the subject of explanation;
3. when there is no sequence of time; and
4. when the statements are irrelevant.

While explaining subject matter remember the following
points -

1. Use complete sentences in communication i.e. avoid
   broken sentences; and
2. Maintain continuity in communication/avoid break in
   continuity.

Example 1
Class: B.A. Part I                     Subject: History
(The lecturer is explaining why King Ashoka became Buddhist.)

Lecturer: King Ashoka fought many wars. The last war that he fought was the War of Kalinga. He was victorious in all the wars. Therefore, he accepted Buddhism.

In the above example continuity between the third and the fourth statements cannot be established unless the impact of Kalinga war on King Ashoka is described by the intervening statements. Hence there is no logical sequence.

Example 2

Class: P.U.G. I Year
Subject: Sociology

(The lecturer is explaining the 'Progress of Higher Education in India'.)

Lecturer: There has been considerable expansion of higher education facility in India. Why is it so? You have learnt the Directive Principles embodied in the Constitution of India. At the time of independence in 1947, there were 19 universities, 636 colleges. At present we have 105 universities, 10 universities deemed to be universities, 8 institutions of national importance and about 3500 colleges.
In the above example the lecturer is referring to the previous topic. But he is not showing how it is related to the phenomenon being explained. Thus there is a break in continuity.

Example 3
Class: B.A. Part II Subject: History

(The lecturer is explaining how III Maratha War ended.)

Lecturer: .................................................. The Peshwa was also defeated at Koregaon. In 1819, Asirgarh was captured. Bajirao Peshwa was forced to surrender himself to the British in 1818. Thus the III Maratha war ended.

In this example, the lecturer has not narrated the events in a chronological order. Therefore, discontinuity in time sequence is observed.

Example 4
Class: P.U.C. I Year Subject: History

(The lecturer is explaining the 'Reasons for the fall of Roman Empire'.)

Lecturer: After the death of Marcus, his successors proved weak and addicted to vices. They did not care for
the welfare of the people. (Meanwhile, I forgot to ask you something. Have you all followed the lesson on the glory of the Roman empire? I am sure you have.)

In this example the statements enclosed in brackets are irrelevant. Therefore there is break in continuity.

C. Using Short and Well-structured Sentences

Use of long sentences with awkward structure hinders the understanding of what they want to convey. Such sentences defeat the very purpose of explaining. Instead use of short and well-structured sentences promotes the understanding of what they want to tell/convey.

While explaining subject matter remember the following points —

1. Avoid long and awkward sentences; and
2. Use short and well-structured sentences.

Example 1

Class: P.U.C. I Year  Subject: Sociology

The development of educational diagnosis is not best
served as long as we do not follow further the question as to what it is that the educators should achieve.

The above sentence may be written as follows.

The improvement of educational diagnosis demands a clear definition of educational objectives achieved.

Example 2
Class: B.A. Part III          Subject: Sociology

From the studies conducted in India, it has been found that Indian secondary school students show relatively poor performance in the Revised Minnesota Paper Form Board Test, a Spatial Test, and the Progressive Matrices Test, a general intelligence test with spatial fundamentals, as compared with the performance of students of the same age-group in U.S.A. and U.K., respectively.

The above sentence can be improved by dividing it into two.

D. Using Explaining Links

This involves using words and phrases in the statements of an explanation. Such links contribute to the overall organization of an explanation. Make the explanation clearer by bringing continuity in the statements used and increase
the formal explicitness of classroom lecture. The logic of
the explanation is made explicit by the use of linking words
to indicate cause, result, or purpose.

These explaining links play an essential part in linking
the rules and generalizations with the examples. By employing
these links, the lecturer not only enhances the overall clarity
of his presentation but also emphasizes its 'connectedness'
as well. Because clarity and connectedness in the use of
examples are major features in coherent explanations.

Explaining links are generally conjunctions or prepositions
which explicitly indicate the causes, consequences,
reasons behind, space sequence, time sequence, means or
purposes of an event, concept, action or condition.

Keep in view the following guidelines while using
'explaining links' in the statements of an explanation.

1. You may use explaining links such as— actually, after,
although.... yet, and, anyway, as a result of, as....
as, as long as, at once, because, before, but, consequently,
due to, either.... or, finally, for, further more, hence,
if.... then, in consequence, in order that, in order to,
instead, in the end, in this respect, meanwhile, neither....
nor, next, no sooner.... than, not only.... but also,
now, of course, since, so, soon, so.... that, surely, that is, that's why, the course of, the consequence of, the function of, the implication of, then, the purpose of, this is how, though, unless, until, what.... if, whether.... or, while, why, or yet etc.

2. Use explaining links appropriate to the situations.

3. Use as many explaining links as possible, in order to make your explanation effective.

Example 1

(The lecturer is lecturing on 'The Mode of Election of Municipal Councils' to the students of B.A. Part III class.)

Lecturer: In Uttar Pradesh and Madhya Pradesh, the experiment of electing Chairman of Municipal Councils by the direct vote of primary voters was tried but it failed. This experiment gave rise to constant friction and conflict between the Chairman and the councillors, who were returned by primary voters but were seldom of the same mind. In consequence the work of the councils suffered.

Example 2

(The lecturer is lecturing on 'Ghazni Mahmud's Invasions' to the students of B.A. Part I class.)
Lecturer: Mahmud of Ghazni organised the internal affairs of his kingdom in the first three years. Then, he turned his hungry eyes on Hindustan and led as many as seventeen expeditions during 1000-1026 A.D. He defeated Jayapal and Anandapala of Lahore. Next he conquered Raiyapala of Kausoj and Vidyadhara, Chandella. In order to get more wealth many bastions of Hinduism like Lahore, Multan and Kanauj were plundered and destroyed. In the end most daring raid of the Sultan was on Somanath in Saurashtra in 1026 A.D. As a result of this raid the temple was fully destroyed. At Somanath temple Mahmud of Ghazni not only captured large quantity of jewellery and precious stones but also got the famous sandalwood gates of the temple. But, on his return march, his army was trapped in the Rams of Chuch. The Sultan barely escaped with his life. He did not invade India again.

The words underlined in the above examples are explaining links. They give a clue that lecturer is explaining.

B. Using Analogies

Analogies are used in explanations to illuminate the
meaning of a point. Sometimes a powerful analogy can convey the meaning of a concept and the resonance it sets up may enrich understanding.

At the time of using analogies remember the following points:

1. Analogy should exemplify or illuminate the meaning of a point;
2. Use analogy related to students' previous knowledge and experience; and
3. Analogy should be suited to students' age, grade and maturity level.

Example 1

(The lecturer is lecturing on 'Role of Man in Society' to the students of B.A. Part I class.)

Lecturer: Man is born as an individual and not as a person. He is born just as all other animals, with a physical character and becomes human and person gradually, through associations with his fellows. It is also believed that human individual is like the cell and society is like an organism. All the individuals in society, have to perform different functions in society just as the cells perform different functions in an organism. As cells cannot function adequately
except in relation both to other cells and to the
total organism, the individual too cannot function
effectively except in relation to others and to the
social organism.

Example 2

(The lecturer is lecturing on 'Position of the Prime
Minister in a Parliamentary System of Government' to the
students of B.A. Part II class.)

Lecturer: The Prime-minister occupies a unique position in a
Parliamentary system of government. The British
Premier occupies a very significant position in the
government of the country. As the keystone is very
important at the time of building a house, so the
position of prime-minister in a parliamentary system
of government is just like a key stone of the cabinet
arch in a parliamentary system of government.

7. Presenting Subject Matter at a Pace Suitable for
Maximum Comprehension

Speed of presentation is an important variable affecting
the comprehension of the subject matter. As such, the pace of
presentation has to be adjusted to the students' understanding
ability level. Secondly, the pace has also to be adjusted to
the difficulty level of the subject matter.
While explaining subject matter remember the following points -

1. Adjust your pace of presentation according to the understanding ability level of your students; and
2. Adjust your pace of presentation according to the difficulty level of the subject matter/part of the theme.

G. Deliberately Repeating Subject Matter

Deliberate repetition serves more than one purpose.

1. It helps to focus and highlight the main points in the explanation.
2. It helps to clarify difficult points.
3. It promotes understanding and learning.
4. It helps retention of learning.

Carefully spaced repetitions of main points are more effective in causing learning on the part of students than one terminal review.

Students' understanding enhances by hearing an idea restated/repeated in different words.
While explaining subject matter remember the following points—

1. Specifically emphasize the main points by repeating them.
2. Repeat difficult points in different words.
3. Repeat points whenever there is a request from the students.
4. Repeat the point when it is not understood by the students.

Examples with reference to the components $F$ and $G$ are not given. It is believed that the explanation given is enough to help you understand the significance of the components and how to use these components with a view to make your lecture more effective.

**MODEL MICRO LECTURE PLAN FOR THE SKILL OF EXPLAINING**

Class: B.A. Part I  
Subject: Political Science  
Unit: The Organic Theory of the State  
Time duration: 5 minutes

Teach/Reteach session

(=The lecturer is lecturing on 'The Organic Theory of the State' to the students of B.A. Part I class.)
Lecturer: In a study of the nature of the state, we must also note the organic theory of the state. It deals with the idea that the state is like a living organism. (The lecturer uses analogy.) Just as the body has natural unity, so has a social group. (The lecturer uses analogy.) An arm lives and moves only as part of an organic whole. Removed from the body it dies. Just as an animal body is composed of cells, so the state is composed of individuals. (The lecturer uses analogy.) Hence, the state is an organic unity. This is essentially a biological concept which interprets the state in biological terms.

The organic theory is one of the oldest theories of the state. Even during the Middle Ages, after the decline of social contract theory, the organic theory received a vigorous expression. Plato, Aristotle, Cicero, Rousseau, Fichte are some of the great advocates of this idea. Meanwhile in the study of this theory a distinction must be made between two views - the ancient and medieval view.

According to the ancient view the state is like an organism. (The lecturer uses analogy.) So the individuals of the state are interdependent like parts of one body. The state has no significance
without population. These individuals function in harmony, one helping the other, like the part of an organism. Similarly particular functions are assigned to particular departments of the state.

According to the modern view the state is a living organism. The people of the state are compared to the cells of the body. (The lecturer uses analogy.) Society has sustaining and regulating systems. Just like this, a living organism has mouth, gullet and stomach. You know that brain in the controls and regulates the functions in the body, animal body. So also, state controls the individuals and regulates their lives through the productive system, the transport system and the police system. Hence, the legislative power of the state is compared to the heart, and the executive to the brain.

Thus the modern writers drew parallels between state and living organism. But such view is against reason. There are wide differences between the state and a living body. All the parts of the body are controlled by the brain. The central government cannot completely control all the functions of a democratic state. In a living body the organs are in close touch to keep the body compact and whole.
But the democratic state has given freedom to different associations. Finally, it is wrong to equate the cells of the body with the individuals of a state. Because cells cannot live without body, while the individuals can live without state. Due to these points we cannot use metaphor as a fact or a proof. Analogy should not be extended too far. That's why this theory is fanciful and absurd.

(The words underlined in the above model micro lecture plan are explaining links. They give a clue that lecturer is explaining.)

Hint: Please find this model micro lecture recorded on 'A' part of the audio cassette. Counter Number 042 to 003.
EVALUATION PROFORMA

Name of the Lecturer:  
Class taught:  
Date:  

Directions: This proforma is meant to ascertain the extent to which you exhibit or use the skill of explaining and its quality. Give your judgement regarding the extent of use of the various aspects/components of the skill used/practised in column 3 by ticking (✓) not at all, somewhat or very much. Also give your judgement regarding the quality of the various aspects/components of the skill used/practised in column 3 by ticking (✓) acceptable, partially acceptable or unacceptable. Write a brief constructive comment on each instructional behaviour.

1 Components/Instructional Behaviours

- Used appropriate/opt and comprehensible vocabulary.
- Used completeness of communication.
- Used short and well-structured sentences.
- Used explaining links.
- Used analogies.
- Presented the subject matter at a pace suitable for maximum comprehension.
- Deliberately repeated subject matter.

2 Extent of Use

<table>
<thead>
<tr>
<th>Not</th>
<th>Some-</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at all</td>
<td>acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>partially acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not acceptable</td>
</tr>
</tbody>
</table>

3 Quality

<table>
<thead>
<tr>
<th>Not</th>
<th>Some-</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at all</td>
<td>acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>partially acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not acceptable</td>
</tr>
</tbody>
</table>

Comments:

(Please retain this form in this hand-book. This is a feedback form.)
Evaluation Analysis Form

The following forms will be filled in by you only after listening to the second replay of your micro lecture. In the forms given below, carefully record the 'non-explaining instances' (a) instances that were not effective for understanding a concept or phenomenon etc., and (b) instances where explaining skill component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non-explaining' instances in the forms.

The purpose of this analysis is to get feedback for the improvement of your micro lecture with reference to the skill.
### Evaluation Analysis Form

**PART 'A'**

Directions: The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below, carefully record the 'non-explaining instances' i.e. instances that were not effective for understanding a concept or phenomenon etc., and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording non-explaining instances in the form.

<table>
<thead>
<tr>
<th>No.</th>
<th>Instances that were Not Effective for Understanding a concept or phenomenon etc.</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Analysis Form

PART 'B'

Directions: The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below, carefully record the 'non-explaining instances' i.e. instances where explaining skill component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording non-explaining instances in the form.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances where Explaining Skill Component was Not Used but should have been used</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concluding Remarks

Now, it is hoped that you have understood the meaning of the skill of explaining. You have also learnt about the related desirable instructional behaviours/components of the skill. Examples, model micro lecture plan, evaluation proforma and evaluation analysis forms are provided. This should help you to prepare your micro lecture plan for practice and to gain competence in the use of the skill of explaining. For the practice of the skill of explaining, please follow the directions given in the Introductory Section of the Handbook (pp. 251-254). It is hoped that by practicing the skill of explaining, you will gain competence in effectively explaining a concept, phenomenon etc. Try.
HAND-BOOK IV

SKILL OF STIMULUS VARIATION
IV. Skill of Stimulus Variation

Guided by
Dr. G. M. Pattan
Reader
Department of Post-Graduate
Studies in Education
Karnatak University
DHARWAD

Prepared by
M. M. Pattanashetti
Lecturer
M. M. College of
Education
DAVARAGERE

July 1981
This hand-book is designed with the following objectives -

1. To assist you in understanding the meaning and significance of the skill of stimulus variation,

2. To help you in recognising the components of the skill,

3. To provide opportunity for you to understand how the various components of the skill could be used effectively in securing and sustaining students' attention,

4. To assist you in preparing a micro lecture involving the skill,

5. To introduce you to the proforma for evaluating the skill,

6. To introduce you to the evaluation analysis forms.

Meaning and Significance of the Skill

Attention is an essential condition for effective learning. In other words, for any learning to take place, learner has to attend to it. Therefore you have to secure and sustain students' attention towards what you are conveying.

One of the psychological principles is that changes in the stimuli in learner's environment attract his attention.
and continuous exposure of a particular stimulus in the environment distracts his attention. Further attention tends to shift from one thing to another fairly and frequently.

In the teaching-learning situation, lecturer himself is a source of stimuli and his behaviour is a stimulus to the students. As such, he will have to bring planned variations in his behaviour in order to secure and sustain students' attention.

What to change, when to change, and how much to change requires a skill on the part of the lecturer for securing and sustaining attention at high level. Such a skill is named as 'Skill of Stimulus Variation'.

The skill of stimulus variation can be defined as deliberate change in the attention-drawing behaviours of the lecturer in order to secure and sustain the attention towards the lecture at high level. Thus the skill is basically concerned with the lecturer varying his behaviours in order to keep the students attentive and alert.

Components of the Skill

The instructional behaviours included i.e. the components of the skill of stimulus variation are -
A. Pausing;
B. Modulation of voice;
C. Using gestures; and
D. Focusing.

Description of the Components of the Skill

Pedagogical principles underlying each of these components are stated and each component is described in terms of objective instructional behaviours in the following paragraphs.

A. Pausing

Pausing means introducing silence during talk. In the lecture hall, if you, as a lecturer are continuously talking, students lose their attention in the lecture. Hence, in order to gain students' attention, introduce certain pauses during your lecture. Suddenly if the lecturer becomes silent during teaching it immediately draws students' attention towards the lecturer and hence towards the lecture.

Pause is thus an attribute of time which is an important variable of speech communication. It is an important device for gaining attention of students. If you suddenly stop in the middle of a sentence, students look up to see what has happened. If you pause before a point, you signal that it is
important. If you pause after a question, you signal that you are expecting an answer. If you deliberately pause for a couple of seconds, it usually means disapproval. But if you pause for more than thirty seconds without indicating why, you will certainly receive signals of disapproval.

While using pauses, remember the following points:

1. Involve a deliberate pause in order to draw students' attention.
2. Use the pause after each sentence or in between sentences.
3. Use pause before making an important point and look at the students.
4. Use pause for a few seconds immediately after asking a rhetorical question.
5. Use pause occasionally to give students an opportunity to formulate ideas, to think about the material that has been presented and to think about possible answer for a question that has been asked.
6. Use pause to indicate the end of teaching segment. You may use pause after asking a question - e.g., "Any questions so far relating to the topic I have taught today?"
7. Remember that a pause cannot be too long.
The examples presented below will illustrate how pausing could be used to secure and sustain attention of students during the lecture.

**Example 1**

(The lecturer is introducing the lesson on 'The Nature of Administration' to the students of B.A. Part III class.)

Lecturer: We are observing (2 and 3) the marvels of modern science and technology (2). If you look at the working of a power plant or an automobile (2 and 5) you often wonder at the mind of the scientist who invented it (4). But at the same time (2 and 3) you will not enquire into the social technology that lies behind an invention, i.e. the technology of the 'inventions' (2). Could Stephenson invent his engine in solitude? (4) Can any technological research or invention take place in a social vacuum? (4)

Numbers in brackets indicate different occasions (as listed earlier) when pauses are used by the lecturer to gain attention of students to what he is conveying.

**Hint:** Please find this example recorded on 'A' part of the audio cassette. Counter number 096 to 105.
Modulating the Voice

Whenever you want to express emotions or feelings, emphasize importance or to draw attention of the students you can modulate your voice. Sometimes while explaining an incident a lecturer narrates certain sentences or part of sentences expressing anger or happiness. This also draws the attention of students to the incident being explained. When the lecturer wants to emphasize importance he can increase the volume of his voice and suddenly slow down. Sudden changes in the pitch of the voice make students attend to the idea being explained to. Thus you may make a note that sudden or radical changes in the tone, volume, or speed of your speech (including a strong emphasis on particular words or phrases) are effective in drawing attention of the students.

While modulating the voice remember the following points -

1. Narrate certain sentences or parts of sentences expressing anger/disapproval or happiness/approval as the situation demands.

2. Emphasize importance by increasing the volume of your voice and suddenly slowing down.

3. Introduce sudden or radical changes in the tone, volume, or speed of your speech (including a strong emphasis on particular words or phrases) to draw attention of the students.
The example presented below will illustrate how you can modulate the voice to secure and sustain attention of students during the lecture.

**Example 1**

(The lecturer is lecturing on 'Status of Women' to the students of B.A. Part II class.)

Lecturer: Is woman born to be mutilated, raped, humiliated and murdered or to commit suicide because she has been raped? No, never. Just as a man is born to live, 

(increasing volume and expressing anger) 

(Suddenly slowing down expressing approval) 

(Counter number 108 to 113).

**Example 2**

Class: B.A. Part I 

Subject: Sociology

There has been considerable expansion of educational facilities in India in the years following the attainment of independence. But the quality of education has suffered. 

(low tone)

(Counter number 114 to 117).

Hint: Please find these examples 1 and 2 recorded on 'A' part of the audio cassette.
0. **Gestures**

The oral message combined with gestural ones is more effective in conveying meaning than an oral message used singly. Gestures will not only make your presentation in the lecture hall more expressive and dynamic and also help you in drawing students' attention. Gestures can be used to direct attention, to emphasize importance, to express emotion, or to indicate shapes, sizes, movements etc. The various gestures that could be used in the lecture hall are head and hand movement and facial gestures.

As a lecturer, you should consciously attempt to extend the range and frequency of your gestures.

While using gestures remember the following points -

1. Use head movements to direct attention, to emphasize importance, to express emotion.

2. Use hand movements to direct attention, to emphasize importance, or to indicate shapes, sizes, movements etc.

3. Use facial gesture to express emotion, to emphasize importance and to direct attention.

4. Attempt to extend the range and frequency of your gestures.

Examples with reference to this component are not given.
It is believed that the explanation given is enough to help you understand the significance of the component and how to use it with a view to make your lecture more effective.

D. Focusing Students' Attention

It involves the use of such behaviours that direct or focus students' attention to a particular point which the students have to notice or to observe. Such behaviours include certain verbal statements (verbal focusing), or gestures or movements (gestural focusing), and both verbal statements and gestures (verbal and gestural focusing).

1. Verbal focusing: The lecturer directs or focuses students' attention to significant points in his presentation by using statements such as: 'But remember.....', 'Here is something you need to know.....', 'Here is the first of three important principles', 'It is essentially important to realise that.....', 'It is worth remembering that.....', 'I want to emphasize.....', 'Listen carefully to this', 'Listen to this—it is the crux of the problem', 'Now here is something really important', 'Now let me turn to what is perhaps the most important point of all, namely.....', 'Now note this', 'Now this is important', 'The most significant feature is.....', 'The essential idea is.....', 'The most significant feature is.....', 'This is a difficult idea to grasp, so listen carefully', 'This is a point worth noting'.


2. **Gestural focusing**: This involves focusing or directing students' attention to particular points in the lecture by using mainly hand movements. You can point with a finger to the places conquered by Alexander on a map or important words on the blackboard or you can focus their attention to the way you are drawing the figure. Similarly, you may underline the key words which would be the focus of discussion in the lecture hall.

3. **Verbal and Gestural focusing**: This involves both verbal and gestural focusing. You can focus students' attention both by pointing to a figure and saying verbally like 'Look at this figure'. In this example, verbal and gestural focusing are simultaneously used and they are complementary to each other in directing students' attention. Simultaneous use of verbal and gestural focusing is found by experience to be more effective than either of them used singly.

While focusing students' attention, remember the following points:

1. Emphasize significant points in your presentation by using statements such as 'Listen carefully', 'Look at this diagram', 'This is a point worth noting' etc., and by enumerating them.
2. Write important points/sentences on the blackboard and allow sufficient time to note those points.

3. Underline important words which would be the focus of discussion in the lecture hall.

4. Use hand movements to direct attention of students to key points.

Example 1

(The lecturer is lecturing on 'Welfare Schemes and Programmes undertaken by Central and State Governments for the Welfare of the Scheduled Castes and Scheduled Tribes' to the students of B.A. Part I class.)

Lecturer: In India, voluntary organisations, state and central governments are spending money for the welfare of scheduled castes and scheduled tribes people. Observe carefully (The lecturer focuses attention of students- verbal) the chart that I am going to present. This chart shows the amount allotted for the welfare of the scheduled castes and scheduled tribes in the successive five year plans.

...
### Five Year Plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Amount allotted (₹. in crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Plan (1951-56)</td>
<td>30.04</td>
</tr>
<tr>
<td>Second Plan (1956-61)</td>
<td>79.41</td>
</tr>
<tr>
<td>Third Plan (1961-66)</td>
<td>100.04</td>
</tr>
<tr>
<td>Annual Plan (1966-69)</td>
<td>68.50</td>
</tr>
<tr>
<td>Fourth Plan (1969-74)</td>
<td>172.70</td>
</tr>
<tr>
<td>Fifth Plan (1974-79)</td>
<td>255.00</td>
</tr>
</tbody>
</table>

*Jointing with finger to the amount allotted in the plans, he conducts the discussion. — gestural focusing*

---

**Example 2**

(The lecturer is lecturing on 'Distinction between Class and Caste' to the students of B.A. Part I class.)

Lecturer: A distinction can be made between a caste and a class —

1. (One) In a class, the membership, status, standard of life are based on objective facts. But membership of caste is based on birth.

2. (Two) A member of a class can change his membership. But in the case of caste the status of the individual is fixed and he cannot change it.
3. (Three) In a class there should be a class sentiment to bind the members together. But such a sentiment is not needed in a caste.

4. (Four) Class system is not obstacle for democracy, rather it encourages it. But the caste system is definitely hostile to it.

5. (Five) An individual in a class enjoys comparatively greater freedom. But in caste, the caste restrictions are enforced.

6. (Six) There is comparatively less social distinction in a class. But it is greater in case of the caste.

(The lecturer enumerates each point.)

Example 3

(The lecturer is lecturing on 'Measures of Urbanisation' to the students of B.A. Part III class.)

Lecturer: One of the simplest and the most common, the most easily computed and the most easily understood measure of fertility is crude birth rate. The crude birth rate is the ratio of the total registered live births in some specified year in a particular area to the total mid-year population of that area multiplied by 1,000. It is computed in the following manner -
Where

\[ \frac{B}{P} \times 1000 \]

Where

- \( B \) is the total number of live births during the year;
- \( P \) is the total population in the middle of the year; and
- \( K \) is 1,000.

The crude birth rate for a sample area of Calcutta city for 1967-68 may be computed as follows -

Number of live births during 1967-68 = 163

Total mid-year population during 1967-68 = 9281

\[ \frac{163}{9281} \times 1000 = 17.56 \]

(The lecturer will write the formula on the blackboard. He explains each symbol used in the formula. Taking the example of Calcutta city population during the year 1967-68, he works out the problem on the blackboard.)
Lecture: Friends, you know that Buddha was carried to a beautiful maiden Yashodhara at the age of sixteen. The young couple was provided with all the luxuries of life. The couple was leading a happy life. But one day an incident took place which had greatly/profoundly affected the life of young Buddha. I am now going to quote that incident. Listen carefully. (Focuses attention - verbal)

One evening Buddha's charioter, Channa, drove him in the city. During this time (Uses pause) "Four Great Signs" i.e. the pictures of the impermanence of everything earthly presented to him one after another.

What were those four scenes? (Uses pause)
First, (Focuses attention - verbal) he observed an
old men who had been given up by his people.

Secondly, (Focuses attention - verbally) he saw another man suffering from the agony of disease.

Thirdly, he saw a dead man surrounded by weeping relatives. Fourthly, he saw a mendicant with shaved head (Uses hand gesture) and wearing yellow garments who had given up the world and was moving about in search of truth. (Modulates voice) Buddha returned from that drive during which, by the appearance of a religious mendicant, thoughts of a life of peaceful renunciation had come home to him. (Modulates voice)

Then something else happened. Listen carefully. (Focuses attention - verbal) When he mounted his chariot, the birth of a son was announced to him. He said: "Son is born to me, a fetter has been foraged me". (Modulates voice) Friends, listen carefully. I shall tell you what happened further. (Focuses attention - verbal)

In his palace the prince was surrounded by beautiful and gaily-attired handmaidens. They sought to dissipate young Buddha’s thoughts (or renunciation) with music and dance. But Buddha neither looked at them nor listened to them. He soon fell into sleep.
He woke up at midnight and saw by the light of the lamps those dancing girls wrapt in slumber, some with running mouths (Uses facial gestures) and others with disarranged clothing repulsive deformities of the body. At this sight (Modulates voice) he felt as if he were in a burial place full of disfigured corpses and as if the house around him was in flames. "Alas! danger surrounds me, alas! distress surrounds me! (Modulates voice) Now is the time for me to go on the great pilgrimage." (Modulates voice) Before hastening away, he thinks of his new-born son: "I will see my child". (Modulates voice) He went to his chamber, where queen Yasodhara was sleeping on a flower-strewn couch, with her hand spread over the child’s head. (Uses hand gesture) Then the thought occurs to him: "If I move her hand from his head to close my child, (Uses hand gesture) she will awake. When I shall have become Buddha I shall return and see my son". (Modulates voice)

Hint: Please find this model micro lecture recorded on 'A' part of the audio cassette. Counter number 120 to 172.
**EVALUATION PROFORMA FOR THE SKILL OF STIMULUS VARIATION**

<table>
<thead>
<tr>
<th>Components/Instructional Behaviours</th>
<th>Name of the Lecturer:</th>
<th>Name of the College:</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Used pause during the lecture to draw attention or to stimulate students' thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Modulated the voice to draw attention, to express emotion or to emphasize importance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Used gestures to direct attention and to make presentation of the lecture more expressive and dynamic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Focused students' attention on specific aspects in the lecture.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** This proforma is meant to ascertain the extent to which you exhibit or use the skill of stimulus variation and its quality. Give your judgement regarding the quality of your instructional behaviours with reference to the various skill components used/practised in column 3 by ticking (✓) acceptable, partly acceptable, or unacceptable instructional behaviour.

<table>
<thead>
<tr>
<th>1. Components/Instructional Behaviours</th>
<th>Not at all</th>
<th>Some what</th>
<th>Very much</th>
<th>Acceptable</th>
<th>Partly acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used pause during the lecture to draw attention or to stimulate students' thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modulated the voice to draw attention, to express emotion or to emphasize importance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used gestures to direct attention and to make presentation of the lecture more expressive and dynamic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused students' attention on specific aspects in the lecture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

(Please retain this form in this hand-book. This is a feedback form.)
Evaluation Analysis Forms

The following forms will be filled in by you only after listening to the second replay of your micro lecture. In the forms given below carefully record the 'non-stimulus variation' instances (a) instances that were not effective for drawing and sustaining students' attention (b) instances where stimulus variation component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non-stimulus variation' instances in the forms.

The purpose of this analysis is to get feedback for the improvement of your micro lecture with reference to the skill.
**Evaluation Analysis Form**

**PART 'A'**

Directions: The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below carefully record the 'non-stimulus variation' instances i.e. instances that were not effective for drawing and sustaining students' attention and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non-stimulus variation' instances.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances that were not Effective for Drawing and Sustaining Students' Attention</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Analysis Form

PART "B"

Directions: The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below carefully record the 'non-stimulus variation' instances i.e. instances where stimulus variation component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non-stimulus variation' instances.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances where Stimulus Variation Component was not used but should have been used</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

333
Note! Note that you will practice the use of the skill of stimulus variation with particular reference to pausing, modulation of voice and focusing — verbal components only in view of the practical difficulty i.e., non-availability of videotape.
V. Skill of Achieving Closure

Guided by
Dr. C. M. Rattal
Reader
Department of Post-Graduate Studies in Education
Karnatak University
Dharwad

Prepared by
M. M. Pattanashetti
Lecturer
M. M. College of Education
Davangere

July 1981
Hand-book V

SKILL OF ACHIEVING CLOSURE

This hand-book is designed with the following objectives:

1. To assist you in understanding the meaning and significance of the skill of achieving closure,

2. To help you in recognising the components of the skill,

3. To provide opportunity for you to understand how the various components of the skill could be used in effectively closing a lecture,

4. To assist you in preparing a micro lecture involving the skill,

5. To introduce you to the proforma for evaluating the skill, and

6. To introduce you to the evaluation analysis forms.

Meaning and Significance of the Skill

You have already learnt about the orientation skill. By introducing a new topic you would arouse the students' interest and draw their attention. You would also prepare them cognitively and effectively to receive new knowledge.
through the topic to be introduced. At this stage, you make the students aware of what they are going to learn by way of the objectives of the lecture.

How do you as a lecturer know that the objectives have been achieved? How do the students come to know that they have learnt what they intended to learn? How do you know that whatever you have taught was appropriate to the objectives of the lecture? How can the students fuse this new learning with the previous knowledge? Can they apply their learning to new situations?

You will be able to answer these questions when you learn how to 'Achieve Closure' to the content material which you have presented to the students. It requires a skill on your part. Before you learn about this skill, you should be aware of the various connotations associated with the term "Achieving Closure" to a lecture. Reference is made here to the Herbertian steps and the Gestalt approach to closure.

Achieving closure is similar to a stage known as recapitulation in the Herbertian steps, according to which it is a process of associating new facts with the old knowledge, applying new knowledge in various situations and ensuring repetition of the facts in the best possible way. The new knowledge and facts are repeated not mechanically
but are reviewed from various points of view for developing insight into their meanings. It is generally necessary to use the skill at convenient points during the lecture for definite summing up and revision of the meaningful facts taught. This may be termed as sectional recapitulation. Sometimes, it may be useful to have a general revision towards the end of a lecture. This may be termed as final recapitulation. According to Gestalt Psychology complex learning like problem solving or concept formation can be brought about only when the various bits of information are structured and reviewed as a whole. A concept or a phenomenon cannot be understood by merely studying various percepts or the elements around which it is built. It should be viewed as a whole. This whole is something more than the simple summation of the analysed elements.

If you do not achieve closure properly at the end of the lecture what happens to you, as a lecturer, and to the students? The result of this may be that you may not get an opportunity during the lecture to evaluate the extent of realisation of the objectives and the effectiveness of the learning experiences provided by you. This in turn, may not give you the psychological satisfaction that you have taught effectively. If the main points covered during the lecture are not synthesised into a meaningful whole, it may be difficult for
you to introduce the next unit/lecture theme. Looking at a lecture with no closure from the student's point of view, it is evident that the students will not be able to structure a meaningful cognitive whole of their achievements (learning). They will not be able to know their strong and weak points. They will not be able to apply the knowledge to new situations. They will not get the satisfaction of achievement. In a lecture of more than one unit, the absence of a closure of each of the main points may create confusion in the minds of the students. The students will not be aware of the end of an important teaching point and the beginning of the subsequent teaching point.

You have noticed, as mentioned above, how important it is to achieve closure at the end of each unit or the total lecture.

To sum up, the main objectives of employing skill of achieving closure are as follows -

1. To consolidate important facts, skills and concepts covered in the lecture,

2. To assess the impact and effectiveness of a lecture, particularly in relation to student learning,

3. To link the various aspects of the lecture topic,
4. To inject encouragement in students to collect more information relating to the lecture topic, and

5. To enable students to know where they are and where they are going.

**Components of the Skill**

The instructional behaviours included i.e. the components of the skill of achieving closure are -

A. Consolidating major points at the end of the lecture;
B. Drawing the attention of students to further learning;
C. Assigning clearly specified tasks in which students can apply new knowledge or practice new skills; and
D. Making a link of the present lecture with subsequent lecture/s.

**Description of the Components of the Skill**

Pedagogical principles underlying each of these components are stated and each component is described in terms of objective instructional behaviours in the following paragraphs.

A. **Consolidating Major Points at the end of the Lecture**

The subject matter taught during the lecture requires consolidation. The consolidation of major points of the lecture is useful to students to recall, look again and
reemphasize the main facts, skills or ideas covered during the lecture. Unless the students review the bits of information they have learnt and see the relationships between them learning will not be effective and the knowledge gained will be easily forgotten. It is not just recalling or recollecting what has been learnt or taught, but it is looking at them in a broader perspective as a structure or a synthesis which is more meaningful. While doing this, you will also come to know about any gap in the students' understanding which you may fill in.

Generally, the process crystallises in the form of blackboard summary with or without students' involvement.

At the time of consolidating major points at the end of the lecture, remember the following points.

1. At the end of the lecture, you should consolidate major points of the lecture into a meaningful whole with or without students' involvement.

2. Consolidated major points should be written clearly and systematically on the blackboard.

3. You may instruct the students to note down all the major points written on the blackboard.
4. There should be continuity and interrelationship between the major points. For this you may draw schematic representation of major points by using lines and arrows.

**Example 1**

(The lecturer starts summarizing the lecture on 'Forms of Marriage' to the students of B.A. Part I class.)

Lecturer: We came to know that there are three types of marriage, namely (i) Monogamy, (ii) Polygamy, and (iii) Sororate.

Monogamy is a form of marriage in which one man marries one woman and one woman marries one man at a time. Polygamy involves marrying more than one woman by one male. Sororate is a form of marriage where a younger sister marries the husband of her dead sister.

---

**Forms of Marriage**

- **Monogamy**: One man marries one woman and one woman marries one man at a time.
- **Polygamy**: One man marries more than one woman.
- **Sororate**: A woman marries the husband of her dead sister.
(This is an example where the lecturer makes the consolidation of the main points by making certain statements and side by side developing the diagram on the blackboard. Instead the major points may be consolidated with the students' involvement using questioning technique.)

**Example 2**

(The lecturer starts summarising the lecture on 'Factors Responsible for the Evolution of the State' to the students of B.A. Part I class.)

Lecturer: So far we have discussed the factors that contributed to the evolution of the state. The kinship creates the society and the society creates the state. Ideas, customs and habits of primitive men were governed by primitive religion. The economic activities by which the primitive men secured their food and shelter and later accumulated wealth played a significant role in the evolution of the state. The coercive force, exercised by the leader, gradually developed into political sovereignty and the sentiment of loyalty to the king as well as to the group came to be firmly established and satisfied.)
(This is an example where the lecturer makes the consolidation of the main points by making certain statements and side by side developing the diagram on the blackboard. Instead the major points may be consolidated with the students' involvement using questioning technique.)
Example 3

(The lecturer starts summarising the lecture on 'Constituent Elements of the State' to the students of B.A. Part I class.)

Lecturer: The outcome of our discussion is that the state has four constituent essential elements or ingredients. It is quite obvious that we cannot think of a state without population, because it is a human institution. A definite portion of territory is an essential element of the state so that it can exercise its undisputed authority within its territorial borders. A government is essential to the state to show that the basic relation of command and obedience has been established. Sovereignty is the soul of the state. Hence, without these four constituent elements we cannot dream of existence of any state.

Constituent Elements of the State

1. Population  ➔ indicates the existence of human institution
2. Territory  ➔ indicates the area of exercising undisputed authority
3. Government → indicates the establishment of relation between command and obedience

4. Sovereignty → indicates the soul of the state

(This is an example where the lecturer makes the consolidation of the main points by making certain statements and side by side developing the diagram on the blackboard. Instead the major points may be consolidated with the students' involvement using questioning technique.)

B. Drawing the Attention of Students for Further Learning

College students should be encouraged to acquire additional information on the subject taught. To this end the lecturer should gear his students. For this, the lecturer should provide a bibliography of related reading materials. This list may contain the titles of books, articles, reports etc. This process stimulates students to read, think, discuss and thus increases their insight into the subject.

Special care should be taken to prepare an accurate list of bibliography. Accuracy is called for -

A. in the name and initials of author or editor,

B. in the full and exact title,
C. In the number of edition (if not the first),

D. Volume number and date of publication (in case of articles and reports),

E. Exact page numbers where the theme is presented.

It is the responsibility of the lecturer to ensure the availability of books, journals, reports recommended for reference.

The lecturer may also suggest students to visit different places, offices, etc., to get first hand information relating to the topic taught. He should give clear guidance regarding what they should observe and whom they should meet to get first hand information relating to the topic taught.

At the end of the lecture when you are drawing the attention of students for further learning remember the following points.

1. Provide bibliography containing a list of source materials - books, articles, reports, etc.

2. The bibliography must be appropriate to the maturity level of students.

3. Give suggestions to students to visit different places, offices, etc., to get first hand information relating to the topic taught.
Example 1

(After completing the lecture on 'Meaning of Bureacracy' to the students of B.A. Part III class, the lecturer suggests to them to refer to the following books.)

Lecturer: Refer the following books to get and find information on the concept of Bureacracy. The books are available in our college library. Note down the details of the sources. (The lecturer dictates the details/writes the details on the blackboard.)


Example 2

(After completing the lecture on 'The Registration of Vital Events as a Source of Population Information' to the students of B.A. Part III class, the lecturer suggests students...
to visit Village Panchayat, Municipal or Corporation office to collect more information.)

Lecturer: To know more about the systematic registration of vital events on population information, visit the nearest Village Panchayat, Municipal or Corporation office and meet the persons concerned with registration of births and deaths and have a dialogue with them on the subject.

C. Assigning Clearly Specified Tasks in which Students could Apply New Knowledge or Practice New Skills

This involves assignment of specified tasks where the students can make use of what they have learnt during the lecture. By this approach both the lecturer and the students can know whether or not the students have understood what has been taught during the lecture. This helps the lecturer in locating gaps in the students' understanding. This involves mostly testing situations (given in the form of home assignment) where both the lecturer and the students receive feedback about their performance only after completion of tasks.

Assignment should provide opportunities for the students to apply the present knowledge in new situations; and it
should demand the application of higher mental process rather than the mere recalling of the present knowledge.

Assignment may be given in different forms, such as -

1. It may be in the form of questions.
2. It may require students to find solution(s) to the problem posed.
3. It may require students to prepare graphs, charts, maps, diagrams etc.

At the end of the lecture when you are assigning specified tasks to apply new knowledge or practise new skills remember the following points.

1. Give assignments where the students could make use of what they have learnt in solving problems in different new situations.
2. Give assignments keeping in view the maturity level of students.
3. Give assignments keeping in view the time available to students.
4. Give specific assignments to students.
5. Give assignments which will stimulate students for further learning.
Example 1

(After summarising the lecture on 'Influence of Inventions on Present Day Families' to the students of B.A. Part I class the lecturer gives the following assignment.)

Lecturer: List the different recreational facilities available in your city, town or village and write short report regarding their influence on your family.

Example 2

(After explaining the concept of 'Non-violent non-cooperation Satyagraha' as propounded by Mahatma Gandhi to the students of B.A. Part I class the lecturer gives the following assignment.)

Lecturer: What would have happened if Mahatma Gandhi were alive even today? Write your opinion in two pages.

Example 3

(After summarising the lecture on 'Failure of Panchayat Raj' to the students of B.A. Part III class the lecturer gives the following assignment.)
Lecturer: What are your suggestions to remove the maladies of Panchayat Raj? Give reasons in support of your answer.

Example 4

(After summarising the lecture on 'National Movements' to the students of B.A. Part III class the lecturer gives the following assignment.)

Lecturer: Do you agree with the statement - 'With the decline of colonial power the prestige and power of England in Europe correspondingly declined'. Give valid arguments to support your answer.

Example 5

(After summarising the lecture on 'French Revolution' to the students of B.A. Part III class the lecturer gives the following assignment.)

Lecturer: Would you consider Napoleon Bonaparte as "a Child of the Revolution?" Give reasons for your answer.

Example 6

(After summarising the lecture on 'Law' to the students
of B.A. Part I class the lecturer gives the following assignment.

Lecturer: What do you mean by customary law? Would you regard it as the command of sovereign?

Example 7

(After summarising the lecture on 'Fundamental Rights' to the students of B.A. Part I class the lecturer gives the following assignment.)

Lecturer: Do you consider fundamental rights to be one of the essential characteristics of a good constitution? Explain the significance of such rights.

D. Making a Link of the Present Lecture with the Subsequent Lecture(s)

At the end of the lecture, the lecturer has to hint the nature of the next lecture to be presented by him. This will enable the students to know what they will be going to learn in the next lecture. This hint gives students a sense of direction and helps them to tie whole series of lectures together in a coherent lecture.

At the end of the lecture when you are linking your
lecture with the subsequent lecture remember the following points.

1. At the end of the lecture hint the nature of the subsequent (next) lecture.

2. The hint should give students a sense of direction and help them to tie whole series of lectures together in a coherent structure.

Example 1

(After summarising the lecture on 'The Agencies of United Nations Organisation' to the students of B.A. Part III class the lecturer hints the nature of the next lecture.)

Lecturer: In the next lecture we will study about 'The Specialised Agencies and other Un-affiliated Functional Agencies of United Nations Organisation'.

Example 2

(After summarising the lecture on 'Powers and Functions of the Lords before 1949' to the students of B.A. Part II class the lecturer hints the nature of the next lecture.)

Lecturer: In the next lecture we will study about 'The Powers and Functions of the Lords amended in 1949'.

MODEL MICRO LECTURE PLAN FOR THE SKILL OF ACHIEVING CLOSURE

Class: B.A. Part III
Unit: Aims of Development of Curriculum on Population Education in Indian Schools
Subject: Sociology
Time duration: 5 minutes
Teach/Re-teach session (ring appropriate word)

(The lecturer has explained the 'Aims of Development of Curriculum on Population Education in Indian Schools' to the students of B.A. Part III class. Towards the end of the lecture, he is achieving closure.)

Lecturer: We discussed, so far, the aims of development of curriculum on population education in Indian schools. Those aims are: Making students to:

1. become familiar with the problem of population pressure,
2. form attitude, understanding and ways of thinking in terms of the population pressure which will help them to cope with the problem at a projected future, and
3. be able to take decision and act in the desirable way in matters directly related to population pressure, both as an individual and as a member of society.

(The lecturer makes the consolidation of main points by making the above statements and side by
side develops the summary on the blackboard. Instead the major points may be consolidated with the students' involvement using questioning technique.)

To collect more information on the theme conduct the following activities –

1. Read the following books.

(The lecturer dictates the details/writes the details on the blackboard.)


2. Analyse the secondary school Social Studies and Biology syllabuses and make note of the population education concepts introduced for different grades.
In the next lecture we will study about 'Teacher Preparation for Population Education'.

(At the end of the lecture the lecturer hints the nature of the next lecture.)

Hint: Please find this model micro lecture recorded on 'A' part of the audio cassette.
Counter number 174 to 222.

Micro Lecture Planning Supplement

In this micro lecture you will practise the skill of achieving closure. To help you to plan the micro lecture relating to the skill of achieving closure, fill in the following -

1. Identify a topic -

2. Outline the major points that you wish to consolidate at the end of the lecture -
3. List three activities you would suggest to the students for further learning. Be specific.

   A. ..............................................................
   ..............................................................
   ..............................................................

   B. ..............................................................
   ..............................................................
   ..............................................................

   C. ..............................................................
   ..............................................................
   ..............................................................

4. List two specific tasks you wish to assign –

   A. ..............................................................
   ..............................................................
   ..............................................................

   B. ..............................................................
   ..............................................................
   ..............................................................

5. State the topic of the subsequent (next) lecture –

   ..............................................................
   ..............................................................
   ..............................................................
### EVALUATION PROFORMA FOR THE SKILL OF ACHIEVING CLOSURE

<table>
<thead>
<tr>
<th>Components/Instructional Behaviours</th>
<th>Extent of Use</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>Some-</td>
</tr>
<tr>
<td>Consolidated major points at the end of the lecture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drew the attention of students to further learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned clearly specified tasks in which students could apply new knowledge or practise new skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a link of the present lecture with subsequent lecture(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

(Please retain this form in this hand-book. This is a feedback form.)
Evaluation Analysis Form

The following forms will be filled in by you only after listening to the second replay of your micro lecture. In the forms given below, carefully record the 'non achieving closure' instances - (a) instances that were not effective for achieving closure to the lecture and (b) instances where achieving closure skill component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording 'non achieving closure' instances in the forms.

The purpose of this analysis is to get feedback for the improvement of your micro lecture with reference to the skill.
**Evaluation Analysis Form**

**PART 'A'**

**Directions:** The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below record the 'non achieving closure' instances i.e. instances that were not effective for achieving closure to the lecture and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording non achieving closure instances in the form.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances that were not Effective for Achieving Closure</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation Analysis Form**

**PART B**

Directions: The following form will be filled in by you only after listening to the second replay of your micro lecture. In the form given below carefully record the 'non achieving closure' instances i.e. instances where achieving closure skill component was not used but should have been used and the corresponding desired changes to be brought about in your micro lecture with a view to improve it. You may stop the replay while recording non achieving closure instances in the form.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Instances where Achieving Closure Skill component was not used but should have been used</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concluding Remarks

Now, it is hoped that you have understood the meaning of the skill of achieving closure. You have also learnt about the related desirable instructional behaviours/components of the skill. Examples, model micro lecture plan, micro lecture planning supplement, evaluation proforma, evaluation analysis forms are provided. This should help you to prepare your micro lecture plan for practice and to gain competence in the use of the skill of achieving closure. For the practice of the skill of achieving closure, please follow the directions given in the Introductory Section of the handbook (pp. 251-254). It is hoped that by practicing the skill of achieving closure you will gain competence in effectively closing the lecture. Try.