APPENDIX - G

POOL OF REACTION STATEMENTS TO THE
SELF-INSTRUCTIONAL MICROTACHING COURSE

1. There are numerous administrative difficulties in arranging the course in colleges.

2. Micro lecture planning supplement provides framework to prepare micro lecture relating to the skill.

3. Evaluation proforma is useful to ascertain the extent to which the lecture exhibited or used in a particular skill and its quality.

4. Objectives of the course are related to the needs of college teachers.

5. Explanations of the concepts of lecture skills are logical and thought provoking.

6. The self-instructional microteaching course is a relevant training programme for in-service college teachers.

7. The self-instructional microteaching course is an effective motivating force to bring changes in instructional behaviours.
8. The time duration to present micro lecture is sufficient to practice the skill adequately.

9. Time schedule allotted for practice of each skill is sufficient.

10. Descriptions of the components of all the skills help college teachers to prepare, present and analyse micro lectures effectively.

11. Model micro lecture plans are useful in planning micro lectures for practice.

12. The self-instructional microteaching course relieves college teachers from anxiety and indiscipline problem.

13. The self-instructional microteaching course is most enjoyable and interesting.

14. Model micro lecture plans presented through symbolic medium are useful in understanding the skill as a whole.

15. Practice of orientation skill helps college lecturer to introduce a topic of the lecture effectively.

16. The repetition of the cycle helps the lecturer to master lecture skills.

17. Listening to my lecture (recorded at the time of practice) provides opportunity for self-improvement.
18. The course is fully instructional and self-explanatory.

19. Limiting the number of students provides a safe practising ground for controlled practice of the skill adequately.

20. Presenting refined micro lecture helps college teacher to correct mistakes for himself.

21. The model micro lecture/were not that useful in selecting relevant examples for the components of a skill.

22. The self-instructional microteaching course does not enable to orchestrate all the skills in a normal lecture class.

23. Listening to the model micro lectures recorded on the audio cassette provides clear idea to identify each component.

24. Repetition of cycle introduces variety in the lecture.

25. Practice of the skill of achieving closure trains college teacher to achieve closure at the end of each unit of the total lecture.

26. The self-instructional microteaching course will not provide necessary training to college teachers to teach larger classes.
27. Model micro lectures are very much practicable.

28. Symbolic model micro lecture plans presented through audio tape are as effective as actual demonstration.

29. Objectives of the course are fully achievable by college teachers by sincerely undergoing the course.

30. Examples illustrating the components of all the skills are deliberately simplified to enable the college teacher to focus sharply upon particular component.

31. Practice of the skill of stimulus variation trains college teacher to vary his behaviours in order to keep the students alert and attentive.

32. Evaluation proforma is useful to ascertain the extent to which the college teacher exhibited or used a particular skill and its quality.

33. Immediate feedback provided through evaluation analysis forms allows for quick and penalty-free adjustment to error.

34. Consciously practicing one skill at a time provides great chance of mastering the skill.

35. Evaluation analysis forms are useful in providing constructive feedback.
36. The self-instructional microteaching course generates self-confidence among college teachers.

37. College teachers are well prepared to deliver lecture as the result of this course.

38. Examples illustrating the components of all the skills are sufficient.

39. Practice of the skill of explaining helps lecturer to present well structured explanation.