CHAPTER IV

Concept of Teaching skill

Six Teaching skills.

1. Writing Instructional Objectives
2. Introducing the lesson
3. Probing questioning
5 Reinforcement.
6. Achieving closure.
CHAPTER IV

Teaching Skill

A teaching skill is defined as a set of teacher behaviours which are especially effective in bringing about desired changes in pupils. There are various skills that can be usefully developed among student teachers. According to Clarke (1970), "Teaching constitutes activities that are designed and performed to produce change in pupil behaviour."

Gage (1968) "Technical skills are specific instructional techniques and procedures that a teacher may use in the classroom. They represent an analysis of the teaching process into relatively discrete components that can be used in different combination in the continuous flow of the teacher's performance."

In simple words, teaching constitutes a number of verbal and nonverbal teaching acts, like questioning, accepting pupil responses, rewarding, smiling, nodding to pupil responses, movements, gestures, etc. These acts in particular combinations facilitate the achievement of objectives in terms of pupil growth. A set of related teaching acts or behaviours performed with an intention to facilitate pupil's learning can be called as a teaching skill.
TEACHER BEHAVIOUR BASED ON CONCEPT OF TEACHING

DIAGRAM NO. 4
Teaching can be analysed in terms of teacher behaviour at least at the three levels viz.,

i. Component teaching skills.

ii. Component teaching behaviours comprising the component skills.

iii. Atomistic teaching behaviours.

The diagram presents the teacher behaviours based on this concept of teaching. It can be seen from the diagram, that teaching can be analysed into component teaching skill at the first level. Following the analysis at this level, teaching can be defined as a set of component skills for the realisation of a specified set of instructional objectives. By implication, teaching itself is a complex skill comprising a set of component teaching skills. The component teaching skills can be further analysed into respective sets of component teaching behaviours at the second level. Component teaching behaviours can be further analysed into simpler atomistic teaching behaviours at the third level of analysis.

Attempts have been made to list teaching skills. 

14 teaching skills have been listed at the Stanford University (Allen and Ryan, 1969).

18 teaching skills listed at the Far West laboratory, California (Brog, et al., 1970).
Similar attempts have been made at the centre of Advanced study in Education (CASE), Baroda-Lalita (1975) has listed various skills required for a secondary teacher in a school. She interviewed headmasters of several high schools and listed the various tasks that a teacher does in a school. They have been classified under three headings: Pre-instructional skills, Instructional skills and Post instructional skills.

Teaching

General Competence (GTC) based mostly on the list of teaching skills developed at the Stanford University and the Far West laboratory and the list of teaching skills developed at the CASE (Lalita 1975), Twenty one skills are essential for G.T.C.

The Baroda General Teaching Competence scale (BGTC) Scale) has been developed and measuring critaria for each of the skills included in it have been provided. For thirteen of those skills, instructional materials in the form of teacher's handbooks have been developed.

The research workers selected only six teaching skills which are as follows:

i. Writing Instructional objectives.

ii. Introducing a lesson.

iii. Probing questioning.

iv. Reinforcement.

v. Using black-board.

vi. Achieving closure.
Detailed description of six skills selected for the study are given one by one.

1. **Skill of Writing Instructional objectives:**

   Any meaningful activity is purposeful. Hence if the education that we provide to pupils has to be meaningful, it should have definite ends in view. Such ends are known as educational objectives. The objectives are of two types—general objectives and specific objectives. The general objectives are broad and cannot be achieved in one lesson. Educational objectives are general objectives. Examples for general objectives are 'To train pupils in good citizenship' 'To develop healthy attitudes among pupils' etc. Although they are important, they are not useful for practical purposes. They donot help a teacher in every day classroom instruction. Unless the teacher specifies objectives for a particular lesson, he can neither plan his instruction for the lesson efficiently nor test its effect. Hence, the teachers should specify such objectives which could be achieved at the end of the lesson. Those objectives of each unit of instruction are known as instruction objectives.

**Meaning of the skill:** The skill involves writing objectives that are (i) Well-stated (ii) adequate with respect to learning outcomes (iii) relevant to the content (iv) adequate with respect to the content outline.
Instructional objectives should be well-stated:

A well-stated instructional objectives is one that clearly communicates what the teacher wants to achieve through instruction. Clearly or well stated objectives help a teacher in making his instruction and testing systematic and appropriate as regards what learning outcomes he wants to bring in pupils.

The next question is how to write well-stated objectives?

For the writing of well-stated objectives there are four criteria:

1. **Specification of learner:** The first important criteria for a well-stated instructional objectives is that it must specify 'who' is to demonstrate the outcome and that 'who' should be the learner. Although the term 'Learner' is used, it may imply a set of learners, say for example, a class, pupils, etc.

2. **Specification of the learner performance in observable behavioural terms:**

   The term 'learner performance' implies what the learner is going to do or perform at the end of instruction. All behaviours cannot be observed directly. For example, thinking, knowing, understanding, etc. are not observable directly, although they can be observed by indirect means.
Certain of the behaviours can be observed directly, like naming, classifying, describing, etc.

Specifying learner performance in observable behavioural terms involves using such verbs in the instructional objectives that indicate behaviours that are observable directly for example:

The students will tell an example of their own for each of the three laws of reflection.

Here 'tell' is observable behaviour.

iii. Specification of conditions under which learner performance occurs:

Specifying conditions involves specifying only those factors which alter the situation in which the learner behaviour occurs and hence affects the performance of the learner. These conditions which need to be specified are termed 'meaningful conditions'. Below is given a list of meaningful and non meaningful conditions that generally occur during testing.

<table>
<thead>
<tr>
<th>Meaningful conditions</th>
<th>Non meaningful conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given the textbook to refer</td>
<td>1. Given answerbook</td>
</tr>
<tr>
<td>2. Given a list of scientists.</td>
<td>2. At 5 P.M. today</td>
</tr>
<tr>
<td>3. Given an outline map.</td>
<td>3. Cannot use pen for drawing.</td>
</tr>
<tr>
<td>4. Given the value of X&amp;Y</td>
<td>4. When there is no disturbance from outside.</td>
</tr>
<tr>
<td>5. Without any reference material</td>
<td>5. Without looking into each others books.</td>
</tr>
<tr>
<td>6. Given the main points.</td>
<td>6. Having a rapport with the students.</td>
</tr>
</tbody>
</table>
It should be noted that a meaningful condition in a particular context may be non-meaningful in another context and vice-versa.

iv. **Specification of the minimum expected level of the performance of the learner:**

It means writing instructional objective should answer the question how well the learner would be able to perform. It may indicate the minimum level in terms of the degree of accuracy to be attained in learner's performance, number of correct responses that would be accepted for the objective to be achieved, the quality expected in the learner's performance, time taken for the learner's performance, etc. The term 'minimum' is used because we will not expect all pupils to achieve, the same level as there are individual differences. Some pupils may go beyond the level. Hence it should specify the minimum standard expected of them which they at least should achieve as specified in the objective. Such standards may be in terms of quality of quantity or in terms of time.

Few phrases used to specify the minimum expected level:

**Quality**
1. As discussed in the class.
2. As given in the test book.
3. (draw a figure) almost correct with respect to accuracy and proportion.

**Quantity**
1. At least five out of ten items should be correct.
2. 60% of the responses should be correct.
3. With not more than five errors.
ii. Adequacy of Instructional objectives with respect to learning outcomes:

'Learning outcome' means the end product or the result of instruction in the form of learning by pupils. Learning is change in behaviour. This change in behaviour may be in any of the domains, namely, cognitive, affective and psychomotor. The cognitive domain covers all the behaviours related to the thinking processes in the learner, affective domain covers attitudinal, emotional and valuing behaviours of the learner like his interest, attitudes, appreciations, opinions, etc. and the psychomotor domain includes such behaviours that are mostly psychomotor activities. For example, skills like speaking, singing, writing, typing, stitching, etc. can be included in this domain. The scope of this component of the skill is restricted to cognitive domain only.

According to Bloom and others, objectives in cognitive domain can be classified into different levels of thinking such levels are: (i) Knowledge (ii) comprehension (iii) Application (iv) Analysis (v) Synthesis (vi) evaluation which are in increasing order of complexity.

Knowledge level: Knowledge level includes those behaviours which emphasise the remembering either by recognition or recall. This level of objectives requires only rote memory. This level involves the lowest level of thinking.
Comprehension level involves higher level of thinking than knowledge level. But this level includes knowledge also. It includes such behaviours that require understanding or grasping of the material. This level involves pupil's ability to translate languages or materials from one form to another, interpret materials (describe or summarize), predict behavioural consequences, etc.

Application level is higher than the other two levels. This level involves such behaviours which constitute an ability to use learned material in new and concrete situations.

Analysis level includes such behaviours which involve breaking down of a learning material into its component parts so that its organisational structure may be understood. This requires higher intellectual ability than comprehension and application.

Synthesis level is higher than the other levels. It requires all the above mentioned levels of thinking. This level involves such behaviours which involve an ability to put parts into a new whole.

Evaluation level is the highest level of thinking and requires all other levels of thinking. It includes such behaviours in which value, judgements are made about an object, method etc.
Generally, teachers try to have more objectives at the lowest level (knowledge) and neglect the others which are also important. In cognitive domain, discussions are restricted to two levels of objectives - lower and higher.

iii. Instructional objectives should be relevant to the Content:

The term 'relevant' refers to the term 'related'. That is, every instructional objective stated for a content/unit should be directly related to it.

iv. Adequacy of instructional objective with respect to the content outline:

For a content outline, if a list of objectives are written, then the list should cover the whole content, i.e., it should be adequate.

ii. Skill of Introducing a lesson:

When one introduces a stranger to us, our reactions, towards him or our responses during the conversation between the stranger and us depends upon the introductory statements that are uttered about him.

Similarly, when a teacher introduces a lesson, he gives a brief introduction about the lesson in order to set the pupils' minds to it. Generally, an introduction to
a lesson includes what the teacher does with or without the help of the pupils up to the stage of stating the aim of the lesson. The teachers differ in the way they introduce a lesson. Studies have shown that the pupil's learning of the new lesson or unit largely depends on the way the lesson is introduced. It requires a skill on the part of the teacher to introduce a lesson.

**Description of the skill of introducing a lesson:**

The components of the skill of introducing a lesson are:

i. Using previous knowledge.
ii. Using appropriate devices (desirable behaviours)
iii. Lacking in continuity
iv. Uttering irrelevant statements (undesirable behaviours).

**i. Using Previous Knowledge:** The previous knowledge refers to appereceptive mass or knowledge already possessed by the pupils. They will be acquiring knowledge from various sources like classroom, friends, books, etc. If any new knowledge is to be added to this previous knowledge, there should be a logical continuity between them. When a teacher wants to impact new knowledge to the pupils, it should be relevant to their previous knowledge. Using the previous knowledge of the pupils while introducing a new lesson involves bringing the relevant previous knowledge in them to their conscious level only then proper integration is possible. A teacher should be aware of the previous knowledge of the pupils of a particular age group and grade level.
ii. **Using appropriate device:** Here 'device' refers to the technique that the teacher uses while introducing a lesson. Such devices can be used for examples, analogies/similarities, questioning, (c) lecturing/describing/narrating/illustrating, (d) storytelling, (e) role-playing/dramatization, (f) audio-visual aids, and (g) experimentation/demonstration.

The appropriateness of the use of each of such devices depends on its suitability to the maturity level, age level, grade level, interest, culture, experience of the pupils, and also on the unit to be taught. The devices such as storytelling, role playing/dramatization, audio-visual aids, and experimentation/demonstration are suited to the lower classes and the rest to the higher classes. There is no rigid rule for it.

But one thing is notable that no device can be used in isolation without the use of other devices, especially, lecturing and questioning.

iii. **Lacking in continuity:** Continuity refers to the sequence of ideas or information being presented while introducing a lesson. Continuity breaks when the statements made or questions, asked by the teacher are not logically sequenced, teacher's statement or questions are not related to the content.
When the teacher is lacking in continuity in a classroom one can make out by observing confused looks on the pupil's faces or by their incorrect responses to the teacher's questions. The teacher fumbles or diverges from what he is conveying.

iv. Uttering irrelevant statements or questions:

A statement or a question which a teacher utters while introducing a lesson is said to be irrelevant when it is not related to the aim of the lesson. Sometimes they confuse the pupils.

To summarise, in order to develop the skill of introducing a lesson use of previous knowledge of the pupils, use of appropriate device, avoid lack in continuity and avoid the use of irrelevant statements and questions.

iii. Skill of Probing Questioning:

Theoretical Rationale: Questioning makes a major part of teacher activities in the class. It has been found that an effective teacher is one who uses questioning technique appropriately in classroom teaching. Questioning serves a number of purposes. (1) To increase reasoning and critical thinking (2) to enable the pupil to analyse problems and arrive at solutions (3) to develop the lesson in the class logically , (4) to initiate discussion, (5) to diagnose specific difficulties inhibiting pupil
learning and (6) to structure task in a way to maximise learning, etc. Questioning also serves motivational function. It creates interests and curiosity in the subject.

Questions have been classified in many ways. Some of the major classifications are as under:

A. 1. Lower order questions.
   2. Middle order questions.
   3. Higher order questions.

B. 1. Open questions.
   2. Closed questions.

   2. Convergent questions.
   3. Divergent questions.
   4. Evaluative questions.

Irrespective of the above classification, one of the major function of questioning is probing the pupil response.

When a teacher puts a question in the class, she gets various types of responses from the pupils. Some may give no response or say 'I don't know', some other pupils may give incorrect responses or partially correct or completely correct responses. How to handle such responses of the pupils? Except completely correct
responses. If a teacher wants to be an effective teacher without resorting to punishment. A teacher will have to go deep or probe into the pupil responses by asking a number of questions about what they already know and to lead them to the correct responses or to remove any ambiguity in their understanding which has led to such responses. This skill involves going deep into a pupil's response by asking a series of subsequent questions.

Components of the skill of Probing Questioning:

The components of the skill of probing questioning are:

1. Prompting technique.
2. Seeking further information technique.
3. Refocusing technique.
4. Redirecting technique.
5. Increasing Critical awareness technique.

Prompting technique: Sometimes the initial question may be too difficult for the pupils to answer. In such a case it is not advisable to abandon the question as to put it to other pupils. It may be modified by breaking it down into parts, by giving clues or hints, or making it more structured. These hints/clues to the correct pupil response are known as prompts. Technically prompt
is a secondary stimulus which helps in the emission of the correct response. Prompts are of two types—Thematic and Formal. Thematic prompts are concerned with the theme of the context where as formal prompts deal with the structure of the response, e.g. giving a part of the correct response.

When a pupil fails to respond, it will be better if the teacher makes sure that the question is well structured and clear to the pupils before giving pupil is partially correct, then the prompting techniques can be gainfully used.

Seeking further information: This technique may be used when pupil's response is incomplete or partly correct. The teacher tries to help the pupil to clarify or elaborate his response. This calls for elicitation of further information from the pupil to bring the initial response to the correct response. This technique is also used when the teacher thinks that the pupil has guessed without the knowledge of correct response. In such case the teacher may ask the pupil to furnish additional information regarding the response or rephrase his question.

Refocusing: This technique is used to deal with 'correct response situation' when a pupil's response to a teacher's question happens to be completely correct, the teacher is
satisfied. In such a situation, normally there is no need to put any more question. But, sometimes a skilful teacher wants to strengthen the response given by the pupil. For this he refocuses pupil's response and wants the pupil to relate it with something already learnt in the class or requires the pupil to consider the implications of the given response in more complex and novel situation. Besides, questions requiring the pupil to identify the similarities or dissimilarities of the given response with the related facts or issues not only strengthens the given response but also stimulate thinking on the part of the responding pupil.

Redirection technique: It involves directing the same question to a number of pupils one by one. Redirection is used when no or incorrect response is forthcoming. Another use of redirection is to increase pupil participation and sustain motivation. When a pupil does not give correct answer, prompt should be preferred to redirection. This would avoid a sense of rejection and lowering of level of motivation and participation on the part of the pupil.

Increasing Critical awareness: This technique is also used to deal with 'Correct response situation' Higher order question are asked to increase the critical awareness.
These questions help pupils to think beyond what they know. They are expected to answer by analysing the situation in terms of its elements, producing original communications, judging the validity of ideas. These questions engage pupils in the skill of thinking and of creating knowledge.

iv. Skill of using Blackboard

Blackboard is the visual aid most widely used by the teacher for classroom instruction. The skillful use of the blackboard is very important for the following reasons:

1. A good blackboard work brings about clarity in the understanding of the concepts being taught through clear visual presentation.

2. When the ideas are presented clearly without any ambiguity or irrelevance on the blackboard, it reinforces the matter which is being verbally conveyed by the teacher.

3. If the blackboard is used throughout for developing a lesson, a good work on it gives a wholistic picture of the lesson.

4. Skillfully used blackboard work adds variety to the lesson and draws attention of the pupils.
Description of the skill of using blackboard

The components of the skill of using blackboard are:

1. Legibility of handwriting.
2. Neatness in the blackboard work and
3. Appropriateness of written work on the blackboard.

1. **Legibility of handwriting:** The handwriting is said to be legible when there is maximum ease in reading it. Now there is a question, what make the handwriting more easy to read, i.e. Legible? It includes the following points:

   A. **Distinct difference between letters:** Every letters should be distinct for legible handwriting for example-

   cl d

   If we read this c and l and d then we are right and if we read d and both the letter as d then we are wrong. So for legible handwriting every letter should be distinct.

   B. **Spacing between letters and words:** There should be adequate spacing between two letters and words. If spacing is too little or too great, it lessens the ease in reading. For Example

   1. mn (mn) d (cl) legible (legible)
   2. every (every)
   3. spacing between the lines (spacing between the lines)
   4. Once upon a time (Once upon a time)
In the above example, we see that the handwriting within the brackets is easier to read than the one outside.

C. Slantness of each letter: Slantness of each letter should be closest to the vertical.

1. Once upon a time there lived a king

2. Once upon a time there lived a king. Here the second example is legible.

D. Size of the letters: If the size of the letters written by a teacher on the board is so small that pupils in the last row can not read it, then we can say size of the letters should be large enough to be read by the students in the last row. The size depends on the grade level of the pupil's.

e. Size of the capital letters: The size of the capital letters should be just bigger than that of the small letters, but not so much exaggerated so as to form an obstacle while reading.

f. Sizes of the capital and small letters: All the capitals letters should be of the same size and all the small letters should be of the same size.

g. Thickness of the lines: The thickness of the lines should be of the same width.

2. Neatness in Blackboard work

a. Straightness of the Lines: For neat blackboard work the words and the sentences should be written in the horizontal lines parallel to the base of the blackboard.
Once upon a time
there lived a king.

Example three is neat and straight.

B. Spacing between lines: The spacing between any two lines words/Sentences should be adequate neither too great nor too less.

1. Spacing between lines should be adequate.
2. Spacing between lines. should be
3. Spacing between lines.

In example first the spacing is too less. It makes the blackboard work not only untidy but also difficult to be read. example second does not look good in example third spacing is adequate.
Avoidance of overwriting

1. One day example
2. One day example

Black-Board
Black-Board

In example second we find the blackboard work is neat. There is no overwriting.

d. Focusing the relevant matter: In order to make blackboard work neat, the unrelated and irrelevant work and work not required should be erased so that pupils can concentrate on the material under focus of class room discussion.

3. Appropriateness of work on the Blackboard

The content is of two types:

1. letters/words/sentences,
2. diagrams/illustrations.

The appropriateness of work includes continuity, brevity and simplicity and drawing attention and focusing.

Continuity in the points: The lesson should be developed in continuation so that it should become systematic. We should write the salient points of the lesson one after the other as and when they are introduced. Continuity means a point should be logically related to the previous one.
Brevity and simplicity: Writing the blackboard summary at the end of the lesson we should give only the salient points in the lesson which form the gist. Simple and clear language should be used so that the pupils at a glance are able to recollect the whole lesson.

Drawing attention and focusing: While developing the lesson or writing the blackboard summary, we should underline the important points or use coloured chalks for drawing the pupil's attention to those points, for emphasizing some points, or for bringing contrast with other matter being presented on the blackboard.

If a teacher draws diagram, it should be simple, large, clear enough and proportionate in size to convey the ideas being presented. There should be no unnecessary details in diagrams. Coloured chalks may be used for differentiating the various parts.

Apart from the various components of good blackboard work, we should take care of the following points for the effective use of the skill of using blackboard. 1. We should check the conditions of the blackboard for its usability, like smoothness.

2. Check the lighting. The light falling on the blackboard should neither be too bright nor too dim so that there will be no strain on the eyes of the pupils.
3. Check whether or not the blackboard is clean before and after the use.

4. Keep required amount of chalks—both white and coloured and duster.

5. Stand on one side of the blackboard and do not come in between the pupils and the blackboard.

6. Avoid squeaking noise of the chalk while writing.

7. Avoid committing mistakes in the content written on the blackboard.

8. Clear or erase the matter on the blackboard in such a way that the air does not get filled with chalk dust. Never use fingers for erasing.

v. **Skill of Reinforcement:**

Reinforcement is the technical term used to describe any technique which modifies or change behaviour. Reinforcement may be positive (rewarding) or negative (without rewarding, corrective feedback and punishment). The reinforcement may give the recipient information or feedback about his actions and thus act as a corrective to his behaviour. This section of the unit is concerned largely with positive reinforcement and corrective feedback. Punishment is not considered for it hardly ever produces long term-changes in behaviour. Its main
use is to temporarily suppress 'wrong behaviour.' Whilst the 'wrong' behaviour is being suppressed instruction on correct behaviour can be given and when the appropriate behaviour appears it should be rewarded. The technique of using reinforcement to change behaviours was largely developed by B.F. Skinner.

Reinforcement is a term taken from the psychology of learning. The term implies the use of the technique for influencing behaviour of individuals in the desired direction. The concept of reinforcement is based on the hedonistic principle which envisages that an individual tends to repeat the pleasant experiences and avoid the unpleasant ones. Reinforcement, therefore constitutes one of the essential condition of learning.

Reinforcers: The stimuli that provide to the pleasant experience are called positive reinforcers, while the stimuli providing unpleasant experiences can be termed as negative reinforcers. By and large, positive reinforcers are used for strengthening the responses or behaviours of individuals and negative reinforcers for weakening or eliminating the undesirable responses or behaviours.

Behavioural Definition of the skill: The skill of reinforcement implies giving positive reinforcers using appropriate schedule and avoiding negative reinforcers.
Skillful management of reinforcers help a teacher to promote pupil's learning. The skill of reinforcement refers to the effective use of reinforcers. It can, therefore, be defined as "the effective use of reinforcers to modify pupil's behaviour in the desired direction".

**Behavioural components of the skill:**

1. Positive verbal reinforcement.
2. Positive non-verbal reinforcement.
3. Negative verbal reinforcement.
4. Negative non-verbal reinforcement.
5. Extra verbal cues.
6. Repeating and rephrasing.
7. Writing pupil's answer on the blackboard.

1. **Positive verbal reinforcement:** This involves giving verbal or linguistic expressions which act as reinforcers. For example, using 'good', 'very good', 'right', 'correct', 'fine', 'yes', 'well done' etc. after the pupil has responded. Sometimes words and phrases like 'go on', 'carry on', 'go ahead', 'continue', etc. also act as reinforcers. Even when teacher uses student ideas by elaborating, explaining, summarizing or paraphrasing, he is providing the positive reinforcement.
2. **Positive non-verbal reinforcement:** When a teacher uses gestures and performative behaviour to reinforce the student responses, it is known as positive non-verbal reinforcement. This component has four elements (a) nods and smile (b) moving towards pupils (c) giving friendly look and (d) writing pupil's responses on the blackboard.

   It has been found that positive non-verbal reinforcement is more effective in bringing about behavioural changes as repeated use of positive verbal reinforcement diminishes their effectiveness and ultimately become part of teacher's mannerism.

3. **Negative verbal reinforcement:** Though the purpose of this type of reinforcement is to strengthen the occurrence of a particular behaviour but in practice the use of certain undesirable reinforcers weaken the desired behaviour. The other effects of this type of reinforcement are decreased in level of motivation and interest. Words like 'Wrong', 'no', 'incorrect', 'not true', 'foolish', 'nonsense', 'shutup', etc. are examples of negative verbal reinforcers and should not be used excessively in order to facilitate learning.

4. **Negative non-verbal reinforcement:** This type of reinforcement can be given to make the students conscious
of certain undesirable behaviour. This can be done through such behaviours like frowning, widening of eyes, steering, nodding the head, tapping impatiently with hands, avoiding the particular pupil and moving away from him. However, this type of reinforcement should be used with caution as it tends to disrupt the rapport between pupils and the teacher. It may also hurt their ego and discourage them.

5. Extra-verbal Cues: Some time the teacher uses the utterances like 'um um' 'aha' to encourage the student to continue with his answer. These cues are given when the pupil response is lengthy. Preferably such cues may be given at places where pupil has uttered significant words and phrases. However, too frequent use of extra-verbal cues tend to lose their effectiveness as reinforcers and become part of the teacher's mannerism.

6. Repeating and rephrasing: Teacher repeats the correct response of the pupil or rephrases it for the benefit of other pupils in the class. Such behaviours have reinforcing effect on the pupils but teacher should repeat only those answers by the pupil which are novel and significant.

7. Writing pupil's answers on the blackboard: Teacher may write correct and original pupil response on the
blackboard to give reinforcement to the pupil. This has an additional advantage of securing pupil's attention also.

The following additional points may be taken into consideration while practising the skill of reinforcement.

a. Encouraging or reinforcing only a few responding Pupils:

Try to involve all the pupils and encourage their participation.

b. Using very few reinforcing statements: Use a wide range of reinforcing statements.

c. Overuse of reinforcement: Do not use the reinforcing statements for each and every response of the pupil. The situation becomes artificial in this way, and it loses its effectiveness.

d. Too frequent use of reinforcement should be avoided.

e. Token reinforcement like giving medals and prizes, writing comments, etc. should be very rarely used.

f. Reinforcement may be personalised by using pupil's name to increase its effectiveness.
vi. Skill of Achieving closure:

The interest of the pupils is created by introducing the lesson and they are prepared cognitively and effectively to receive new knowledge through the lesson to be introduced. At this stage we make the pupils aware of what they are going to learn by way of the objectives of the lesson.

But there are some questions. How can we know as a teacher that the objectives have been achieved? How do the pupils come to know that they have learnt what they intended to learn? How can we know that whatever we have taught was appropriate to the objectives of the lesson? How can the pupils use this new learning with the previous knowledge? Can they apply their learning to the new situations?

We can give answer these questions only when we learn how to 'Achieve closure' to the content material which we have presented to the pupils. It requires a skill on the part of the teachers.

Closure may be technically defined as directing attention to the completion of a specific task or learning sequence. The most common used form of closure is the lesson bell announcing the end of a lesson. Gains in pupil achievement are highest when a summary of the main points are given at the end of a lesson.
Achieving closure is similar to a stage known as recapitulation in the Herbartian steps, according to which it is a process of associating new facts with the old knowledge, applying new knowledge in various situations. The new knowledge and facts are repeated not mechanically but are reviewed from various points of view for developing insight into their meanings. 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.

If we donot end the lesson or achieve closure properly, we cannot get an opportunity during the lesson to evaluate what the pupils have learnt. We can not get psychological satisfaction that we have taught effectively. If the main points covered during the lesson are not synthesised into a meaningful whole, it may be difficult for us to introduce the next lesson or unit.

From the pupil's point of view achieving closure is also important. It is evident that the pupils will not be able to structure a meaningful cognitive whole of their achievements. 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. The pupils will not be aware
of the beginning of the subsequent teaching point.

**Description of the skill of achieving closure:**

The four components of the skill of achieving closure are:

1. **Consolidation of the major points by the teacher and/or the pupils:**

   This involves synthesising the main points covered during the lesson into a meaningful whole. This can be done either by the teacher with or without the involvement of the pupils or by the pupils alone. Unless the pupils review the bits of information they have learnt and understand the relationships between them, learning will not be effective and the knowledge thus gained will be easily forgotten. While doing this, the teacher will come to know whether the pupils have grasped what she taught. The teacher will also come to know about any gap in the pupils' understanding.

   For achieving this, a teacher may use any medium or approach or a combination of more than one approach or medium.

   There are two types of approaches:

   1. Using *summary* statements (verbal medium)
   2. Developing the blackboard summary (Non-verbal medium)
Other nonverbal medium like models, maps, charts, etc. can also be used for consolidation of the main points.

2. **Providing opportunities for pupils to apply present knowledge in various new situations:**

This involves creating situations where the pupils can make use of what they have learnt during the lesson (present knowledge). By this approach both the teacher and the pupils can know whether or not the pupils have understood what has been taught during the lesson. This helps the teacher in locating gaps in the pupils' understanding. This involves mostly testing situations where both the teacher and the pupils receive feedback immediately about their performance. For this purpose the media/approaches may be used as questioning—oral and/or written, nonverbal media like diagrams, maps, charts, etc., or experimentation.

3. **Linking past knowledge with the present knowledge:**

Past knowledge of the pupils means the knowledge of the pupils which they had before presenting the lesson in hand. The present knowledge is nothing but what has been taught during the lesson in hand. Linking the past knowledge and the present knowledge involves helping the pupils to see the relationship between them. The pupil has a wide range of past knowledge or concepts.
acquired throughout her life which can be called as apperceptive mass. Any new learning should be meaningfully fused with it. Although a human mind has a tendency to integrate the new knowledge with the past, there may be certain errors or delays in this direction. So in a classroom, the teacher should help the pupils to perceive and link them properly.

4. **Linking present knowledge with future learning:**

The term 'present knowledge' means what has been taught during the lesson in hand. The term 'future learning' refers to the home tasks or assignment given to the pupils. If linking has to be brought about between the present knowledge and the future learning, the assignment should be appropriate. The term 'appropriate' means that the assignment should be related to the present knowledge; it should be such that most of the pupils can do it correctly i.e. It should suit to the maturity level of the pupils; It should provide opportunities for the pupils to apply to present knowledge in new situations; and it should demand the application of higher mental processes.

Assignment may be given in different forms, such as: (1) It may be in the form of broad questions or objective type questions (2) It may require pupils to find
solution to the problem posed in the form of an experiment. (3) It may require the pupils to prepare charts, diagrams, etc. or conduct an experiment.