CHAPTER I

Introduction
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Objectives of the study
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CHAPTER I

INTRODUCTION

The present day teacher training programmes are frequently being criticised for their ineffectiveness. Various Education Commissions and Committees have pointed out loop-holes in them and suggested improved measures. The major defects in teacher education programmes are inadequate and haphazard supervision, lack of effective models, subjective and global feedback given to the student teachers about their teaching performance. There is no common frame of reference with which supervisors make their observations. They do not have any common model towards which the trainees have to progress during practice teaching. With such a defective practical and theoretically over-loaded teacher education programme, the trainees remains almost the same in his teaching competence even after the training.

Singh (1975) have pointed out the defects and have made suggestions for improvement of different aspects of teacher education. Bhas and Yadav (1974) have pointed out, "Much dissatisfaction has been shown about the training provided to the teacher. The trainees are not satisfied, the consumers are not satisfied, and more than this, even the trainers are not satisfied with training programmes."

Studies in abroad also support that traditional teacher education programme is not effective. Pokham and Bakar (1968), Davies (1969), have pointed out the defects of different aspects of teacher education.

Cope (1969) conducted a normative survey in U.K. and found that student teachers expressed their dissatisfaction. Borg (1970), Peterson (1973), have also pointed out the defects of different aspects of teacher education.

In order to meet challenges for better teacher education programme many innovative practices have been tried out such as competency/performance based teacher education programme, role playing, self-confirmation, microteaching and such others. Among them, the most popular ones are Microteaching and Competence Based Teacher Education Programme. Microteaching is one of such recent innovations especially in India.

Most of the studies in Microteaching conducted in India indicated that Microteaching is an effective t-technique in the modification of teacher behaviour. Tewari (1967),
Chudasama (1971), Marker (1972), Passi and Shah (1974), Abraham (1974), Joshi (1974), Bhattacharya (1974) found it an effective technique. Some more studies have been recently undertaken at CASE Baroda. Joshi (1976), Lalitha (1976), Passi (1976), Sharma (1976), Vaze (1974), found the effectiveness of the microteaching technique as compared to the conventional approach in the development of teaching skills.

These studies were sporadic and lack of comprehensiveness to arrive at wider generalizations. Therefore, a large scale experimental field study was undertaken in 1975-76 by the department of teacher Education National Council of Educational Research and Training in collaboration with Centre of Advance Study in Education, Baroda and nine colleges/ Universities departments of education. The main finding of the study was that the student teachers trained through microteaching acquire high teaching competence than the traditional teacher training technique of the usual practice teaching programme (Das, et al, 1976).

In addition to study the effectiveness of microteaching as a teacher training technique some studies have been carried out to find out the relative effectiveness of its various components such as modelling, College supervisor – peer supervisor and feedback, setting of microteaching– simulated or real.

With regard to modelling component Bandura, Ross and Ross (1963) have shown that filmed model are effective as live models. Orme (1966) studied the effects of modelling and a feedback variables on the acquisition of a complex teaching
strategy. Whether teaching behaviour could be acquired in a similar way and whether there were differences in effectiveness between symbolic and perceptual modelling. Videotape led to significantly greater gains than symbolic modelling. White (1968) found that an audio tape model led to a significant increase in pre-service teachers. Clause (1969) investigated the effects of modelling and feedback treatments on the development of teacher's questioning skills. Results indicated that the supervisor has a positive role to play in training with the video tape models. It was also found that modelling in general was more effective than feedback procedure. The study by Koran, M.L. (1969) showed that though both symbolic and perceptual model groups were superior to a control, the perceptual treatment was consistently more effective than the symbolic one.

Resnick and Kiss (1970) studied a form of discriminative modelling in which contrasting multiple models were used. The main conclusion drawn from the study was discriminative modelling techniques can produce a capacity for self-editing which substantially reduces a trainee's reliance on outside feedback.

Borg, et al (1970) observed that a film or a handbook model would best serve, the objectives of building on easily disseminated, reasonably priced product. The most economical model would be a handbook containing presentation of a
teaching skill as a series of verbal interaction. This type of presentation has been called Symbolic modelling.

Phillips (1973) reported that his results led to the tentative conclusion that symbolic modelling was a better instructional method than perceptual modelling.

Acheson (1974) studied two microteaching variations written versus videotape modelling and audiotape versus videotape feedback. Comparisons of pre and post training tapes on teaching performance indicated that the variations are of equal effectiveness in increasing teachers use of higher cognitive questions.

Vaze (1975) in his doctoral study found that audio modelling was a better technique when compared to symbolic models for the development of the skills in questioning.

Two studies of the N.C.E.R.T. field experiment (1975-76) found no significant differences in perceptual and symbolic modelling (Das, et al, 1976).

Barad and Paikaray (1976), in their studies found perceptual and symbolic modelling equally effective in developing General Teaching Competence among student teachers (Das, et al 1976).

Studies conducted at D.A.V. College of education, Abohar, C.C. College of education, H.J. College of education Bombay; and A.N.D. College of Kanpur also reported that both
formats (Perceptual and Symbolic) of modelling were equally effective in developing general teaching competence in student teachers (Das et al, 1977). Studies conducted in a college of education at Simla, found that perceptual and audiomodelling were equally effective.

With regard to supervision component of microteaching, Johnson (1968) has reported a pilot study in which the students were given instructions in the skills of 'Lecturing', 'giving directions' and having discussion. The three approaches of supervision were inductive deductive and subject oriented. It was found that different kinds of supervisory behaviour might have differential effects on skill acquisition.

Tuckman and Oliver's oftquoted study (1968) on the contribution of supervision compared four feedback conditions: 1. Pupil's feedback alone, 2. Supervisor's feedback alone, 3. Both pupil's and supervisor's feedback and 4. No feedback. Results indicated that both treatments involving pupils feedback, produced significantly greater change than the other two conditions compared to the no feedback condition, results also showed that supervisor's feedback produced a greater negative shift in teacher behaviour, away from the direction suggested by the supervisor.

Shah (1970) observed that the tape recorder helped the teacher in correcting his mistakes.
Young (1970) compared the effect of the provision of a single supervisor with colleague supervisor teams. It was found that students working in teams, performed a significantly greater number of specific teaching behaviours in 'orienting students to the learning task' students in teams also performed significantly better on three of the eight verbal and three of the ten nonverbal behaviours aimed at reinforcing students' responses.

Johnson and Knaupp (1970) concluded in their experiment on supervisors that students preparing for Microteaching expect that supervisors must be qualified to render technical assistance.

Mc Intyre (1971) compared the relative effectiveness of three approaches to microteaching supervision. 1. Individual conference with a tutor supervisor, 2. Groups of three students working with a tutor and 3. Groups of three students working alone. Comparison indicated that group one showed a significantly greater mastery of the skills studied. Mc Intyre concluded "at least for those Scottish students without previous teaching experience, the provision of tutors appeared necessary."

According to Griffiths (1973), there is need for systematic analysis of the behavioural components of Microteaching supervision skills. There is considerable scope for the development of a variety of supervisory strategies, and systematic manipulation of this variable in future research should help us to come to firm conclusions about conditions under which supervision is effective in promoting skill acquisition.
With respect to feedback component, in Stanford study, Acheson (1964) investigated the effects of video-tape feedback and different kinds of supervisory treatments. The results showed that in one group despite a decrease in teacher monologue, there was also a fall in episode frequency. Analysis of the data showed that neither direct nor indirect supervision produced significantly greater changes than no supervisory conference.

Morse, et al (1970) have reported a study of the effects of different kinds of feedback on the training of thirty-nine secondary school teachers in 'refocusing behaviours.' Four experimental treatments:

1. No feedback from audiotape or supervisor,
2. Feedback from audiotape only,
3. Feedback from audiotape and by listening to a guide.
4. Feedback from audiotape, guide and supervisory conference were compared and found that fourth experimental treatment seemed to profit from listening to their tapes with a guide and having a personal supervisory conference.

Griffiths (1972) investigated the effects of self-feedback and reinforcement on the acquisition of a teaching skill involving reinforcement of pupil-participatory response. It was found that the single most effective variable was "a form of self-viewing, accompanied by prompting by an experimenter during the self-viewing." The most effective treatment in a feedback condition was giving reinforcement and discrimina-
tion training. No significant differences were found between the group that received perceptual model training and the groups that received supervisor's feedback.

Pangotra (1973) in his study has compared the effectiveness of the different sources of feedback on the classroom behaviour of student teachers during their student teaching programmes. The different sources of feedback were: 1. student herself, 2. The college supervisor 3. External observer, the classroom behaviour was observed by Flanders Interaction Analysis Category System (FIACS). It was found that the student teachers who received self directed feedback performed better than those who received feedback from other sources.

Thresiamma (1975) studied the effectiveness of feedback in the development of the skills of recognizing attending behaviour and teacher liveliness among inservice teachers.

Sharma (1976), in his doctoral research, has found that audiorape and supervisor feedback is more effective than peer feedback in the development of general teaching competence.

Paintal, Sharma, Seth and Joshi conducted separate studies in 1976 in their respective institutions in order to determine the relative effectiveness of feedback provided by college supervisor and feedback given by peers. They reported no significant differences in the relative effectiveness
of these two sources of feedback in developing general teaching competence in student teachers (Das, et al 1976).

Studies conducted by the department of education, University of Indore, Vidya Bhawan teacher's college, Udaipur; College of Education, Patna; Maharaja's College of Education, Vijayanagaram; R.M.V. teacher's College, Coimbatore; Government Training College, Vellore; also arrived at similar results (Das, et al 1977).

A comparison between the relative effectiveness of peer feedback and self-feedback through audiotape was attempted at the Government College of Education, Ratanagiri, the study revealed no significant difference in these two sources of feedback in developing general teaching competence in the student teachers (Das, et al 1977).

The results of the above studies reveal that three sources of feedback, namely, peer, college supervisor and self feedback using audiotape are equally effective in developing G.T.C. in the student teachers.

According to the findings of M.C.E.R.T. field experiment there is no significant differences between the feedback provided by supervisor and the feedback given by peers in the scores on general teaching competence (Das et al 1976).

The present set of studies are related to the effectiveness of Microteaching in developing general teaching competence with variation brought in the setting, namely, simulated and real classroom conditions.
For bringing the situations of classroom into the college, Jacobs, (1960) has tried out the technique of socio-drama in the training of teachers. Apart from these approaches, simulation in teacher education has followed two main lines, the first method is that on the role play situation, the other technique that can be used in simulation is the "in-basket technique." This method presents a series of situations which might typically occur in the classroom.

With a view to prove that simulation is an effective technique for teacher training, Cruickshank (1971) identified five of the most common justifications in favour of this:

1. Simulation permits student teachers to engage frequently and severe problems that might not occur during their field work experience, (2) It can often provide experience in a low-cost model of a high-cost environment, (3) It can compress time by presenting the student with more decision-making points or problem situations, (4) Space can also be compressed since simulation can present a variety of school environment to a student teacher which is normally limited to one field experience and (5) Simulation has the potential for immediate feedback, making it possible to identify cause-effect relationship for the student teachers.

Lehman (1970), Lesser (1965), Binnie, (1972) found that Micro-teaching as a simulated technique of teacher training is effective. These studies suggest the efficacy
of simulation as a teacher training technique. The whole premise of training through simulation is contained through the interaction of three sets of activities; (1) Lectures provide the factual base for considering a given issue, (2) Guided student readings and discussions provide opportunities for exploration of facts of lessons, and (3) These activities are built around simulated experiences which provide a personal base for knowledge.

Studies were conducted during 1976-77 to determine the comparative effectiveness of Microteaching procedure under simulated and real classroom conditions at Central Pedagogical Institute, Allahabad; M.E.S. Teacher's College Bangalore; Regional College of Education, Bhubaneswar; R.V. Teacher's College of Bangalore and Shri R.P. Ambedkar College of Education, Borsad. Out of the five, in three studies the student teachers trained under real classroom situation scored significantly higher on G.T.C. as compared to those who were trained in simulated conditions. The remaining two studies reported that both the conditions were equally effective in developing G.T.C. in student teachers (Das et al. 1977).

A study was conducted at the T.N. College, Jaunpur, to determine the relative effectiveness of Microteaching procedure under simulated conditions and under mixed conditions. The study reported no significant difference in the relative effectiveness of these two conditions in developing G.T.C. in the student teachers.
The results of the studies reviewed being inconclusive, it is considered desirable to replicate the studies.

A review of related literature showed that most of the studies in Microteaching have been conducted abroad and not in India. As a technique of teacher training in India Microteaching is in its infancy and needs further study.

There are different components of Microteaching. Modelling is one of the most extensively researched components of microteaching procedure. The term modelling has been borrowed from the behavioural modification Psychology. The rationale for the use of modelling in Microteaching is derived from the theories of imitative learning as propounded by Bandura and Walters (1965).

Modelling in a Microteaching setting refers to the mode of presenting the desired behaviours related to a skill for imitation by student and teachers. It has been described by Allen and Ryan (1967) as "an individual demonstrating particular behaviour patterns which the student learns through imitation."

The three basic formats in which models can be presented are (1) Perceptual (2) Symbolic (3) Audio. Perceptual modelling involves showing to a student teacher a film, or videotape or a live model of the desired behaviours under a particular skill with the hope that the student teacher will
acquire these behaviours through skillful imitation.

Symbolic modelling involves presentation of models in the form of written material such as handbooks, guides, modules.

Audio modelling involves presentation of the desired behaviours under a skill to a trainee through audiotape.

Modelling is effective in skill learning. It makes the concepts clear. While exploring the related literature the investigator did not come across any research in Uttar Pradesh related to the effect of different types of modelling upon general teaching competence of pupil teachers, whatever the work is done, the results are contradictory. Pupil teacher trained through different types of modelling may also have different impact upon academic performance of students. So the researcher felt justified in taking research problem entitled "A study of the impact of perceptual, symbolic and audio modelling in Microteaching upon general teaching competence of pupil teachers and its impact upon the academic achievement of students."

Definition of the terms:

The main concepts in the study were Microteaching, Modelling—perceptual modelling, symbolic modelling, and audio modelling, General Teaching Competence, Pupil teachers, Academic Achievement and Students to make the clear conceptualization of the problem these terms are defined functionally as follows:
**Microteaching:** Microteaching has been described as a scale down teaching encounter designed to develop new skills and refine old ones (Mc Knight, 1971). Complexity in a teaching encounter is reduced by having a small number of pupils, short duration of time, the content being reduced to a single simple concept and one component skill is practised at one time. It may be considered as a miniaturised classroom teaching.

It is a training setting for the student teacher where complexities of the normal classroom teaching are reduced. The complex teaching skill is analysed into simpler component teaching skills which are practised one at a time, microlesson using single concept is planned.

Allen and Eve (1968) defined Microteaching as "...a system of controlled practice that makes it possible to concentrate on specific teaching skills and to practise teaching under controlled conditions."

Mc. Collum and La Due (1970) state that Microteaching is an opportunity to gain classroom capabilities and expertise before the student teacher starts entering the macroteaching situation. Microteaching is essentially meant for either pre service or in service teachers to develop and improve upon their instructional skills.

**Modelling:** Modelling has been defined as an individual
demonstrating particular behaviour pattern which the observers learn through imitation' (Allen and Ryan, 1969). New responses may either be learned or characteristics of the existing responses may be changed as a function of observing the behaviour of others. Mc Dougall (1908) regarded imitativeness as innate process.

The major objective of modelling for teachers is to enable them to exercise greater control over their own behaviour in classroom situation. It is necessary for the teacher to know clearly what he is to observe and what is the purpose of his observation when a complex teaching act is analysed into its component parts and many skills can be isolated.

There are three formats of modelling (i) Perceptual Modelling (ii) Symbolic Modelling (iii) Audio Modelling.

Perceptual Modelling: It involves showing to a student teacher a film, or a video tape or a live model of the desired behaviours under a particular skill with the hope that the student teacher will acquire these behaviours through skillful imitation. An important advantage of using a filmed or a videotaped model is that it can be structured. Through the use of these media, the learner can be presented with a highly controlled and planned observational experience. Besides, these media help to secure and sustain trainees attention to a great extent. Another advantage of filmed
or videotaped models is that once these are developed, they can be used over and again in a variety of setting if desired. These models can be developed and refined in advance of their actual use.

Live models are also very useful in providing examples of the desired behaviour under a skill. A live model is nearer to the reality than any other model.

Here in this study perceptual modelling means the demonstration in teaching skills by the researcher herself.

Symbolic Modelling: Symbolic modelling involves presentation of models in the form of written material such as handbooks, guides, modules. In this format of modelling, it is possible to exercise a great deal of control in terms of its timings, content and presentation. However non-verbal behaviour is difficult to be depicted through these models except in the form of directions and some illustrations.

Here in this study symbolic modelling refers to the handbook "Becoming better Teacher"-edited by Dr. B.K.Passi.

Audio Modelling: Audio-modelling involves presentation of the desired behaviours under a skill to a trainee through audiotape.
General Teaching Competence: General Teaching Competence means over all competence of the pupil teacher of planning the lesson, presenting the matter, evaluation of teaching in the context of classroom at secondary level. Teaching constitutes one of the major tasks of teacher. Competence over this task of teaching is the essence of a successful educational system. The development of teaching competence among teachers necessitate a clear understanding of the term as well as the method for its assessment. With more than half a century of research in this area, there has been no consensus regarding the meanings of the terms 'teaching', 'Competence' and hence 'teaching Competence' itself. As regards the term teaching although defined in different ways (Bhattacharya 1974), there has been a trend in perceiving the process analytically as constituting a host of activities (Brown, 1975, Gage, 1972). This analytical approach to perceive teaching has given a basis for innovations in teacher education, like microteaching (Allen and Ryan, 1969). The term 'Competence' has also been a debatable term. It refers to the criteria that determine teacher effectiveness. It can now be stated with fairly high confidence that pupil outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness (Flanders and Simon, 1969). But the term 'teaching competence' as defined by various authors includes more than mere teacher effects or pupil outcomes. According to some authors it includes knowledge, attitude, skill
and other teacher characteristics (Haskew, 1956, Wilson, 1973). Some others perceive teacher competence as teacher behaviours that produce intended effects (Medley and Mitzel, 1963, Biddle, 1964). Rama (1979) defines teacher Competency as "the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting."

This lack of consensus of the term 'teaching competency' highlights the difficulty of its measurement. Teaching process is determined by knowledge, a set of abilities, attitudes and skills. Which in turn determine pupil outcomes. Thus the term 'Teaching' can be defined as a set of observable teacher behaviours that facilitate or bring about pupil learning and 'teaching Competency' means an effective performance of all the observable teacher behaviours that bring about desired pupil outcomes. Based on the micro-criteria approach to study 'teaching' (Gage, 1963), teaching is perceived as a set of teaching skills where in a teaching skill is a set of teaching behaviours that facilitate or bring about a specific instructional objective. In other words, teaching competence involves effective use of these various teaching skills.

**Pupil Teachers:** Pupil teacher means student enrolled for B.Ed. course. Here in this study pupil teacher means
student enrolled for B.Ed. course in 1982-83, 1983-84 as prescribed by Kanpur University.

**Academic Achievement:** Academic Achievement means knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in test.

**Student:** According to the little Oxford dictionary student means a person who is studying. Generally student means a scholar or pupil who is getting formal education. Here in this study student means the pupil of Junior High School class (VIII).

**Objectives of the study:** The main objectives of the study were as follows:

i. To study the impact of perceptual, symbolic and audio modelling in microteaching upon general teaching competence of pupil teachers.

ii. To compare the impact of perceptual, symbolic and audio modelling in microteaching upon general teaching competence of pupil teachers.

iii. To study the effectiveness of perceptual, symbolic and audio modelling in microteaching in increasing general teaching competence of pupil teachers of different sex.

iv. To compare the effectiveness of perceptual, symbolic and audio modelling in microteaching in increasing general teaching competence of pupil teachers of
different sex.
v. To study the impact of different types of modelling in Microteaching upon general teaching Competence of pupil teachers offering social-studies, Hindi and Science.

vi. To compare the impact of different types of modelling in Microteaching upon general teaching Competence of pupil teachers offering social-studies, Hindi and Science.

vii. To study the impact of general teaching competence developed through different types of modelling upon academic achievement of students.

viii. To compare the impact of general teaching competence developed through different types of modelling upon academic achievement of students.

Subsidiary Objectives of the study:
i. To construct the model lessons on six skills in Social Study, Hindi and Science.

ii. To prepare general teaching competence scale on the basis of Passi's general teaching competence scale.

iii. To construct Achievement tests in social study, Hindi and Science.

Hypotheses: The null hypotheses to be tested were as follows:
i. The impact of perceptual, symbolic and audio modelling
upon General Teaching Competence of pupil teachers not significantly.

ii. There will be no significant difference in the effect of perceptual, symbolic and audio-modelling in Microteaching in increasing General Teaching Competence of pupil teachers of different sex.

iii. No significant differences will exist in the impact of different types of modelling in microteaching upon General Teaching Competence of pupil teachers offering Social studies, Hindi and Science.

iv. The impact of General Teaching Competence developed through different types of modelling upon the academic achievement of the students will not differ significantly.

vii. "Modelling and sex will not interact significantly."

v. "Modelling and subjects will not interact significantly."

vi. "No interaction will exist between subjects and sex."

viii. "There will be no significant interaction effect between modelling, subjects and sex."

Delimitations: Delimitations of the study were as follows:

1. Sample: For this experiment 168 pupil teachers (84 male pupil teachers from V.S.S.D. College Kanpur and 84 female pupil teachers from A.N.D.M.M.M.Kanpur) were selected randomly. The pupil teachers offering Social studies, Hindi...
and Science methods of teaching were included in the sample. In each college there were three groups: two experimental (Modified Microteaching MMT₁ and MMT₂) and one control (standard Microteaching). These groups were equated on the basis of intelligence and socio-economic status, age, sex, and academic level with no teaching experience. The division of sample was as follows:

Table I showing division of sample

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<th>Colleges</th>
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2. Content: The delimitations of content were as follows:

A. Modelling: The impact of the following three types of modelling was seen:

i. Perceptual Modelling: Demonstration of teaching skills by the researcher.

ii. Symbolic Modelling: Presentation of Model lessons prepared by the researcher herself.

iii. Audio Modelling: Modelling through tape recorder.
8 Academic Subjects: The pupil teachers offering Social studies Hindi and Science were only included in the sample.

C Skills: The following six teaching skills were taken in the following sequence:

i. Skill of writing Instructional objectives.
ii. Skill of Introducing a lesson.
iii. Skill of probing questioning.
iv. Skill of using black-board.
v. Skill of Reinforcement.
vi. Skill of Achieving closure.

3. A. City: The experiment was delimited to Kanpur city only.

B. Field: This experiment was conducted only on the pupil teachers enrolled for B.Ed. courses in Acharya Narendra Deo Mahapalika Mahila Mahavidyalaya Harsh Nagar Kanpur (Only Girls College) and Vikramjeet Singh Sanatan Dharma College Kanpur (Boys) affiliated to Kanpur University, Kanpur.

Tools: The following tools were used for the purpose of study:

i. Verbal Intelligence test by Rai Chaudhary Ojha.
ii. Socio Economic Status Scale by S.P.Kulshrestha.
iii. To measure the General Teaching Competence of pupil teachers, General Teaching Competence scale based on B.K.Passi was prepared by the researcher herself.
iv. To measure the academic achievement of students
Achievement Tests in, social studies Hindi and Science
prepared by the researchers were used.

v. Observation schedules as given in Handbook 'Becoming
Betters Teacher' by B.K. Fassi were used.

Method of the study:

In this study pre-test and post test parallel group
design was undertaken to test the hypothesis laid down
above.

Variables: The variables were as follows:

1. Experimental or Independent Variable:
   i. Perceptual Modelling.
   ii. Symbolic Modelling.
   iii. Audio Modelling.

2. Criterion or Dependent Variables:
   i. General Teaching Competence of the pupil teacher.
   ii. Academic Achievement of students.

3. Extraneous or Controlled Variables:
   i. Intelligence.
   ii. Socio-Economic Status.
   iii. Age.
   iv. Academic level.
   v. No. Teaching experience.
SCHEME OF CHAPTERS

The chapters are as follows:

CHAPTER I

Introduction

This chapter gives the findings of the previous studies and pin points the felt gap in this study. It gives functional definitions of the terms used, objectives, hypothesis of the study, delimitations, method and variables of the study.

CHAPTER II

RELATED LITERATURE

Detailed findings of the studies with respect to the impact of different types of modelling upon General Teaching Competence of pupil teachers and impact of General Teaching Competence upon academic achievement of students are given in this chapter.

CHAPTER III

CONCEPT OF MICRO TEACHING

In this chapter the meaning and definition of Microteaching, history of Microteaching, Principles underlying Microteaching technique, phases of Microteaching, organisational pattern, important features of microteaching, importance of Microteaching, advantage and limitations of Microteaching technique are mentioned.
CHAPTER IV
TEACHING SKILLS

Concept of teaching skill and detailed description of six teaching skills studied under this study, their meaning, their components are given here. The six teaching skills given are as follows:

i. Writing Instructional objectives
ii. Introducing the Lesson
iii. Probing Questioning.
iv. Re-inforcement.
v. Using black-board.
vi. Achieving closure.

CHAPTER IV

DESIGN AND PROCEDURE OF THE STUDY

This chapter deals with the design and procedure of the study, the selection of sample, tools, administration of tools, their scoring, procedure of the experiment and methods followed for the analysis of data.

CHAPTER VI

ANALYSIS AND INTERPRETATION OF DATA

A detailed analysis, interpretation and discussion of results showing the impact of different types of modelling upon G.T.C. of pupil teachers and the impact of G.T.C. upon academic achievement of students are dealt in this chapter.

CHAPTER VII

FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter provides a brief review of the results and findings as a summary. It gives educational implications, limitations of the study and suggestions for improvement of present study and for further researcher.