APPENDIX - C

CENTRE OF ADVANCED STUDY IN EDUCATION
THE M.S.UNIVERSITY OF BARODA
BARODA

ACHIEVEMENT TEST ON MICROTEACHING

Q N I : Prepare a lesson plan for developing following teaching points with the help of probing questions.

1. Blood is one of the humanbody constituents.
2. Blood circulation is essential for animal to live.
3. Blood carries oxygen and food to all body parts.
4. Carbondioxide and other nitrogenic wastes are collected from cells, to respiratory and exoratory system by blood.
5. Heart pumps the blood.

Q N II : Frame five specific instructional objectives in terms of observable behaviours covering all the criteria mentioned in skill of 'Writing Instructional Objectives' for the above lesson.
(Objectives may carry extra content, activities if necessary than mentioned in Question I).

Q.III : List at least two criterial attributes to teach the phenomenon 'Heat transmition by radiation for the VIII Std. Giving two positive examples, two negative example and one analogy to illustrate the same phenomenon. Explain each in about two sentences giving the specific reason.

Q. IV : Frame an explanation episode for the following teaching points for VII standard not using more than 200 words following the criteria of 'Skill of Explanation.'

1. Arteries and veins are blood vessels in body.
2. Arteries carry oxygenated blood and veins carry deoxygenated blood.
3. Arteries carry oxygenated blood to the other parts of the body whereas pulmonary artery carries deoxygenated blood from heart to lung. Similar is the case with pulmonary vein.

Q. V : 1: In the episode find out two situations where in teacher can ask critical awareness questions and one situation for refocusing question. Write your choices of including them in the sequence of teacher-pupil interaction given in the episode (indicate by giving number of interaction between which you would like to introduce the question).

2. In the given episode findout five situations for prompting questions, following similar method for answering as in
3. In the given episode find out two situations wherein the teacher has wrongly used 'reinforcement'. Give reasons.
4. In the given 'Blackboard Work', find out the specific places wherein teacher can improve his blackboard work. Give reasons.
5. Study the instructional objectives written in terms of criteria specified for writing instructional objectives. Rewrite giving reasons if necessary.

Q.VI 1. Give the difference between 'refocusing and criticle awareness questions.'

2. When is redirecting questionsng useful in classroom teaching ?
3. What are the reinforcers other than verbal positive, negative and non-verbal positive and negative reinforcems?
4. For what purpose negative reinforcers should be used ?
5. What is the difference between 'Rule-example' and 'Example-rule' approach ?
6. What is should be the purpose of movement in classroom ?
7. What is 'focusing' ?

Q.VII Find out purpose for which the teacher uses following behaviours, also name the components.

1. Teacher node his head with smile.
2. Teacher moves from left to right while explaining.
3. Teacher responds 'try once again' to students answer.
4. Teacher approaches the student when she is responding.
5. Teacher stretches out her hands, to express the size of earth.
6. Teacher repeats the students answer with sarcasm.
7. Teacher stops for 10 seconds after explaining a point before starting the second.

Q.VIII Write all the components of the following skills.

1. Probing Questioning
2. Writing instructional objectives.
3. Explaining
4. Reinforcing
5. Stimulus variation
6. Illustration
7. Blackboard work.

OBJECTIVES :

1. They will be able to write down the definition of 'momentum' referring to any material.
2. More than half of the students will write the example of conservation of linear momentum.
3. Students will be able to recall the rate of change of velocity of the body is due to the force applied/the mass for five given situations not making more than one mistake.
4. Students will be able to tell units of eight measurements of without making any mistake.
5. Students will draw the resultant vector when two forces are given in their note books with the help of geometric box.

Episode :

1	Tr.	:	You all know that air is essential for living things. Can you tell what are living things ?
2	St.	:	Animals, human beings.
3	Tr.	:	Any more ?
4	St.	:	Plants, bacteria.
5	Tr.	:	Good, Do plants need air ?
6	St.	:	Yes.
7	Tr.	:	Do animals need air ?
8	St.	:	Yes.
9	Tr.	:	What do you think about the relations of air and living things ?
10	St.	:	All living things need air.
11	Tr.	:	Scientist says that there is no life on moon. Can you give the reasons ?
12	St.	:	There is no air on moon, therefore no life.
13	Tr.	:	Good, you have understood the importance of air. Can you tell gases present in the air ?
14	St.	:	Oxygen
15	Tr.	:	Any other ?
16	St.	:	Nitrogen
17	Tr.	:	Any other.
18	St.	:	(No response)
19	Tr.	:	What happens when carbon combines with the oxygen ?
20	St.	:	It forms Carbondioxide.

21 Tr. : Thats all right. Can you tell what are the other gases present in the air ?

22 St. : Carbondioxide.

23. Tr. : What happens to the liquid when exposed to sublight ?

24. St. : It evaporates.

25. Tr. : Fine, What happens to the evaporated water ?

26. St. : It goes in the air.

27. Tr. : Can you say what are the other substances in the air ?

28. St. : Water vapours.

29. Tr. : You have understood that air is essential for all living things and contains many things like : nitrogen, oxygen, carbondioxide, dust particles and some more gases of similar type as said. Out of these gases which gas is needed for our life ?

30. St. : Oxygen.

31. Tr. : That is very good. Oxygen is needed for breathing.

32. St. : Which part of the air the animal breath out ?

33. Tr. : Carbondioxide.

34. St. : Tr., Let us assume that this activity continues for years together. Then what happens to the constituents of air ?

35. St. : The air will be filled with carbon dioxide.

36. Tr. : Again, imagine the activity to activity further, what happens ?

37. St. : The air will be completely filled with the carbon dioxide.

38. Tr. : Good, What do you predict about the oxygen content ?

39. St. : No, oxygen and there will be no life.

40. Tr. : You are correct, but in reality it does not happen. Is there any other source which use CO2 ?

41. Tr. : No response.

42. St. : Fine, What do you mean by Photosynthesis ?

43. St. : It is a process in which plants produce food.

44. Tr. : But can you further explain how the process takes place ?

45. St. : Plants take carbon dioxide and prepare food.

46. Tr. : During the process which gases is given out ?