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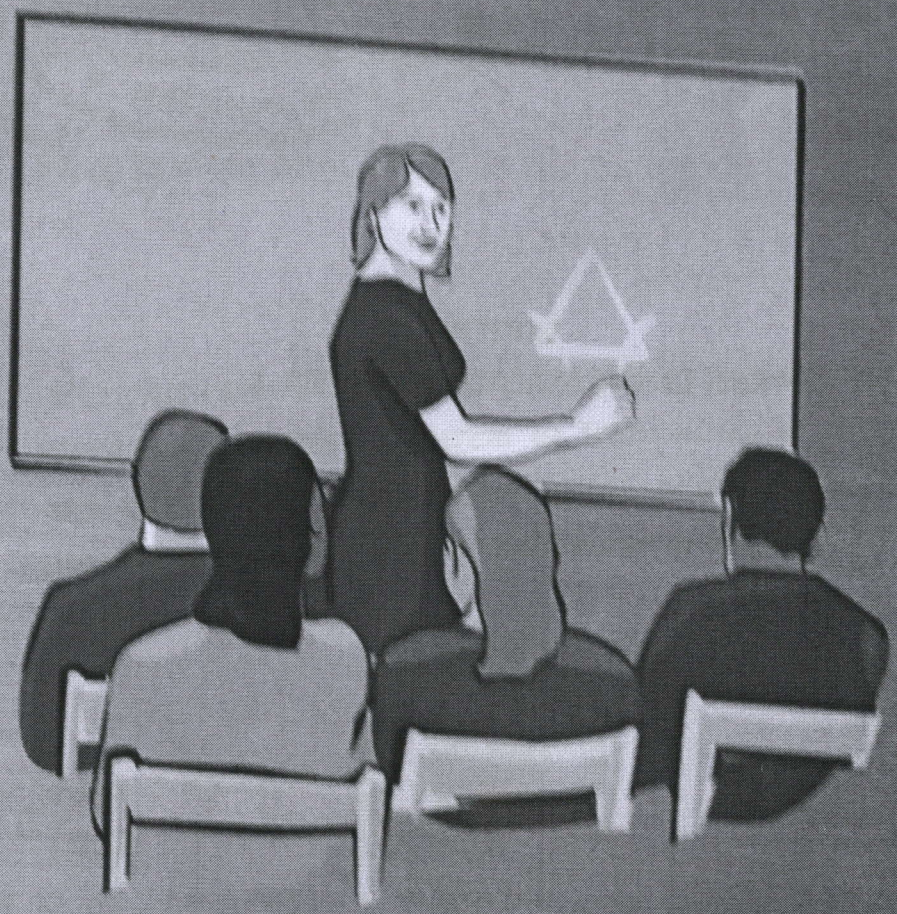
MADE EASY



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CONTENT

II. SKILL OF INCREASING PUPILS' PARTICIPATION

Providing opportunity for pupils to increase participation by asking questions, creating climate of participation, use of silence, non-verbal cues, calling upon pupils physical participation. To make more students participate in class activities. It includes both responses and reactions of the pupils along with their own new activities. It is a combination of questions and reinforcement.

Components

The components of skill of increasing pupils' participation are as follows,

i. Questioning Verbal (QV)
ii. Questioning Non-Verbal (QNV)
iii. Verbal Encouragement (VE)
iv. Non-Verbal Encouragement (NVE)
v. Pausing (P)
vi. Pupil Verbal Response/Initiation (PVR/I)

i. Questioning Verbal (QV)

It is the first component of the skill of increasing pupil participation. In order to encourage the students in the learning process the teacher asks some interesting questions verbally by calling the learners orally.

ii. Questioning Non-Verbal (QNV)

The teacher uses non verbal cues to indicate a person to answer and sometimes redirect the questions non-verbally to other persons using gestures.

iii. Verbal Encouragement (VE)

When the learners give correct responses to the questions asked by the teacher, they must be encouraged verbally like good, very good, excellent etc.

Teacher : Good morning students.

Student : Good morning sir.

Teacher : Are you all happy today? **(QV)**

Student : Yes sir. We are very happy because, we have celebrated our friend's birthday today.

Teacher : Ok. dear students. Look at my hands what am I holding? **(QV)**

Student : There are some leaves and a polythene bag sir.

Teacher : Very good. Give him a big clap. **(VE)**
(Pauses for a while and says) yes, I am holding some coriander leaves and a polythene bag. **(P)**

Student : Sir, What are you going to do with these leaves and a polythene bag? **(PVR/I)**

Teacher : Raja, get up take some coriander leaves and keep them in a polythene bag for few hours. Now can you say what will happen after few hours? **(QV)**

Student : No response.

Teacher : The teacher indicates another student. **(QNV)**

Student : Sir, water vapour will appear after few hours.

Teacher : Very good. **(VE)**

Student : Sir, from where has this water come? **(PVR/I)**

Teacher : Can any one answer for his question? **(QV)**

Student : Sir, from plant as a result of evaporation.

Teacher : (The teacher goes to him and pats his shoulder) **(NVE)**
Rajesh, What is the technical name given to this process? **(QV)**

Student : No response.

Teacher : Pauses for a while and says, the technical name of this process is transpiration. Now we will study the definition of Transpiration and its kinds.

Student : Yes sir.

Teacher : How can you define transpiration? **(QV)**

Student : The loss of water through the aerial parts of a plant.

Teacher : Excellent. All of you give him a big clap. **(VE)**
Can you give an example for the aerial parts? **(QV)**

Student : Leaves and shoot.

Teacher : The teacher goes to him and gives him a hand shake. **(NVE)**

Student : Sir, What are the different types of transpiration? **(PVR/I)**

Teacher : There are three types of transpiration namely, stomatal transpiration, cuticular transpiration and lenticular transpiration. Now all of you repeat after me. **(QV)**

Student : Yes sir. (all the students repeat after the teacher) Sir, please can uou say the meaning of stomatal transpiration? **(PVR/I)**

Teacher : Yes, of course, the transpiration of water through stomata is called stomatal transpiration.

Student : Sir, What is stomata? **(PVR/I)**

Teacher : Can any one answer for his question? **(QV)**

Student : Yes sir. Stomata are tiny (minute) pores in the epidermis of leaves and other aerial parts of the plant like stem.

Teacher : Excellent. **(VE)**
Venkat. What is cuticular transpiration? **(QV)**

Student : No response.

Teacher : (Pauses for a while and indicating another student) **(P) (QNV)**

Student : No response.

Teacher : Cuticle is the waxy layer lying over the epidermis of the leaf. Only a small amount of transpiration occurs through the cuticle. This is known as cuticular transpiration.

Student : Sir, What is lenticular transpiration? **(PVR/I)**

Teacher : Lenticels are minute pores found on the barks of woody plants. A small amount of transpiration occurs through

lenticels also. This is known as lenticular transpiration. All of you memorize the definition and kinds of transpiration. Will you do it? **(QV)**

Student : Yes sir.

Teacher : Thank you students.

Student : Thank you sir.

EPISODE : 2

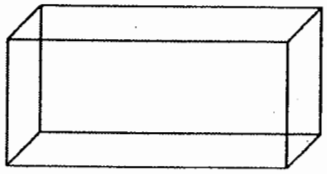
Name of the Student Teacher	:	.....
Name of the Skill	:	**Increasing Pupil's Participation**
Subject	:	**Mathematics**
Concept of Teaching	:	**Cuboid**
Standard	:	**IX**

Teacher : Good morning students.

Student : Good morning sir.

Teacher : Today we are going to find the area of the cuboid. Can anyone come and draw a Cuboid.

Student : Comes and draws.



Teacher : How many sides are there in a cuboid? **(VQ)**

Student : No answer.

Teacher : Points each side and gives time to think. **(P) (NVQ)**

Student : Six sides. **(PVR/I)**

Teacher : Very good. What are the measures involved here? **(VE) (VQ)**

Student : Length, Height. **(PVR)**

Teacher : Indicates the next side and gives time to think. **(NVQ) (P)**

Student : Breadth. **(PVR/I)**

Teacher : Clap your hands. What is the total surface area of a cuboid? **(NVE) (VQ)**

Student : Silent.

Teacher : Points the next student. **(NVQ)**

Student : Area of all the sides should be added. **(PVR)**

Teacher : Nods the head. What is the area of the top portion? **(NVE) (VQ)**

Student : lb. **(PVR/I)**

Teacher : What is the area of the bottom portion? **(VQ)**

Student : lb. **(PVR/I)**

Teacher : Indicates the front portion. **(NVQ)**

Student : lh. **(PVR/I)**

Teacher : Points the back portion. **(NVQ)**

Student : lh. **(PVR/I)**

Teacher : Still what are the other sides to be found out? **(VQ)**

Student : Silent.

Teacher : Gives time to think and indicates the portion on the blackboard. **(P) (NVQ)**

Student : Right portion and left portion. **(PVR/I)**

Teacher : Excellent. Now what is the area of right and left portion? **(VE) (VQ)**

Student : bh and bh. **(PVR/I)**

Teacher : Now what is the next step to find the total surface area? **(VQ)**

Student : Add all the areas. **(PVR/I)**

Teacher : Nods the head. Anyone come and do the calculation on the board. **(NVE) (VQ)**

Student : lb+lb+lh+lh+bh+bh **(PVR/I)**

Teacher : Very good. Next **(VE) (NVQ)**

Student : (2lb+2lh+2bh) shall I take the common term outside. **(PVR/I)**

Teacher : Nods the head. **(NVE)**

Student : 2(lb+lh+bh). What is the unit for this? **(PVR/I)**

Teacher : sq.units. Hence the total surface area of cuboid is 2(lb+lh+bh) sq.units.

EPISODE : 3

Name of the Student Teacher	:	.....
Name of the Skill	:	**Increasing Pupil's Participation**
Subject	:	**English**
Concept of Teaching	:	**Meaning of Adverb**
Standard	:	**IX**

Teacher : Good morning students.

Student : Good morning sir.

Teacher : Today I am going to teach 'Adverb'. What is the topic? **(QV)**. (The teacher gives a pause) **(P)**. (The teacher points out his finger) **(QNV)**.

Student : Adverb.

Teacher : Good **(VE)**. Who knows what an adverb is? **(QV)**.

Student : I know sir.

Teacher : Good. Can you give me the answer? **(QV)**

Student : Adverb is a word, which adds more meaning to a verb.

Teacher : Good. **(VE)** Can any one of you answer? **(QV)**

Student : It adds meaning to a 'Verb'. In other words, an adverb describes, modifies or provides more information about a verb in a sentence. They tell us when, where, how, in what manner, or to what extent an action is performed.

Teacher : Very good. **(VE)** Shall I give some examples for what you have said? **(QV)**

* Where (Adverb of Place) : He ran *here.*
* How (Adverb of Manner) : He ran *quickly.*

* In what manner (Adverb of Manner) : He ran *barefoot.*
* When (Adverb of Time) : He ran *yesterday.*
* To what extent (Adverb of Degree) : She is *very* beautiful. He answered *all.*

Student : So, are there different types of adverbs? **(QV)**

Teacher : Yes **(VE)**. You are correct. Basically, Adverbs are of four types: (i) Adverbs of Place, (ii) Adverbs of Manner, (iii) Adverbs of Time, and (iv) Adverbs of Degree. So an adverb can be a word used to add something to the meaning of a verb,...**(P)**, an adjective, or .....**(P)** an adverb.

Student : Can you give some more examples, Sir? **(QV)**

Teacher : 1.He works quickly (adds to the meaning of the verb 'work')

2. Flower is *very* beautiful. (adds to the meaning of the adjective 'beautiful'.

3.You answered *quite* correctly. (*'quite'* adds to the meaning of adverb 'correctly' and *'correctly'* adds to the meaning of the verb 'answered' – 2 Adverbs).

Do you follow me? **(QV)** .....**(P)**

Teacher : Please get up and give an example of an adverb that describes an adjective. (Pointing out a finger) **(QNV)**

Student : I don't know, Sir.

Teacher : .....**(P)** (The teacher points out the next boy) **(QNV)**.

Student : Sorry, Sir. It is not clear.

Teacher : (The teacher points out another boy) **(QNV)** I will give a clue. Construct a sentence using the word 'very'

Student : You are a *very* good teacher. 'Very' is the adverb in this sentence.**(PVR/I)**

Teacher : Good **(VE)**. (All the students give him a big clap) **(NVE)**. (The Teacher pats) (NVE). Now tell me, what is an adverb? **(QV)** **(P)**

Student : .....

Teacher : It adds to the meaning of three.... **(PVR/I).**

Student : An adverb adds more meaning to (i) a verb, (ii) an adver and (iii) an adjective.

Teacher : Excellent. **(VE)** Come and say in front of the class. **(VE)** The Teacher shakes hand with him. **(NVE)** Underline th adverb in this sentence: He draws beautifully.

Student : He draws *beautifully.*

Teacher : Good. **(VE)** (The teacher pats). **(NVE)** Usually, adverb end with the suffix 'ly'. Can you give some examples? **(QV**

Student : Slowly, quickly, excellently, frequently, usually. **(PVR/I)**

Teacher : Good. **(VE)** Have you got any doubt on 'adverbs'? **(QV**

Student : No sir. Everything is clear.

Teacher : Good. Use the adverbs properly when you speak and write. Thank you students.

Student : Thank you sir.

EPISODE : 4

Name of the Student Teacher	:	.....
Name of the Skill	:	**Increasing Pupil's Participation**
Subject	:	**Physics**
Concept of Teaching	:	**Properties of Light**
Standard	:	**IX**

Teacher : Good morning students.

Student : Good morning sir.

Teacher : What is the velocity of sound? **(QV)**

Student : 330 m/s.

Teacher : What is the velocity of light? **(QV)**

Student : 3.00×10^8 m/s

Teacher : Can you say any one property of sound? **(QV)**

Student : Require a medium.

Teacher : Smiling. **(NVE)**

Student : Travel with a speed of 332 m/s at 0 C.

Teacher : Teacher pointing out the next student. **(QNV)**

Student : They are longitudinal waves consisting of compressions and rarefactions.

Teacher : Good, Next. **(VE)**

Student : They are of different frequencies, giving pitches.

Student : Do not travel far as their energy is dissipated easily.**(PVR/I)**

Teacher : Shaking hand pointing out next. **(QNV/I)**

Student2 : Amplitude, frequency.

Teacher : Can you tell any one property of light **(QV)**

Student2 : Do not require a medium.**(PVR/I)**

Teacher : Teacher's gesture, pointed the next student. **(NVQ)**

Student2 : Travel with a speed of 3×10^8 m/s.**(PVR/I)**

Teacher : Smiling. **(NVE)**

Teacher : What are electromagnetic waves? **(QV)**

Student : Don't Know.

Teacher : (Quiet) **(P)**

Student2 : Electromagnetic waves consisting of varying electric and magnetic fields. **(PVR/I)**

Teacher : Pausing. **(P)**

Student2 : Of different frequencies, resulting in different colors. **(PVR)**

Teacher : Good, Next. **(VE)**

Student2 : Can travel through a much greater distance. **(PVR/I)**

Teacher : What is diffraction? **(QV)**

Student1 : Don't know.

Student2 : Splitting up of white light in to seven color is known as diffraction. **(PVR/I)**

Teacher : What is incident angle? **(QV)**

Student1 : Don't know.

Teacher : Head to next student. **(QNV)**

Student2 : No response.

Teacher : Wait for some time. (Pausing)

Teacher : Anybody else to answer.

Student : The angle between normal and incident ray is known as incident angle. **(PVR/I)**

Teacher : What do you meant by normal?

Student1 : No response.

Teacher : Nodding the head, towards the next.

Student2 : No response.

Student3 : The perpendicular line drawn from incident point to the plane. **(PVR/I)**

Teacher : Ask students to clap. **(NVE)**
Thank you students.

Student : Thank you sir.

EPISODE : 5

Name of the Student Teacher	:	.....
Name of the Skill	:	**Increasing Pupil's Participation**
Subject	:	**Social Science**
Concept of Teaching	:	**Shivaji – Early Years**
Standard	:	**IX**

Teacher : Good morning students.

Student : Good morning sir.

Teacher : Signals to the students to sit down. Tell me the names of the kings you know. **(QV)**

Student : Asoka. **(PVR/I)**

Teacher : Very good. **(EV)** Can you enumerate any other?

Student : Harsha, Shivaji, Rajaraja.

Teacher : Very good. **(EV)** Smiles. **(ENV)** Today we are going to study about Shivaji. About whom we are going to study today? **(QV)**

Student : Shivaji. **(PVR/I)**

Teacher : Name the state where Shivaji was born? **(QV)**

Student : Maharashtra. **(PVR/I)**

Teacher : Good. **(EV)**

Teacher : Come to write the word Maharashtra on the blackboard.

Student : Writes.

Teacher : Pats on the shoulder of the boy. **(ENV)**

Teacher : Can you show Maharashtra in the India Map? **(QV)**

Student : Shows some other place as the capital of Maharashtra in the Indian Map.

Teacher : Nods his head to show his disapproval. **(ENV)** Then the other student shows it correctly.

Teacher : Well done. **(EV)** You are correct. **(EV)** Mention the name of Shivaji's father. **(QV)**

Student : Shaji Bonsle. **(PVR/I)**

Teacher : Okay good. **(EV)** Who was his mother?

Student : His mother was Jijibai. **(PVR/I)**

Teacher : Nice. **(EV)** Pats the boy on his shoulder lovingly. **(ENV)**

Teacher : Asks another boy to repeat it by showing his finger. **(QNV)**

Student : Jijibai and Shaji Bonsle were his parents. (Student repeats).

Teacher : Who was Shivaji's Guru? **(QV)**

Student : Student Blinks.

Teacher : Turns out and looks at the next boy. **(QNV)**

Student : Afshalkhan. **(PVR)**

Teacher : No, You are wrong. **(ENV)**

Student : Dadhaji Kondadev. **(PVR/I)**

Teacher : Well done. **(EV)** You are really clever. **(EV)** Now we shall see how Shivaji was able to found a great kingdom.

Student : Okay sir.

eacher : What type of warfare was followed by Shivaji? **(QV)**

tudent : Guerilla Warfare. **(PVR/I)**

eacher : Good. **(EV)** Can you enumerate the places conquered by Shivaji? **(QV)**

udent : Bijapur, Golconda, Ahmednagar. **(PVR/I)**

eacher : Very good. **(EV)** Can all of you repeat the places conquered by Shivaji? **(QV)**

udent : They repeat. (Bijapur, Golconda, Ahmednagar)

acher : Right! Today we studied about the heroism of Shivaji. In the next class we shall see about the relationship between Shivaji and Aurangazeb. Thank you students.

udent : Thank you sir.

III. SKILL OF PROBING QUESTIONING

Questioning is the major device used in any teaching-learning situation. Its success lies in evoking desired responses from the pupils. Pupils respond in a number of ways and styles such as no responses, wrong response, partially correct response, incomplete response, or correct response depending upon their own development level, nature of questions and teacher's behaviour. For the realization of the teaching objectives a teacher has to learn the art of managing the responses of his pupils for eliciting desired response with the help of probing questions.

Probing question is the skill of going deep in to the pupils responses by asking a series of questions which lead the pupils towards the correct response or higher level of understanding.

Components

The companents of skill of probing questioning are as follows,

i. Prompting (P)
ii. Seeking Further Information (SFI)
iii. Refocusing (RF)
iv. Redirection (RD)
v. Increasing Critical Awareness (ICA)

i. Prompting (P)

In the teaching-learning situation it refers to the cues or hints provided by the teacher through well-framed question to a pupil for arriving at the desired response from the undesired situations like no response, incorrect, partially correct or incomplete response.

Here the teacher himself does not provide the answer to the questions asked in the classroom by him/any pupil but tries to manage the situation by giving prompts. The selection of specific prompts (hints, cues, restructuring or rephrasing of the question, step-by-step questioning) in a particular situation depends upon the factors like level of maturity and previous experience of the pupils, ability of the pupils to manipulate the relevant facts, concepts or principles logical consistency of the response and the desired response etc.