

LIST OF FIGURES

<u>FIGURE NO.</u>	<u>TITLE</u>	<u>PAGE NO.</u>
1.1	A Schematic Representation of FIACS Research and Implications.	6
1.2	A Schematic Representation of the Teacher Training Through Teaching Models.	10
1.3	Standard Microteaching Model.	20
2.1	Summary of Studies on Microteaching Practice and Their Results.	37
2.2	Summative Model of Integration.	67
2.3	Additive Model of Integration.	69
2.4	Diode Model of Integration	70
2.5	Sequencing of Skill Components in Subsumption Addition Integration Model.	73
2.6	Studies on Integration of Skills.	107
3.1	Practice Teaching As Instructional System.	113
3.2	Operant Conditioning Steps in Practice Teaching	115
3.3	Stages in Learning-'Teaching'	120
3.4	Corrective Training in Learning-'Teaching'.	121
4.1	Sample Distribution on the Variables.	196
4.2	A Schematic Representation of Microteaching.	197
4.3	A Schematic Representation of Integration Stratagey.	206
4.4	Class Room SIACS Recording Matrix	215
4.5	Matrix Type-I : Transaction in Terms of Frequency for each pair of Category.	216
5.1	Relative Change in Magnitudue and Direction Between Different Skill Category Percentage.	244
5.2	Relative Change in Magnitudue and Direction from Specific Skill Category to Rest in Percentage Frequency for the Whole Group.	245
5.3	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequency for the Whole Group.	245

<u>FIGURE NO.</u>	<u>TITLE</u>	<u>PAGE NO.</u>
5.4	A Diagramatic Representation of the Main Interaction Pattern of Skills at Pre and Post test for the Whole Group.	246
5.5	Relative Change in Magnitude and Direction of Sustained Skill Categories in Percentage Frequencies from Pre test to Post test for the Sub-groups Above Average on ATT and Below Average on ATT.	269
5.6	Relative Change in Magnitude and Direction from Specific Skill Category to Rest in Percentage Frequencies for the Sub-groups Above average on ATT and Below Average on ATT.	270
5.7	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage. Frequency for the Sub-groups Above average on ATT and Below Average on ATT.	270
5.8	Relative Change in Magnitude and Direction of Sustained Skill Categories in Percentage Frequencies from Pre test to Post test for the sub groups, No free Availability of Study Time and Free Availability of Study Time.	282
5.9	Relative Change in Magnitude and Direction from Specific Skill Category to Rest in Percentage Frequencies for the Sub groups No Free Availability of Study Time and Free Availability of Study Time.	283
5.10	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups No free Availability of Study Time and Free Availability of Study Time.	283
5.11	Relative Change in Magnitude and Direction of Sustained Skill Category in Percentage frequencies for the Sub-groups having Qualification Post Graduation and Graduation.	296
5.12	Relative Change in Magnitude and Direction from Specific Skill Category to Rest in Percentage Frequencies for the Sub-groups, having Qualification Post Graduation and Graduation.	297
5.13	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having Qualification Post-Graduation and Graduation.	297

<u>FIGURE NO.</u>	<u>TITLE</u>	<u>PAGE NO.</u>
5.14	Relative Change in Magnitude and Direction of Sustained Skill Category in Percentage Frequencies for the Sub-groups High Academic Achiever and Low Academic Achievers.	309
5.15	Relative Change in Magnitude and Direction from Specific Skill Category to Rest in Percentage Frequencies for the Sub-groups High Academic Achievers and Low Academic Achievers.	310
5.16	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups High Academic Achievers and Low Academic Achievers.	310
5.17	Relative Change in Magnitude and Direction of Sustained Skill Categories in Percentage Frequencies for the Sub-groups having High Achievement in Skill Comprehension Test and Low Achievement.	323
5.18	Relative Change in Magnitude and Direction from Specific Skill Categories to Rest in Percentage Frequencies for the Sub-group having High Achievement in Skill Comprehension Test and Low Achievement.	324
5.19	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having High Achievement in Skill Comprehension Test and Low Achievement.	324
5.20	Relative Change in Magnitude and Direction of Sustained Skill Categories in Percentage Frequencies for the Sub-groups having Above Average Scores and Below Average Scores on ATT.	337
5.21	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having Above Average Scores and Below Average Scores on ATT.	338
5.22	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having Above Average Scores and Below Average Scores on ATT.	338
5.23	Relative Change in Magnitude and Direction of Sustained Skill Categories in Percentage Frequencies for the Sub-groups having Experience Teaching and No Experience Teaching.	351

<u>FIGURE NO.</u>	<u>TITLE</u>	<u>PAGE NO.</u>
5.24	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having Experience in Teaching and No Experience in Teaching.	352
5.25	Relative Change in Magnitude and Direction from Rest to Specific Skill Category in Percentage Frequencies for the Sub-groups having Experience in Teaching and No Experience in Teaching.	352
A-1	Flow Chart - Use of Questioning and Explaining for Class Room Teaching.	437
A-2	Flow Chart - Use of Blackboard in Teaching	454
A-3	Flow Chart - Use of Visuals in Class-Room Teaching.	474
A-4	Flow-Chart - Use of Reinforcers in Class-Room Teaching.	486
A-5	Flow Chart - Method of Teaching - Inquiry Approach.	493
A-6	Flow Chart - Controlled Class Room Teaching.	501
A-7	Flow Chart - Diagnostic Remedial Practice Teaching.	509
A-8	Flow Chart - Systems Approach to Teaching.	512