

## An Assessment of Micro Teaching

<sup>a</sup>Prafulsinh J. Raj, <sup>b</sup>Intekhab K. Ansari

<sup>a</sup>Principal College of Education, Kharod Tal :Ankeleshwar, Dist. Bharuch Gujarat, India.

<sup>b</sup>AdhyapakSahayak, College of Education, Kharod Tal :Ankeleshwar, Dist. Bharuch Gujarat, India.

### Abstract

The teacher education program has to play very crucial role to prepare qualitative and skillful teachers for the society. For the development of various teaching skills among the future teachers the technique of micro teaching is being implemented in every B. Ed. College. But many questions emerge regarding the planning, implementation and evaluation of micro teaching. To reach to the scientific solutions of such questions investigator conducted the present investigation. Some very useful and important findings came into light through the present investigation which would surely help to improve the situation and quality of microteaching.

**KEYWORDS :** Micro teaching, B.Ed. Trainees, Skills.

### Introduction

The role of education is considered very crucial in every society. Rather, the development of society directly depends on the education and the teachers. Thus, every one has accepted the importance of education and teachers. Mahapatra and Verma (2003) observed that, "The status of teachers reflects the socio cultural ethos of a society." Of course, the teachers are being shaped into the teacher education institutions, it is obviously expected that the teacher education institutions must be working qualitatively. Kumar (2006) has rightly noted that, "Teacher is the backbone of any educational system and Teacher education is an area of great significance in any country." In these perspectives the importance of teacher education increases. Gore (2008) highlighted that, "Teacher education programme is the core programme of the whole education system. It is dedicated towards the development of quality teacher who are going to shape future generations. Through the theory and practical part, knowledge, skills, competencies and application abilities are developed through teacher education programmes". The technique of Micro teaching is being implemented in the every teacher training institutions and in B.Ed colleges particularly for the development of various skills among the trainees. Micro teaching is a very important technique for the teaching skills development. But many questions are emerging regarding the micro teaching. Viz. Are the objectives being achieved regarding the implementation of micro teaching ? Is the planning and implementation of microteaching properly done ? Are the teacher educators playing their role effectively etc. Investigator decided to undertake present investigation to reach to the scientific solutions of such questions.

### Objectives of the Study

Following were the main objectives of the present investigation:

- (1) To study the B.Ed. trainees opinions regarding the planning of micro teaching.

- (2) To study the B.Ed. trainees opinions regarding the guidance given by the teacher educators for the micro lessons.
- (3) To study B.Ed. trainees opinions regarding the supervision of micro lessons.
- (4) To study the B.Ed. trainees opinions regarding the physical facilities available for the implementation of microteaching.
- (5) To study the other problems being faced by the B.Ed. trainees regarding micro teaching.
- (6) To study the B.Ed. trainees suggestions for making microteaching more effective.

### **Population and sample**

Total 33 B.Ed. Colleges affiliated with the Veer Narmad South Gujarat University, Surat in the year 2013-14 were included in the population of the present investigation. Out of these 33 B.Ed colleges investigator concentrated on the five B.Ed. colleges located in the Bharuch District. Investigator selected twenty five B.Ed. trainees from each B.Ed.college of the Bharuch district randomly. Accordingly total 125 B.Ed trainees were included in the sample of the present investigation.

### **Research Tool**

Investigator constructed one questionnaire for the collection of necessary information from the subjects selected under the investigation. In this questionnaire total twenty five close ended and two open ended questions were included.

### **Procedure of data collection**

The procedure of data collection may affect to the results of the investigation. So investigator tried to collect the data very carefully. Data were collected directly from the subjects selected under the sample. Investigator explained the background of the on hand investigation before the subjects and motivated them to give information freely.

### **Analysis and interpretation of the data**

Various statistical techniques are available for the analysis of the data. Viz. Chi square, t- test, F-test, correlation, regression analysis etc. But looking to the data collected for the present investigation, no need emerged to apply any specific statistical technique. Frequency distributing tables were prepared and percentage were calculated for the analysis of the data and accordingly interpreted.

#### **Major findings**

Following were the major findings of the present investigation. :

- (1) 78.40 %.trainees were of the opinion that the microteaching was being planned at the right time.
- (2) The planning of micro teaching was properly done according to the 84.80 % trainees.
- (3) 82.40% trainees were responded that there was a lack of proper guidance regarding the micro teaching.
- (4) Because of lack of proper guidance the limitation observed by the 86.40 %. trainees regarding the development of various skills.
- (5) The supervision work of micro lesson was not satisfaction according to 63.20% trainees.

- (6) According to 76.80% trainees enough Physical facilities were available in the institutions regarding the implementation of micro teaching.
- (7) Enough advanced teaching aids were not available in the institutions for the implementation of microteaching according to 89.60% respondents.
- (8) The three main problems faced by the B.Ed. trainees regarding the implementation of microteaching were as follows.
  1. Lack of advanced teaching aids.
  2. less time for guidance.
  3. It turns into the formality.
- (9) Following where the threes main suggestions given by the B.Ed. trainees for making micro teaching more effective.
  1. The separate laboratory for the micro teaching must be established.
  2. The facility of recording micro lessons must be made available.
  3. The quality of supervision work of micro lessons must be improved.

### **Educational Implications**

The findings of the on hand investigation are having very useful and important educational implications. It is an evident from the present investigation that the planning of micro teaching is being done properly and at the right time in the colleges covered under the study. It can be said good characteristic. But the matter does not end with the proper planning only. It is also expected that it must be implemented properly and more effectively.

One of the serious findings of the present investigation is that the B.Ed. trainees where not satisfied with the quality of guidance given by the teacher educators. When the role of teacher educators is very important in making micro teaching successful it is required that they should become more conscious in this direction. Enough time should be allotted for the guidance by the teacher educators as well as in the schedule of micro lessons. Moreover, the finding regarding the dissatisfaction of the subjects about supervision of the lesson should be thought of. The recording facility of micro lessons would surely help to point out the limitations of the trainees. Thus, such facility must be made available in the institutions as early as possible.

### **Epilogue**

Micro teaching is unavoidable technique for the various teaching skills development among the B.Ed trainees. Almost in every B.Ed. college micro teaching is being implemented. But the present investigation suggests that it should be made more extensive, effective and result oriented. Investigator would like to conclude with the only words that the findings of the present investigation would surely contribute a lot.

### **References**

1. Gore, SugriveS. (2008), Sharing Innovative practices through Teacher Education for the Betterment of Society, In the CTE National Journal, Vol. VI, No.2. July - Dec.
2. Kumar, Anil. (2006), Enhancing Quality of Teacher Education: Need for an integrated Approach, In Quality Concerns in Teacher Education, CASE, The M.S. University of Baroda.
3. Mahapatra Mamta and Verma, Anjali (2003), Teaching the Teacher for the young, In policies and issues in Teacher Education,CASE. The M.S. University of Baroda.