

**RESEARCH PAPER****Study of Impact of Micro-Teaching Practice in Development of Teaching Skills of the Trainee Teachers of Durgapur****Kartik Pal**Rashtriya Sanskrit Sansthan, Bhopal Campus, Bhopal, Madhya Pradesh
Email: kartik.pal.89@gmail.comReceived: 15th March 2019, Revised: 25th March 2019, Accepted: 30th March 2019**ABSTRACT**

Teacher training programme is not effective if does not help in developing skill in the trainees which are very necessary for teaching. Such is the present programme neither its theory courses nor the practical courses are adequate. Educationists have pointed out the inadequacies of practice teaching program particularly that it does not develop those skills in teachers which are very necessary for teaching. As a result of this evaluation of practice teaching programme and due to great desires on the part of teacher educators, a new approach known as Micro-teaching has been developed in USA.

Key word: Micro-Teaching Practice, Teaching Skill, Trainee Teachers, Durgapur

BRIEF HISTORY OF MICRO-TEACHING

A doctoral candidate Leith Acheson got information through a newspaper article about portable video- tape- recorder invented by German scientist in 1961. He was working with Robert Bush and Dwight Allen who had received a grant to study those experiences which might be relevant a grant to study those experiences which might be relevant for teaching in terms of an innovative teacher education programme. Acheson saw the possibility of using the video tape to provide immediate feedback to the teacher trainees in term of what occurred in the demonstration lesson. Acheson and other Stanford graduate students started to explore several different uses of the portable video-tape-recorder and its potentiality in modifying the behavior of pupil-teachers towards desired objectives.

MICRO-TEACHING

The meaning of Micro- teaching are simple. A pupil-teachers a short lesson of about five minutes duration to small group of pupils. At the end of the lesson, the pupils are left and student-teacher discuss the lesson with their supervisor. After a short interval, the pupil-teacher re-teaches the lesson with a different group of pupils making use of the feedback from the supervisor and attempts to improve this pervious lesson.

Allen (1966): Micro-teaching as a "scaled down teaching encounter in class size and class time."

M. B. Bush (1968): define "Micro-teaching as a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real classroom students, often with an opportunity to observe the performance on video-tape."

Clift and other (1976): have defined "Micro-teaching is a teacher training procedure which reduce the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size."

NATURE OF MICRO-TEACHING

1. Scaled-down Teaching Encounter: basically, micro-teaching is a short session teaching in which a teacher is to teach a small unit content to a small group of 5 to 10 students for a small period of 5 to 10 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to enquire new teaching skill and to refine the old ones teaching.

2. **Skill Training Technique** : As a procedure in teaching it is necessary for teacher educators. Its purpose is to train a student teacher for acquiring teaching skills.
 3. **New Design for Teacher Training**: It provides trainees with information about their performance immediately after completion of their lesson.
 4. **Programme of Training and Teaching**: It follows the following steps—
 - a. **Skill Explained**: a particular skill is defined and explained to student teachers in terms of teaching behaviours and the objectives to be achieved.
 - b. **Skill Demonstrated**: Videotape or films on specific skills are shown or written material provided to demonstrate the teacher the use of particular skill in micro- teaching or in normal class room situation.
 - c. **Skill Planned**: Student teacher plans a short lesson in which he can use the skill.
 - d. **Skill Taught**: the student teacher teaches the lesson to a small group of pupils which is video taped or audio-taped or observed by supervisor and or peers.
 - e. **Skill Feedback**: It is provided to the student teacher by video- tape or audio- tape recorder. He observes his own performance and analyses these with the help of his supervisor who attempts to make reinforcing comments about instances of effective use of the skill and draws the students attention to other situations where the skill could have been exercised.
 - f. **Skill Re-planned**: The student teacher re-plans the lesson in the light of feedback and supervisor's comments, in order to use the skill more effectively.
 - g. **Skill Re-taught**: The revised lesson is re taught to different but comparable group of pupils.
 - h. **Skill Re-feedback** : Feedback is again provided on the re-teach lesson which is again analysed with the help of the supervisor.
- This cycle goes on till mastery on that skill is as quired.

ASSUMPTIONS OF MICRO-TEACHING

Micro-teaching is an idea, at the core of which lies five essential propositions-

1. Micro-teaching is a real teaching, but its focus is on the development of certain teaching skills and not the development of pupils-abilities.
2. Micro-teaching lesson reduces the complexities of normal classroom by scaled down class size, content and time.
3. Micro-teaching focus on training for the development of specific teaching skills. One skill is practiced during course of teaching and bring it up-to the mastery level.
4. Micro-teaching permits for the increased control of practice by providing the feedback to the pupil-teachers. A high degree of control can be imposed on the training programme.
5. Micro-teaching greatly expands the normal knowledge of results or feedback to teaching. It is highly individualized training programme.

STEP OF MICRO-TEACHING

1. **Defining a Specific Skill**: In this, some specific skill is defined in the form of teaching behaviour and the knowledge of this defined skill is provided to the pupil-teachers. It also includes fixing up of those objectives along with the skill which are to be achieved through that skill.
2. **Demonstration of the Skill**: The skill are demonstrated through the micro- teaching lesson either by the teacher or video- film of that skill is screened.
3. **Micro-lesson Plans**: The pupil-teacher prepares micro-lesson plans for the duration of 5 to 20 minutes concerning some specific skill's training or by using that skill.
4. **Teaching a Small Group**: The pupil-teachers small groups of students which consist of 5 to 10 pupils. The teaching-task of the pupil-teacher is video-taped. If there is no provision of video, then any teacher can supervise the teaching task of the pupil-teacher. Other associate pupil-teachers can also supervise the teaching task of a pupil-teacher. After the teaching task of the pupil-teacher is over, only then his lesson is criticized.
5. **Feedback**: The information and suggestions provided to the pupil-teachers are known as feedback which is also an essential part of micro-teaching. In its absence, the evaluation of this method has no meaning at all.

- 6. Re- planning, Re-teaching and Re- evaluation:** On the basis of feedback, the pupil teacher re-plans the lesson, and re- teaches it. The re-planned and re-taught lesson is re-evaluated so that the pupil-teacher may get another opportunity of removing his errors. The cycle of replanning, re-teaching and re-evaluation goes on till the pupil-teacher develops that teaching skill.

INDIAN MODEL OF MICRO-TEACHING

The Indian Model of Micro-teaching was developed by NCERT (Jangira):

1. This model needs low or no gadget technology. Written material, demonstration, of lectures are the modes of presentation of the skill.
2. Live observers do systematic recording and feedback. Also peer group is used for feedback to make it more effective (Das-1981)
3. Peers are used as student instead of real pupils which is supposed to be equally effective for mastery of skills.
4. The duration of micro-teaching cycle, as adhered to in the Indian model of micro-teaching, varies from 35-40 minutes and it can be repeated according to the facilities available for mastering the skills of teaching.
5. The skill transfer phase of micro-teaching in Indian model of micro-teaching implies a systematic practice and guidance of learner-teacher from the highly restricted and simulated situations of the actual class room situations where the feedback is provided by the teacher supervisors.
6. The model is more accommodating in terms of space, material and equipment. The time schedule for micro-teaching cycle is :
 - Teach : 6mnts
 - Feedback : 6mnts
 - Re-plan : 12mnts
 - Re-teach : 6mnts
 - Re-feedback : 6mnts
 - Total : 36mnts

ADVANTAGE OF MICRO-TEACHING

The following are the main uses of Micro-teaching:

1. It is an effective-feedback device for the modification of teacher-behaviour.
2. The knowledge of practice and teaching skill can be given by the use of micro-teaching.
3. It is useful for developing teaching efficiency in pre-service and in-service teacher- education programmes.
4. The specific teaching skill are developed by the micro-teaching experiences e. g. reinforcement skill probing questions, etc.
5. It is a training device for improving teaching practice and to prepare effective teachers or better teachers.
6. The mechanism of feedback device can be combined with other devices such as stimulated social skill training and interaction analysis device which provide continuous reinforcement to the trainee- performance.
7. The training of teacher becomes individualized. Each trainee makes progress in developing teaching skills at his own rating depending upon his ability.
8. It permits increased control and regulates teaching practice.
9. Micro-teaching can be done either in real classroom conditions or in simulated conditions.
10. It is an economical device and use of videotape enables the trainee to analysis his own teaching performance.
11. It lessens the complexities of the normal classroom teaching by scaled down teaching.
12. It focuses attention on teaching behaviour to modify and improve in a desired direction.

LIMITATION OF MICRO-TEACHING

1. The arrangements of micro-teaching laboratory is very expensive in small training colleges.
2. Micro-teaching technique needs sufficient time for training.

3. Video, tape-recorder and other devices are required in using micro-teaching which make the lesson effective. It is not possible for all training colleges to make such arrangements.
4. This technique is not complete in itself. It is only useful if it is used along with other techniques, such as inter-action analysis method and simulated teaching method.
5. The teachers need the training of this method which they generally lack.
Micro-teaching is like a simulated social skill training to provide the feedback to teacher-trainee for the modification of teacher-behaviour. It is training concept that can be applied at various pre-service and in-service stage in the professional development of teacher. Micro-teaching provides teachers with provide setting or instruction in which normal complexities of classroom are reduced in which the teacher gets feedback in his performance.

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