

CHAPTER - II

REVIEW OF RELATED

LITERATURE AND RESEARCH

A) REVIEW OF RELATED LITERATURE

2.1 STUDENT TEACHING

The researcher has gone through many books to know the details of student teaching programme. The researcher knows that student teaching programme is the most worthwhile requirement in teacher education. Student teaching programme is related to a laboratory phase i.e. school movement. Student teaching gives the opportunity to student teachers to develop the art of teaching. Student teaching develops a high level of competence in all phases of the teachers work.

The researcher has gone through the definition. The definition is like this "Student teaching programme is the period of guided teaching in which the student takes increasing responsibility for the work with a group of learners over a period of consecutive weeks." (American Association of colleges) The researcher knows that student teaching is guided teaching, taking responsibility for the work with a peer-group and having a period of weeks.

"Student teaching programme is a part of a professional laboratory experiences which have been defined as all those contacts with children, youth, adults (through observation, participation and teaching) which make a direct contribution to an understanding of individual and their guidance in the teaching learning process."¹

In 'Basic Principles of Student Teaching'. Harold P. Adams suggests a sound knowledge of the student teaching programme and its purposes.

"Since student teachers work with pupils, it is that both parents and pupils have an understanding of the purposes and procedures involved in student teaching. Too often parents and pupils receive the erroneous impression that a student teaching programme means that the regular teacher is relieved of all teaching duties and that the student teacher 'takes over'. Through such misunderstanding, parents and pupils sometimes become antagonistic toward programme of student teaching.

The major criticism of student teaching which is raised by parents centres about the occasional exploitation of pupils. Such malpractice may be the case in those educational situations where supervising teachers and student teacher have not been properly oriented to the more modern concepts of student teaching.

While it is true that student teaching is essentially designed to prepare teachers for full-time teaching responsibilities, the pupils in the practice classroom must never suffer. It has been pointed out that under the best conditions the pupils actually benefit from the presence of

and help given by, student teachers. If the programme is not properly planned, so that responsibilities between the regular teacher and student teachers are predetermined and distributed, the pupils may not receive the greatest good from the student teaching.

It is not considered sound practice to give the student teacher full responsibility during the first weeks of his directed teaching experience. Actually, to give him many responsibilities may prove to be harmful to both student teacher and pupils. This caution emphasizes the importance of 'readiness for teaching' - a principle which should be observed by both student and supervising teachers; otherwise the pupils conceivably might suffer by being subjected to a teacher who is not prepared for actual teaching duties. It is equally poor practice to permit or to urge the student to carry the full teaching load for a prolonged period of time, even when he has reached the point at which he can be given full responsibility."²

Student teaching programme focuses its attention upon the welfare of the children. The pupils will profit by the programme and enjoy the benefits of richer instructional experiences.

In 'Instruction in Education', Madhuri R. Shah, N.N. Shukla, R.S. Trivedi and D.G. Samant have mentioned good teaching is characterised by certain basic principles.

"The principles are as following -

- 1) Good teaching involves skill in guiding learning.
- 2) Good teaching is kindly and sympathetic.
- 3) Good teaching is well planned.
- 4) Good teaching is co-operative.
- 5) Good teaching is suggestive.
- 6) Good teaching is democratic.
- 7) Good teaching is stimulating.
- 8) Good teaching takes into account the past experiences of the children.
- 9) Good teaching is progressive.
- 10) Good teaching diagnoses difficulties.
- 11) Good teaching is remedial.
- 12) Good teaching liberates the learner.

Teaching is establishing a harmonious relationship between teacher, pupil and subject. The heart of teaching is communication. So, teaching is an art. It is developed by direct personal involvement in the process. The essentials of this art are : skill in presenting the matter in an attractive and interesting way; fascinating method and technique of exposition; simple but captivating language;

capturing the minds of children by winning manners; open mind and pleasing voice; graceful manner and smart appearance; sympathetic understanding of child nature and his progress."

The researcher has gone through the books i.e. 'Encyclopedia of Educational Research' and 'Basic Principles of Student Teaching'. The researcher knows the important aspects of practice teaching of student teacher in the matter of day-to-day teaching. The researcher comes to know that evaluation serves a two fold purpose. It enables us to find out how far the student teacher has progressed in the various phases of his teaching. It helps to decide how far the guidance for student teacher is useful. Student teachers have given the help for effective teaching. Weak points of student teachers are improved with the help of guidance. It is clearly mentioned that evaluation of student teaching should be informal. This evaluation brings the better rapport between the teacher educator and student teacher. The researcher has viewed that evaluation is the best tool to know the improvement of student teachers' teaching.

To help the student teacher grow in achieving the instructional objectives, self-evaluation procedures will have to be introduced through check-lists, inventories and frequent conferences with the teacher educators and supervising personnel. The core of the constructive evaluation is the conference held after the teaching of a class. It should help the student teacher to develop competence, skills and self-confidence. This cannot be achieved through the one way process of listening to the supervisors' comments on the lesson observed. A systematic discussion of the different view points related to classroom procedure is a more useful way of evaluating the teaching performance. The performance

of student teachers is developed through the student teaching programme. Student teaching programme is conducted through -

- i) A Laboratory School.
- ii) A Co-operating School.
- iii) A Supervising teacher
- iv) A Co-operating teacher.
- v) A College Supervisor. " ³

i) A Laboratory School

In 'Encyclopedia of Educational Research', it is mentioned "A Laboratory school is any school, public or private, which a teacher education institution utilizes as a resource for professional laboratory experience. A college controlled school is largely or entirely under the control of the college, located on or near the college campus, organized for the specific purpose of preparing teachers, with staff and facilities designed to serve this purpose.

ii) A Co-operating school

A co-operating school is school used by the college to provide professional laboratory experiences, but is not administered by, staffed by, or under the major legal jurisdiction of the college.

iii) A Supervising teacher

A supervising teacher is a regular teacher in a college-controlled school where college students observe, participate, or do student teaching.

iv) A co-operating teacher

A co-operating teacher is a regular teacher in a co-operating school where students observe, participate or do student teaching.

v) A college supervisor

A college supervisor is an individual employed by the teacher education institution to work co-operatively with supervising teachers and or co-operating teachers to assist the student teachers in delivering the greatest possible value from experiences.....

..... There is an increasing tendency to consider other responsibilities of the teacher well rounded programme should provide :

- a) an opportunity to apply basic educational principles and procedure to instructional problems,
- b) means for clarifying the student's strength and weakness and stimulating him to make improvement,
- c) expert guidance and supervision in dealing with a variety of school problems,
- d) experience with children in extra class and in out-of-school activities, and
- e) experience in community activities.

A review recently published text books on student teaching reveals that the following topics are given major

emphasis : Preparing for student teaching, getting acquainted with the teaching situation, studying the learners, planning for teaching, using effective methods, utilizing instructional resources, managing the classroom, discipline, extraclass activities, guidance, evaluation, professional responsibilities, entering the profession, and evaluating one's own growth."4

In 'Working with Student teachers', Florence B. Stratemeyer and Margaret Lindsey say "Selection of schools as laboratories for student teaching are essential when representatives of a college begin their search for schools to serve as laboratories in the teacher education programme they must take into account several important factors.....

.... quality of the student teaching should be the determining factor in services of schools and colleges. A college should provide such services as following to co-operating schools. (i) adequate and competent supervision of college students working in the schools. ii) Adequate background information on college students and the college programme. iii) Help to co-operating teachers on problems of working with student teachers."5

"The quality of education depends upon the quality of teachers. The quality of teachers depends on the quality of preparation they receive in teacher training institutions."

The researcher has reviewed through the book 'Core Teaching Skills'. The researcher knows the effectiveness of the teacher training programme in general. Student teaching programme is heavily weighed in the theory courses. Practice teaching remains diluted form. It is not surprising to find the student teachers unable to translate theoretical formulations into practical propositions in teaching. The researcher knows that the gap between theory and practice has become proverbial. There is a complete change after the training ritual.

Student teaching programme follows the different activities of the training institutions. This student teaching has included a demonstration lesson by the method masters, supervised block, practice teaching and couple of criticism lessons. These are important activities of student teaching programme. These activities are expected in the teacher training institutions.

Teaching is a complex activity. Even teachers with long standing face difficulties sometimes. The condition of the novice student teacher on the eve of baptismation is very miserable indeed. The sight of the student teachers

with trembling legs and palpitating heart on the fateful day of the first teaching encounter is not uncommon. The unprepared victim finds himself in shallow waters. He is not confident whether he would swim or sink, whether he would be able to control the pupils, be able to communicate effectively and follow the sequence of activities he had imprinted on the piece of paper known as lesson plan. He is not sure as to what will come out of the Pandora's box he is going to open during his initial teaching encounter.....

..... The student teaching programmes, as being offered in training institutions, also suffer from several deficiencies. Not realising the complexity of the teaching phenomenon rising out of the full scale class of 30-40 pupils, full lesson of 30-40 minutes, several concepts to be introduced and several skills to be used in a single lesson; the unprepared student teacher is pushed into shallow waters of the block student teaching right from the start. Absence of supervision based on systematic observation and feedback deprives the student teachers of specific direction for improving subsequent teaching performance. The situation precludes the student teacher from acquiring the desired level of teaching competence resulting in frustration and lack of faith in the training. Teaching behaviour at the end of the block student teaching, doesnot undergo a change in the desired direction. By and large, it remains in the original ritualistic form.

In a national survey of student teaching programme in 1968, James A. Johnson of Northern Illinois University gives figures which suggest that microteaching is used in about onehalf (53%) of all teacher education programmes, including (4 %) which reported 'extensive use.'⁶

"Microteaching is new development in the teacher training programme. Microteaching is a teacher training technique. It is an improvement upon the existing teacher training programme.....

.... Microteaching has been so successful in India and abroad also for a number of reasons.

- i) Microteaching helps to focus attention on teaching behaviour and provides a setting for controlled practice.
- ii) Microteaching is a success because it works.
- iii) The technique has been field-tested and refined without waiting for extensive and unequivocal research evidence as to its effectiveness.....

.... Allen and Eve (1968) Microteaching is defined "A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions."

Bush's views : "Microteaching is 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 encounter with a small group of real classroom students, often with an opportunity to observe the performance on video-tape.

Allen and Ryans definition : "Microteaching as a scaled down teaching encounter in class-size and class-time."

As one teacher said : "Microteaching has added real meaning to our courses in educational psychology and sociology because we get an opportunity to practice what the courses preach.....

..... Microteaching is a training concept that can be applied at various preservice and inservice stages in the professional development of teachers. Microteaching provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feedback on performance."⁷

In Becoming Better Teacher, B.K.Passi says that "Microteaching based on teacher education programmes, role playing, self confrontation. Microteaching as a training technique which requires student teacher to teach a single concept using specified teaching skill to a small number of pupils in short duration of time. Teaching is practised in terms of definable, observable, measurable and controllable teaching skills."⁸

In 'Microteaching' Allen-Ryan say that "Microteaching is an idea, at the core of which lie five essential propositions.

- i) Microteaching is real teaching.
- ii) Microteaching lessens the complexities of normal classroom teaching. Class size, scope of the content, and time are all reduced.
- iii) Microteaching focuses on training for the accomplishment of specific tasks.
- iv) Microteaching allows for the increased control of practice. In practice setting of microteaching the rituals of time, students, methods of feedback and supervision and many other factors can be manipulated.
- v) Microteaching expands the normal knowledge of results or feedback dimension in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in critique of performance.⁹

In 'Core Teaching Skills', N.K. Jangira and Ajit Singh suggest that "Microteaching is a training setting for the student teaching. The complex teaching is analysed into simpler component teaching skills which are practised one at a time. To practice a particular skill 5-10 minutes microlesson using simple concept is planned. The lesson is

taught to a micro-class comprising 5-10 pupils. Complexities of normal class teaching are simplified in microteaching by -

- a) practising one component skill at a time,
- b) limiting the content to a single concept,
- c) reducing the class size to 5 to 10 pupils,
- d) reducing the duration of the lesson to 5 to 10 minutes." ¹⁰

2.2 MICROTEACHING COMPONENTS

There are four components of microteaching - modelling, feedback, setting and integration.

2.2.1 Modelling

"The term modelling has been borrowed from the behaviour modification psychology. The use of modelling in microteaching is derived from the theories of imitative learning as propounded by Bandura and Walters (1963). In the teaching- learning process, there is ample evidence that different types models do produce student learning.....

..... Modelling in microteaching setting refers to the mode of presenting the desired behaviours relating to a skill for imitation by student and teachers.....

"There are three basic formats - a) perceptual modelling, b) symbolic modelling, c) audio modelling."

a) Perceptual Modelling

"It involves showing to a student teacher, a film or a video-tape or a live model of the desired behaviour under a particular skill with the hope that the student teachers will acquire these behaviours through skilful limitation."

b) Symbolic Modelling

"It involves ~~plaxxx~~ presentation of models in the form of written material such as handbooks, guides, modules."

c) Audio-Modelling

"It involves presentation of the desired behaviours under a skill to a trainee through audio-tape."

"Effectiveness of modelling formats has been studied and conducted abroad (Allen et al 1967; Koran, 1969; Acheson et al 1974; Koran 1971 and Philips 1973) It can be conducted that perceptual models and symbol models are equally effective in bringing about changes in teachers' questioning behaviour. Singh (1980) in India, studies in this regard also reveal that these formats of modelling are equally effective in the development of general teaching competence in secondary student teachers. The audio modelling has been found to be more effective than symbolic modelling in developing the skill of questioning."

2.2.2 Feedback

"Feedback based on systematic observation of microlesson alongwith definition of the related terms. The concept of feedback is being used widely in modifying human behaviour.....

..... Feedback includes points of strengths as well as weaknesses relating to the behaviour/performance. It has been found that the systematic feedback provided to an individual on performance / behaviour helps the student teacher to improve upon it in the desired direction."¹¹

In Core Teaching Skills N.K. Jangira and Ajit Singh suggest the different sources of feedback used in microteaching settings are - i) Mechanical gadgets, ii) College Supervisor, iii) Peer Supervisor, iv) Pupils constituting the micro-class.

i) Mechanical gadgets

"Video-tape and audio-tape are being used extensively in technological advanced countries providing feedback to student-teachers. Verbal as well as the non-verbal behaviours of a microteacher are recorded. A student can have self feedback from video-tape and audio-tape.

ii) College Supervisor

Another source of feedback is college supervisor. The student teacher receives feedback from an experienced teacher educator in the training college.

iii) Peer Supervisor

Another source of feedback is the peer. The student teacher provides feedback to fellow student teacher.

iv) Pupils' feedback

Student teachers constitute the micro-class. Tuckman and Oliver (1968) who compared the relative efficacy of four feedback conditions."¹²

In 'Becoming Better Teacher' edited by B.K.Passi suggests that "Supervision of practice teaching is haphazard and indiscriminating. Feedback regarding teacher training ~~performance~~ performance is subjective and impressionistic. It is generally in terms of teaching process and not in terms of effects.

2.2.3 Microteaching Setting

"Microteaching setting comprising such variables a microclass, time duration of a microlesson, time different steps in a microteaching cycle, the type of pupils in a microclass and the type of supervisor.

1) Size of the class

"A class in a microteaching setting, consists of five to ten pupils. It enables the trainee to have better control over the class. The trainee can focus undivided attention on the practice of the substantive skill component behaviours."¹³

In 'Microteaching', Allen-Ryan suggests that "Microclasses come after a few weeks of short micro-lesson, and after the trainee has acquired a base of teaching skill. The micro-class pattern is loosely based on the idea of term teaching. Three or four trainees of the same discipline are grouped together to design and teach unit of instruction in their subject field."¹⁴

ii) Time duration of Microlesson

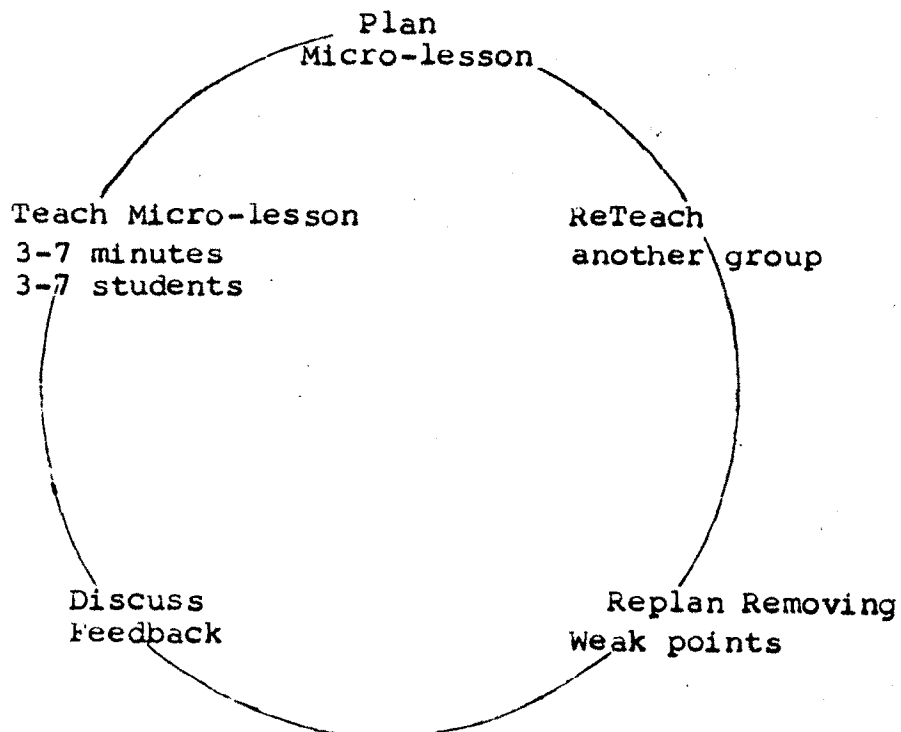
"Microteaching setting refers to the duration of a microlesson. Lesson time is reduced in microteaching. The duration of microlesson is 5-10 minutes. The duration of five minutes was found sufficient by researcher at Stanford University.

In Indian model of microteaching, developed by NCERT, the time duration of a microlesson is kept six minutes."¹⁵

iii) Duration of different steps in a microteaching

"In microteaching cycle, the five steps involved in a microteaching are 'teach - feedback - replan- reteach - refeedback.' The student teacher plans a microlesson, teaches it discusses the same and on the basis of feedback received replan it and reteach it to another group."

Cycle of Microteaching



In microteaching the student teacher tries to accomplish the five Rs. (1) Recording, 2) Reviewing, (3) Responding, (4) Refining and (5) Redoing."¹⁶

iv) Microteaching students (peer group)

"The microteaching students provide the realism in this teaching encounter. The students are a crucial variable in the clinic's operation. In a microclass, there can be real pupils or peers acting as pupils. In many colleges of education in U. K. where microteaching technique is used for developing teaching competence in student teachers, real pupils still constitute a micro-class. Using real pupils in micro-teaching setting."

Microteaching Skills

"Microteaching is based on the practice that the complex teaching can be analysed into simple teaching skills. Teaching can be analysed in terms of teacher behaviour atleast at three levels.....

..... 1) Teaching can be defined as a set of component skills for the realisation of a specified set of instructional objectives.

2) Component teaching skills can be defined as a set of inter related component teaching behaviours for the realisation of specific instructional objectives.

3) The component teaching behaviours of a skill can be defined as a set of interrelated automatic teaching behaviours contributing to the realisation of some aspect(s) of the instructional objective purported to be realised by the component skills." 17

In 'Microteaching' Allen Ryan has given the list of fourteen skills. These are general teaching skills that can be applied at many levels for teaching many different subjects. " i) Stimulus Variation ii) Set induction iii) Closure iv) Silence and nonverbal cues v) Fluency in asking questions vi) Reinforcements of student participation vii) Probing questions viii) Higher order questions (ix) Divergent questions x) Recognizing attending behaviour (xi) Illustrating and use of examples (xii) Lecturing xiii) Planned repetition (xiv) Completeness of communication." ¹⁸

"Eighteen teaching skills listed at the Far West Laboratory, California. (Brog et al 1970) i) Establishing set, ii) Establishing appropriate frames of reference iii) Achieving closure iv) Recognizing and obtaining attending behaviour v) Providing feedback vi) Employing rewards and punishments (reinforcement) vii) Control of participation viii) Redundancy and repetition ix) Illustrating and use of examples x) Asking questions xi) Use of higher order questions xii) Use of probing questions xiii) Teacher silence and non-verbal cues xiv) Student initiated questions. xv) Completeness of communication xvi) Varying the stimulus situation xvii) Lecturing xviii) Pre-cueing." ¹⁹

In 'Core Teaching Skills' N.K. Jangira and Ajit Singh have given the teaching skills and their components of twenty teaching skills.

" 1) Writing Instructional Objectives :Clarity, relevance to the content, adequacy with reference to domains and level of objectives, attainability in terms of pupil outcome.

2) Organising the content : Logical organisation according to content and psychological organisation as per need of the pupils.

3) Creating set for introducing the lesson : Greeting, accepting greeting, securing attention and giving instructions, establishing rapport, ensuring facilities like chalk, duster aids etc.

4) Introducing the lesson : Linking with past experiences, link between introduction with main parts, use of appropriate devices / techniques like questioning, examples, exhibits arousal.

5) Structuring classroom questions : Structuring questions at different levels which are grammatically correct, precise and relevant to content.

6) Questions delivery : Questions delivered with appropriate speed, with proper intonation and pitch, allowing

pause for thinking, and questions well distributed covering even nonvolunteers.

7) Response management : Management of pupil response using techniques like prompting, eliciting further information refocusing and asking critical awareness questions, accepting rejecting, redirection.

8) Explaining : Clarity, continuity, relevance to the content using beginning and concluding statements, covering essential points.

9) Using teaching aids : Relevant to content, appropriate to the pupils, proper display and appropriate use.

10) Stimulus Variation : Body movements, gestures, changing the intonation and pitch, change in interaction pattern and pausing.

11) Illustrating with examples : Simple, interesting and relevant to the point be explained.

12) Reinforcement : Use of praise words and statements, accepting and using pupil ideas, repeating and rephrasing pupil ideas, use of pleasant and approving gesture and expressions, writing pupil answers on blackboard.

13) Pacing of the lesson : Adjusting the speed of the lesson to the level of the pupils and difficulty level of the content.

14) Prompting pupil participation : Providing opportunity to pupils to increase participation through asking questions, creating climate of participation, use of silence and non-verbal cues, calling upon pupils' physical participation.

15) Using of Black Board : Legible, neat, adequate with reference to the content covered.

16) Achieving closure of the lesson : Summarization, establishing link between the present learning with earlier as well as future learning, creating a sense of achievement in pupils.

17) Giving assignment : Relevant to the content covered and level of pupils.

18) Evaluating the pupils' progress : Relevant to the instructional objectives, use appropriate question and observation.

19) Diagnosing pupil learning difficulties and taking remedial measures : Identifying learning difficulties along with causes, remedial measures suited to the type of the learning and the level of pupils.

20) Management of the class : Attention behaviour reinforced and direction given to eliminate non-attending behaviour, clarity of directions, appropriate handling of pupils' disruptive behaviour."

Priorities will have to be fixed

The basic skills like questioning, explaining, illustrating with examples, reinforcement, stimulus variation, probing questions, management of class may be accorded priority. ²⁰

2.2.4 Integration of Teaching Skills

Integration is the process through which a student teacher acquires the ability to face with teaching situation. A student teacher has to select and organise the teaching skills in 9 proper order to form effective patterns for knowing the instructional objectives. A student teacher has to use them easily and fluently in the peer-group.

The process of integration

Integration takes place through real teaching situation. It is the exercise of smoothing and harmonising the behaviour of student teacher in the peer-group.

Integration Strategies of Integration of Teaching skills

"There are a number of strategies for the integration of teaching skills. Some of these are-

- i) Vicarious Integration
- ii) Summative Strategy
- iii) Additive Strategy

- iv) Diode Strategy
- v) Subsumption Strategy
- vi) Subsumption-additive Strategy
- vii) Mini-teaching.

i) Vicarious Integration : A student teacher proceeds from microteaching setting to a real teaching setting directly.

ii) Summative Strategy : Training is provided to student teacher to integrate the individually mastered skills in a microteaching setting.

iii) Additive Strategy : Training is provided to a student teacher to integrate the first two mastered skills before the student teacher proceeds to master another skill.

iv) Diode Strategy : Training is provided to integrate at a time two individually mastered skills. These skills are integrated in pairs.

v) Subsumption Strategy : This strategy is based on Gagne's hierarchical analysis of learning task. It represents vertical dimension of integration of teaching skills.

vi) Subsumption-additive strategy : This strategy is eclectic in approach and account for the complex nature of the teaching skills and their integration.

vii) Mini-teaching : The concept of microteaching was developed at Ulster College in 1976. While ~~some~~ defining 'Mini-teaching', it has central element the notion of breaking the complex act of teaching, scaled down into its component teaching skill areas. This involves (i) the identification of discrete skill areas which seem to be operative in the overall act, ii) the training of each skills in isolation from other skills, iii) the gradual integration of these skills, iv) the utilisation of all these skills in complete act."²¹

2.3 PLANNING A MICROLESSON

There are six important elements to plan a microlesson. These are -

- i) Lesson format,
- ii) Content selection
- iii) Designing situations
- iv) Sequencing the situations
- v) Labelling components
- vi) Reviewing the microlesson.

i) Lesson format

"One of the formats is interactional in conversation form. The teacher-pupil interaction is written down vertically and component behaviours are written. One can be selected

for planning a micro-lesson.

ii) Content selection

Microlesson is to be planned for the teaching of pre-determined content. The first task is to select the content to the practice of the skill. Content validity in the microlesson which is often raised. Content is selected according to its amenability to the practice of the skill. The attention will be focused on the components of the skill which constitute the training content.

iii) Designing Situations

Content is selected for this micro-lesson. The next logical step refers to the designing of the situations for the occurrence of the components of the skill under practice.

iv) Sequencing the situations

After designing situations for the occurrence of the skill components, they are sequenced in the form of a lesson plan. The sequencing aims at providing logical continuity in the presentation of the practice situation emerging as a lesson.

v) Labelling components

Labelling components in the microlesson helps in clarification of the operational teaching behaviours comprising the skill.

vi) Reviewing the microlesson

After the microlesson has been planned, it may be reviewed. The review may be done with several questions in view."²²

2.4 ORGANIZATION

The organization of microteaching in the colleges of education for practising teaching skills with a view to preparing for the block student teaching programme. It involves several decisions to be taken in organization such as -

- a) crucial decision
- b) selection of skills
- c) collection/ preparation of instructional materials
- d) arrangement of facilities
- e) role allocation
- f) training in observation
- g) scheduling and time-tabling
- h) implementing the programme.

a) Crucial decision

The institution is to take the crucial decision to introduce microteaching. i) The university includes it as an integral part of the student teaching in its curriculum. ii) It is in the process of doing, but the decision is little difficult. The university has either not taken a decision to include it in the curriculum formally.

b) Selection of skills

Twenty skills have been identified here (Passi 1976, Jangira 1979). Decision regarding the selection of the teaching skills to be practised by student teachers is to be taken by the faculty. Foundational skills like questioning, reinforcement, explaining, illustration with examples, response management may be given priority.

c) Collection/preparation of instructional materials

In 'Core teaching skills', N.K. Jangira and Ajit Singh have written on instructional material on the concept and procedure of microteaching. A text book on core teaching programme for the secondary colleges of education following this approach is also being prepared."²³

'Methods and Techniques of Teaching' written by S.K. Kochhar has been suggested an instructional aid is any device that assists an instructor to transmit to a learner facts, skills, attitude, knowledge, understanding and appreciation.

A visual aid is an instructional device that can be seen but not heard. An audio aid is an instructional device that can be heard. An audio-visual aid is that device which can be heard as well as seen."²⁴

d) Arrangement of facilities

There are five essential facilities which are arranged in microteaching. "These are - a) space for teaching, b) space of feedback c) space for replanning d) blackboard and chalk etc. e) college supervisor. The beauty of this technique lies in the fact that through it an attempt is made to analyse the complex teaching process into its simpler and easily trainable skills and behavioural segments which can be mastered gradually one by one."²⁵

e) Role allocation

In 'Emerging Trends in Teacher Education' written by Dr.R.S. Shukla has mentioned that "role playing' is an artificial situation before fellow students taking the participant into the classroom environment. It is structured situation in which the student-teacher tries to enact the role of a good teacher."²⁶

"In microteaching different student teachers are to perform their assigned roles. Student teachers are to perform different roles. They have to act as the microteacher, peer, supervisor and pupils. It is essential that the student teachers, college supervisors have a clear perception of their role."

f) Training in observation

College supervisors, and peer supervisors are required to observe teaching for providing feedback to the microteacher. It is desirable that the student teachers are provided training in observation following the methodology to be used. Recording and inferencing is provided at this stage. Observation of specific skill may be given at the time of orientation.

g) Scheduling and time-tabling

Schedule for various steps of microteaching programme and time-table may be prepared in advance.

h) Implementing the programme

Programme of microteaching is an institution requires the following steps.

- i) Orientation about microteaching,
- ii) Skill of presentation,
- iii) Skill of demonstration,
- iv) Preparation of micro-lesson plan,
- v) Creating microteaching setting,
- vi) Practice of the skill,
- vii) Providing feedback and
- viii) Replan-reteach-refeedback.

i) Orientation about Microteaching

Orientation & lectures on microteaching, its various components, advantages, disadvantages etc. followed by discussion with student teachers.

Student teachers need to be given an overview of the concept and procedure of microteaching, analysis of teaching into skills to be practised and the skill learning strategy.

Details regarding a particular skill, its psychological rational and behavioural component are discussed.

ii) Skill of presentation

The teaching skill selected for practice by the student teachers may be presented. The presentation or modelling exercise includes discussion about its rational and role in teaching, its meaning, and definition of the allied terms, component teaching behaviours comprising the skill, sample illustration of the component behaviours sample microlesson, plans and observation tools.

iii) Skill of demonstration

"This step is a part of modelling. After discussion of the teaching skill, the teacher educator gives a demonstration lesson on the use of the teaching skill. The lesson is observed and the teacher educator is provided feedback on the lesson based on systematic observation and recording as pointed out."

iv) Preparation of microlesson plan

"The student teacher selects a concept, skill, component behaviours and time of teaching."

v) Creating microteaching setting

"Seating arrangements for the pupils for practising the skill, the college supervisor and the peer supervisor may be made. Black-board, chalk, duster and other materials required for the microteaching may be arranged."

vi) Providing feedback

"The student teacher is provided feedback on the teaching performance."

vii) Replan-reteach-refeedback

"This cycle of teach-feedback-replan-reteach-refeedback may continue till the student teacher attains the desired standard through successive approximations with respect to the model."

"Student teaching programme suffers from many limitations. It is not suitable of the entire internship programme. It focuses the acquisition of specific skills which may interact poorly with the general skill. Problems

of real peer-group teaching are encountered. Microteaching practice may create too much confidence in the student teachers which may lead to perfection. When he is exposed to real classroom teaching. It is not possible to have content courage through microteaching. Since essentially it is a skilled oriented process. Setting up of microteaching laboratory is very expensive."²⁷

Content-cum-methodology

The researcher referred many educational books. The researcher did not get any reference of the content-cum-methodology literature. So, the researcher is not able to give the related literature of the content-cum-methodology. The investigator makes efforts to study student teaching programme through investigation.

B) REVIEW OF RELATED RESEARCH

2.B.1 RESEARCH ON STUDENT TEACHING PROGRAMME

'Effectiveness of teacher training programmes' has been mentioned by Mohn.K. Data were collected with the help of questionnaires from teachers, teacher trainees, teacher educators, head of teacher training department and principals. He found that the time spent on practice-in-teaching was too short as schools were not available for a longer time. Again he suggested that the examination of practice-in-teaching had become a farce as the examiners did not observe the lesson for adequate time.

The effectiveness of teacher training programme has investigated and found by Srivastave, Kanti Mohan (1982). He mentioned that separate divisions were given for theory and practical examinations. He mentioned the opinions of college principals, teacher educators, the existing conditions and working of the programme were not good on all points.

Teacher competencies' of the Bachelor of Education student teachers have been studied by Sharma M.L.(1979); Ganju M.L.(1973). They reported that the college supervisors perceived that the student teachers developed competencies due to practice teaching on all the five factors. But

Ganju has mentioned that the teachers were found to be emotionally disintegrated and economically frustrated. Mohanty S.B.(1984) suggested that the manner in which criticism lessons were held was not proper. He explained the doubt of evaluation which was of doubtful validity as no evaluation criteria were explicitly stated.²⁸

2.B.2 RESEARCH ON MICROTEACHING

i) D.D.TIWARI (1961) found that microteaching could be used profitably in the training institutes and secondary schools. This could develop the student teachers' insight and would make them better qualified and better teachers.

ii) G.B.SHAH (1970) His conclusions were that recording on the tape recorder and listening to it afterwards help the teacher in correcting his mistakes.

iii) R.R. CHUDASAMA (1971) suggested in his findings that microteaching developed the skills of questioning in the teacher and increased pupil participation in the class.

iv) N.S.MARKER (1972) carried out a study trying to compare the performance of student teachers trained through microteaching and trained through conventional approaches. Five microteaching skills were practised. a) Set induction

b) Stimulus variation c) Questioning d) Closure
e) Response of pupils and reinforcement. He found that microteaching was quite effective.

v) L.P. SINGH (1973) showed that student teachers trained through microteaching and through Flander's interaction. Analysis technique change their verbal teaching behaviour in the classroom more significantly compared to the student teachers trained in a traditional way only. The student teachers trained through microteaching change their verbal behaviour in the classroom significantly better than those trained through Flander's Interaction Analysis technique.

vi) PASSI B.K. AND SHAH M.M.(1973) found that the microteacher's attitude was favourable towards the feasibility of microteaching in teacher training programme in stimulated in 'real conditions'. The student teachers favoured the reteach session, the time taken for the teach session and for planning, but the pattern of the teach session was not favoured.

vii) N.L.DOSAJH (1973) found that the teacher showed an all round improvement in all areas. He has tried to integrate microteaching in a programme of student teaching. The following steps have been found to be very effective for student teaching including microteaching.

a) Lectures are given on theory connected with student teaching. b) Demonstration lessons are given by the members of the faculty. Some good lessons are played on the various types of lesson plans with the teacher trainees. c) Each trainee is required to give at least one diagnostic lesson.²⁹

viii) S.P.BHATTACHARYA (1975) found that audio recording and microteaching technique would develop successful 'Indirectness Skill' and attitude of teacher trainees toward the microteaching technique of teaching skill development was highly favourable.

ix) S.M.JOSHI (1977) mentioned in his investigation that student teachers exposed to the treatment of skills based instructional materials synchronised with microteaching for all the four skills. He suggested that the experimental groups together didnot differ significantly from the control group in their attitude toward teaching.³⁰

x) CHATHLEY Y.P. (1984) investigated that there was a significant improvement in the general teaching competence of trainees as a result of training in micro-skills. He suggested through research that for skill of introducing a lesson, reinforcement and B.B.use, the trainees in Physical Sciences gained quantitatively more than the trainees in social sciences and languages.

xi) A.H. KHAN (1985) found that microteaching technique had proved itself to be more effective teacher training technique than the traditional.

xii) KALYANPURKAR S.(1986) found that microteaching had positive significant effect on the development of skills viz. Questioning, Reinforcement, Explanation and Stimulus variation.

xiii) A.W.OAK (1986) found that while training the science student teachers, activities such as teacher talk, questioning, B.B.work and demonstration should be taken into account in preferential order.³¹

2.B.3 RESEARCH ON FEEDBACK

i) N.PANGOTRA (1973) compared the effectiveness of the different types of feedback on the classroom behaviour of student teachers. The different types of feedback were a) the student himself, b) the college supervisor and c) external observer. His findings were that the student teachers who received 'self-directed' feedback proved better teachers than those who received feedback from other sources. Feedbacks from college supervisors and external observers were also found to be effective when compared with the controlled group which received no feedback.³² 32

ii) PASSI BIMLA (1977) cleared outlook of supervisors. She mentioned through her research that the comments of supervisors clustered around a few aspects of teaching like questioning, explaining etc. Aspects like content selection, remedial measures etc. were ignored. She clearly suggested that student teachers who underwent the microteaching programme were in favour of it.

iii) GOPI A. (1979) mentioned that the treatments were equally effective in inculcating attitude towards teaching in student teachers.

iv) DHOLAKIA J. V. (1980) completed the research on 'the effective of observers and feedback upon pupil teachers'. He pointed out that the observers gave more negative comments than positive. Pupil teachers' performance improved, positive comments increased and negative comments decreased as the number of lesson advanced.

v) PAIKARAY G.S. (1981) had compared the different feedbacks in microteaching. It was found that the means of the four experimental groups that were provided feedback by the supervisor, supervisor and peer, peer and audio-tape. It showed that the feedback by peers and audio-tape was much more effective than the feedback by peer or audio-tape only. It is pointed out that the supervisor's role emerged as a very important factor in microteaching setting.³³

vi) PRABHUNE P.P., MARATHE A.H. AND SOHANI C.R.(1984) had done an experimental study on the effectiveness of microteaching and different strategies of feedback. They mentioned that the gain in pre-test and post-test scores was statistically significant. It was inferred that the practice of microteaching skills was effective in the improvement of the student teachers' performance with respect to teaching. They suggested that the routine strategy of giving feedback by college supervisor could be continued in the training through microteaching.³⁴

2.B.4 RESEARCH ON INTEGRATION OF SKILLS

i) SHARMA K.K. AND BHATTACHARJEE R.A. compared the effect of the summative model of integrating the skills upon teaching. They suggested that the significant summative model of integrating teaching skill might be used as a training technique in the teacher training college.

ii) DAS,R.C., PASSI B.K., JANGIRA N.K. AND SINGH A. studied the effectiveness of different strategies of integration of teaching skills in developing general teaching competence of student teachers. They found that the summative integration strategy tended to improve the teaching competence as well as the quality of integration of the teaching skills.

They clearly suggested that the additive strategy of integration of the teaching skills did not improve the general teaching competence of the student teachers. They suggested the weakness of the dead strategy of integration which was tented to improve the general teaching competence of student teachers as well as the quality of integration on the teaching skills but the latter was not sufficient.

iii) LALITHA M.S.(1981) studied the effectiveness of a strategy of training of integrating teaching skills on teaching. He knew through the experiment that after training for integration of teaching skills in stimulated conditions, the experimental group had made greater mean gains.

iv) SINGH G.(1982) had done comparative study of different strategies of integration of teaching skills. He found that there was significant impact of integration training through summative model of general competence. He pointed out that there was positive influence on the teacher's performance of immediate feedback. The microteaching technique in the controlled laboratory environment as well as the reality of bonafide teaching was quite effective.³⁵

v) BAWA M.S. (1984) studied the effectiveness of microteaching with planned integration training. He found that exposure to integration based instruction helped teachers

to increase their ability to integrate various teaching skills effectively. He mentioned that the integration instruction group not only consolidated its teaching competence but also improved upon it. It did so in a significantly more effective manner as compared to those who taught to their own. Systematic instruction with explicit objectives was much more effective than learning on one's own.

vi) SINGH N. (1985) compared trained teachers through integrated and traditional methods. It was conducted that integrated method developed a positive relationship in attitude and role performance in the case of science teachers, and hence was suited more specially to science students than to arts students.

vii) EKBOTE E.R. (1987) studied the development of a strategy for integration of skills in teacher training. He mentioned that the integration strategy was found effective in terms of the improvement it made in the student teachers' performance in the classroom teaching.³⁶

2.B.5 RESEARCH ON PRACTICE OF TEACHING

i) SOHONI B.K. AND OTHERS studied teacher effectiveness through practice teaching. He pointed out that

teachers' effectiveness reached a limiting value in respect of English, Marathi, Hindi and History in respect of both the experienced and inexperienced groups in the seventh and eighth lesson. The commonly observed significant element of the teachers' effectiveness were his ability to motivate the class, ability to speak effectively, ability to use blackboard aptly and certain personality maturity.³⁷

ii) RAI (1982) compared the problems of teacher training colleges. He mentioned that the practising school was a vital component for imparting training in practical teaching skills. It reveals a wide discrepancy in the perception of colleges of education and the practising schools. He mentioned that there was very smooth flow of its activities.

iii) GUPTA B.C.(1982) evaluated that practice of teaching in the colleges of education. The researcher found that the supervised study method gave better results.³⁸

iv) DEO D.S.(1985) studied the practical programme other than practice teaching in teacher education institutions. He found that the student teachers were not provided facilities for training in preparation of some visual and audio-aids. He pointed out that co-curricular activities were not organised according to the interests and needs of

the students. Opportunities for talented students were not provided in the areas of arts, library dramatic and cultural areas.³⁹

2.B.6 RESEARCH ON OBSERVATION

i) PANDE S.M. (1980) studied the supervision practice. He pointed out the lackness of observation i.e. No teacher training department had a separate building. They had to share the classroom with other departments of the college. They couldnot discuss the lesson plans with the trainees.

He fearlessly suggested that some of the teacher educators didnt have adequate knowledge^{of} the subject matter in which the trainees delivered their lessons. Their workload was very heavy and 48 % of them didnt have favourable attitude toward their ~~praxx~~ profession.

ii) BALACHANDRAN E.S. (1981) studied the teaching effectiveness and student evaluation of teaching. He clearly suggested that the evaluate feedback based on students' rating helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers. He mentioned that self rating was significantly higher than student rating. The lowest performance of teachers was with respect to encouraging discussion in the class and the best was with respect to punctuality.⁴⁰

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