

A Study of Micro-teaching in the B.Ed. Colleges of Uttarakhand

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ABSTRACT: The present study aims to evaluate the micro teaching conditions in the B.Ed. Colleges of Uttarakhand for this purpose the B.Ed. Colleges of Uttarakhand, i.e., Govt., Semi-Govt. and self-financed were evaluated. The pupil teachers were selected by following random stratified sampling technique from all three types of B.Ed. Colleges. Two tools have been developed by researcher (micro teaching inventory and interview schedule) and used for data collection. The collected data were analysed by applying mean, chi-square and Anova. The findings of the study revealed that Govt. colleges have acquired highly satisfactory conditions of micro teaching, Semi-Govt. were in satisfactory conditions and self-financed colleges were in less satisfactory conditions.

KEYWORDS: Micro Teaching, Inventory, Personality, Child, Behaviour, Citizens.

INTRODUCTION: The teacher's influence on the child's personality is very remarkable. She/he shapes the child's behaviour, personality or even the destiny our future citizens. A teacher bears a duty towards the society as well as towards the nation; hence a teacher should be able to constantly adjust her/his teaching methods and techniques according to the changing time and needs of the students. The UNESCO report on **International Education for 21th Century (2001)** has recommended following measures to ring the qualitative change in education:-

- a. Improvement in teacher's recruitments.
- b. Improvement in training of teachers.
- c. Improvement in training process and evaluation process.
- d. Improvement in social status of teachers (Indian journal of psychometric and education, Vol-33, July 2002)

These measures are kept in mind while conducting present research work. Micro teaching provides excellent opportunity to investigate the variables which affect human learning. Micro teaching is considered as a mechanism of feedback which is a device for modification of teacher's trainees. It was originated in **Stanford University (U.S.A)** in 1961. In 1963 Keith Achison, Dwight Allen and Dr. Robert have also done research works in the field of innovative teacher Education. Dr. M.B.Buch, B.K. Passi, Dr. L.N. Singh (1973), Dr. Allen and Ryans(1969), Bhattacharya (1979) have also played very important role in the field of microteaching.

In India Shri Tiwari or "Central Pedagogical Institute of Allahabad" have prepared a project on improving the teaching skills of pupil teachers. In this prospect it was recommended that the teacher education programmes should be sound enough to inculcate certain missing teaching/ professional skills among the pupil teachers. Hence before the further improvement in this field it is very important to study the existing conditions of micro teaching in the B.Ed. colleges. The present study deals with the study of micro teaching conditions in the B.Ed. colleges of Uttarakhand. The colleges were categorized into three types; Govt, Semi-Govt and private B.Ed. colleges.

According to **Kothari Commission**, "The introduction of a sound programme for professional education of teachers is essential for the qualitative improvement of education".

The attitude of pupil teachers towards micro teaching is also affected by prevailing micro teaching conditions in a particular B.Ed. college. A certain type of attitude towards micro teaching is developed among pupil teachers due to certain conditions of micro teaching present in that B.Ed. Colleges. This attitude is very important to study as it is being carried lifelong with the pupil teacher. A tendency to give importance and to learn micro teaching skills is affected by attitude of pupil teachers, which is developed among pupil teachers during B.Ed. course.

OBJECTIVES:

- (1) To study the number of skills used by pupil teachers in the B.Ed. colleges during micro teaching.

(2) To study the procedure of feedback used in the B.Ed. colleges during micro teaching.

PURPOSE OF THE STUDY: The purpose of the study is to examine the existing condition of micro teaching in the B.Ed. colleges of Uttarakhand.

HYPOTHESES: The following hypotheses were drawn for the study:-

HO₁- There is no significance difference among the Govt., Semi-Govt. and self-finance B.Ed. colleges regarding the number of skills used during micro teaching.

HO₂- There is no significance difference regarding the procedure of feedback during the micro teaching used in the Government, Semi-Government and self-finance B.Ed. colleges.

METHOD: Based upon objectives, hypotheses and nature of data, normative survey method had been used for the study.

POPULATION: All the pupil teachers which were studying in the B.Ed. colleges of Uttarakhand for the session of 2007-08.

SAMPLE AND SAMPLING TECHNIQUE: For the present study a representative sample of 150 pupil teachers were selected through following **proportionate stratified sampling technique**. Out of which 50 pupil teachers were randomly selected from each type of B.Ed. colleges (Govt, Semi-Govt and Self finance).

The teacher education were also selected who had more than 15 years' experience in the field of teacher education for data collection.

VARIABLE STRUCTURE: In the present study the variable structure is as follows:

- Independent variable: Conditions of micro teaching.
- Dependent variable: Attitude of pupil teachers towards micro teaching.

TOOLS DESCRIPTION: For the present study following tools were used for data collection

- Micro teaching inventory:** Tool used for pupil teachers to study the micro teaching conditions.
- Interview schedule:** Tool used for teacher educators to study the micro teaching conditions.

SCORING PROCEDURE: The tools were comprised of five point scale and the pupil teachers had to give their opinion on either of the following dimensions. The scoring procedure of micro-teaching inventories was as follows:

Micro teaching Inventory	
Dimensions	Marks
Fully agree	5
Partial agree	4
Agree	3
Partial disagree	2
Fully disagree	1

RESULT AND DISCUSSION: The collected data through micro-teaching inventory and interview schedule were put to statistical analysis so that the formulated hypothesis could be tested.

HYPOTHESIS-I

There is no significance difference among the Govt, Semi-Govt and Self-finance B.Ed. colleges regarding the number of skills used during micro teaching.

To test the hypothesis the data have been obtained on micro-teaching inventory. Three series of mean scores have been obtained. Hence Anova the statistical technique had been applied by researcher to draw out result.

Table-I

Source of variance	Sum of squares	d.f.	Mean square	F-ratio or Anova value	Significance Level	N
Between groups	24.98	2/147	12.49	17.59	Significant	150
Within groups	107.08		71		.01=4.75 .05=3.06	

Level of Significance table $F=17.59 > 4.75$ at .01 hence hypothesis rejected.

INTERPRETATION OF TABLE-I:-

In this table calculated F value is 17.59. While the F table value at 2/147 d.f is 4.75. The calculated F value is more than F table value, hence the null hypothesis is rejected.

DISCUSSION OF TABLE I :-

It has been summarized that there has been a lot of difference among the Govt, Semi-Govt and Self-financed B.Ed. colleges of Uttarakhand regarding the number of skills used during micro teaching. It has been observed on the basis of data collection and discussion with pupil teachers of B.Ed. colleges that in govt B.Ed. colleges they usually studied and practiced ten teaching skills, in semi-Govt B.Ed. colleges they studied and practiced about 5-10 teaching skills while the private colleges were taught and practiced about 5 teaching skills. Hence there is a significance difference observed among the three types of B.Ed. colleges regarding the number of teaching skills used during micro teaching.

HYPOTHESIS II

There is no significance difference regarding the procedure of feedback during the micro teaching used by Govt, Semi-Govt and self-finance B.Ed. colleges.

Three series of mean scores have been obtained. To draw out the significance difference among the mean scores of Govt, Semi-Govt and Self Finance B.Ed. colleges, Anova has been calculated.

Table II

Source of variance	Sum of squares	d.f.	Mean square	F-ratio	Level of Significance	N
Between groups	337.98	2	168.09	157.93	Significant	150
Within	158.36	147	1.07		.01=4.75	

groups					.05=3.06	
Level of Significance from table $F=157.93 > 4.75$ at .01 level hence hypothesis rejected.						

INTERPRETATION OF TABLE-II

Table II shows the obtained Anova value. The F-ratio (Anova value) is 157.93, while F-ratio value at 2/147 d.f and .01 level of significance is 4.75. The calculated F-ratio value is very high from F-table value at .01 level of significance.

DISCUSSION OF TABLE II:-

There is a significant amount of difference among the procedure of feedback is three types of B.Ed. colleges.

It has be observed the feedback procedure is satisfactory in Govt colleges as individual attention is paid by teacher educators during micro teaching. While in private colleges feedback procedure is not satisfactory.

FINDINGS:-

After analyzing the result statistically, it is clear that Govt B.Ed. colleges were in highly satisfactory level as sufficient number of teaching skills (about ten) has been taught and practiced there. As the procedure of feedback is concern individual attention is paid by teacher education to every pupil teacher during micro-teaching.

The conditions of semi-Govt colleges were satisfactory as considerable number of teaching skills (about 5-10) were taught and practiced there. As per as procedure of feedback is concern, individual and group feedback is provided to pupil teachers.

The conditions of self-finance B.Ed. colleges were not satisfactory as less number of teaching skills (less than 5) have been taught and practiced there. As per as procedure of feedback is concern not sufficient feedback was provided to pupil teachers in self-financed colleges.

RESULT AND DISCUSSION: Findings of the study showed that highly satisfactory Microteaching conditions were found in Govt. B.Ed. colleges while Semi-Govt. colleges were in satisfactory conditions and self-finance B.Ed. colleges were in less satisfactory conditions. It is due to the

mushrooming of private B.Ed. colleges, the quality of teaching is decline. The private B.Ed. colleges do not pay much attention on quality control of teaching. At times they do not pay attention on proper arrangements for microteaching session nor do they provide much time for practical and theoretical aspect of teaching skills, whereas Govt. and Semi-Govt. B.Ed. colleges provide sufficient time for microteaching session during B.Ed. course.

The attitude of pupil teachers towards micro-teaching is affected by prevailing conditions of microteaching in particular B.Ed. College. Positive attitude is developed among pupil teachers of Govt. B.Ed. colleges by highly satisfactory conditions of micro-teaching. A moderate attitude is developed due to satisfactory conditions of microteaching in Semi-Govt. B.Ed. colleges, whereas neutral attitude is developed due to less satisfactory conditions of micro-teaching in self-financed B.Ed. colleges.

SUGGESTIONS AND RECOMMENDATIONS:

- 1- The researcher suggested that there should be a sound programme of micro-teaching skills under B.Ed. course.
- 2- There should be a supervisory body, which approved and appointed by state Govt. to see whether the B.Ed. colleges are following the micro-teaching session in the B.Ed. colleges.
- 3- The mushrooming of B.Ed. colleges should be restricted.
- 4- It is essential to pay attention on micro-teaching conditions in training colleges for the qualitative improvement in teaching and for enhancing professional skills among pupil teachers.
- 5- Some new teaching skills should be introduced for teaching of different subjects, so that the interest and knowledge of the students can be enhanced.

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