



Article : Effectiveness Of Innovative Micro-Teaching Strategy For Teacher Educator : Education

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Introduction :

In the twenty first century, to compete with the challenges of modern world, teacher education should also come out with its traditional way of teaching-learning process. To bring the quality in teacher education, it requires innovative new methods, strategies also. In the present research, researcher has given one innovative strategy for effective micro teaching. Micro Teaching is the basic skills for teaching in the class. Here is a strategy about micro teaching which is the different from that traditional one. In it there are 20 students in each group having two observers means teachers. They will observe the student teacher according to the 10 different sub skills of main skill. These micro teaching skills are only four in number. These four skills include all the effective sub skills for micro teaching. Researcher has completed one research on this new micro teaching strategy and pointed out some conclusions.

Statement of the Problem :

'Effectiveness of Innovative Micro-Teaching Strategies for Teacher Educator'.

Objectives of the Study :

- 1) To find out the drawbacks of present micro-teaching programme.
- 2) To find out the various problems in achieving the skills of teaching.
- 3) To apply the new programme of micro teaching.
- 4) To find out the effectiveness of new micro teaching programme in teacher training college.

Hypothesis :

- 1) There is (an overall pupil teachers) significant difference in old and new micro-teaching programme.
- 2) There is no significant difference in old and new micro teaching programme.

Methodology :

Researcher has opted to use experimental research method for carrying out the research work.

5.1 Sample

A random sample of 10 B.Ed. student teachers of the College of Education, Barshi, Dist. Solapur were taken for the study.

5.2 Innovative Micro-Teaching Programme

The new micro-teaching programme will be like as follows.

I) There are only four micro-teaching skills included in this programme.

- 1) Introduction of the lesson.
- 2) Explanation.
- 3) Activity based teaching.
- 4) Evaluation.

II) Each group will contain 25 students and having two observers.

III) There are 20 different observation criterion for micro-skills, such will contain 20 criterion for observation.

IV) Each micro-skill will be of 10 minutes.

V) For the observation, checklist of 10 points will be there.

VI) Teacher should provide all the information about this micro-teaching programme to the students. It is very necessary to build up the confidence of the pupil teachers.

5.3 Research Procedure

Following steps were undertaken for the study.

The experimental research method was used for this study. Two equal groups contained five students in each groups. One was controlled group and another was experimental group. The present micro-teaching programme used for controlled group and new micro-teaching programme used for experimental group and the data from checklist duly filled by teachers were analyzed by determining the percentage of criterion for each micro skill.

Group	Method	N	Mean	SD	t
Control	Present Micro-teaching programme	05	62.6	7.3	2.43
Experiment	New Micro-teaching programme	05	72.2	9.4	Significant at 0.01 level

From the table, it was found that the 't' value 2.43 was significant at 0.01 level with df equal to 58. So, the null hypothesis was rejected. It means that there was a significant difference in the mean of micro-teaching programme of old and new. In other words, the new micro-teaching programme is more effective than the present micro-teaching programme.

Major Findings :

- 1) Pupil teacher take the more interest in new micro-teaching programme.
- 2) Pupil teacher concentrates on each micro-skill with equal weight age and every criterion is more important in each and every skill.
- 3) New micro-teaching programme is more effective than present one.
- 4) The new-micro-teaching programme includes all the teaching sub-skill in each and every micro-skill. So pupil teacher concentrates of every minute sub-skill each time.
- 5) Two teachers observe the micro-lesson so team teaching is here.

Recommendations :

- 1) Enough research work should be done on this new programme of micro-teaching by the experts.
- 2) Proper sequence, time and criterion should be included in these micro-skills.
- 3) Teachers from teacher-training colleges should do research work on this new programme of micro-teaching.

References :

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