

EVALUATION OF MICROTEACHING AND OTHER RECENT INNOVATIONS IN EDUCATIONAL TECHNOLOGY

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ABSTRACT

The present study has great significance as its main focus is on teaching competence. Present study will answer the questions how micro teaching and use of multimedia improve teaching competence. Study will emphasize the effect of micro teaching and use of multimedia in teaching competence. In a nutshell, present investigation will help the prospective teachers to improve their teaching competence and performing their job in a better way.

INTRODUCTION

The greatest need of today is that man in his race should reflect on the real purpose and value of human life and give a fresh orientation to his view of life based on such introspective reflection. Kothari Commission (1964-66) begins its report with the remarks that the destiny of India is being shaped in its classroom.

Hence, in order to improve the quality of education it is necessary to have a sound programme of teacher education. Irrespective of levels and types of education, Teachers play a pivotal role in the process of implementation of the policies, formulated to achieve the desired goal in the qualitative improvement of education. Rayans (2004) pointed out that in educational scenario, teachers act as a 'pivot' on which the entire process of education rests on. Teachers have been called nation builders in every period and in every society. Teacher themselves really are the key persons in developing good community. Sabu (2010) emphasized that in the present era drastic changes are required to meet the goals of education by increasing teacher competency. Thomson (2010) opined that teacher should encourage such a classroom environment that is inviting, respectful, supportive, inclusive and flexible among students. Singh (2006) stated that teachers are considered the most important resource for a school. Kukreti (2005) remarked that competent teachers possess higher mean scores on knowledge, creative and humanistic values than their incompetent counterparts. The Education Commission (1964-66) observed that of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant.

Thus, the need to find out a proper solution for removing the defaults in the existing practice teaching programme was fulfilled and micro teaching arrived in the scene with a view to solve the varied problems.

RESEARCH METHODOLOGY

The study was conducted through experimental method of research. An experiment is the process in which the experimenter manipulates one variable to study the effect of the manipulation on another variable.

The method for collecting new unknown data required for any research problem, one may use various devices. For each and every type of research we need certain tools together facts or to explore new fields, which act to as means are called research tools. Different tools are suitable for collecting various finds of information for various purposes. The selection of suitable tools is of vital importance for successful research. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The following tools were selected and used by the investigator in the study.

In this study following tools were used by the investigator.

- Ravan' Standard Progressive Matrices (Intelligence test for making the three equal matched groups (A1, A2, A3).
- General Teaching Competence Scale (GTCS) of Dr. B.K. Passi and Dr. Mrs. Lalita (1977).
- Micro lesson plans for microteaching and lesson plans for use of multimedia were prepared by the investigator herself.
- Observation schedule for selected skills were used.
- Transparencies and slides were prepared by the investigator overhead projector and slide projector was used for this purpose.

CONDUCTING THE EXPERIMENT

The experiment was conducted in three phases as presented in the following paragraphs.

Phase I – Administration of the Pre-test

- After selecting the colleges for experiment the investigator fixed appointments and discussed the proposed instructional programme with the principals of colleges. Availability and favourable climate for research was the criteria for final selection of colleges. A meeting with principal and teacher educators helped in chalking out the date and time schedules for the implementation of the programme. The investigator visited the selected prospective teachers and established a rapport with respective teachers. Before starting the treatment all the prospective teachers selected in sample were given pre-test. This was the initial stage in which the General Teaching

Competence Scale (GTCS) was administered on group A1, group A2 and group A3 before introducing any treatment.

Phase-II Treatment. In the treatment stage all the three groups were treated as given below.

- **Group A1** was oriented through Microteaching skills.
- **Group A2** Lesson plans delivered with the help of multimedia (O.H.P. & Slide Projector).
- **Group A3** Unlike the other two groups, this was the control group. The treatment was given to this group as per the lesson plans prepared by using conventional method of teaching simultaneously with the other groups.
- This treatment was maintained for thirty working days for one period of 36 minutes for each working day in each institution for each of the groups.

Phase III Terminal Stage. At this stage post-test was administered on group A1, group A2 and group A3 on the completion of the treatment. In this way the terminal behaviour of the sample was evaluated.

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