Effectiveness of Microteaching of B.Ed. trainees through Self-evaluation

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Abstract:

Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements, in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Microteaching is the platform of teacher-students for the all kind of practice teaching. During this situation supervisor and teacher-students interact. In this present study total 87 teacher-students were selected randomly during the year of 2008-2009 from the B.Ed. College, Kakanpur. Students were informed about self evaluation method. Teach and re-teach system organize and self evaluation method employed for the present study. The former needs of microteaching to communicate his/her feelings, impression and various views of matter. From the research it has been found that introduction, explanation and using black board work skill found significant in the re-teach.

1. Introduction

"The destiny of India is being shaped in the classroom" - Kothari commission.

"A teaching skill is a set of teacher behaviors which are especially effective in bringing about changes in pupils."

"Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education." Indeed the Kothari commission has given importance to the role of teacher education. Education is the bipolar process in the context of classroom, there is one pole is teacher and anoher is student.

Teacher Education College's curriculum is divided into two parts, namely theoretical works and practical work. Theoretical work relates to the foundation of education for example psychology, history... Practical works relates to microteaching, bridge-lesson, stray lesson, unit-lesson and preparation of various teaching material, teaching as well as evaluation.

To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-learning process are possible. Teacher use various activity is known as the technique. In the era of the globalization, teacher uses various kinds of teaching technique. For example, Microteaching. Concept of the microteaching had been first developed in 1961 in California University. Prof. Divite Alane had used first time the word of 'microteaching' and developed Micro-clinic in 1964-65. After work on microteaching it had been said that microteaching is not the process of teaching, but it is the process to get the skill. Now, the training of the teacher microteaching becomes the technique of make a teacher to skilful. In the history of MT Center of the Advanced Study in Education (CASE) of the M.S. University, Baroda had started at practical base in Punjab for two years. After 1976 it is applied

to the University of the County for the part of teacher training. Microteaching is a scaled down teaching in class size and class time. It is a teacher training technique in which the complexities of normal classroom teaching are specified.

It is considered as a miniaturized classroom teaching. The five steps generally involved for attainment of a particular skill are teach, feedback, re-plan, re-teach and re-feedback. Stanford University had given 14 types of various skill of microteaching. Canter of the Advanced Study in Education analyzed the different type of 22 skills of microteaching. As for example, introducing a lesson, fluency in questioning, probing question, stimulus variation, closure, non verbal cues, reinforcement, explaining, using black board, illustrating and use of Example. Etc.

2. Foundation of the Study
Main aim of the teacher education is to prepare teachers who could efficiently carry out the school education programme. Practice teaching and field experience are the most effective ways of acquiring the skills a teacher needs. Microteaching is the platform of teacher-students for the all kind of practice teaching. During this situation supervisor and teacher-students interact. The former needs of microteaching to communicate his/her feelings, impression and various views of matter. To provide the scope of improvement supervisor and observer shares the perception about the teacher-student's achievements. In this study researcher tries to focus on that in microteaching teacher-student try to get the various skill of teaching. In this process teacher-student evaluate him by the self-evaluation for further improvements. In this stage of training teacher-student also to self-evaluation of various skill according to grade and the rank for each skill of microteaching.

3. Objectives of the Study
1. To study the effectiveness of self-evaluation of grade of skill of microteaching and rank of the skill of the microteaching of trainee of B. Ed faculty.
2. To study the effectiveness of self-evaluation of grade of skill of microteaching and rank of the skill of the microteaching of male trainee of B. Ed faculty.
3. To study the effectiveness of self-evaluation of grade of skill of microteaching and rank of the skill of the microteaching of female trainee of B. Ed faculty.

Null Hypotheses of the Study
1.   There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of trainee.
2.   There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of trainee.
3.   There will be no significant difference between mean score of
1.   REINFORCEMENT GRADE and mean score of QUESTION RANK of self evaluation of trainee.
4.   There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of trainee.
5.   There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of trainee.
6.   There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self evaluation of trainee.
7.   There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of male trainee.
8.   There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of male trainee.
9.   There will be no significant difference between mean score of REINFORCEMENT GRADE and mean score of QUESTION RANK of self evaluation of male trainee.

10. There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of male trainee.
11. There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of male trainee.
12. There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self evaluation of male trainee.
13. There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of female trainee.
14. There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of female trainee.
15. There will be no significant difference between mean score of REINFORCEMENT GRADE and mean score of QUESTION RANK of self evaluation of female trainee.
16. There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of female trainee.
17. There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of female trainee.
18. There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self evaluation of female trainee.

4. Methodology of the study
The present study is casual comparative study and according the methodology was used. Data regarding the grade and rank of the skill of the microteaching collected from the trainee by using questionnaire. Whereas, the data regarding different variable were collected directly from the trainee.

5. Population of the Study
All the B.Ed, trainees of the studying year 2016-2017 from Kakanpur B.Ed. College is the population of the study,

6. Sample of the Study
All the B.Ed, trainees of the year (2016-2017 of Kakanpur B.Ed. College has been selected as the sample for the study.

7. Tools Used for the Study
For the present study all the B.Ed, trainees of the college were instructed for grade and rank of the microteaching by self-evaluation, There are six type of the microteaching skill were used those are Introduction of the lesson, Questioning, Reinforcement, Illustration with Example, explaining and using Black-board. Grade had been dividing in five parts for each skill of microteaching. (Performance of 80 to 100 for A-Grade, 60 to 79 for B-Grade, 40 to 159 for C-Grade, 20 to 39 for D-Grade, 00 to 19 for E-Grade). 5 marks given to A-Grade, 4 marks given to B-Grade, 3 marks given to C-Grade, 2 marks given to D-Grade, 1 marks given to E-Grade.

Same type of the Rank system trainee have to give 1 to 6 rank for above six skill of the micro teaching according to their choice according to their command over the skill. 1 rank have given 6 marks, 2 rank have given 5 marks, 3 rank have given 4 marks, 4 rank have given 3 marks, 5 rank have given 2 marks, 6 rank have given 1 marks, Questionnaire was given to the trainee to fill grade and rank of each skill according to their choice by self-evaluation.

8. Data Collection
For the collection of data, questionnaire containing grade and rank for each microteaching six skill for self-evaluation given to the 36 male trainee and 51 female trainees of Kakanpur B.Ed. College. After

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Completing micro-teaching lesson.

9. Data Analysis
As it is comparative study, descriptive spastics did the data analysis for the present study. The descriptive statistical technique like mean, standard deviation, and t-test were used in data analysis.

10. Findings and Discussion of the Study
From the above table it can be different said that -

- There is significations been found in the mean score of grade is higher than mean score of rank of self-evaluation of all trainee and female only for introduction skill, male trainee's score has no significant difference.
- There is no any significant difference found in mean score of grade and rank of self evaluation of question and reinforcement skill for all, male and female trainee.
- There is significant difference has been found in the mean score of grade is higher than mean score of rank of self-evaluation of female trainee for illustration with example skill, all trainee and male trainee's score has no significant difference.
- It is noted that there is significant/found for explaining skill. There is significant has been found in the mean score of rank is higher than mean score of grade of self evaluation of all trainee and male only for explaining skill, and significant difference has been found in the mean score of grade is higher than mean score of rank of self evaluation of all trainee and female only for explaining skill.
- There is significant been found in the mean score of rank is higher than mean score of grade of self-evaluation of all trainee and male only for using black-board skill, female trainee's score has no significant difference.

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