IFFECTIVENESS OF MICRO-TEACHING WITH INNOVATIVE PRACTICCESS

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Introduction
Innovation is necessary in every field. Without new ideas and thoughts no one can get quality work. In education, to get quality education and to enhance the quality of education innovations are necessary. Teacher should follow innovative methods and techniques to bring the quality in education. Here researcher tried to put forth one innovative idea or program about the micro teaching. Generally we follow traditional method or program for micro teaching but the present paper focused on new idea about micro teaching. After the discussion with experts and student teachers, researcher pointed out the draw backs of present micro teaching program. According to the discussion and survey, researcher prepared new micro teaching program. The new micro-teaching program is like as follows:
I) there are only four micro-teaching skills included in this programme.
   i) Introduction
   ii) Explanation and analysis
   iii) Activity Based Teaching
   iv) Evaluation
II) Each group will contain 25 students and having two observers.
III) There are twenty different observation criterions for micro-skills. Such will contain 20 criterions 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 – teacher.

Observer points:

1) Voice audible
2) Pitch pattern – stress, intonation
3) Student active participation
4) Linking words
5) Questioning
6) Body language
7) Black board writing
8) Activities (proper)
9) Accuracy
10) Stimulus variation
11) Reinforcement
12) Correct writing
13) Use of audio-visual aids
14) Examples related to
So the present research paper is on to find the effectiveness of new micro-teaching programme

**The objectives of the Research:**
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.
5) To suggest the remedies for better implementation of the new micro teaching program in future.

**Research Methodology:**
To find out the effectiveness of micro-teaching programme in teacher training college, missed method of research was used. Survey and experimental research method were used for the present research.

**Study Sample:**
The sample involved the teacher trainers from D. T. Ed. College, Barshi. Total 50 pupils – teachers participated in the study.

**Research procedure:**
The survey and experimental research method used for this study. Two equal groups contained 25 students in each group. One was controlled group and another was experimental group. The present micro-teaching program used for control group and new micro-teaching program 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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Method</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Present micro-teaching programme</td>
<td>25</td>
<td>5.50</td>
<td>3.72</td>
<td>7.18</td>
</tr>
<tr>
<td>Experiment</td>
<td>New micro-teaching programme</td>
<td>25</td>
<td>8.50</td>
<td>3.70</td>
<td>Significant at 0.01 level</td>
</tr>
</tbody>
</table>

From the table, it was found that the ‘t’ value 7.18 was significant a 0.01 level with df equal to 49. So, the Null hypothesis is 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 micro-teaching.
2) Students take interest in this new micro teaching program while they are in teaching learning process.
3) Pupil – teacher concentrates on each micro-skill with equal weight age and every criterion is more important in each and every skill.
4) New micro-teaching programme is more effective than present one.
5) 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.
6) Two teachers observe the micro-lesson so team teaching is here.
7) Healthy cooperation is developed during the implementation of this program between student teachers and also in between observer teachers.

**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.
4) Lesson plan should be prepared according to the new micro teaching program.

**Conclusion**
In this way we can use the new micro teaching program for the teacher trainers. Research proved that this one is the effective micro teaching program.

**Reference:**
Joshi Dr. Anant (1998) Micro Teaching, Aurangabad, Saket Prakashan