



Study of effectiveness of grade of skill of Microteaching and Rank of skill of Micro Teaching by Self-Evaluation of B.Ed. Trainee

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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. The former needs of microteaching to communicate his/her feelings, impression and various views of matter.

Keywords: *Self-evaluation, Microteaching*

1. Introduction

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

"A teaching skill is a set of teacher behaviours 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 another 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 is possible. Teacher uses 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. Rationale

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-s. tumalso 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

- 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.

4. Hypotheses

1. There will be not significant difference between mean score of introduction grade and mean score of Introduction Rank of self-evaluation of trainee.
2. There will be not significant difference between mean score of question grade and mean score of Question Rank of self-evaluation of trainee.
3. There will be not significant difference between mean score of reinforcement grade and mean score of question rank of self-evaluation of trainee.
4. There will be not significant difference between mean score of illustration grade and mean score of illustration rank of self-evaluation of trainee.
5. There will be not significant difference between mean score of explaining grade and mean score of explaining rank of self-evaluation of trainee.
6. There will be not significant difference between mean score of black-board work grade and mean score of black-board work rank of self-evaluation of trainee.

5. Methodology

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.

6. Population

All the B.Ed, trainee of the (2019-2020) of the Shri Akhandvidhya Aranyak Gurukul B.ED. College, Valsad affiliated to V.N.S.G.U., Surat.

7. Sample

All the B.Ed, trainee of the (2019-20) of the Swami Vivekananda Sarvoday Bank Education college, Mehsana, (N,G.) affiliated to H.N.G.U constituted for the present study.

8. Tool of this Study

For the present study all the B.Ed, trainee 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 mark given to E-Grade.

Same type of the Rank system trainee has 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 mark. Questionnaire was given to the trainee to fill grade and rank of each skill according to their choice by self-evaluation.

9. Data Collection

For the collection of data, questionnaire containing grade and rank for each micro-teaching six skill for self-evaluation given to the 36 male trainee and 51 female trainee of Swami Vivekanand Sarvoday Bank Education college - Mehsana (NG) after completing micro-teaching lesson.

10. 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, t-test were used in data analysis.

11. Findings

Table 1: Grade and Rank of Total Trainee

	Mean	Std. Dv.	N	Diff.	Std. Dv. Diff.	t	
INT_1_	4.264	1.735					
INT_2_	3.735	0.754	87	0.528	1.690	2.917	Significant
QUE_1_	3.770	1.411					
QUE_2_	3.505	0.745	87	0.264	1.333	1.8496	Not Significant
REL_1_	3.482	1.3102					
REL_2_	3.563	0.710	87	-0.080	1.286	-0.583	Not Significant
EXA_1_	3.965	1.588					
EXA_2_	3.793	0.701	87	0.172	1.511	1.064	Not Significant
EXP_1_	2.827	1.518					
EXP_2_	3.701	0.764	87	-0.873	1.500	-5.430	Significant
BBV_1_	2.712	2.034					
BBV_2_	3.379	1.025	87	-0.666	1.632	-3.807	Significant

Table 2: and Rank of Female Trainee

	Mean	Std. Dv.	N	Diff.	Std. Dv. Diff.	t	
INT_1_F	4.274	1.600					
INT_2_F	3.647	0.716	51	0.627	1.672	2.678	Significant
QUE_1_F	3.666	1.423					
QUE_2_F	3.431	0.700	51	0.235	1.209	1.388	Not Significant
REL_1_F	3.470	1.301					
REL_2_F	3.509	0.703	51	-0.039	1.165	-0.240	Not Significant
EXA_1_F	4.313	1.593					
EXA_2_F	3.784	0.701	51	0.529	1.487	2.5408	Significant
EXP_1_F	3.098	.513					
EXP_2_F	3.607	0.750	51	-0.509	1.528	-2.382	Significant
BBV_1_F	2.215	1.868					
BBV_2_F	3.098	0.922	51	-0.882	1.681	-3.748	Significant

Table 3: Grade and Rank of Male Trainee)

	Mean	Std. Dv.	N	Diff.	Std. Dv. Diff.	t	
INT_1_M	4.25	1.932					
INT_2_M	3.861	0.798	36	0.388	1.728	1.350	Not Significant
QUE_1_M	3.916	1.401					
QUE_2_M	3.611	0.802	36	0.305	1.508	1.215	Not Significant
REL_1_M	3.5	1.341					
REL_2_M	3.638	0.723	36	-0.138	1.457	-0.571	Not Significant
EXA_1_M	3.472	1.463					
EXA_2_M	3.805	0.709	36	-0.333	1.414	-1.414	Not Significant
EXP_1_M	2.444	1.462					
EXP_2_M	3.833	0.774	36	-1.388	1.315	-6.335	Significant
BBV_1_M	3.416	2.075					
BBV_2_M	3.777	1.045	36	-0.361	1.533	-1.412	Not Significant

12. 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 not significant difference.

There is not 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 grades 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 not significant difference.

It is noted that there is significant for explaining skill. There is significant has been found in the mean score of rank is higher than mean score of grades of self-evaluation of all trainee and male only for explaining skill, and significant difference has been found in the mean score of grades 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 grades of self-evaluation of all trainee and male only for using black-board skill, female trainee's score has not significant difference.

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