CHAPTER I

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* * * * *   PRACTICE TEACHING - A CHANGEING
SCENE IN INDIA

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1.1.0 Introduction

In the world of changing society a teacher has to re-new his roles outside and inside the class. The complexity of work and new roles require a good number of skills and expertise from teachers. To keep in pace with such demands, professional preparation of teachers has to undergo continuous changes. Besides, teacher education programmes can basically be seen to constitute - theory of education, methodology of educational processes and practice as teaching components. The theory and methodology aspects in education aim at providing sound knowledge at theoretical level, while practice teaching aim at their application in the field of teaching. The purpose of practice teaching hence is to develop his ability to teach. The period of practice teaching is not scheduled to test the strength and endurance of teacher trainee but it is a period of concentration, to practice the specialised competence required of a teacher. It is a period of experiencing the learning child.

1.2.0 Initial Developments

In the context of Indian teacher education programmes, historically a gradual change in practice teaching has been perceived. Till the early days of independence, practice teaching remained as a minor component of the system. The teacher trainee was sent to school to practice teaching on his own. Then during the sixties an awareness of guided practice teaching emerged.

This was possible due to increasing importance been given to the educational system with the availability of large number of teacher educators having post-graduate qualifications and increase in the number of educational research publications to their credit.

During sixties, practice teaching was carried out under two nomenclatures viz., 'practice teaching' and 'internship.' 'Practice teaching' refers to conducting a few classes in school by a student teacher with the purpose to experience the class room conditions and learn, some tips of teaching through trial and error. 'Internship' is a more comprehensive concept compared to practice teaching. Introduction of internship was aimed, at increasing exposures to a variety of teaching experiences and systematisation of practice teaching programme. During internship the student teacher is attached to a practising school, where in, he will observe lessons of experienced senior teachers, he will also practise teaching under wide variety of class-room conditions and in addition to this he will discuss his experiences with supervisors and senior teachers of school too. However, during implementation the internship programmes failed to achieve the purposes preset and remained as mere traditional practice teaching methods.

The development of a new concept 'Teaching Effectiveness' is relatively of later development. Previously practice teaching

aimed at providing certain inputs for training with no
emphasis on appraisal of outputs. This was due to the non-
availability of criteria for defining teacher effectiveness.
It is only in recent years that abilities required by the
teacher in terms of quality and quantity have been specified.
Teachers are tested through well established tools of
observation. The observation tool expects the trainee to
achieve a set level of scores to qualify himself as a teacher.
Usually the evaluation of a trainee to qualify him as a
teacher is carried out by observing the teacher in one or
two terminal practice teaching lessons. These lessons are
called test lessons. This system of evaluation is similar to
that of cognitive achievement tests which evaluate learning
as a final product. It is only during the present decade that
evaluation of practice teaching differs from the previous
form, viz. evaluating only at the end through a test lesson.
Teaching is considered as an ability which cannot be tested
by a single class room observations, it is a repertoire of
abilities which are to be observed for a long time, under
different class room conditions. Teaching is not confound to
class rooms but comprises a number of activities inside and
outside school walls. These views have made the present day
teacher-educator recast the evaluation of teaching. A long
term formative evaluation is accepted as a necessity to
incorporate the changing views. Hence the trainee is not only

evaluated for his teaching but also graded for a variety of roles that he performs in his internship as internal assessment.
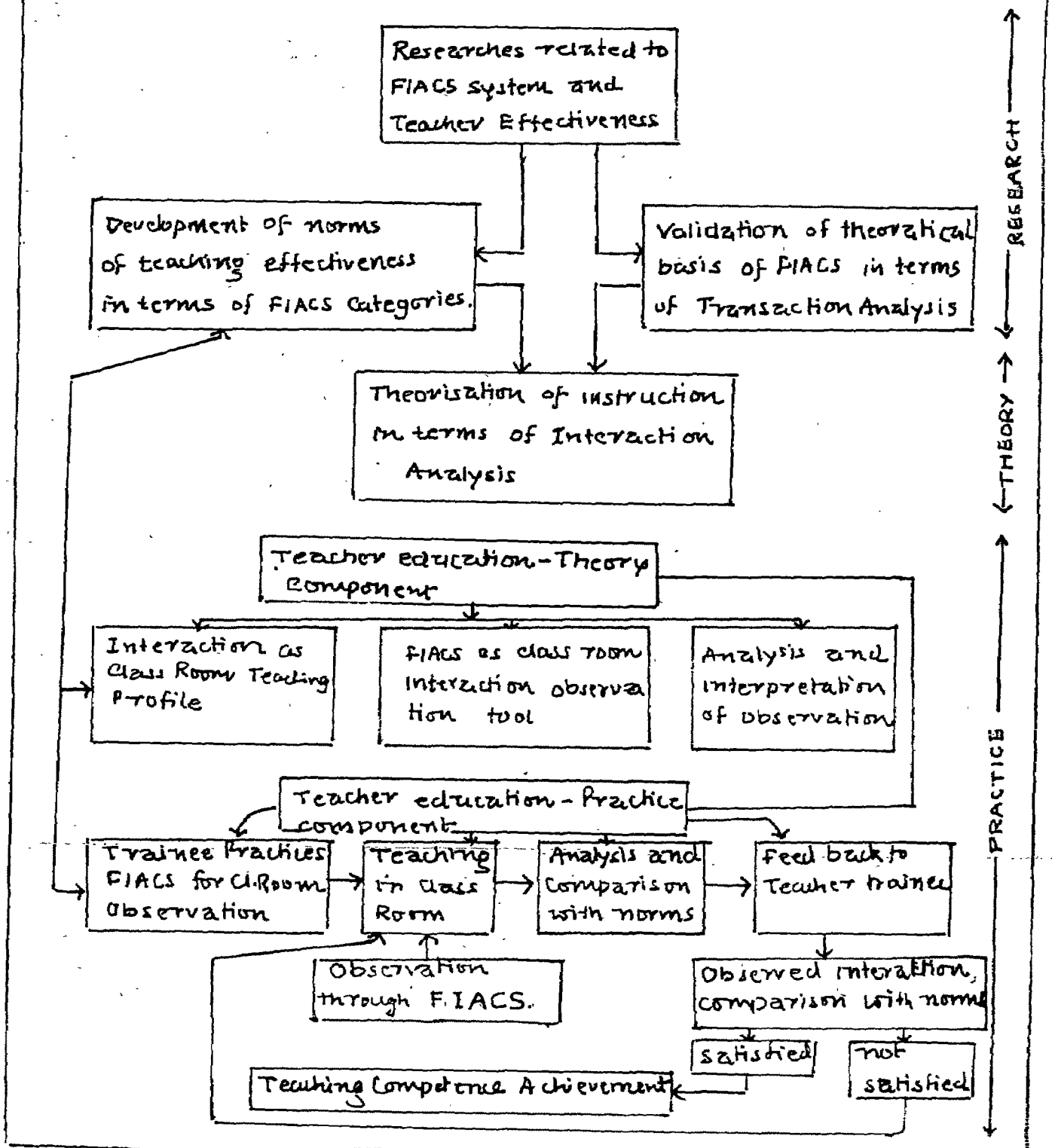
With the gradual realisation of complexity of teaching competence and type of evaluation required many innovative practices are being tried out. These innovations have enriched practice teaching and also opened new vistas for further research. A few of the innovations that stood successful to the test of experimentation and implementation during the 70's have been briefly presented.

1.3.0 Interaction Analysis as a Training Model

Before considering Interaction Analysis as a training model it was developed for recording interaction between the individuals concernt. The recorded interaction was further analysed in detail to study the interaction. It is an observational technique which can be used to obtain a fairly reliable record of spontaneous verbal responses. The class room is an interactive situation between teacher - students and student - students. There are various interaction recording systems developed. Interaction analysis system refers to a class having many types of interaction codifying systems. The analysis of interaction helps to study pattern of teaching and learning.

Flanders Interaction Analysis Category System (FIACS) is one of the many interaction analysis systems available. This is a

Fig 1.1   SCHEMATIC REPRESENTATION OF FIACS

RESEARCHES AND IMPLICATION

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                    ┌─────────────────────────┐
                    │ Researches related to   │
                    │ FIACS System and        │
                    │ Teacher Effectiveness   │
                    └─────────────────────────┘
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┌─────────────────────────┐   ┌─────────────────────────┐
│ Development of norms   │   │ Validation of theoretical │
│ of teaching effectiveness │   │ basis of FIACS in terms │
│ in terms of FIACS Categories. │   │ of Transaction Analysis │
└─────────────────────────┘   └─────────────────────────┘

┌─────────────────────────┐
│ Theorisation of instruction │
│ in terms of Interaction │
│ Analysis │
└─────────────────────────┘

┌─────────────────────────┐
│ Teacher education - Theory │
│ Component │
└─────────────────────────┘

┌─────────────────────┐ ┌─────────────────────┐ ┌─────────────────────┐
│ Interaction as   │ │ FIACS as class room │ │ Analysis and   │
│ Class Room Teaching │ │ Interaction observa │ │ interpretation   │
│ Profile   │ │ tion tool   │ │ of observation   │
└─────────────────────┘ └─────────────────────┘ └─────────────────────┘

┌─────────────────────────┐
│ Teacher education - Practice │
│ component │
└─────────────────────────┘

┌─────────────────┐ ┌──────────┐ ┌──────────────┐ ┌──────────────┐
│ Trainee Practices │ │ Teaching │ │ Analysis and │ │ Feed back to │
│ FIACS for Cl.Room │ │ in Class │ │ Comparison   │ │ Teacher trainee │
│ Observation   │ │ Room   │ │ with norms   │ │   │
└─────────────────┘ └──────────┘ └──────────────┘ └──────────────┘

┌──────────────────┐   ┌──────────────────────┐
│ Observation   │   │ Observed interaction, │
│ through F.IACS. │   │ comparison with norms │
└──────────────────┘   └──────────────────────┘

                            ┌───────────┐ ┌───────────┐
                            │ satisfied │ │ not   │
                            │   │ │ satisfied │
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┌─────────────────────────────────────┐
│ Teaching Competence Achievement │
└─────────────────────────────────────┘

RESEARCH

THEORY

PRACTICE

tool dealing with the cognitive and effective aspects of class room interaction. The system has ten observation categories. They are (1) Accepts feelings; (2) Praises or encourages; (3) Accepts or uses ideas; (4) Asks questions; (5) Lectures ; (6) Gives directions; (7) Criticises or Justifies authority; (8) Students response; (9) Students initiation; and (10) Silence or confusion.

Using FIACS as a tool for observation and feedback, the practice teaching can be made more objective, comprehensive and precise. Hence this model is undoubtedly better than the traditional practice teaching one. This model does not believe in the global form of feedback and upon the thumbs rules of teaching as the traditional practice teaching believes. The system of recording used by interaction analysis has increased the scope for application of statistical methods to arrive at objective and comprehensive results. The interaction analysis believes in probablistic happening of behaviours while forming conclusions.

Flander, the pace maker of interaction studies at an instance says that, this technique of interaction analysis can capture selected elements of class room verbal communication which have proven to be helpful in the analysis of teaching behaviour, interms of improving instruction, preparing future teachers and in production of educational outcomes. Development of FIACS has activated researches in instructional systems, both

in practice teaching, and theorising instructions. These researches have developed in an inter-related fashion accumulating a large amount of findings useful in the teacher education field. A schematic representation of the FIACS activities and the inter-relations are presented in Figure 1.

The FIACS training model though popular in the early seventy's, ceased to be a dominant programme in the late seventies. It has remained merely a research tool now-a-days. A few of the theoretical issues raised against FIACS in terms of difficulties in the implementation and better alternatives available were reasons for its out-phasing.

FIACS system in a stricter sense cannot evaluate the teacher performance qualitatively. For instance an observer can find out the number of a particular type of questions asked in a specific period of time and the number of responses given by the student. This sort of information provides the amount of interaction that has taken rather than quality of transaction. For instance a specific question even with no response from class may be highly desirable at a particular instance, and such an event may bring a total change in learning. Therefore, such events remain unrecorded and insignificant for FIACS. The distribution of question through out the class is another important dimension which FIACS falls short to record.

Flander at a stage states that the technique of interaction analysis captured selected elements of class room verbal communication which were proven to be helpful in the analysis of teaching behaviour to that extent remains to have limited role.
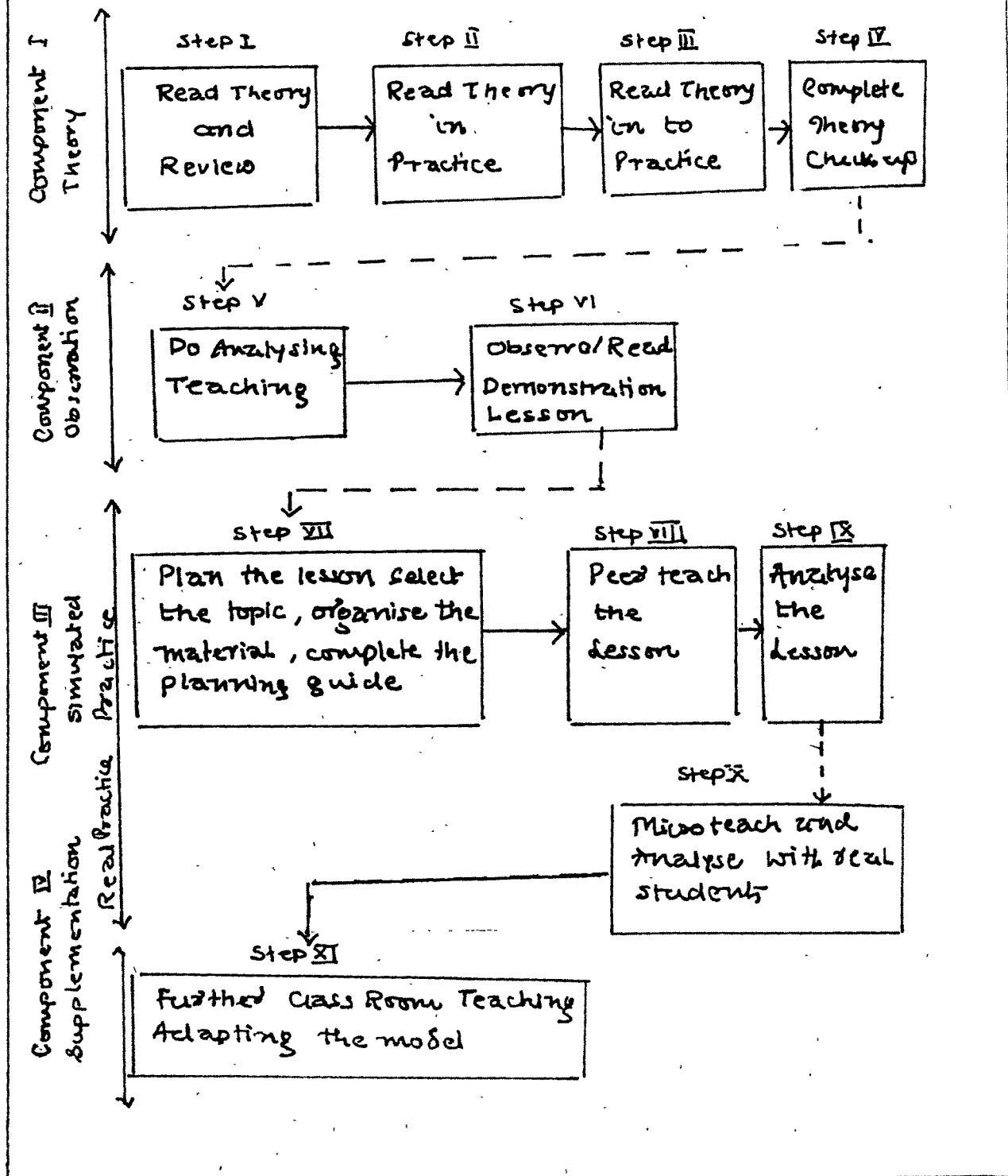
It is of general experience that FIACS is considered to be a difficult tool. In spite of the best training, the observers are liable to make mistakes to decide the right category of behaviours.

In addition to this the calculations of different indexes of teaching profile requires lot of mathematical computations. Such time consuming analysis hinders immediate feedback to the teacher trainee. Besides, methdologically, in an instructional system a evaluative tool itself cannot be a instructional input. In such a situation teacher trainer is directly preparing to face the evaluation tool rather than achieving the set objective. Thus the FIACS model uses FIACS as training input and itself as the evaluative tool, weakening the training model.

1.4.0 Development of Practice Teaching Through Individualised Research Studies

During the seventies a large number of teacher educators were involved in research compared to the earlier days. Knowing well that practice teaching is the weaker aspect in

FIG 1.2   A SCHEMATIC REPRESENTATION OF THE
TEACHER   TRAINING   THROUGH TEACHING MODELS

Component I — Theory

Step I	Step II	Step III	Step IV
Read Theory and Review	Read Theory in Practice	Read Theory in to Practice	Complete Theory Check up

Component II — Observation

Step V	Step VI
Do Analysing Teaching	Observe/Read Demonstration Lesson

Component III — Simulated Practice / Real Practice Practice

Step VII	Step VIII	Step IX
Plan the lesson select the topic, organise the material, complete the planning guide	Peer teach the lesson	Analyse the Lesson

Component IV — Supplementation

Step X

Micro teach and Analyse with real students

Step XI

Further Class Room Teaching Adapting the model

teacher education, a majority of them were interested in improving in practice teaching through relevant research. In addition to this a variety of research designs were framed to study different dimensions of practice teaching. Some of the areas taken for study were, (a) Developing and standardising tools for evaluation teaching (b) Competence required of a supervisor and his role in practice teaching (c) Developing effective methods, techniques and strategies of class room teaching for various subjects (d) ways and means of teacher behaviour during practice teaching and (e) Inputs during practice teaching to train teacher for different roles of teacher in a school other than class room teaching.

The researches carried out in this area onbeing reviewed presented favourable findings essential for the growth of practice teaching. However, the studies remained isolated, and did not generate a collective integration of findings and its implementation. The studies though generated knowledge and an awareness in the field of practice teaching to the teacher educator, the contribution in changing practice teaching of teacher education courses remained insignificant.

1.5.0 Teaching Models in Practice Teaching Programmes

This is a recent innovation that has been concentrated upon in India. The two national seminars conducted at Indore

University in collaboration with NCERT during 1982-83 and similar sequential programmes by NCERT in past two years at secondary and primary teaching levels make the attention paid to this innovative practice.

The teaching models are designed to equip class-room teachers with the essential knowledge and skills to use the specific teaching-learning strategies. Usually the format contains a training format that enables a practicing teacher to quickly understand the fundamentals of a given teaching and learning model for initial use in class room. This has also been coupled with an instructional support system that enables teachers competence to grow in the use of the model over a period of time.

Marshweil and Bruce Joyce (1978) provides four models which were developed, systematised and tried out in United States. Carolyn Ellner of the Claremount Graduate School of Education, Greta Marine Dershimer of the Far West Laboratory, Paul and Margaret Collins of the Callifornia University at Haywordss have worked individually as well as together in developing a series of teaching models and implementing them for teacher preparation courses. Table 1.1 provides a family of models as an illustration.

Table :1.1: Cognitive Teaching Models

Model	Major Theorist	Mission/Goals for which most applicable
1. Inductive thinking model	Hilda Taba	Designed primarily for development of inductive mental processes and academic reasoning or theory, but these capacities are useful for personal and social goals as well.
2. Science Inquiry Model	Joseph J. Schwab (Also much of the curriculum Reform movement of 1960's in U.S.A.)	Designed to teach the research system of a discipline, but also expected to have effects in other domains (Sociological methods may be taught in order to increase social understanding and social problem saving).
3. Concept Attainment Model	Jerome Bruner	Designed primarily to develop inductive reasoning, but also for concept development and analysis.
4. Developmental Model	Jean Piaget Irving Sigel Edmund Sallivan	Designed primarily to develop inductive reasoning, but can be applied to social and moral development as well (Kolenberg 1966),
5. Advance Organiser	David Ausubel	Designed to increase the efficiency of information processing capacities for meaningfully absorb and relate body of knowledge.

1.6.0 Microteaching as a Practice Teaching Programme

In the history of Indian practice teaching it is the only innovation which spread rapidly, was a readily accepted and made remarkable changes. The keen interest shown by NCERT, CASE Baroda, Indore University followed by many universities in research and dissemination of this innovation is one of the main reason for its success as innovation and implementation.

The term 'microteaching' in (M.T.) educational literature has been quoted in a variety of context, but is most often applied to the skill development in simulated situations with a small group of 5 to 10 students. The teach-feedback-reteach-refeedback session in sequence is 35 to 60 minutes duration. Microteaching is found advantageous over the traditional methods of practice teaching by a controlled and structured nature of its format, as well as economy of time and effort, in addition to improved research and evaluation facility.

Allen and Eve (1968) have defined microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour as well as practice teaching under controlled conditions. Further competence is acquired in one skill before proceeding to another skill. Besides, microteaching is a scaled down teaching encounter, interms of class size, lesson length, and teaching complexity.

There is however no concrete definition of microteaching,
as it is a concept which may be applied to many situations
and it is a constantly developing process.

1.6.1 Development

The term microteaching was coined at Stanford University
in 1963 during the Summer Secondary Teacher Education Programme
conducted under the direction of Dwight Allen. In 1961 Acheson,
a research worker at Stanford started investigating into the
application of microteaching then, a new device by using a
portable video tape recorder for a teacher training programme.
The aid for this venture was granted from the Ford Foundation
research and the use of the video tape recorder in small classes
was thus undertaken. Further, research included a design of
demonstration teaching lessons and the construction of evalua-
tion instruments for objective measurements. The U.S. Office
of Education funded an investigation into the use of video
tapes for the development of technical skills of teaching. With
money from the Kattering Foundation workers at Stanford also
looked for an overall rationale of microteaching. The experiments
carried out included the substitution of video tape for the
observers and the effects of asking teachers to use multiple
frames of references. A study of teacher closure skill was
also undertaken (Allen and Ryan, 1969) as a pilot-project.

Although, developing very slowly at first, by 1967 microteaching came to adopt its own heading in education index. This was in a 'Survey of Microteaching in Secondary Education Programmes of NCATE. Accredited Colleges and Universities,' in the year 1969. The investigator was able to report that 141 out of 442 institutes were using microteaching. Out of these 50 courses were inservice training.

A majority of the early published works have come from the United States, later publication included Britain in particular. Perrot and Duthie (1969) from Stirling University, Mc Aleese and Unwin (1970) from the New University of Ulster, Wragg (1971) from Exeter University were the major contributors.
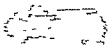
1.6.2 Development in India

For the first time a reference to microteaching appears in 1970 by Shah G.B. through a paper titled 'Microteaching Without Television'. In 1971 Chudasama undertook an M.Ed. level dissertation and found microteaching was more effective than traditional teaching.

Passi and Shah (1974) also found that microteaching was effective in developing skills of questioning, reinforcement silence and non-verbal cues by providing illustrations with examples. Marker (1972) compared microteaching with conventional approach, Sing (1972) compared microteaching with interaction analysis, Bhattacharya (1974) studied with Polytechnic teachers,

all the findings stated positive results towards microteaching.
Vaze (1976) found that audio-modelling was a better teaching
technique when compared to symbolic model for the skill of
questioning. Passi Bimla (1976), Lalitha (1976) and Joshi (1976)
at the CASE produced useful instructional material for the
development of teaching skills. These materials were tried and
made available in the form of a book, titled 'Becoming Better
Teacher - Microteaching Approach' Passi (1976), for the first
time in India.

The Department of Teacher Education, NCERT undertook in
July 1975, a field experiment in collaboration with the Centre
of Advanced Study in Education (CASE), M.S. University, Baroda
where nine colleges of education / departments of education
collaborated. The main objective of the experiment was to study
the effectiveness of microteaching as a technique of training
teachers and try out different variations of microteaching
component so as to determine their relative effectiveness. The
study revealed that student teachers trained through standard
microteaching or modified microteaching acquire higher
general teaching competence as compared to the student teachers
trained under the traditional teacher training technique or the
usual practice teaching programme Das, Passi, Singh (1977).

The availability of tried out instructional material in
India along with the National level Research Project made the
programme disseminate rapidly. NCERT and CASE conducted series

of microteaching workshops throughout India to institutionalise microteaching as part of practice teaching programme. Later a number of researches and developmental work was done in this area. Das (1978-79) undertook comprehensive studies in the differential effectiveness of the components of microteaching on developing general teaching competency. Similar was the study conducted by Sharma (1976) where in he studied the 'Effect of Different Techniques of Feedback upon the Attainment of Teaching Skills related to Stimulus Variation', Vaze (1975) studied 'Effects of Modelling and Microteaching on the acquisition of certain skills in questioning.

The Department of Education, NCERT, further undertook a second national research project during 1979 in collaboration with the Department of Education, Indore University, financed by ERIC titled 'Research Effectiveness of Variations in Microteaching Components'. Fifteen colleges of Education participated in the main project, while another eight institutions completed allied studies connected with different aspects of microteaching.

1.6.3 General Description of Microteaching

Microteaching when applied to teacher training is a miniaturised form of class room teaching. It is a simplified controlled practice, constituting brief lessons of perhaps three
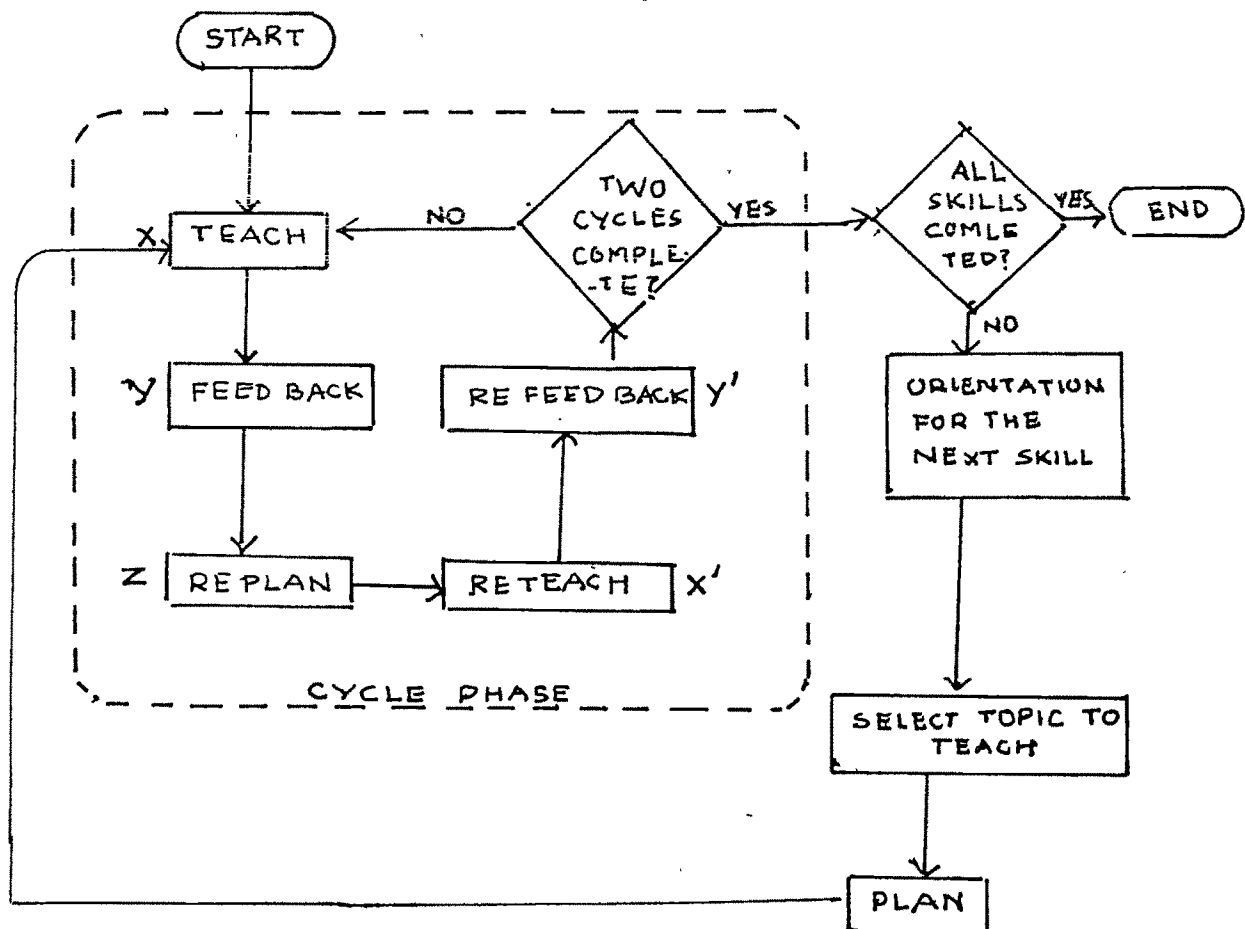
to fifteen minutes duration with a micro class strength of
three to ten pupils. The pupils are usually genuine learners,
and teaching is real, but the environment is constructed. The
class room ; is an experimental variable as are the pupils'
characteristic and the nature of the teaching skill. In an
idealised situation the procedure set out below is followed.

1. The student teaches a micro class for a period of upto
   6 minutes. While he is teaching, the lesson is observed
   on the rating scale. The lesson, a trainee teaches is
   made up of two elements, content and skill. The content
   usually comprises a particular concept from school
   subjects, and the skill is the teaching skill being
   practised during the microlesson, for example, the skill
   of questioning, the skill of explanation, the skill of
   stimulus variation etc.

2. When the lesson is complete, trainees are provided with
   feedback based on their observation ratings. The feed-
   back is given by the supervisor or peers, some time
   by both.

3. After the feedback the student teacher seeks to restructure
   his material, and reteach the same content using the same
   skill to a different group of peers. Again the lesson is
   observed for the purpose of feedback. So the procedure
   followed is, teach - feedback - reteach - refeed back. A
   schematic representation of model is presented in Fig. 1.3.

1,6,4 Advantages

Microteaching may be considered to have several advantages
when compaired with traditional practice teaching. First, it is

FIG.1.3 STANDARD MICROTEACHING MODEL

START

TWO CYCLES COMPLE-TE?

NO → TEACH

YES →

ALL SKILLS COMLETED?

YES → END

X TEACH

Y FEED BACK

RE FEED BACK Y'

Z REPLAN → RETEACH X'

NO

ORIENTATION FOR THE NEXT SKILL

CYCLE PHASE

SELECT TOPIC TO TEACH

PLAN

X	6 minutes	5 - 8 students + Supervisor (Peers)
X'	6 minutes	5 - 8 students + Supervisor (Peers)
Y	6 minutes	Trainee + Supervisor
Y'	6 minutes	Trainee + Supervisor
Z	6 minutes	Trainee only

simple, i.e., there is isolation of the specific elements
of teaching and these inturn are, dealt with. Microteaching
has been called a 'Component Skill approach to Teacher Training.'
Second, it is controlled. In fact, any of the variables along
which pupil vary in the class room can be reproduced in the
microteaching laboratory, as can a variety of environment and
subject matters. Third, microteaching is economical. It saves
staff, time and increases the effective amount of practice
possible. Fourth, it allows new possibilities for teacher
evaluation to be attempted. In addition to this better records,
standardised conditions and v. equality in teaching assignment
can also be ensured.

Variations in Microteaching : Although the teach-reteach
cycle is the basic structure, here Stanford uses further
modifications, one, the lessons is a longer, perhaps, of 20
minutes duration. This is a part of an overall instructional unit
and also is group planned and further executed. Clinical sessions
in microteaching are self contained, training protocols and
extend khowledge of teaching skills (Mc Aleese, Derick Unwin,1971).
The basic Stanford System used during their summer clinics is as
follow :   5 minute teach - 10 minutes feedback - 15 minutes
break for replanning--5 minutes reteach - 10 minutes refeedback.

At Johns Hopkins University, Baltimore, the trainee teachers
first teach a diagonastic lesson. This is followed by four
remedial lessons on different skills, based on this further

diagnostic lesson is taught followed by more remedial
lesson as necessary until a satisfactory level of skill
accomplishment is attained. In the U.K. the New University
of Ulster has following procedure.

15 minutes teach -   7 minutes view / Feedback -
8 minutes restructure - 15 minutes reteach - 15 minutes
review / refeedback (Mc Aleese and Unwin 1970).

In microteaching the supervisor is to provide feedback.
He may view with the teacher trainee the recorded teach
session. In addition to this he may act as a resource person,
advisor, interpreter and general morale booster as the case
may be.

Modelling is a word commonly used in microteaching. This
has been defined as 'an individual demonstrating particular
behaviour patterns which the trainee learns through
imitation' (Allen and Ryan, 1969). The modelling utilizers
different modes of presentation viz. (1) an oral description
of skill (2) a written description of skill (3) sound tape,
giving examples of the skill in action (4) film on the
skill (5) video tape and besides, combination of more than
one mode mentioned above, the proceeding description in this
presentation also provide a format followed in other countries
other than India. The following section presents a brief
description of Indian microteaching procedure.

1.6.5 Indian Model of Microteaching (IMM)

Instructional material developed (Passi, 1976; Singh, 1976, 1979; Jangira and Singh 1979) in India was the basic material used for training the teacher educator. The Indian Model of Microteaching was developed (Das et al. 1982) by trying out different variation in microteaching at National level field try outs. The salient features of the model are as follows :

1. The mode of skill presentation is done through written material, lectures, demonstrations and discussions. The films, video, CCTV are not used as in case of U.S.A., U.K., Australia and other developed countries. The microteaching is programmed in such a way that in spite of using only a low cost technology the modelling effectiveness does not differ significantly. (Das et al. 1976, 1979). It is only in respect to non-verbal skills a marginal difference is observed.

2. Observation schedules are the basic tools used to record teaching and to provide feedback. Peer supervision with or without college supervisor is in practice. The research findings support the view that this low technology do not significantly alter the effectiveness of feedback session in absence of hardwares (Das et al. 1977 and 1979).

3. Peers are used as pupils instead of real pupils without losing effectiveness of microteaching (Das et al 1977 and 1979).

4. The microteaching programme function with minimum of facilities and equipment. Feedback sessions are organised in open space if adequate number of class rooms are not available.

5. The timing for various phases of cycle are as follows :

Teach	6	Minutes
Feedback	6	Minutes
Replan	12	Minutes
Reteach	6	Minutes
Refeedback	6	Minutes
Total	36	Minutes

The model has been successfully tried out and is in use in university departments and training institutes wide across the country. For diagramatic representation refer Figure 1.3.

1.7.0   The Mini Course Programme

This instructional training model originally built for inservice training courses is an adaptation of the microteaching approach developed at Stanford and employed in the Stanford intern programme (Bush and Allen, 1969; Allen and Forture 1966). The minicourse model differs from the Stanford microteaching model in many ways. Basically microteaching is a pre-service model to be used in teacher education colleges, recollecting different situations to be faced by a new teacher. The minicourse aims at inservice training, with facilities built in programme to run in any school district. The mini course model also provides a self contained package of inservice training material that can be used in any school, where video tape recording facilities are available. The second major difference is that, while Stanford programme employs immediate feedback

from carefully trained supervisor, the minicourse programme
attempts to provide feedback through a self evaluation and peer
interaction approach and relies heavily upon instructions by
model teachers rather than supervisor of feedback, in order to
provide the trainee with an operational definition of the
behaviour patterns or skills to be learned. Researches have shown
that these models can be as effective as supervisory feedback and,
of course permit the minicourse to be self contained.

1.8.0 Microteaching - a Successful Programme

Of all the practice teaching models presented so far, micro-
teaching is an outstanding model with respect to dissemination
and application in Indian teacher education programmes, This model
due to its consistant use over the past fifteen years has undergone
continuous change and modifications. It has also revealed many
expectations that are yet to be explored from research.

1.9.0 Further to Microteaching

Experience teaches us that any new approach in doing a job
will kick up many more problems than our innovatory optimism
initially led us to expect. Looking to the problems, microteaching
faces today. Griffith comments that, microteaching heralded
a breakthrough in teacher training. Certainly there is consistant
increasing body of evidence supporting its effectiveness as a
technique for helping teachers to acquire a wide range of specific
teaching skills. Moreover, many of the troubles of microteaching

are ones which it shares with other teacher training techniques.
Specifying on the follow up to microteaching programme he emphasizes
the need for certain programmes aiming at transfer ability. It is a
cause for concern that, there has been little attention to the
study of retention and transfer of acquired skills (1972). It
is also reported that, in order to encourage transfer of acquired
skills the student is likely to require experience which helps
him to bridge the gap berween the deliberately structured micro
class teaching and school teaching situations.

1.10.1 Microteaching Transferability - as Perceived Abroad

Mc Aleese and Derick Unwin (1971) express the importance
of transferability studies by commenting that, 'we require, both,
to isolate and measure the various sub skills in the micro
situation and to establish the extent to which such sub skills
carry over to the class room during short and long terms.

Mc Intyre, Mc Knight and Donald White (1973) express their
concern about 'decision making' ability while training teachers
simulated microteaching instead of real class room situation as
follow (1973) :

> 'To train student teachers to behave in ways which are
> only hypothetically effective is far from satisfactory.
> One might therefore, be inclined to educate students so
> as to enable them to make intelligent decisions
> appropriate to each specific situation. This would be
> to forget the number of possible decisions to be made
> during the course of class room interaction. It is
> so great that very few of these decisions can be made
> consciously and deliberately. Most decisions must
> therefore be unconscious and very largely habitual.

This being so, the real alternative to training
students in habitual patterns of behaviour is to
leave them to develop their own habit under the
presence of class room circumstances, and habits
developed in this way are likely to be directed
more towards satisfying the teacher's personal
needs than towards achievement of professional
objectives.'

American researchers, Kallenbanch and Gall (1969) have
shown that the skills acquired in microteaching can be
effectively transferred to normal class room situations.
But in order to do this Mc Intyre, J.Duthie (1972) proposed
necessary steps to plan for it rather than merely to hope
that it will occur. It was partly for this reason that the
Stirling microteaching course was reorganised and integrated
into a programme, covering the first three semester of the
course. It was further planned that microteaching lead
teaching practice in schools. Study of E.J.Donal (1976)
provide data to support the hypothesis and state that it is
patterns of practices rather than single teaching skill
practice which account for effectiveness. Development of
such patterns and use whenever required necessitates the
development of ability in teacher to integrate the skills.

The researches refered above vocalise the need for
integrating the set of teaching skills developed through
microteaching, so as to transfer them to real class room
teaching. Very few emperical evidences are available as
solution to this problem. Majority of the suggestions are

hypotheses to be tried out. Some of the means effectively applied in solving this problem are, miniteaching and link practice, which are programmes used for more than one year teacher education courses.

1.10.2 Microteaching Transferability as Perceived in India

Great number of studies in India, have focused on the issues like (i) effectiveness of microteaching against traditional technique. (ii) Fearability of programme in teacher education college (iii) Relative effectiveness of microteaching programmes with variation in modelling. (iv) Simulation and real class room, (v) variation in feedback, teaching time, perceptual versus symbolic modelling. (vi) Variation in number of cycles etc. These studies provided substantial amount of evidences to show that teachers develop teaching skill competences through micro-teaching programme. Besides, with ten to fifteen years of experience in using microteaching the teacher education colleges have raised the transferability of the developed teaching skill competency in real class room usage. The traditionally held notion that, skills developed through microteaching integrate spontaneously with no deliberate programming from teacher educator is been rejected or enquiring emperical validation. The need for integration of teaching skills as a delibrately planned programme inbuilt with microteaching or as followup has caught the attention of

researchers. A few of the views presented in this direction are as follows.

Mukopadhyay (1982) presents transferability as the most important main gap in present day practice teaching. Malhotra and Sharma (1979) opine that, there has been a general thinking and awareness among teacher educators, that leading the teacher trainee straight away from a laboratory situation (microteaching) to real class room situation cannot lead to a sound instructional strategy. The reason being that in laboratory situation practice in discrete skills is given to the trainee whereas in real class room teaching becomes the focal point along with the practice of all instructional skills put together. Besides, the teacher lacks smooth transference of skills and their proper integration in the class room situation. A similar way of thinking is presented by Passi and Sharma too, (1979).

Jangira (1979) perceives the problem as need of integration. He considers this as synthetic dimension of teaching skills. The individual component skill get meaning only in definite structures involving specific patterns for the realisation of the specified instructional objectives in given teaching situations. The training culminates into this type of synthetic process through what is called the process of integration of the component skills. Further, Jangira and Ajith Singh (1979) in their research proposal for national level project for skill integration opine, research work in the area of integration as

teaching acquired by the student teacher through the use of microteaching is conspicuous by its absence. Even abroad, the work in this area gives a beging. This is a vital area of work for further improving efficiency of microteaching technique.

1.11.0 Present Study

Taking into consideration the view points presented in the preceeding pages and the development of microteaching work at Centre of Advanced Studies in Education, M.S. University of Baroda, it was highly desired to work on the follow up programmes for microteaching, which can provide a sound basis for transfer of skills from simulated training situation to real class rooms. The present study was framed by the investigator with this purpose. The title of the study is framed as 'Development of a Strategy for Integration of Teaching Skills for Teacher Training Programme'.

Further, the study was made to specific design and dimensions to emperically validate for one year B.Ed. course. Thus, the study can be specified as -

> 'Development of a Strategy for Integration of Teaching Skills as Follow Up Programme to Microteaching for One Year B.Ed. Course Student Teachers, and to Study Its Effectiveness'.

1.12.0 Objectives

The study will be developmental in nature and its specification in terms of 'Structure of Strategy' the design for validation will emerge from review of related study and

formulation of a theoretical base for the study. Following is the specification of objectives to the problem stage awareness.

1. To develop a strategy for integration of teaching skills acquired through 'Indian Model of Microteaching'.

2. To determine the validity of the strategy in terms of class room teaching effectiveness.

3. To study the relative influence of learners' characters as independent variables namely, qualifications, academic achievement, skill comprehension, attitudes towards micro-teaching and teaching , teaching experience and free avail of study time.

1.13.0 Defining Terms

The conceptual terms used in specifying the objectives require clarification for understanding the objectives, w .h the researcher has. Following are the explanations attached for the terms used.

Strategy : A programmed system providing appropriate experience for learning to take place through the interaction of learner, teacher and curriculum material.

Integration : It is the ability to apply the developed teaching competencies from micro teaching and other similar programmes to the real class room setting for optimum attainment of set objectives for the lesson.

Academic Achievement : The student teachers ' achievements in terms of scores during his matriculate board examination, degree and post-graduate examinations.

Skill Comprehension : The student teachers' knowledge,
understanding and application, attainment measured through
skill comprehension test.

Free Avail of Study Time : The extent of availability of
study time during his B.Ed. course in relation to different
pre-occupations namely, part time work, house work, daily
travelling etc.

Qualifications : The student teachers qualifications
completed before entering the B.Ed. course in terms of Bachelor
degree and post-graduate degree.

Teaching Experience : The student teachers' having nine
months or more teaching experience in schools or in tution
classes are considered as experienced teachers.

1.14.0 Chapterization

The first section of chapter one hence deals with the
historical development of practice teaching to the recent changes
that are taking place, and second section with the relevance
and specification of present study. The second chapter will be
dealing with the review of literature related to the problem.
The third chapter will focus on the analysis of concept of
transferability as a problem of integration, analysis of the
presumptions, basis of microteaching, and formation of guiding
principles for integration. The fourth chapter will deal with
the methodology of validation applied both at developmental
stage and experimentation. The fifth chapter will provide the
detailed analysis and interpretations of the data. The sixth
chapter will present the review, discussion of the study and
suggestions for further study.