CHAPTER-I
INTRODUCTION
“Education is the manifestation of the divine perfection already existing in man.”

This view states that education is the complete exposition of one’s individuality. Thus education develops the individual like a flower, which distributes its fragrance all over the environment. In this sense education is that constructive process which drags a person out from darkness, poverty and misery and leads him on to the paths of enlightenment, prosperity and happiness by developing his individuality in all its aspects. Man is one of the animals who by dint of his intelligence, virtues and values has distinguished himself from the animal world and has become the master of the show. He has still animal tendencies in him. Through the process of education these tendencies are channelised into constructive channels, as a result of which he becomes a refined person. Thus education is a process, which enables him to acquire virtues and to become a perfect human being.

Every perfect human being desires to live a successful life. If life has to be successful, the skills and the ability to conveniently solve the problems of life have to be acquired. In trying to realize this successful life he would be facing many problems. He needs certain type and amount of knowledge, skills, attitudinal framework and behaviours, which are necessary to solve his problems of life and realize the successful and complete life. Thus desirable amount of knowledge, skill and attitudinal behaviour are developed by the means of education. True education is that which draws out and stimulate the spiritual, intellectual and physical facilities of children. It is only possible when there are competent teachers in educational institutions. So in this way we can say education is a blessing that convert the animal instinct of man into an educational change.
It is the beginning of the 21st century and thoughts are being focused on the projections and preparations for the future. When the developments in the last century are reviewed and looked for the most important—many inventions and break through pass in succession before the mind’s eye—the emergence of nuclear science, the invention of computer; the spectacle of space technology; the break through in biological sciences, the advances in electronics and many more. Each one of them has and will continue to open up immense possibilities for human progress. Nevertheless last century will be remembered more than anything else, for the emergence of knowledge as a resource and the unparalleled importance that education has assumed in the life of a nation. And in the present century also if one wants that this education must grow then one needs a perfect system of education. Figure 1.1 shows the Needs of Education in 21st Century:
Quality of life and the wealth of nation depends on the mastery a nation has over various fields of knowledge, the ability it has to create new knowledge and the capacity it has to apply new knowledge in a pervasive manner for development. In order to fulfil the above requirements, one needs teachers. In India, teachers constitute one of the largest groups of any profession. Their importance in shaping the individuals and the society has been realized.

Here it is the tradition to call teachers as "The Guru"

'The Guru is the destroyer of ignorance'

That is the meaning of Gu-ignorance and ru-destroyer.
Teachers are the kingpins of any educational system. It is said that teachers affect eternity; nobody can tell where their influence stops. The nation cannot rise above the level of its teachers. Teacher is that personality which makes the future of a nation by educating its youth by showing them right path and guiding them to choose right from wrong and making their unity (Mohanty, 1992).

1.1 TEACHER EDUCATION

Teacher education is composed of two words Teacher & Education. **TEACHER** - is a mature person, which passes the knowledge to an immature person to make him mature. **EDUCATION** - All kinds of activities, which aim at developing the knowledge, moral values and understandings required in the work of life constitute what we mean by education. Therefore teacher education is a programme of educating the teachers i.e. to teach those who are going to teach, about how to teach properly in class means to teach students to become effective teachers or we can say that teacher education is a sensible way to prepare a teacher (student) by aiming him with the skills of teaching so that he can become a competent teacher. Teacher education has mainly two aspects i.e. Pre-service & In-service.

- **Pre-service** education is concerned with the handing over to the would-be teacher a set of skills and knowledge assumed to be useful for him.

- **In-service** education is concerned with the improvement of the competence of a working teacher about the skills and knowledge used in his day-to-day teaching.

The different aspects of Teacher Education (Vernal, 2003) is shown in the Figure 1.2
The different aspects of Pre-service Teacher Education is shown in Figure 1.3

**Two Aspects of Pre-service Education**

**Theoretical Studies**

- Psychological, Sociological bases of teaching and learning

**Practical Work**

- Psychological Techniques
  - Specific methods and models of teaching learning
  - Use of Audio Video aids
  - Use of evaluative Procedure

Figure 1.3: Different Aspects of Pre-service Teacher Education
Theoretical studies helps in the role orientation where as the practical work helps in the acquisition of mastery in role activities. Practical work in teacher education is broadly classified into three types:

- Practical on theory work
- Practical on work experience and community development
- Practical on schoolwork

The last category of practical work is known as Student teaching.

### 1.2 STUDENT TEACHING

Student-Teaching is the crux of teacher education programme. Other terms used synonymously are Teaching-Practice, School-Experience, Practice-teaching, Field-experience and Practicum.

#### 1.2.1 MEANING:

There are two terms involved in the concept of student teaching i.e. ‘Student’ and ‘Teaching’. ‘Students’ means a group of persons whom we are going to teach and must possess all the abilities, which are required for a student (Sexana et al., 1998). ‘Teaching’ is an influencing, directed activity in which teacher influences upon the minds of the students and the teaching activity should be well planned, well designed and well thought to result into change in behaviour. It is an interaction between the teacher and taught (Mohanty, 1992).

On the combination of two terms- students and teaching a new chapter starts i.e. Student teaching as with it competent teachers can be made who pave the way for an enlightened society. Actually Student teaching is an ideal opportunity for directing student teachers towards the development of self-analysis and self-improvement.
1.2.2 TRADITIONAL CONCEPT OF STUDENT TEACHING: Student teaching is considered by the prospective teachers to be different from other college courses as usually conceived. That is to say, the student of teaching should not approach the experience of student teaching by expecting to attend formal classes in which the usual lectures, laboratory work, recitation activities take place and in which text book assignments are made and learned and then repeated from memory. Student-Teaching is the usual dependence of student upon instructor for planning the course, outlining material to be learned, assigning the lessons and laboratory experiment, hearing, recitation, conducting discussions and testing the student accomplishments.

1.2.3 MODERN CONCEPT OF STUDENT TEACHING: Modern student teaching demands a diametric approach by the student because it is the entirely different activity. It is a functional programme in which student teaching offers a challenge to the student teachers of acquiring understanding of the fundamental teaching learning process, knowledge of the problem of actual teaching and a mastery of the skill of directing the learning of boys and girls.

The contemporary student of teaching meets such a challenge through a positive orientation involving his attitude towards teaching in general, his concept of student teaching and his activities as a student. He takes the initiative in planning and conducting various activities rather than expecting from the supervising teacher - a college coordinator of student teaching to assume all such responsibilities. Figure 1.4 shows the different inputs for effective student teaching.
### Student Teaching

- Development of knowledge, skills, attitude
- Mastery of the subject
- Proficiency in lesson transaction modes
- Effective use of evaluative process
- Good interpersonal relations with all the school functionaries

### Inputs from the college

- Appropriate tools, formats for
  - Lesson observation and assessment
  - Feedback from lecturers & peers
  - Self-reflection

### Inputs from the school

- Associating the subject teacher to monitor trainees
- Using the resources of the school
- Internship-exposure to every facet of the school

#### Figure 1.4: Different Inputs for an Effective Student Teaching

Thus student teaching is a learning process that provides experiences for development towards good teaching. It is a process through which a student teacher secures guided experiences as a preparation for all aspects of his professional career.

#### 1.2.4 DOMAINS OF STUDENT TEACHING:

The student teaching has three domains-

- **Cognitive Domain**
- **Affective Domain**
- **Psychomotor Domain**

- **Cognitive Domain**: Here student teacher acquires knowledge and understanding of the instructional planning, instructional preparation and evaluation of the students.
• **Affective Domain**: At this stage student teacher develops proper interests, attitudes and values relating to teaching profession and procedures.

• **Psychomotor Domain**: It is based upon developing needed professional skills.

1.2.5 **OBJECTIVES OF STUDENT TEACHING**: It is said that teachers are made and they are not always born. The very idea of teacher education is based on the assumption – teachers can be made **Effective, Efficient, Successful, Competent**, by proper training and education. Thus the ultimate aim of teacher education programme is to prepare a successful and competent teacher who may be able to function effectively on the actual job after the completion of his professional and training. Thus the education improvement and reconstruction in pre-service education of teachers play a crucial and critical role. In pre-service programme of teacher education, the crux is student teaching. The quality of pre-service teacher-education programme depends upon the quality of teaching effectiveness for producing teachers who will prove more effective both inside and outside the classroom in moulding the future generation.

An overall and long-range aim of a programme of professional education for teachers is to effect the qualitative improvement of the entire educational system and the standard of the nation. In order to achieve this long-range aim more precise thinking and execution of the programme will be then directly related to the objectives. Even the student will learn better if they are also acquainted with the objectives of their educational activities and students evaluation will again be valid only if it is done in terms of following activities – to teach the art of teaching and to create learning in the environment- a socio-emotional climate should be created in the classroom. Hence the main objective is to turn them into competent teachers.

It is well known that an education system can only be as good as its teachers so education of teachers must be such that teachers have the competence and motivation to
interact with students and to facilitate their development. It is felt that pre-service programme of student teaching is of most importance as it focuses exclusively on knowledge acquisition, instruction practices and classroom management.

Thus the main aim of the student teaching is to develop the teaching skills of student teachers who ought to make the students daring, disciplined, dutiful and dynamic citizens by whom the destiny of our nation can be shaped. Practice results in perfection; perfection brings both confidence and command, which is the most essential characteristic of teaching.

In brief it can be said that if the efficiency is to be brought in student teaching programme, a foresaid objectives and aims should be realized. But it is unfortunate that many student teaching institutions have failed in their duty of providing effective and challenging teachers to cope with the pedagogy that neither enables them to integrate relevant information with the process of teaching and learning nor it energies its personals by the head, heart and hand. The reason for this may be that in existing student teaching programme, the main emphasis is on the theoretical aspects rather than on the practical ones. There is lack of teaching learning situations to which student teachers are exposed. As regards the communication techniques, strategies for developing and preparing audio-visual techniques, evaluation tools, preparing items, interpreting results, reporting pupils progress, ability to budget the syllabus, ability to deal with the parents and community are not developed and instead only the theoretical knowledge is provided to student teachers. All this may be because of lack of proper feedback and motivation.

So the demand of time is to shape and strengthen the basic teaching techniques and providing sound feedback to make competent teachers i.e. it needs a sea change in the input, process and output of the system improving and attending to its feedback system (Mohanty, 1992).
1.3 FEEDBACK

'Real education must be limited to men who 'INSIST' on knowing; the rest is mere sheep harding'

Teacher education programme in India plays a vital role in the total education system. The quality of training the trainees get is reflected in their competence later. It is necessary to provide good training at the teacher training institutions, as the teachers are nation builders. The aim of teacher education is to shape and strengthen the basic teaching techniques and provide feedback. Feedback is the most important component as it contributes significantly to behaviour modification of the student teachers.

1.3.1 MEANING: The term feedback refers to providing information to an individual about his behaviour or performance in order to modify it in the desired direction. The information includes points of strengths as well as the weaknesses relating to his performance. A systematic feedback provided to an individual, about his performance in any situation help the trainee to improve upon it (Singh & Shama, 2002).

Feedback is being traditionally used in our educational institutions but the way in which it is being used lacks in 'pointedness'. It is really immediate. In microteaching approach there is provision for immediate and specific feedback to be provided to the trainees undergoing practice in the demonstration skill. Specific and immediate feedback helps the student teachers to proceed in the desired direction and thus facilitates acquisition of the demonstrated teaching skill.

The meaning of Feedback in the field of education is the presentation of information regarding the accomplishment of the entrusted task or the process under taken for completing the task. So, it is an essential component of teaching learning process. In the formal educational institutions, the process of imparting education is being devised, to educate the
new generation with educational ideal blended with values and ethics. But the main aim of educational institutions is to bring about desirable change in behaviour of students, in order to make them reliable and dependable good citizens, so that their talent can be sincerely harnessed in the field of their interest and aptitude. The quality of providing feedback is an essential component of the balanced personality.

Feedback is a process, where by, the individual gains information concerning the correctness of his previous responses so that he can adjust his behaviour to compensate for errors. It is a process of modification of behaviour.

The output from a system, which is returned as input to control future output is called feedback. It is a cardinal element of teaching learning process because informing a learner that a given action is successful gratifies the cognitive, affective and ego enhancing drives, which increases the probability of action recurring. So feedback implies a confirmation of correctness. Every goal oriented system employs feedback and the provision for the feedback allows the system to be refined. Feedback directs the system towards achieving a pre-determined goal state and maintaining the same (Sharma, 2000).

Consequently, the term feedback stands for a sort of mechanism to provide to an individual or group of individuals about its behaviour or performance in order to modify it in a desirable way. This information help in knowing the strengths and weaknesses related to the working of an individual, group of individuals, or a system. On obtaining such information about one’s working one can try to bring desirable improvement and modification in one’s system of working.

According to Battacharya (1980), Feedback means a part of the communication output fed back again into the input channel to monitor or modulate the communication process itself, such as to improve accuracy of message transmission, reduce level of noise, increase channel capacity and so on. Dictionary of Education (Sharma, 2004) has defined
feedback as important part of self-regulating mechanism. Human beings are largely self-regulating mechanisms as for example when they perspire or shiver to maintain the body heat against extremes of temperature. In the context of educational communication feedback from a student on how the teachers message have been received is an essential part of the exchange or information provided by another person or by the environment in response to a particular set of behaviours that help to shape future behaviours or actions (Singh, 1997).

1.3.2 FEEDBACK IN LEARNING: Feedback is originally a technical term referring to a self-regulating device such as a thermostat in an electrical heating system. It is often used to describe the knowledge of results a learner should have if he is to form effective learning patterns. Too often in the field of teaching pupils were not told if they were right or wrong until well after they had forgotten the original question. As knowledge of success is perhaps the most potent positive reinforcement that there is, it is a pity not to use it as quickly as possible. On the other hand, if a child has made a mistake he should be shown the error of his ways immediately, so that the faulty learning pattern can be unlearned and disposed of with little delay. One obvious way of doing these things lies in the use of programmed learning, which provides instant feedback after each item on the programme.

Feedback learning in Dictionary of Education defined as an important underlying concept of behaviourism that holds that an individual learns as a result of experiencing the consequences of his or her behaviour (Singh & Sharma, 2002). Goods Dictionary of Education (1972) remarks that feedback is a process whereby an observer reports to a group on how well it is functioning.

In this way feedback refers to a device or a process with the help of which on individual or a system receives information about its working in terms of its strength and weakness in order to bring desirable improvement in its working. In case a learner receives
proper feedback about his learning performance he may bring desirable improvement in the contents and method of his learning. If a teacher receives feedback i.e. information about the quality of his teaching he may set himself for bringing desired modification in his teaching behaviour in the light of such feedback. In case a machine or self operating system receives information about its working it may regulate and control its mechanism in view of this information i.e. feedback received by it. In this way, feedback by providing information about the working of an individual or a system through the evaluation of the products and outcomes of the efforts may prove a boon to an individual or a system for bringing desirable improvement in its functioning or working. A learner can learn well, a teacher can teach well, an administration set up, an educational system or instructional plan and strategy can work well with the help of an appropriate feedback mechanism simply because it is able to receive timely and appropriate knowledge of the strength and weaknesses of its working.

1.3.3 CLASSIFICATION OF FEEDBACK: Feedback may take many shapes & styles depending upon its sources, and the time as well as mode of providing such feedback (Mangal, 2001). Figure 1.5 represents the Classification of Feedback:
(A) **Classification Based on the Type of Contact:**

(i) **Individual Feedback:** In this type of feedback, the feedback is provided to a particular individual in face-to-face conditions by supervisor. It is done especially when weak points of individual are to be discussed.

(ii) **Group Feedback:** When the supervisor has to provide the feedback about strong points of student teacher’s performance he does this in a group. This is called group feedback.
(B) Classification Based on the Sources of Feedback:

(i) Self Feedback: It is that feedback which is provided by the individual or the system itself for self-correction and improvement.

After teaching his lesson, the student teacher can analyse his teaching behaviour himself and can find the weak and strong points in his teaching behaviour. For this, the trainee recalls the model lesson demonstrated by the college supervisor and the lesson given by his peers. Through the introspection and comparison he receives self-feedback. Self-feedback will be more specific, objective and accurate if it is received through mechanical sources of feedback.

(ii) Feedback provided by others: It is provided by others than self like peers, colleagues, co-workers, pupils, teachers and supervisors etc. It is further sub classified into three broad categories as follows:

(a) Supervisor Feedback: Supervisors are the main sources of providing feedback. Here an experienced, competent, qualified and mature teacher educator provides feedback.

(b) Peer Feedback: For providing the psychological base to learning situations fellow student teacher can also be used as the source for providing feedback. This type of feedback is termed as “Peer Feedback”.

(c) Student Feedback: Pupils are real critic of their teachers. They can critically differentiate between the desirable and undesirable behaviours of their teachers in the classroom situation. It is also necessary from the psychological point of view, since the teachers are trained to teach students and hence the feedback provided by the students to their teachers will add positively to their classroom effectiveness. The basic drawback of this source of feedback is that as the pupils are professionally not well equipped, their feedback is over looked by the student
teachers as they think that pupils do not have enough foresight to provide effective feedback.

(iii) Mechanical Feedback: It is carried out through some mechanical means like video-audio tapes, teaching machine & computers. This type of feedback is further sub-classified into two broad categories

(a) Audio Feedback: In audio feedback the lesson of the student teacher is recorded with the help of audio tape recorder or similar device. After the lesson, audiotape is replayed and the student teacher alone or in association with supervisor listens his lesson and analyses it in terms of desirable and undesirable teaching behaviours. If the student teacher listens the lesson alone and derives the self-feedback then the type of feedback is known as Audio-self Feedback. If the student teacher listens the lesson in association with supervisor and receives the feedback from supervisor then the type of feedback is known as Audio + Supervisor Feedback.

(b) Video Feedback: In video feedback the lesson of the student teacher is recorded with the help of video tape recorder, video camera or similar device. After the lesson, videotape is replayed and the student teacher alone or in association with supervisor observes his lesson and analyses it in terms of desirable and undesirable teaching behaviours. If the student teacher views & listens the lesson alone and derives the self-feedback then the type of feedback is known as Video-self Feedback. If the student teacher sees & listens the lesson in association with supervisor and receives the feedback from supervisor then the type of feedback is known as Video + Supervisor Feedback.

The mechanical sources of feedback are very effective as the lesson recorded on video or audio tape are objective, complete and accurate and the
trainees can replay their lesson any number of time and also whenever they like it to do so. The trainee sees him teaching or listens his voice and hence motivates to improve himself.

Through video tape recordings supervisor can also see student teachers performance and students reactions regarding teaching. With this he can also trace out their undesirable teaching behaviour so that student teacher can improve easily.

(C) Classification Based on the Mode of Providing Feedback:

(i) **Positive Feedback:** In this type of feedback attempts are made to inform about the strengths & good points of one’s performance. In positive feedback, the student teacher, who is practicing a demonstrated teaching skill, is informed about the strong points of his performance. Positive feedback is used under the impression that the student teacher will feel a sense of achievement, which will result in terms of an incentive to improve further.

(ii) **Negative Feedback:** In this type of feedback the weak and negative points, shortcomings and limitations of one’s performance are informed.

(iii) **Mixed Feedback:** This type of feedback involves the mixed responses carrying positive as well as negative points about one’s performance.

(D) Classification Based on the Time of Providing Feedback:

(i) **Immediate Feedback:** It is that type of feedback, which is provided to a learner teacher during the performance of his behaviour or immediately after his performance.

(ii) **Delayed Feedback:** In case a gap between the occurrences of two activities i.e. performance & feedback remains, then that type of feedback is termed as delayed feedback.
1.3.4 **PRINCIPLES FOR PROVIDING FEEDBACK** : Many factors take part in the process of providing feedback e.g. level of maturity, personal experience, level of intelligence etc. so depending upon these factors there are some laws & rules, which help the observer in the process of providing feedback. These laws & rules are :-

1. In order to create self-confidence among the student teachers, the observer should highlight strong points about the performance of the student teachers. It will motivate them to improve further in the use of skill under practice.

2. After appreciating the performance of the student teachers, the observer should draw their attention to other components of the skill under practice, which according to him require improvement. The observer may give some suggestions regarding the use & practice of these components in the re-teach stage.

3. The observer should note carefully that feedback session takes place more effectively under informal setting. It should be suggestive & not prescriptive. Thus, one can conclude that at each stage of feedback the observer should act as a friend and guide and not as an administrator. This will help the student teacher to learn more in permissive environment, which is necessary for successful learning.

1.3.5 **OBSERVATION FOR PROVIDING FEEDBACK** : Teaching is observed and recorded systematically and objectively in order to provide effective feedback to the teacher or student teacher. Two important factors guide the observation and recording of teaching performance :

- The occurrence of the desired teaching behaviour is to be recorded.
- Appropriateness of the teaching behaviour in the context of the situation in which they occur.
Thus two types of tools for observation and recording are used in order to fulfil the above conditions.

(i) Tally type observation Schedule

(ii) Rating type observation schedule

1.3.6 STRATEGIES FOR PROVIDING FEEDBACK: There are four strategies of providing feedback (Singh & Sharma, 2002). The Summary Table of various strategies of Feedback is shown in Table 1.1

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Strategy</th>
<th>Role of Supervisor</th>
<th>Role of Student teacher</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Directive Feed-back Strategy</td>
<td>Provides direct suggestions, informations and opinions</td>
<td>Silent Listener</td>
<td>Supervisor centre so it is suggested to use this strategy with caution.</td>
</tr>
<tr>
<td>2.</td>
<td>Non-Directive Feed-back Strategy</td>
<td>Provides information or suggestions on Student teacher’s demand</td>
<td>Self analysis of his teaching, asks suggestions from the supervisor for improving his teaching behaviours</td>
<td>Trainee centred - it must be used if the trainee is highly motivated</td>
</tr>
<tr>
<td>3.</td>
<td>Interactive Feed-back strategy</td>
<td>Give suggestions and information through discussion</td>
<td>Actively participates in discussion during feed-back process</td>
<td>During feedback process this strategy should be used maximum.</td>
</tr>
<tr>
<td>4.</td>
<td>Eclectic Feed-back Strategy</td>
<td>On the basis of analysis of the lesson and nature of the student teachers he may use appropriate strategy/strategies</td>
<td>It is expected from the Student teacher that he actively involves himself in the process of feedback</td>
<td>Choice of the strategy lies according to the individuality of the trainee.</td>
</tr>
</tbody>
</table>

1.3.7 APPROACHES OF FEEDBACK: There are three approaches of feedback:

- System Approach
- Cybernetic Approach
CHAPTER-I

- Behaviour Modification Approach

These approaches are used for providing feedback training to observers so that the process of providing feedback can be improved in the existing teacher education programmes. As a result student teacher gains information concerning the correctness of his previous responses in an effective manner. Finally he adjusts his behaviour to compensate for errors. In this way teaching competence of the student teacher can be increased.

1.4 COMPETENCE

For a country like India to be awake & free from all those which are hindrance in the way of progress is possible only if we have teachers who are competent and take India on the path of prosperity. Competence is a very important factor, if an individual has, to be a person perfect in all ways i.e. competence is required for all round development, growth and to rise in life.

1.4.1 MEANING: Competence is the degree of accomplishment of an objective with respect to quality and time lines. It is an aspect of the total personality of the individual. It is defined as adequate for the purpose, suitable, sufficient or as legally qualified, admissible or as capable. It refers to the adequate preparation to begin a professional carrier and has a direct linkage to certification requirement. The competence based education as an approach to instruction that aims to teach each student the basic knowledge, skills, attitudes and values essential to competencies.

Competence is nothing more than an improved modern term applied to an ancient human value; e.g. the right way of doing things is the competent way; the right way to perform a job, the right way to live and work in association and cooperation with others. In other words it means a desired quality of job performance. The qualities of competence are:
enthusiasm, fluency, industrious, neatness, originality, adaptability and thrift. The training for competence has always been and still is largely the training for creating abilities or qualities that are placed in actual job context. Competence does not result from possession of great amount of knowledge.

Thus competence is the ability to apply to practical situations the essential principles and techniques of particular subject matter field and can be described as a set of knowledge, skills, abilities and behavioural attributes which are required to deliver superior performance.

Applied to teachers, competence means the right way of conveying units of knowledge, application and skills to the students.

1.4.2 COMPONENTS OF COMPETENCE: Competence is a cluster of knowledge, skill, ability, motive, talent and trait, self-concept, attitude and values (Selvam & Panchalan, 2004). So these are the components of competence.

- **Knowledge:** It is a basic component of competence. Knowledge is knowing the information. In the present knowledge-era, individuals are valued and respected for the level of knowledge possessed by them.

- **Skill:** Skill is application-oriented knowledge. It refers to specific capability to do things well.
- **Ability**: Refers to capabilities of an individual to perform a particular task in an effective way. Ability plays an important role in the performance of individuals.

- **Motive**: Motive is the inner accelerating force or self-drive that spontaneously spurs one to perform exceedingly well.

- **Trait and Talent**: Trait is called an attribute or a distinguished quality. Talent refers to a special natural ability or aptitude. Trait and talent add special values to the individuals, make them distinguished people and help them to achieve success.

- **Self-concept**: Self-concept refers to the way we view ourselves. Our behaviour to a great extent depends upon the way we view ourselves.

- **Attitude**: Attitude is “the mental, moral and ethical dispositions adopted by individuals to others and the situations and environments in which they find themselves.”

- **Values**: Values are considered with matter of human preference and result into choices between competing interests.

Even though, all these above mentioned components are underlying characteristics of individuals, some components are more visible and observable than others. Knowledge, skills and abilities are more visible and observable than motives, traits and talents, self-concepts, attitudes and values.

1.4.3 CLASSIFICATION OF COMPETENCIES : Competencies are classified under 5 major categories:

(i) **Cognitive Based Competence**: It defines the knowledge, intelligence, skills and abilities. It is content based and helps to enlarge the sphere of activities.

(ii) **Performance Based Competence**: It demonstrates that he can perform some activity. It is skill based and overt action oriented.
(iii) **Consequence Based Competence**: It is to bring change in others. It is achievement based.

(iv) **Affective Based Competence**: It defines expected attitudes, values and tends to resist specifically. It is expressed in terms of behaviour.

(v) **Exploratory Based Competence**: In this, activities are performed to provide opportunity to students for learning. It is experience based.

### 1.4.4 TEACHING COMPETENCE

The whole notion of the teacher as disseminator of knowledge is now turned on its head while in the old scenario the teacher was the boss, in the new scenario the teacher becomes the facilitator. Teacher who employ knowledge in the classroom do not funnel information into their students heads. He guides them about the information to be accessed and interact with. “The teacher no longer the sage on the stage, but the guide on the side.”

A teacher can be called competent only if he has the competence in his teaching i.e. has teaching competence. A competent teacher can only implement lofty aims, sophisticated & abundant equipment. The ultimate aim of teacher education is to prepare competent teachers – teachers who are capable of bringing desired behavioural change in pupils. The assumption that the student teacher who masters the theoretical principles of pedagogy will be a successful classroom teacher is no longer regarded valid. There is a wide gap between what the teacher is trained to do and what the teacher is in fact called upon to do in the classroom. The classroom of tomorrow is going to be entirely different from those of today. The teachers will have to play a very difficult role it would not only be complex but also full of challenges (Sachdeva, 2000).

The term competence is frequently used when we talk about any profession or work that expresses one's quality of being competent, possessing adequate professional skills,
knowledge, qualification or capacity. But the term teaching competence includes more teacher effectiveness and pupil outcomes. Some perceive teacher competence as teacher behaviour that produces intended effects. (Medley & Mitzel 1963)

Teaching competence means an ability in a teacher to facilitate behavioural change in students also. Teaching competencies are functional abilities which teacher shows in their teaching activities. There are four terms often treated as synonymous; Teacher Effectiveness, teacher performance and teacher competence and teacher competence (Reddy, 1998).

Hence teaching competence is the capacity to assess verify and enhance the fulfilment of one’s mission and purposes giving primary focus to the attainment of educational objectives. The deciding factor in assessing the competence in teaching is evidence of the extent to which it achieves its goals and objectives. Teaching competence of student teacher needs: Knowledge of subject matter, Sincerity in teaching, Mastery of the method of teaching, Academic Qualification, Mode of exposition, Sympathetic attitude towards students, Discipline, Student participation, Proper use of aids and appliances in teaching, Art of Questioning. The things, which are related to bring competence in teaching are: Professional Training, Intelligence, Interest in teaching, Friendliness, Democratic behaviour, Possession of all round information, Ability to judge reaction of others, Training/knowledge of teaching skills, Feedback (Mohanty, 1992).

The four areas of teaching competence identified by Smith (1960) represent the broad categories of preparation that teachers need in order to make effective decisions. These are:

(i) Competence in theories of learning

(ii) Attitudes which foster learning and positive relationship

(iii) Knowledge of the subject matter to be taught

(iv) A mastery of teaching skills and techniques
To define teaching competence, a student teacher must deliver quality of output. Quality of output is the good performance of student teachers, which can be made effective out of higher quality through feedback devices, which are employed for developing teaching skill and competencies among the student teachers. It includes the mechanism of feedback devices for modification of teacher’s behaviour as the competent teachers are not only born but they can also made by using the feedback devices.

1.5 FEEDBACK DEVICES

Feedback devices are used in teaching for controlling, reinforcing, modifying and improving the performance and behaviour of teachers. Feedback devices are quite effective for bringing desirable changes and improvement in the teaching behaviour of the individual teacher or group of teachers whether in service or under training.

1.5.1 MEANING: Feedback device is a process or mechanism with the help of which an individual or a system receives information (feedback) about its working in terms of its strength and weakness in order to bring desirable improvement. In case a student teacher receives proper feedback about his performance he may bring desirable improvement in the contents and methods of his learning. In this way feedback device by providing information about the working of an individual through the evaluation of the products and outcomes of the efforts may prove a boon to an individual for bringing desirable improvement in its working. The teacher can teach well and a strategy can work well with the help of an appropriate feedback device simply because it is able to receive timely and appropriate knowledge of the strength and weaknesses of its working.
1.5.2 DIFFERENT FEEDBACK DEVICES: There are various devices, which are used for making the student-teacher competent and the main task done by these devices is to create situations for the student teacher to bring the desirable change in their teaching competence.

As far as utilization of the sources for providing feedback is concerned, it is better to utilize and involve as much as sources as possible for the possible appropriate feedback. A behaviour or performance may get controlled, reinforced through various devices of feedback provided through various sources self, others and mechanical means (Sharma, 2005).

A student teacher can be very well assisted in the process of modifying teaching competence through self evaluation, observation and supervision by others and the feedback supply through mechanical means like tape records and video recording.

The various devices of feedback are –

1.5.2.1 Simulated Social Skill Training (SSST)

1.5.2.2 Interaction Analysis

1.5.2.3 Microteaching

1.5.2.1 Simulated Social Skill Training (SSST): In the Simulated Social Skill Training (SSST) or simulated teaching means the teaching performed or training received through simulation. It conveys the use of simulation technique. Basically simulated teaching is a learning or training technique for helping the learner to bring desirable changes in his behaviour through some systematic and organised learning experiences in simulated i.e. artificial laboratory like conditions.

This technique is developed by Cruick Shunk in 1968. This technique is to induce certain behaviours in artificial situations. A student teacher has to play role of a teacher, a supervisor & a student.
CHAPTER-I

It is based on socio-drama, which is related to practice. The most important aspect of simulation is the introduction of the student to teaching in non-stressful conditions. Simulated social skill training can be defined as mechanism of feedback device to induce desirable competence among student teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching. There are three parameters of SSST:

1. Stylized simulation - degree of participation
2. Games - degree of competition
3. Free drama - degree of structure

The organization of SSST involves five to seven student teachers

Who teaches is called - actor : 1
Who plays role of students - foils- : 2-4
Who observes - observer- : 2
Total : 5-7

Roles are changed to give opportunity of all to all. The teaching paradigm includes three elements:

- Diagnosis
- Prescription
- Evaluation

The success of this technique depends upon the quality of the feedback received by a student teacher from his colleague’s activity as pupil and supervisor. Here the responses and performance of the pupils proves a constant source for the immediate feedback to the teacher trainees. The trainees acting as supervisors also play a very potent source of feedback as they try to observe the lesson in a systematic and objective way, record the strengths and limitations and discuss it with the teacher trainees for providing him appropriate feedback to bring improvement in his teaching.
1.5.2.2 Interaction Analysis: Interaction Analysis is a technique for analysing and observing the classroom behaviour. It is developed by Ned A Flender in 1959. It provides the structure, components and flow of behaviour of classroom activities. It is used as a mechanism of feedback device for the modification of student—teachers teaching competence as the competence of a student—teacher can be adjudged through the degree of effectiveness of his teaching, which in turn can be assessed through his class-room behaviour or interaction (Sharma, 1997). In this way a systematic or objective analysis of the teacher’s class-room behaviour or interaction provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning. Such type of analysis of classroom behaviour and interaction is known as Interaction Analysis.

The term interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher’s classroom behaviour and the process of interaction going inside the classroom. It helps a teacher to bring desirable modification in his behaviour and improve his interaction with his pupils for making his teaching more effective and purposeful.

System of interaction- analysis consists of the process of encoding and decoding. Encoding helps in recording the classroom events in a meaningful way; while decoding is used in arranging the data into a useful display and then analysing the result in order to study the patterns of student teachers behaviour and his classroom interaction.

Here pupil teachers are trained in both theory and practice of interaction analysis for the use in it as feedback device. They are made well acquainted with encoding and decoding process of interaction analysis. During the teaching practice programme the classroom teaching of student teachers are observed by using this device. The record sheet of classroom behaviour is given to the student teacher concerned and he is asked to decode his own
behaviour by preparing the matrix table. The decoding process provides of his own teaching components and flow of behaviour (Sharma, 1986).

The awareness of teaching behaviour performance provides feedback to the student teachers. He has to teach another lesson and the same procedure is followed for analysing his teaching performance. The decoding process is followed by the discussion with his peers or supervisors. Some concrete suggestions are given for the flow of events in classroom teaching. The student teachers will make use of the suggestions and insight gathered from the decoding process. The tape recorder can be used for recording the classroom teaching. The knowledge of his own performance provides the feedback to the student-teachers to improve and modify his teaching competence.

1.5.2.3 Microteaching: Microteaching is a technique or device of imparting training to the inexperienced or experienced teachers for learning the art of teaching by practising specific skills through “scaled down teaching encounter.”

Microteaching is a training concept as it provides teachers with a practice setting in which the normal complexities of classroom are reduced and in which the teacher gets feedback on his performance. Microteaching is designed for student teachers, which provides an opportunity to practice one teaching skill at a time and with the information about their performance immediately after completion of their lesson in the form of feedback to improve their previous lessons. It is actually a teacher training procedure, which reduces the teaching situation to simpler and more controlled encounter by limiting the practice teaching to a specific skill and reducing teaching time and class size. It provides the feedback for trainee’s performance to prepare effective teachers and competent teachers (Clift, 1976). So microteaching is defined appropriately as a device of imparting education to the inexperienced teachers for learning the art of teaching by practicing specific skills through ‘scaled down
teaching encounter i.e. reducing the complexities of normal classroom teaching in terms of Class size, Time and Content.

The feedback devices are used to create the situation for the student teacher to bring desirable change in their teaching. These devices are effective in developing teaching competence in a student teacher. Among the above devices the investigator has selected the Microteaching as a feedback device for finding the effect of different types of feedback on the teaching competence of student teacher, as this is superior to other two techniques due to following reasons:

- It offers teaching in relatively simple and non-threatening context so that the student teacher can focus his attention on clearly specified aspects of his behaviour.
- Provision is made for much fuller or more objective feedback.
- It is focussed on development of teaching skills.
- Microteaching enables the pre-service student teachers to receive more training before starting their teaching practice.
- The goal of microteaching is to give student teachers confidence, support, and feedback by letting them try out teaching.
- It can help student teachers to develop, practice and improve specific instructional skills, strategies, and modes in small group teaching-learning situations.
- The combination of personal instruction, observation of others, and personal reflection can enhance the development of several teaching qualities upon which the training is based.

1.5.2.3.1 Phases of Microteaching: The training of student teachers through Microteaching involves three phases:

1. Knowledge Acquisition Phase (Pre-active Phase)

2. Skill Acquisition Phase (Inter-active Phase)
3. Transfer Phase (Post-active Phase)

Phases of Microteaching are shown diagrammatically in the Figure 1.6

Figure 1.6: Phases of Microteaching

The chief objective of Microteaching is the development of teaching skills in student teachers.

1.6 TEACHING SKILLS

Teaching is a set of interrelated activities a teacher performs in the classroom with a view to facilitate learning in students. Teaching activities can be analysed in terms of teacher
behaviours. Teacher behaviour may be considered as a set of activities of the teacher, which are observable (Dutt & Sodhi, 1994).

1.6.1 MEANING: Teaching Skill is a set of related teaching behaviours, which in specified types of classroom and interaction situations tend to facilitate the achievement of specified types of educational objectives.

The activities that are generally performed by the teachers in their classroom may be classified as: introduction of topic, demonstration, illustration with examples, explanation, involving student's participation; elaboration of thing, asking questions, concluding etc. Such inter-related teaching acts which are observable, measurable and controlled and help in attaining the instructional objectives are called teaching skills. In other words a teaching skill is a set of teacher behaviours, which are especially effective in bringing about desired changes in pupil teachers.

Gage (1968) defines teaching skills as "Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom. These are related to various stages of teaching or in the continuous flow of the teacher performance. Passi (1976) said," Teaching skills are a set of related teaching act or behaviours performed with the intention facilitate pupil's learning. Clarke (1970) has said, teaching constitute activities that are designed and performed to produce change in pupils behaviour. These activities are called teaching skills.

Thus the complex task of teaching is analysed into limited but well-defined components called 'teaching skills' that can be taught, practiced, evaluated, predicted, controlled and understood. Hence teaching skill is that behaviour which is needed for having efficiency and competence in teaching.
1.6.2 DIFFERENT STAGES OF LESSON & TEACHING SKILLS: There are various stages of a lesson during which different skills of teaching are required. The different stages of a lesson are:

- Planning
- Introduction
- Presentation
- Closing

For each step, there are different teaching skills, which are useful. The teaching skills associated with different stages of a lesson are shown in Table 1.2:
Table 1.2: Teaching Skills Associated with Different Stages of a Lesson

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Stage of a Lesson</th>
<th>Teaching Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning stage</td>
<td>1. Writing instructional objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Selecting the content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Organizing the content.</td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td>4. Selection of audio-visual aid material.</td>
</tr>
<tr>
<td>B.</td>
<td>Introductory stage</td>
<td>5. Creating set for introducing the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Introducing the lesson</td>
</tr>
<tr>
<td>C.</td>
<td>Presentation stage</td>
<td>7. Structured classroom questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Fluency in questioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Probing questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. The use of higher order questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Divergent questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Response management.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) Questioning skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Lecturing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Discussing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Demonstrative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Illustration with examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Presentation skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. Using teaching aids.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22. Stimulus variations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Reinforcement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Aid using skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25. Promoting pupil participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27. Management of the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Managerial skills</td>
</tr>
<tr>
<td>D.</td>
<td>Closing stage</td>
<td>28. Achieving closures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29. Planned repetition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30. Giving assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31. Evaluating the pupils progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32. Diagnosing pupil learning difficulties and taking remedial measures.</td>
</tr>
</tbody>
</table>

According to the need and importance a student-teacher selects skill of Microteaching. A student teacher is made oriented with the characteristics of that particular skill. He is then
ready to practice it, by conscious practice of one skill rather than the general practice of teaching, he has a greater chance of practicing and improving upon that skill.

1.6.3 INTEGRATION OF TEACHING SKILLS: Integration of teaching skills is an ability on the part of student teacher to perceive a given situation analytically, to examine his repertoire of the component skills, to select and organise them into a sequenced pattern to achieve the instructional objectives and to use the component teaching skills in the desired pattern with ease and mastery. Integration of the component teaching skills is, thus, a process in which this ability is acquired. Integration of skills is defined as a process selection, organisation and utilisation of different teaching skills to form an effective pattern for realising the specified instructional objectives in a given teaching-learning situation.

Integration exercises are essential for a smooth and harmonised teaching behaviour. Practice of individual component skill using Microteaching technique prepares the student teacher for teaching while integration exercises smoothen transaction from simple laboratory to the complex teaching situation in natural setting. Thus, integration has to take place between microteaching and real teaching situation in the classroom.

1.6.3.1 Strategies of Integration of Teaching Skills: The various strategies of Integration of Teaching Skills are broadly classified into two categories:

(A) Integration by Parts

(B) Integration as a Whole

(A) Integration by Parts: In this strategy the individual teaching skills acquired through microteaching are practiced in parts not as a whole.

First of all decision is made with respect to the number of individually mastered skills required to be integrated. The time duration of the teaching exercise for integration depends
upon the number of skills to be integrated. It is increased four times if there are four skills to
be integrated and five times in case of five skills and so on. All the steps like teach, feedback,
re-plan, re-teach, re-feedback are planned and carried out in the controlled setting (as in the
case of microteaching) and this process continues till the student teacher acquires a
reasonable level of mastery in the integration of the skills in hand. After acquiring mastery in
the integration of these skills he is required to apply it in a real classroom setting and have
significant practice in real teaching.

In the next round another three or four acquired individual skills are to be integrated
and practiced in the micro setting and then transformed in the real teaching situation. In this
way the training process continues till the student teacher learns to integrate all the acquired
skills.

(B) Integration as a Whole: In this approach, opportunity is provided to integrate all the
individual teaching skills by taking them as a whole not in parts. It is a sort of mini teaching,
bridging the gap between microteaching and the teaching in real situation.

While giving a lesson, a teacher has to make use of all the individual skills acquired
through microteaching. In the integration exercise, all the acquired teaching skills are to be
made use of in the task of preparing and developing the lesson in real teaching situation. This
approach of integration requires following considerations on the part of student teacher:

1. The full knowledge of the content of the topic to be taught.
2. Knowledge of instructional objectives.
3. The existing teaching-learning situations & available facilities.
4. The scope of utilisation of the learned individual teaching skills.
5. Decision about the aspects like selection, organisation, sequence & integration of the
   individual skills in the preparation & presentation of the lesson.

1.7 STATEMENT OF THE PROBLEM

The main thrust of the study is to determine the effect of different types of feedback in the development of teaching skills & improvement in general teaching competence of the student teachers using microteaching as a feedback device. In present study effect of knowledge of skills, components of skills & efficiency of using these skills on teaching competence is ascertained. In the study effort has been also made to find out that which particular type of feedback is more effective in the development of teaching skills & improvement in general teaching competence of the among student teachers. More specifically problem may be stated as under:

"Effect of different types of Feedback on Teaching Competence of Student Teachers."

1.8 JUSTIFICATION OF THE STUDY

Since the attainment of independence, India is moving fast with her five year plans, to come-up to the standards of developed countries of the world. In consequence, it is passing through the most critical phase of rapid expansion and development on all sides. In the field of education, the rate of expansion is unprecedented. On the recommendations of Sargent Report (1944), University Education Commission Report (1949), Secondary Education Commission Report (1953), Education Commission Report (1966), and National Policy of
Education (1986) definite targets have been set up to implement certain proposals. The schools need to be stuffed with competent teachers for the qualitative improvement of education.

The quality in education depends largely on the quality of teachers emerging from the institutions where high quality teacher educators are to be found. It is well recognized that the overall quality in education depends upon the quality of teachers. A sound programme of education of student teachers is essential for imparting desired type of education. It is noticed that student teachers training leaves much to be desired. Teaching is an art, which can be acquired through a series of well-designed activities. It is imperative therefore, due emphasis needs to be laid on the education of student teachers.

The quality of a teacher determines to a large extent the quality of education. Teachers can make education a thing of joy and success or a matter of frustration and despair. The teacher today faces many challenges, emanating from expanding horizons of knowledge as well as of other forces impinging upon the consciousness of pupils.

In the 21st century, teacher instead of being an instructor or a taskmaster has to be a helper and a guide. He has to be an expert in various skills. Instead of restricting himself to subject matter presentation he has to manage instructional environment, diagnose students, direct the use of available resources and co-ordinate information. More and more efforts are being made to improve the quality of teacher education programme. Thus selection of student teachers and their education plays effective role in the qualitative improvement of education. Neglect of education is suicidal to any nation, because education is invariably at the back of all progress-material and culture. To ensure good quality of education, there is a need to have a competent teacher. A developing country, like India, cannot afford wastage and stagnation in view of limited material resources. Besides, human material needs to be harnessed in as best a manner as can be possible. These objectives can be realized through a band of
competent teachers, who are to be identified, before they can be claimed to be competent because the competent teacher is the most important factor that determines the efficiency of the educational process and the effectiveness of the educational product. Effective and competent teaching results in purposeful learning.

The majority of teachers are concerned more about dispensing of knowledge to the students rather than in finding out whether students have comprehended and assimilated what the teachers have tried to pass on to them. They are not bothered about their student’s ability to communicate eloquently or make effective use of the vast array of instructional material, equipment and techniques.

Progress in the field of science & technology has given birth to the development of analytical approach. The field of teacher education has also not remained unaffected by this fact. Now teaching is regarded as a complex skill consisting of a number of sub-skills, which require the orchestration for the proper functioning of complex whole. A skill is a set of behaviour aiming at specific objectives. Thus like any other behaviour, teaching can be modified.

In the programme of teacher training ‘Student Teaching’ occupies a pivotal place. Unless the teacher can be effective in the classroom, the knowledge of the theory and other things is of no use. Unfortunately this important aspect of teacher training programme is not given due attention in most colleges of education. Unless the teacher can teach effectively in the classroom, his training cannot be called complete. There is need to pay more attention to this concept of teacher training.

But unfortunately in most teaching training institutions the theory part takes away more than four fifth of the time and hardly one fifth of the time is devoted to ‘Student Teaching’. The training for ‘Student Teaching’ is provided in neighbouring schools of the Colleges of Education either in block or spread over the full duration of the course. The pattern
varies from institution to institution. With the spread of education all over the world, the need for teacher at all levels has increased. Some of the professions like engineering and medicine also have felt the need for providing teacher training to their teachers.

At present in the teacher training institutions, the prospective teacher, after a few lectures on the principles of teaching and model lesson, are thrown into the classroom and it is in the actual teaching situations that he picks up some idea of how to teach and that too at the expense of 30 or 40 students during the limited period of his teaching practice. The rationale behind it is that from the very beginning we believe that the student teacher is endowed with skills of teaching. This results in a vague understanding on the part of student teachers, which further results in a low extent of improvement in their teaching competence.

Therefore, at the stage of pre-service teacher training programme, proper feedback will have the desired effect on the competence of student teachers. That's why the student teachers should be given feedback for the knowledge and development of teaching skills so that competence becomes an integral part of the teaching profession.

The study of learning is basic to understanding of the teaching-learning process. Without knowledge of how, what and when a learner is involved in instructional activities, planning of a learning environment are difficult. The classroom environment, the specific teaching technique used, the place of the learning goal in the overall scheme of things - all contribute to the extent to which students become involved themselves in learning. In implementing plans for instruction, a critical role is that played by the introductory experiences a teacher uses to bring about the desired level of involvement.

All this needs a wider programme for practice in 'Student Teaching,' which means more schools centred around the teacher training institutions. But this demand cannot be easily met because not only the number of the co-operating schools for 'Student Teaching' are few, but also some of the neighbouring schools even refuse to allow the teacher training to handle their
classes. To meet with such difficulties and to improve the existing programme of training for ‘Student Teaching’, improvement in the teaching competence of the student teachers is needed with the help of suitable type of feedback using an appropriate feedback device.

1.9 SIGNIFICANCE OF THE STUDY

The classroom of tomorrow is going to be entirely different from those of today. The teachers will have to play a very difficult role. It would not only be complex but also full of challenges. For this a teacher has to be highly competent especially in terms of knowledge & professional skills. If feedback is to be used as an effective technique for improving the teaching competence of the student teacher then its training strategy should be based on research findings and well-tried out practices. Appropriate type of feedback should be selected for the development of each teaching skill, which is to be acquired by the student teacher. The competence developed in this manner by the student teacher during the training programme becomes an integral part of their teaching profession. With this conception in mind, it is hoped that findings of this study would be helpful in the teacher training programmes. The information generated from results of this study could assist policy framers, administrators and teachers for developing teaching competence among student teachers.

1.10 OBJECTIVES OF THE STUDY

The present study is undertaken keeping in view the following broad objectives:

1. To find out the impact of the knowledge of skills of teaching on general teaching competence of students-teachers.
2. To assess the effect of knowledge of components of skills of teaching on general teaching competence of students-teachers.

3. To ascertain the relationship between efficiency of using the five selected teaching skills and general teaching competence with different types of feedback.

4. To find out the effect of different modes of feedback on general teaching competence of student teachers.

5. To find out the relationship between cognitive based competence and performance based competence of students-teachers.

1.11 OPERATIONAL DEFINITIONS

- **Effect**: It is the change or result caused by someone or something.

- **Feedback**: Information provided by another person or by the environment in response to a particular set of behaviours that help to shape future behaviour or actions.

- **Teaching**: Teaching is a process of providing information.

- **Competence**: Competence is the ability to do something well or effectively.

- **Teaching Competence**: Teaching Competence is defined as the ability to apply the knowledge of teaching skills in the classroom situations.

- **Student Teacher**: According to encyclopaedia dictionary of education (Vol. 3), A student in professional teacher education who is gaining required experience in the supervised teaching is known as a student – teacher.
1.12 DELIMITATION OF THE STUDY

Due to constraints of time & resources available, this study is delimited in the following manner:

- The present investigation is confined to B. Ed. student teachers of D.A.V College of Education, Hoshiarpur. The study was conducted by selecting the student teachers doing B.Ed. during the session 2003-04, 2004-05 & 2005-06.

- The study is restricted to the acquisition of the five teaching skills i.e. Skill of Introducing the Lesson, Skill of Black Board Writing, Skill of Explanation, Skill of Probing Questioning & Skill of Stimulus Variation by the student teachers using different types of feedback.

- The research study is completed by conducting two pilot studies i.e. Pilot Study-I & Pilot Study-II and the Main Study (Present Study).

- In the Pilot Study-I, the effect of Student Feedback, Peer Feedback, Supervisor Feedback, Audio-self Feedback and Audio+Supervisor Feedback in developing the teaching competence of the five selected teaching skills among B.Ed. student teachers of the session 2003-04, was studied by selecting Microteaching as the feedback device.

- In the Pilot Study-II, the effect of only Student Feedback, Peer Feedback, Supervisor Feedback, Video-self Feedback & Video+Supervisor Feedback in developing the teaching competence of the five selected teaching skills among B.Ed. student teachers of the session 2004-05, was studied by selecting Microteaching as the feedback device.

- In the Present Study, the effect of Student Feedback, Peer Feedback, Supervisor Feedback, Audio-self Feedback, Audio+Supervisor Feedback, Video-self Feedback & Video+Supervisor Feedback in developing the general teaching competence using five selected teaching skills among B.Ed. student teachers of the session 2005-06, was studied by selecting Microteaching as the feedback device.
1.13 THESIS ORGANISATION

Chapter 1 of this thesis contains introductory information on teacher education, feedback, competence, feedback devices, microteaching, teaching skills etc. It covers research objectives, delimitations of the chosen field of study. A brief description of the following chapters is given in the following paragraphs.

Chapter 2 gives a comprehensive account of the past work carried out by researchers. References on feedback, teaching competence and microteaching are included in this chapter.

Chapter 3 includes the detailed study on microteaching setting & organisation. This chapter also includes the detailed discussion about setting of microteaching, organisation of microteaching & five selected teaching skills and their components selected for the present investigation.

Chapter 4 covers the Plan & Procedure of the study, which includes hypothesis of the study, data collection procedure, sampling techniques, detailed description of various tools & statistical techniques used. Chapter 5 envelopes Analysis, Interpretation & Discussion of data for the study, which includes statistical analysis of the data collected, interpretation and discussion of results. For this purpose relationship in the form of tables & figures have been developed between various experimental parameters. The various hypotheses for the study are also tested in this chapter.

The summary, conclusions, implications & future scope have been presented in Chapter 6. The Bibliography and Appendices have been given at the end of the research report.