ABSTRACT

INTRODUCTION

The human resources determine the financial strength and quality of any country. So we need to develop our human resources. Here development means making people able. It largely depends on those who develop these abilities. Therefore, we need highly able teachers for enhancing these abilities. It is essential that teachers imparting these competencies should have the capability to perform their task efficiently. For this, they need to acquire requisite abilities. Kothari Commission (1964-66) begins its report with the remarks that the destiny of India is being shaped in its classroom.

So, for enhancing the quality of education we need to have a sound programme of teacher education. Teachers have a central role in implementing the policies, formulated to reach the desired goal in the qualitative improvement of education.

Rayans (2004) pointed out that teachers play main role in the process of education. Teachers have been called nation builders in every period and in every society. Teacher themselves really are the key persons in developing good community.

Sabu (2010) emphasized that in the present era drastic changes are required to meet the goals of education by increasing teacher competency.

Thomson (2010) opined that teacher should encourage such a classroom environment that is inviting respectful, supportive, inclusive and flexible among students.

Singh (2006) stated that teachers are considered the most important resource for a school.

Kukreti (2005) remarked that competent teachers possess higher mean scores on knowledge, creative and humanistic values than their incompetent counterparts.

Thus, the need to find out a proper solution for removing the defaults in the existing practice teaching programme was felt and micro teaching and multimedia arrived in the scene with a view to solve the varied problems.
NEED OF THE STUDY

Many researchers conducted research on micro teaching, teaching ability, multimedia and teaching skills. A number of studies on micro teaching have focused upon that there are different factors, which determine the quality of education and its contribution to national developments. The quality competence and character of teachers are undoubtedly very significant. Another salient feature emerging from the review of literature is that a number of studies conducted on multimedia. The literature available on Teaching ability is mainly focused that teacher should possess teaching skills and competencies so that his task may be easy useful and effective. There is paucity of research on effect of micro teaching and use of multimedia. Hence, it was thought worthwhile to undertake the problem for research titled;

STATEMENT OF THE PROBLEM

A study on improving the teaching ability of the prospective teachers by the use of micro teaching and multimedia

OBJECTIVES OF THE STUDY

☐ To study the effect of micro teaching skills on teaching ability of prospective teachers.
☐ To study the effect of microteaching on teaching ability of prospective teacher through skill of probing questioning.
☐ To study the effect of microteaching on teaching ability of prospective teacher through skill of pupils' participation.
☐ To study the effect of microteaching on teaching ability of prospective teacher through skill of reinforcement.
☐ To study the effect of microteaching on teaching ability of prospective teacher through skill of recognizing attending behaviour.
☐ To study the effect of microteaching on teaching ability of prospective teacher through skill of achieving closure.
☐ To study the effect of multimedia on teaching ability of prospective teachers.
To study the effect of conventional method of teaching on teaching ability of prospective teachers.
To study the interaction of micro teaching, multimedia and conventional method.
To study the interaction of micro teaching and conventional method.
To study the interaction of multimedia and conventional method.

HYPOTHESIS OF THE STUDY

There will no significant effect of microteaching skills on teaching ability of prospective teachers.
There will no significant effect of microteaching skill of probing questioning on teaching ability of prospective teachers.
There will no significant effect of microteaching skill of pupils' participation on teaching ability of prospective teachers.
There will no significant effect of microteaching skill of reinforcement on teaching ability of prospective teachers.
There will no significant effect of microteaching skill of recognizing attending behaviour on teaching ability of prospective teachers.
There will no significant effect of microteaching skill of achieving closure on teaching ability of prospective teachers.
There will no significant effect of multimedia on teaching ability of prospective teachers.
There will no significant effect of conventional method of teaching method on teaching ability of prospective teachers.
There will no significant interaction between micro teaching, multimedia and conventional method.
There will no significant interaction between micro teaching and conventional method.
There will no significant interaction between multimedia and conventional method.