## CHAPTER-I
### INTRODUCTION

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CHAPTER-1

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.

Teacher education is the foundation stone of nation's intellectual power which shapes the power profile of the nation in the community of the world nations, thus, it is rightly said that progress of a country particularly of a democratic country depends upon the quality to its teachers and for this reason teaching is the noblest profession among all the profession.

Doga (2010) emphasized on the fact that in a changing scenario one has to acquaint himself with life knowledge required for himself and his associates.

Kothari Commission (1964-66) begins its report with the remarks that the destiny of India is being shaped in its classrooms. Hence, in order to improve the quality of education it is necessary to have a sound programme of teacher education irrespective of levels and types of education.

Patil (2010) stated that quality of education primarily depends on the efficiency and effectiveness of teaching-learning process.

Rastogi and Chanchal (2010) stated that pre-service education of prospective teachers provides a wide variety of experiences designed to develop Teaching ability. Teachers have main role in implementing policies to reach the target of bringing quality in education.

Rayans (2004) pointed out that whole education process revolves around the teacher. 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.

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

Nand (2006) also emphasized that the strength and success of any educational institution depends primarily on the professional competence, self less devotion of teachers and the extent to which they know and love their subjects and pupils.

Sood (2003) felt the need of orientation of the teachers regarding child development.

Savelsbergh (2002) pointed out that there is increasing awareness the skilled perception precedes and determines appropriate action in education.

Sodhi and Suri (2000) pointed out that the teachers were the leaders and shapers of the classroom and students freedom and give them responsibility.

Gupta (1977) focused that teaching ability is the more essential availability required for an effective and successful teacher. Shrimati Hansben Mehta in her Presidential address on the occasion of the first conference of training colleges in India held at Baroda on 23rd to 25th November (1950) rightly remarked that the teacher occupies a pivotal position in all scheme of educational reconstruction.

Buch and Yadav (1974) pointed out that much dissatisfaction has been shown about the training provided to the teacher.
Thus, the need to find out a proper solution for removing the defaults in the existing practice teaching programme was felt and micro teaching arrived in the scene with a view to solve the varied problems.

1.1 CONCEPTUAL FRAMEWORK

1.1.1 Micro Teaching

Microteaching is an important tool to train the prospective teachers. Micro teaching simplifies the teaching process.

Bush (1968) described micro teaching as a teacher education device of imparting training to the inexperienced or experienced teachers for learning the art of teaching by practising specific teaching skills reducing the complexities of class teaching in terms of the size of the class, time and content.

Allen (1968) described micro teaching as a scaled down teaching encounter in class size and time.

Passi (1976) said it is training device where PT teaches one concept using one skill to number of students in small interval of time.

McAleese and Unwin (1970) says in micro teaching normally we use CCTV to give instant feedback to potential teacher in comfortable environment. It is the new innovation in the field of teacher education. In real it is a training technique.

Bell (1985) suggested that microteaching group showed significant gain in teaching performance from initial lesson to final lesson.

Smith (1971) found positive effect of micro teaching lesson in the gradual improvement in the performance of the student teachers.

Singh (1974) concluded that the student-teachers trained through micro teaching significantly changed their verbal teaching behaviour in classroom as compared to the student-teachers trained in the traditional classroom.

Tiwari (1967) found that micro teaching technique could be used as a training technique in developing insight among student-teachers and thus making
them better teachers.

**Bhattacharya (1975)** found micro teaching, a more suitable technique to develop the teaching skills.

**Dosajh (1975)** reported that micro teaching was adjusted as decidedly a superior technique for the training of pre-service teachers in the development of various classroom teaching skills self concept of student-teachers can be enhanced significantly through micro teaching practice in simulated conditions.

**Ajit Singh and Jangira (1981)** concluded that training of in-service science teachers in the five teaching skills, selected for the experiment, through micro teaching is likely to improve the competence.

**Rai (1977)** concluded that micro teaching being controlled practice of teaching can be a very good tool for providing training to teachers in component skills of teaching.

**Sharma (1984)** discovered a positive gain in teaching efficiency as a result of pre-practice in micro teaching programme.

**Lohithakshan (2005)** defined in his Dictionary of Education that a method used for training teachers in specific tasks – like questioning, class-room management, etc. Usually a ten minute session is provided and a small group of pupils 5-10 in number assigned for the trainee. He has to handle the class for the short period. His performance will be videotaped, which will be later subjected to an analysis and discussion by the teacher-educators and fellow-trainees to see how far he has succeeded in mastering the specific skill.

In simple words we can say that micro teaching is a scaled down teaching encounter in terms of (i) time, as it lasts for five to ten minutes, (ii) class-size, as a trainee teacher a group of five to ten pupils, and (iii) task, since the trainee practices only one specific teaching skill.

**Mathew (1978)** focused that for the development of general Teaching ability the effect of microteaching is significantly than that of equivalent
traditional group of acquiring same teaching skills.

Ward (1970) focused that microteaching improved the attitude of staff as well as students towards education.

Young & Young (1970) explained micro teaching as a devices which provides the novice and experienced teachers a like, new opportunities to improve teaching.

Kallenback and Gall (1969) compared the effectiveness of microteaching approach and conventional approach in training elementary school and found that micro teaching approach was superior to the other in terms of time required for training.

L.C. Singh (1977) pointed out that in micro teaching PT teaches 5-10 students for 5-10 minutes. This system helps the untrained teacher to acquire teaching ability.

Thurkral and Madan (2003) accepted that students who taught by using skills of micro teaching were confident and efficient as compare to their counter parts.

Harris (1970) pointed out value of micro teaching that micro teaching experiences promoted use of background information provision of concrete materials utilizing children's observations, allowing developing conclusions, helping children to verify conclusions.

Singh (1989) accepted that the teaching strategies were very important in knowing microteaching and in creating a right attitude towards teaching.

Panda (2004) focused that the student teachers receive microteaching lessons were significant better than others taught through traditional techniques on four teaching skills sets induction, questioning, explaining and blackboard summary.

Linn (1972) opined that microteaching can subsequently improve students skills in evaluating aspect of teaching.

Asija (1990) suggested that microteaching helps in developing skills in
an integrated form and is better than the conventional training.

Dwivedi (1988) investigated that the skills related to observation and information locating are better developed by microteaching than by conventional teaching.

Abraham (1974) reported that microteaching was effective in developing the skills of fluency in questioning and probing questions.

Joshi (1974) pointed out that microteaching was effective in developing the skills of reinforcement and silence and non verbal cues.

Wadhwa (1988) suggested that micro teaching is a functioning powerful and valuable instrument.

Bhattacharya (1974) reported that this technique with polytechnique teachers and proves that micro teaching was more effective than the conventional technique is to development of indirect teacher behaviour.

Brunis (1978) suggested that the effectiveness of microteaching and feedback in the development of the skills of recognizing attending behaviour and teacher's liveliness among in service teachers.

Gandhi (1992) investigated that on three variables direct and indirect influence teacher talk and pupil talk- microteaching was superior to traditional approach.

Tripta (1989) pointed out in a case study of microteaching as an innovation and has foreseen the need of an organization which would promote innovation in teacher education.

According to the Encyclopedia of Education (1971) edited by Deighton micro teaching is a real, constructed scaled down teaching encounter which is used for teacher training, curriculum development and research.
1.1.2 Indian Model of Micro Teaching

Jangira and Singh (1982) described Indian model of micro teaching:

Teaching (6 Minutes); Feedback (6 Minutes); Re-plan (12 Minutes); Re-teach (6 Minutes); Re-feedback (6 Minutes); Total (36 Minutes)

Fig. 1.1 depicts the Indian Model of Micro Teaching.

Fig. 1.1 THE DIAGRAMMATIC REPRESENTATION OF MICRO TEACHING CYCLE

In simple words we can say that micro teaching is scale down teaching encounter in the terms of time, class size and task.

1.2 TEACHING SKILLS

The analytical concept of teaching considers teaching as a complex skill comprising of various specific teaching skills. These teaching skills can be defined as a set of inter related component teaching behaviours for the realization of specific instructional objectives. The teaching skills are a group of teaching acts/behaviours intended to facilitate pupils' learning directly or indirectly.
Passi said teaching skills are a set of related teaching acts or behaviours performed with the intention to facilitate pupil’s learning. Gage (1965) defined the teaching skills as specific instructional activities and procedures that a teacher may use in his classroom. Allen (1966) postulated that skill is an act of teaching. It can be defined in terms of teaching acts and behaviours.

1.2.1 Skill of Probing Questioning

Questioning is the major device used in teaching-learning situation. Its success lies in evoking desired response from the pupils. Pupils respond in a number of ways and styles such as no response, wrong response, partially correct response, incomplete response or correct response, depending upon their own development level, nature of questions and teacher’s behavior.

Skill of Probing Questioning may be defined as the art of response management comprising asset of behaviours or techniques for going deep into pupil’s responses with a view to elicit the desired responses.

Arockiam (1990) found that primary school teachers improve their questioning skill through the self-learning package and training on questioning strategy. Jangira et al called this skill by another name also as response management.

❖ Components of Probing Questioning Skill

It consists of 5 components.

- **Prompting:** Prompting is a technique of probing or going deep into the pupil's initial response and led him from incorrect or no response to the correct response with series of hints or prompt through step by step questioning process.

- **Seeking further information:** It is technique of getting additional information from the pupil to help them to reach the criterion response.

- **Refocusing:** While refocusing, the teacher persuades the responding pupil either to relate his response with something already studied by him
or the consider implications of his response in a more complex and noble situation.

- **Redirection**: Redirection technique is usually applied in 'no response' or 'incomplete response' situation.

- **Increasing critical awareness**: This technique is used in a correct response situation to increase critical awareness in the pupil.

#### 1.2.2 Skill of Increasing Pupils’ Participation

In this skill both teacher and student participates wherein teacher by his behaviour stimulates the student to participate.

Somvir (1985) reported that criteria of teacher effectiveness were significantly related to indirect pupils’ participation and response.

- **Components of the Skill**

The components of the skill are given below:

- **Creating set**: ‘Set’ in a classroom may be defined as mental readiness on the part of pupils before learning any task.

- **Questioning**: A question is a stimulus in the classroom that elicits pupils’ participation in terms of pupil response.

Lower order questions, Higher order questions, Long answer type questions, Open ended questions, Prompting questions and Redirected questions

- **Encouraging pupils’ participation**: The teacher should make use of verbal and non-verbal behaviours for providing due encouragement to the pupils. Encouraging words, statements, gestures, and non-verbal cues, all help in this direction.

Use varied types of encouraging behaviour; Feedback may be given to every behaviour, Minimize the use of either verbal or non-verbal
behaviours and Minimize the use of repeating pupils’ responses.

**Pausing:** Pausing can be defined as deliberate silence introduced by the teacher during classroom interaction, so as to increase pupils’ participation.

### 1.2.3 Skill of Reinforcement

This skill is also known as feedback. Reinforcement means the strengthening the inbuilt force to respond. Psychologically, reinforcement is a technique in strengthening the psychological behaviour of the learner to learn in the classroom, the responding pupils need social approval of their behaviour. **Dubey (1989)** found that the feedback training strategy was effective in developing the feedback-giving and feedback-receiving competence of student-teachers and the feedback training strategy improved the feedback-giving and feedback-receiving competence of student-teachers and intelligence further contributed in the development of feedback-receiving competence.

**Components of Reinforcement Skill:**

The skill of reinforcement has the following behavioural components:-

**Desirable Behaviours**

- **Use of Positive Verbal Reinforcer:** It involves giving verbal or linguistic expressions which act as reinforcer, like saying ‘good’. It means they increase the chances for the pupils to respond correctly. They may be divided in the categories like below:

  Praise Words, Accepting Pupils’ feeling and repeating pupil’s response.

- **Use of Positive Non-verbal reinforcer:** When a teacher uses gestures and performance behaviour (without words) to reinforce the students responses, it is known as positive non-verbal reinforcement. This component has four elements: nodes and smiles, moving towards the responding pupil, giving a friendly look and writing pupil’s responses on the blackboard.

- **Use of Extra-Verbal reinforcement:** This type of reinforcer falls midway between positive verbal and non-verbal reinforcers. These
reinforcers are such remarks as ‘hm-hm’, ‘Uh-Uh’ or ‘Aaaah’ etc.

Undesirable Behaviours:

- **Use of Negative Verbal Reinforcer:** Verbal behaviour of the teachers that brings about negative reinforcement i.e. decreasing the chances for the pupils to participate in the classroom or respond correctly. These reinforcers can be divided into the categories given below:


- **Use of Negative Non-verbal reinforcer:** Negative non-verbal reinforcers are those non-verbal behaviours of the teacher that bring about negative reinforcement. This can be done through such behaviours like frowning’, widening of eyes steering, ‘nodding the head’, tapping impatiently with hands’ avoiding the particular pupil and moving away from him. However, this type of reinforcement should be used with caution as it leads to disrupt rapport between pupils and the teacher. It may also hurt their ego and discourage them.

- **Wrong Use of Reinforcement:** It is only the proper and right use of the possible reinforcers that bring encouraging results.

1.2.4 Skill of Recognizing Attending Behaviour

A teacher may talk and lecture, but actually teaching occurs only when children learn. In order to create proper classroom climate, it is necessary to recognize various levels of attending behaviour of the pupils, such as, very much attending behaviour, average attending behaviour, and non-attending behaviour.

*Singh (1995)* found that the student-teachers trained through micro teaching only showed the following modifications in their classroom behaviours: An increased use of behaviour in categories, ‘Accepted feelings’, ‘Praise or encouragement’, ‘Using pupil’s ideas’, ‘Asking questions’, ‘Giving directions’,
and ‘Criticizing or justifying authority ‘Silence’ or ‘Confusion’ was adequately minimized. There was considerable increase in ‘Teacher-talk’ particularly in ‘Indirect-teacher talk’ (which changed the ratio of ‘Indirect-influence’ over ‘Direct- influence’). The overall behaviour pattern of ‘Indirectness’ remained, more or less, unchanged.

- Components of skill:

- **Rewarding the Attending Behaviour of the Pupils:** Through this behaviour the teacher rewards the attentive pupils in order to sustain their attention. This can be done by using verbal reinforces like ‘good’, ‘fine’, ‘right’.

- **Giving Directions:** This type of teacher behaviour would include giving directions or criticizing pupils who are less attentive. For example, when two pupils are talking, the teacher looks at them and says, ‘Stop talking’, and ‘Pay attention’.

- **Asking Questions:** While explaining the teacher asks evaluative questions in order to check whether or not pupils are attentive. Thus, questioning helps the teacher to obtain feedback from pupils about their attending behaviour.

- **Accepting Feelings and for Ideas of Pupils:** In a class-room when a teacher is teaching, he recognizes the non-attending behaviour from postures and facial expressions of the pupils.

- **Using silence and Non-verbal Cues:** The teacher uses silence and non-verbal cues whenever he does not want to distract the attention of the class.

  By silence we mean giving meaningful pauses. It may be long or short, but the teacher uses silence.

1.2.5 **Skill of Achieving Closure**

‘Achieving Closure’ is similar to a stage known as ‘recapitulation’ in the Herbartian Steps, according to which it is a process of associating new facts with
the old knowledge, applying new knowledge in various situations, and ensuring repetition of the facts in the best possible way. It is generally necessary to use this skill at convenient points during the lesson for definite summing up and revision of the meaningful facts taught. This may be termed as ‘sectional recapitulation’.

Khan (1985) concluded that student-teachers treated with the technique of skill-based micro teaching were found to be more effective in General Teaching ability than those trained in the traditional method of teaching.

❖ Components of the Skill

☐ Consolidation of the major points by the teacher the pupils: This involves synthesizing the main points covered during the lesson into a meaningful whole. The teacher has consolidated the main points by putting a few questions to the pupils. So, it is mostly the questioning approach that has been used.

☐ Providing opportunities for the pupils to apply the new knowledge to various situations: This helps the teacher in locating gaps in the pupil’s understanding. This involves mostly testing situations where both the teacher and the pupils receive feedback immediately about their performance.

☐ Linking the pupil’s new knowledge gained during the lesson (present knowledge) with their previous knowledge: Past knowledge of the pupils includes the knowledge of the pupils which they had acquired before presenting the lesson in hand and it helps the pupils to see the relationship between them.

☐ Linking present knowledge with future learning: The term ‘future learning’ refers to the home-task or assignment given to the pupils after present knowledge has been taught during the lesson. If linking has to be brought about between the present knowledge and the future learning, the assignment should be appropriate.
1.3 MULTIMEDIA

Multimedia improves the process and products of teaching-learning. Scenario of media has changed in the present time. Multimedia approach calls for the use of a number of media, devices and technique for teaching learning. In this approach the several media and techniques can be effectively used as a appropriate vehicles for needed communication of ideas in the process of teaching learning.

The varieties of media are carefully selected as to prove quite effective in providing desirable learning experience to the learner for achieving the predetermined objectives. Multimedia approach asks for the judicious and planned use of hardwares and softwares available in the field of educational technology. Other factors being equal, the teacher should select media combinations that will provide a variety of appropriate sensory experiences, and

Media, materials and methods should be selected or designed as much as possible in terms of specified outcomes desired.

Shah and Patel (1999) tried out of multimedia package in the subject of banking for the polytechnic students of Gujarat and reported that the learners regarding the use various media components of the multimedia package creates a long lasting effect on students.

Kashyap (2006) opined that the context of global era our everyday lives is saturated with media. With the multimedia magic touch traditional educational system is turned into systematized learning contrast equipped with modern devices of education technology.

Helenjoy (2005) explained that computer technology in the form of Computer Assisted Instruction and Internet helps in achieving better than that prescribed by the teacher. It makes the task of the teaching quite easy, interesting, methodical and scientific as the teacher becomes quite capable of attaining the teaching objectives with greater efficiency and effectiveness.

Anderson (1995) suggested that perceived knowledge rather than experience
is a predictor of micro computer anxiety and the computer anxiety affects the ability of individuals to use computer.

**Barker (1995)** examined that information technology such as computer mediated communications, electronic publishing, intelligent agents, video conferencing, video on demand, and virtual reality are growing and maturing to produce, intelligent multimedia virtual classrooms.

**Singh (1995)** studied the effectiveness of UGC countywide classroom programme on models of teaching with interactive mode and without talkback. He reported that the group with interactive mode and one without talkback differed significantly. The achievement of the interactive group was significantly higher than the achievement of the group without talkback.

**Behra (1990)** stated that in actual classroom interaction ETV teachers significantly difference from Non-ETV teachers on teacher response ratio; Teacher Question Ration, and Pupil imitation ratio, teachers also pointed out power failures, mechanical disorders and unsuitable time slot as some of the vulnerable problems.

**Dhurunkar (1992)** suggested that comparative studies be taken up to assess the effectiveness of educational broadcasts in South Asian Countries. Another point that needs attention is the need to fuse together folk and electronic media.

**Sinnothambi (1991)** developed a video programme on energetic in chemistry for higher secondary students and accepted that the experimental group learnt more concepts and gained more on the achievement test in energetic. **Giri (1990)** accepted that utilization of ratio broadcast was more in urban schools than in rural ones.

**Narayansamy (1991)** prepared a video programme for sixth grade students to teach Tamil vocabulary and reported that experimental group learnt more Tamil words using the programme than the control group.

**Antonysamy (1989)** accepted that learning through viewing of the video films was more effective then learning through charts.
Kalimuthu (1991) suggested that the students received instruction through the video programme gained more and learnt more concepts as compared to students of the control group.

Purushothaman and Stell (1994) declared that the teachers present with video lessons made the most desired impact rather than traditional one.

Kaur (2005) pointed out the extent of impact of TV programmes on rural adults is related to their literacy, sex and viewing time.

Becker (1993) stated that teacher's attitudes towards technology must be favourable in order to achieve successful professional development programs that aim at long lasting effects on the standards of student accomplishment.

Hubbard (1991) also pointed out the need for greater involvement of computing skills in teacher education and the potential beverage for instruction not only for science teacher but also for the art teachers.

Hoffman (1994) accepted that Internet is the largest information net work of the net works uniting people and computer around the globe. It is a powerful communication tool, a giant information super highway system connecting computers and the local, regional and global network together.

Kontos (1997) opined that effective teachers need to be knowledgeable and skilled in the application of new technologies in order to extend teaching effectiveness.

Singh (1995) reported that students enjoyed working through video package rather than traditional method.

Singh and Kaur (1997) remarked that the duration of television viewing did not influence viewers on braveness, tidiness, self-confidence, cheerfulness, friendship and leadership.

Lang (2004) accepted the effect of learning styles, computer attitude and classroom technology on student performance and motivation of Auburn
University.

Mishra and Nathpal (2002) pointed out that the internalization of values with successful learning is possible when activities were related to the child's experience.

Mordecai (2006) reported that the use of internet resources in Nigerian University to enhance efficiency and effective service in academic pursuit.

1.4 TEACHING ABILITY

Teaching ability stresses on effectiveness rather than efficiency. Efficient knows the job but Effective does the job. To make teaching learning process easy we need competent and able teachers.

National Policy on Education (1986) has also recommended that norms of accountability should be strictly followed with incentives for the good performance and disincentives for the non performance,

Veer (2004) emphasized that teacher should possess teaching skills and competencies so that his task may be easy, useful and effective.

Gupta (1977) focused in his article role of Education programme in teacher effectiveness in the journals of Indian education that teaching ability is the more essential availability required for an effective and successful teacher.

Chardenas (2002) reported that where open environment was there in the schools teachers were more effective than the teachers who were working in schools with controlled climate.

Gill (1990) evaluated that the new curriculum was suitable for developing Teaching ability among the student teacher.

Kalila (2006) focused that elementary teachers and elementary principle found teacher preparation programme in Texas doing the more effective job in the competencies of the teaching method of strategies and students level.
Kukreti and Saxena (2005) suggested that competent teachers possess higher mean scores on knowledge, creative and humanistic values than their incompetent counterparts.

Dubey (1999) accepted that there are psychological correlates between Teaching ability and their effectiveness.

Kumaraswamy (2004) opined that the female teachers were better than the male teacher in certain dimensions of competency namely in communicative and interactive.

By accumulating all the studies, which are discussed in foregoing pages, investigator feels that in the present scenario when every aspect of education needs a drastic change to suit changing development of time, it is very much necessary to increase teacher ability. The present study was undertaken with a view to investigate the Improving teaching ability of prospective teachers by the use of micro teaching and multimedia

1.5 SIGNIFICANCE OF THE STUDY

There are so many techniques to modify teacher behaviour and different researchers conducted research in their field. As Arora & Panda (1998) found the qualities of the teachers which creates excellence in all walks of life. Whereas Bagga (2005) emphasized that an essential ingredient of teacher's professional equipment pertains to in-serve education. Rayans (2004) pointed out that whole process of education revolves around the teachers. Sabu (2010) emphasized that in the present era drastic changes are required to meet the goals of education by increasing teacher competency. Hedge (2009) stated that teachers are the social doctors. AntonySamy (1989) accepted that learning through viewing of the video film was more effective then learning through charts. Kaur (2005) pointed out the extent of impact of TV programmes on rural adults is related to this literacy, sex and view time. Singh and Mishra (2009) found that e-learning may be effective in developing cognitive ability of pupil teachers.

After undergoing a review of literature researcher found micro teaching was used as a teacher training technique and multimedia was also used to make
teaching learning process meaningful. So the researcher wanted to see the effect of microteaching and use of multimedia on teaching ability. This research would be helpful in understanding the effect of microteaching and use of multimedia on teaching ability. The results of this research would prove as guidance to prospective teachers and would in a way help them to develop professionally. This would also benefit educational planners and administrators for making policies and plans.