CHAPTER 7.1

CONCLUSION AND IMPLICATIONS

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5.1 INTRODUCTION

Each research project is designed with a purpose to find out the extent to which it helps to clarify the whole process under investigation. In case of present investigation the aim was to develop a better understanding of the process of planning, implementation and dissemination of microteaching as an innovation in the system of teacher education. To achieve this objective the data collected through different tools have been analysed and interpreted in the previous chapter. On the basis of the analysis and interpretation of the data it is now possible to explain how microteaching as an innovation has been introduced in the colleges of education. As the study is confined to selected areas, what has been analysed and interpreted may be true in that situation. The investigator is always keen to draw certain conclusions so that she may be able to provide guidelines for future research. The investigator is also interested in discussing the implications of her research findings so that she may be able to establish that the research in hand has really made some contribution to the existing system of teacher education. The present chapter is being attempted from this point of view. First of all the synoptic view of findings will be given; then
conclusions would be discussed and then on the basis of these conclusions an attempt will be made to discuss the implications of the study.

5.2 SYNOPSIS REVIEW OF THE FINDINGS OF THE STUDY.

(1) It was found that the teacher educators were first exposed to the concept of Microteaching in 1968. Upto 1972 only 33.33 percent teacher educators were familiar with the concept of Microteaching. It had its heyday during the period 1973-77 when 59.33 percent more teacher educators became familiar with Microteaching. The period from 1977 onwards seems to be the period of stabilisation and consolidation as only 7.33 percent new teacher educators were added to the list.

(2) So far as sources of information regarding Microteaching are concerned nearly about two thirds (64.00%) teacher educators got information from their colleagues. The next main source of information regarding Microteaching was the principals of respective colleges of education (44.00%) whereas 33.33 percent of the teacher educators obtained this information from CASE and 22.66 percent from NCERT seminars. Educational journals were source of information for 57.33 percent teacher educators. Besides these sources 19.11 percent, 9.33 percent, 2.44 percent
teacher educators obtained the information from the seminars organised by state institutes of education, state boards of education and British council respectively. Only three reported foreign country as a source of information.

(3) It is also found that after obtaining information regarding the concept of microteaching teacher educators got literature on it after some time-gap. Thus 30.67 percent of teacher educators received the literature on microteaching immediately after knowing about the concept and the same number of teacher educators (30.67%) got the literature after two years whereas 23.11 percent got literature after one year of getting information regarding microteaching. In other words about 90 percent teacher educators got literature on microteaching within two years. It seems that eight out of ten teacher educators (within two years of their learning about microteaching) were in a position to initiate the process of planning to introduce microteaching in their colleges. It is further observed that 4.67 percent, 1.55 percent, 3.11 percent teacher educators got the literature after three years, five years, seven years of gap respectively.
(4) As regards the type of literature on microteaching the teacher educators first consulted it is found that more than half of the teacher educators (59.11%) read the book on microteaching "Becoming Better Teacher", 29.33 percent teacher educators first consulted the CASE Monograph No.3, while 6.22 percent, 9.33 percent of the teacher educators consulted the NCFRT Publication, report of the British Council or some other book or article as literature on microteaching.

(5) As far as the time gap between the knowledge gained and orientation programme attended by the teacher educators is concerned it is observed that 19.00 percent of teacher educators attended the orientation programme immediately after receiving the information on microteaching. Similar number of teacher educators (19.00%) attended the orientation programme after a gap of two years. It is further revealed that a little higher number of teacher educators (23.90%) got the chance of attending the orientation programme after one year gap. 11.01 percent, 15.00 percent, 8.00 percent and 2.20 percent of teacher educators attended the orientation programmes after three years, four years, five years and seven years gap.
respectively. And 29.33 percent teacher educators were never exposed to any orientation programme or microteaching.

As for organizing agencies it is found that 80.43 percent of teacher educators attended the orientation programmes organized by colleges of education. The second main agency for the teacher educators was NIEUT as 41.30 percent teacher educators attended the orientation programmes organized by it. It is further indicated that 26.06 percent, 19.58 percent and 13.04 percent teacher educators attended the orientation programmes organized by state government institutions, Regional colleges of education and CASE respectively. Only 4.34 percent teacher educators attended the orientation programme organized by a foreign agency i.e. Citizens council.

Regarding the duration and the nature of the orientation programmes attended by the teacher educators it is found that 73.99 percent teacher educators attended the orientation programmes of one to two weeks duration whereas 19.99 percent teacher educators attended the orientation programmes of less than one week duration. On the other hand
4.40 percent and 2.20 percent teacher educators informed that the duration of their orientation programmes was three to four weeks and more than one month respectively.

As far as the content of the orientation programmes attended by teacher educators is concerned, 93.39 percent participated in discussion of the concept of simulation, 91.19 percent participated in discussion on various skills of teaching and 91.19 percent participants were also encouraged to deliver microlessons. About 89 percent teacher educators reported that orientation programmes included the practical experience of planning a microlesson whereas 28.30 percent teacher educators informed that their orientation programmes consisted of lectures only. It is also found that 43.39 percent teacher educators felt satisfied with the adequacy of the orientation programmes, rest of the Teacher educators were silent over the matter.

(8) In case of participation in collaborative projects it is revealed that out of 450 teacher educators only 26.00 percent participated in the collaborative projects sponsored by NCERT and UGC.
(9) As far as sharing experiences with colleagues is concerned, it is observed that 91.19 percent teacher educators shared their experiences with their colleagues after attending the orientation programme on microteaching, whereas only 8.81 percent teacher educators did not discuss the concept of microteaching with their colleagues. In other words, the teacher educators in nine out of ten cases made efforts to pass on the concept of microteaching to their colleagues.

(10) As far as the discussion on microteaching in the colleges of education is concerned, it is found that during 1968-72 the technique was discussed in 7.40 percent colleges of education, sixty more colleges of education (74.07%) discussed this technique during 1973-77 and this number reached eighty one (100%) by 1980. It is notable that from 1973 to 1977 the percentage of colleges of education that discussed microteaching in their institutions showed a marked increase i.e. from 7.41 percent to 81.48 percent.

As far as the institutionalisation of microteaching in the total programme of colleges of education is concerned, it is revealed that
it was implemented speedily after 1974 as by 1976 the number of colleges reached was thirty six. Then there was a slowdown, a slackening of the pace as only six colleges were added to the existing number of colleges having microteaching. There was a spurt again in the implementation as 23,80 percent more colleges introduced microteaching by 1979. Upto 1980 sixty three(63) out of eighty one(81) colleges of education introduced microteaching in one form or the other. (12) So far as the type of microteaching programme is concerned it is reported that in thirty nine colleges of education this programme was started as a pilot project and in twenty one colleges of education it was introduced as an integral part of the curriculum to supplement the traditional programme of student teaching, in fifteen colleges of education it was taken as a research project by the staff members whereas in nine colleges of education microteaching was introduced as an action research and in other six colleges of education it was adopted in other forms. (13) So far as the steps taken and the mode of implementation adopted by the sampled colleges of education is concerned it is found that
in 90.46 percent colleges of education the introduction of microteaching as a training technique was done in a planned way. It is further noted that the different strategies were emphasized in the process of planning by different colleges of education. In 95.25 percent colleges of education demonstrations were arranged for the staff. In 85.71 percent colleges of education discussions were held in the staff meetings. The orientation programmes were arranged for the staff by 76.19 percent colleges of education while special lectures by experts were arranged in 66.56 percent colleges of education. In similar number of colleges of education (66.66%) material was prepared and distributed among the staff members. As far as the satisfaction about the planning aspect of the introduction of microteaching is concerned 74.44 percent teacher educators expressed their satisfaction about the planning aspect of this technique.

(12) As far as the dimension of the process of implementation of microteaching in the colleges of education is concerned it is found that the most commonly used teaching skills in microteaching programmes were skill of probing questioning,
skill of reinforcement, skill of explaining, skill of stimulus variation, skill of introducing the lesson as these skills were used by 90.47 percent, 80.95 percent, 80.95 percent, 76.19 percent, 52.38 percent colleges of education respectively. Besides these teaching skills other teaching skills used in the colleges of education were skill of using blackboard (38.09%), skill of fluency in questioning (33.33%), skill of achieving closure (33.33%), skill of silence and nonverbal cues (28.57%). Some of the colleges of education also tried other teaching skills such as skill of illustrating with examples, skill of recognizing attending behaviour, skill of reading and narration and skill of using audio-visual aids. (15) For the purpose of classroom situations 80.95 percent of the colleges of education practised microteaching in simulated conditions and only 4.76 percent colleges of education used real classrooms, whereas in 14.29 percent colleges of education microteaching was practised in both kinds of situations: real as well as simulated. (16) As far as the demonstration of teaching skills is concerned 47.61 percent colleges of education
used perceptual modelling, 4.76 percent used symbolic modelling whereas 47.61 percent colleges of education used a combination of the two types of modelling i.e., perceptual and symbolic modelling.

(17) So far as the microlessons taken by student teachers in getting mastery over teaching skills are concerned it is reported that in 33.33 percent colleges of education at least ten cycles were required to master a teaching skill, 19.04 percent colleges of education reported that twelve cycles were required whereas about fifty percent colleges reported that three to six cycles were required to get mastery over one teaching skill.

(18) As far as the sources of the feedback are concerned the most popular source of feedback was a combination of supervisor and peersupervisor (76.19%). It has also been revealed that no college of education used the tape recorder as a source of feedback.

(19) So far as the conducting of feedback session is concerned in 42.85 percent colleges of education feedback has been provided by peersupervisors and in 28.57 percent colleges of education
both teacher cum peer-supervisors conducted the feedback sessions.

(20) When the attitude of student teachers towards microteaching before and after training was measured it was found that the student teachers of 71.42 percent and 78.57 percent colleges of education showed favourable attitude towards microteaching before and after training respectively. In other words there is a seven percent increase in the positive attitude towards microteaching after training. It is further revealed that not a single student teacher had shown unfavourable attitude towards microteaching.

(21) As regards the sequence of training of microteaching adopted in the colleges of education for training the student teachers it is found that in 57.14 percent colleges of education training in microteaching technique was given before the normal traditional programme of student teaching started whereas in 42.86 percent colleges of education student teachers were prepared to face the classroom using both traditional technique of teaching and microteaching technique of teaching.
(22) So far as the duration of training in microteaching is concerned it has been revealed that the period ranges from one to two weeks in 52.38 percent colleges of education, from one to two months in 33.33 percent colleges of education and it is for three weeks in 14.28 percent colleges of education.

(23) As regards the linkage session between micro and macro techniques and its duration, it is found that in 81 percent colleges of education the linkage was in the form of a modified student teaching programme based on the concept of traditional technique of teaching and microteaching. In 52.94 percent colleges of education the process of linkage was initiated immediately after giving the training in microteaching and 29.14 percent colleges of education took two weeks time to make a beginning of linkage and 17.61 percent colleges of education took one week's time for linkage programmes.

(24) So far as the individual assessment of teacher educators with regard to the effectiveness of the programme of microteaching is concerned
out of 335 teacher educators 18.50 percent felt it was a very good programme and 61.49 percent considered it as a good programme whereas twenty percent rated it as average programme to enhance the teaching competence of student teachers. Not a single teacher showed complete dissatisfaction regarding the organisation of microteaching programme in his institution as none of the teachers rated it on a poor or very poor level.

(25) About seventy three percent colleges of education made efforts to modify the programme in the light of the suggestions which emerged on the basis of discussions. There are 63.04 percent colleges of education which introduced some type of modification in modes of feedback, number of lessons, integration of skills, number of microcycles increased, duration of teaching, number of skills, time of training, classroom situations, material preparation and staff orientation etc.

(26) So far as the discontinuation of the programme of microteaching by the sampled colleges of education is concerned 28.57 percent colleges of education discontinued this programme. The reasons for giving up microteaching as reported by colleges are lack of conviction on the part of
teacher educators, time-space problems and lack of expert guidance. Percentage wise for about sixty seven percent of colleges, lack of conviction in teacher educators was the main cause. About thirty three percent of colleges had problem of time, about seventeen percent faced problem of space and an equal number felt the absence of expert guidance.

27- As regards the extent of dissemination of microteaching technique at individual as well as institutional level, out of 450 teacher educators forty percent prepared instructional material for the development of skills, out of which the instructional material of 7.77 percent teacher educators was in the form of film strips and audio tapes (hardware), while 92.73 percent prepared the material in the form of handbook, monographs and programmed instructional material (software). About twenty five percent teacher educators went to other institutions to give talks on microteaching and most of the talks were given in the states of Madhya Pradesh, Gujarat and Haryana. Some of the teacher educators (10.67%) published their articles on microteaching and a few of them (6.22%) published research papers on microteaching. It was found that besides these individual efforts
more than fifty percent colleges of education (52.38%) organised some sort of training programmes in microteaching for the benefit of other institutions. So far as the types of programme are concerned all the thirty three colleges of education (52.38%) organised seminars to give theoretical knowledge of microteaching to teacher educators of other colleges. Eighteen colleges of education (54.54%) also organised orientation programmes while programmes for the development of instructional materials and workshops to design research projects were organised in 18.18 percent and ten percent colleges of education respectively. Out of these programmes more than seventy five percent (37.50%) programmes were organised at the local level, 32.33 percent were organised at the state level, and 16.66 percent and 12.50 percent were organised at regional and national level respectively.

(28) As far as the publication on microteaching at institutional level is concerned it was revealed that 57.14 percent colleges of education came out with their own publications on microteaching, 14.28 percent colleges of education broadcast the programme on microteaching on the All India Radio.
Out of the programmes broadcast, 66.66 percent were in the form of panel discussions and 33.33 percent were in the form of talks given by experts.

Regarding the efforts of the boards of studies for the dissemination of microteaching, it was found that out of a total 23.11 percent (104) respondents, who were members of boards of studies, 52.88 percent (55) reported that discussion on microteaching was held in the meetings of boards of studies attended by them. 37.27 percent teacher educators reported that the atmosphere was favourable for microteaching technique while a very few teacher educators (12.72%) reported of a strong resistance shown to the introduction of microteaching.

When state-wise reactions of teacher educators regarding the technique of microteaching were taken, it was revealed that the teacher educators working in the colleges of education in Gujarat, Madhya Pradesh, Maharashtra and Punjab reacted favourably towards this technique. They opined that microteaching could prove to be of great help in developing teaching skills among student teachers which were required for efficient teaching provided sincere efforts were made to evolve gadgets for feedback.
material was prepared according to Indian conditions. Some others were of the view that microteaching deserved a place in teacher training institutions as a regular feature of the training programme all over India.

On the other hand some of the teacher educators working in the colleges of education in Haryana and Rajasthan showed dissatisfaction with microteaching saying that this technique was not realistic due to its psychological and sociological weaknesses it was applied in a ceremonial and mechanical manner lacking practicability.

The teacher educators reacting favourably towards microteaching gave special suggestions for more successful implementation of the microteaching technique. They suggested that a proper preparation should be there before the actual implementation of this programme in the form of orientation of teacher educators in the area of microteaching.

Another suggestion was that a proper faith regarding microteaching should be developed among teacher educators and proper motivation
should be given both for teacher educators and student teachers otherwise the programme would become a burden.

Still others suggested that for the successful implementation of microteaching, the practising schools should be made available for such practice at the beginning of the session.

Other suggestions were also given regarding the teaching skills. One was of the view that first of all concentration should be on the skill of planning procedures and that special skill development programmes for different subjects such as languages, social sciences and biological sciences should be organised. Similarly, it was suggested, workshops should be organised to prepare microlessons in regional languages.

Still others said that the student teachers should have sixty percent microlessons and forty percent macrolessons. They also suggested that to implement microteaching on a large scale it should be made compulsory in all the teacher education institutions in India at all levels.

5.3 CONCLUSION

The development of the concept of microteaching
in India is evolutionary in nature. It means that the present concept of microteaching in India has passed through a number of stages and its germ may be found in the concept of interaction analysis and system analysis. This is why it took about four to five years to clarify the meaning of microteaching.

The introduction of an innovation requires a change in the system of teacher education in general and student teaching in particular which has been under attack for its poor products. There has been lot of dissatisfaction with teacher education as was evident from the reports of various commissions and committees. Naturally planners in the field of teacher education were in search of some technique or strategy which may help them to improve the programme of student teaching.

The concept of microteaching as defined by Weigall Allan and Ryan is that it is a laboratory technique of teacher training in which the complexities of normal classroom teaching are simplified. This was considered an appropriate technique which could be used to improve student teaching programmes.

The efforts of UGC, New Delhi where the leadership was in the hands of Dr. K. B. Luch and Dr. H. K. Paati and...
other institutions like NCERT, British Council, etc. It's helped to sharpen the concept of microteaching. Besides, these institutions initiated research in the area of microteaching. They also got into the process of preparing materials in the area of microteaching. These agencies also organised seminars and orientation courses for their own clarity and for communicating the concept of microteaching at various levels. It may be concluded that many-sided efforts by these pioneering agencies and individuals built up a favourable climate for the introduction of microteaching in the system of teacher education. Though the investigation revealed that the efforts by these agencies lacked co-ordination, yet it came to the surface through the interpretation and analysis of the data that microteaching got its real start in the mid seventies. Till then it was only at the thinking level. But by 1975 the planners in the field of teacher education had already made up their mind to introduce microteaching as an innovation in colleges of education in this country. In this connection the C.A.R.E. Baroda needs to be mentioned. On the basis of interviews it was found that efforts of Dr. M. B. Sach and Dr. B. K. Pardal in clarifying the concept of microteaching in India is considered
An innovation is never introduced in a haphazard manner and if it is, unlikely to succeed. It means that for the introduction of an innovation we must follow a process which should include the components of planning, implementation and dissemination. It has been reported by pioneers in this field during their interviews that a systematic and planned effort was made to introduce microteaching in the colleges of education. This fact has been supported by the findings of this investigation also. At this stage, it is worth mentioning that a very important contribution to the dissemination of microteaching has been made by the publication 'Becoming Better Teacher' by B.K. Passi. More than half the teacher educators contacted in this study learnt about the theory and practice of microteaching through this publication. No other book in India appears to have influenced the teacher educators as much as this publication.

The study brings into focus that there has been a gap between the knowledge gained and orientation programmes attended by teacher educators. This gap ranges
The duration of orientation courses too has been found to be, in majority of cases, one to two weeks. It seems that the time devoted to the training of teacher educators in microteaching is not based on systematic planning. It was simply an arbitrary decision of the organizing agencies as to the duration of the course. Moreover each teacher educator hardly attended one or two orientation courses to acquire mastery of the microteaching technique.

Though the research study reveals that both collaborative and independent projects have been taken up in the area of microteaching by institutions and by individual teacher educators, the quality and quantity of participation seems to be rather low. This means that colleges of education do not have research materials based on Indian conditions. Thus, for example, teaching skills being used by Indian teachers in their classrooms have not been identified and if in some cases some efforts have been made in this direction these are not adequate. Most of the research studies deal with teaching skills which have been identified in western schools. It seems that for the last two decades microteaching
had been much talked about and discussed in this country. It also seems evident from the findings of the study that teacher educators are quite receptive to the idea of microteaching and are keen to introduce it in their student teaching programmes. The interviews with the pioneers in this area also reveal their sincerity and commitment to microteaching. The help of supporting agencies like CABI, British Council, NCERT too was available. The attitude of student teachers again was favourable for its introduction. 

In spite of all these favourable points microteaching has yet to click as a system of student teaching in the colleges of education in this country. So, that this investigator has been able to find out in this that there is no problem in introducing microteaching as an innovation except the problem of resistance to change. As is well known change is a slow process and it requires consistent efforts and sufficient time, and perhaps in case of Indian teacher educators continuity and adequacy of efforts are not adequate.

5.4 **Implications**

On the basis of findings and conclusions one is
compelled to reach the conclusion that microteaching could not fully institutionalise itself as an innovation in the colleges of education. Student teachers have shown favourable attitude towards microteaching but colleges of education in general and teacher educators in particular could not come up to their expectations in spite of the fact that they wanted to introduce microteaching. It makes a point that there is nothing wrong with the microteaching technique. It is only at the planning, implementation and dissemination stages that colleges of education fumble. The findings of the study therefore can serve as a warning that the pitfalls that have occurred while introducing microteaching as an innovation should not be repeated in the introduction of other innovations.

It is essential that for the effective introduction of any change in any system or organisation there should be an agency which should be responsible for change at all levels. In the present investigation it has come to surface that there exists no such agency which may be considered responsible for introducing changes in the system of teacher education. The findings have pointed out that lack of coordination at different levels.
is one of the reasons which has influenced the process of planning, implementation and dissemination of microteaching in colleges of education. With the result microteaching as a training technique was no doubt planned but could not be implemented and disseminated and in some institutions it was both planned and implemented but could not be disseminated. Very few institutions were found where microteaching passed through all the stages i.e., planning, implementation and dissemination.

In-depth interviews with teacher educators and the teachers of this programme in case and NCERT revealed that from 1978 the tempo of work in microteaching slowed down or it was practically given up in case. The case, it seems, surrendered its leadership as a result of which a vacuum was created. The interviews revealed that NCERT and Indore University geared up their efforts and within two years or so, the Indore University filled up the vacuum. Leadership in microteaching, skills of teaching and their integration, models of teaching is now with the department of education of the Devi Ahilya Vishwa Vidyalaya, Indore. There is a need for more leadership centres to come up. There is also a need for an agency which should be wholly and solely responsible
for the introduction of innovations in colleges of education. Though there are agencies like NCERT and NIIFA and some of the departments of education in certain universities whose function is to work for the quality improvement of teacher education, they only provide major guidelines. The implementation of an innovation requires specific help in the form of human and material resources. A review of this has suggested that a national organisation with its branches at state and regional levels may be conceived whose sole function should be to look after the process of planning, implementation and dissemination of microteaching in colleges of education.

The investigation reveals that a large number of seminars and workshops have been organised for teacher educators so that they may be able to introduce microteaching in colleges of education. It is a fact that the introduction of a change in any organisation requires co-ordinated and co-operative efforts of all individuals in the organisation. The Principal of a college plays an
Important role in any change that may occur in the colleges of education. From that point of view it is desirable that a principal should be fully convinced about the utility of an innovation and therefore he should be exposed to the concept, procedure and effect of an innovation through seminars, workshops and discussions. The investigator has found that very little has been done in this direction and naturally the role of principles in the introduction of microteaching has been in majority of cases lukewarm. This suggests that for introducing an innovation in colleges of education, principals, teacher educators and student teachers should be fully convinced of its utility and so all seminars and workshops should involve all their personnel. Another thing which may facilitate the process of introduction of innovations may be to form some sort of advisory committees at all levels which may from time to time review and redesign the whole process of introducing an innovation.
The study also reveals that the use of mass media has been very little exploited whereas it has been observed that in the fields of medicine and agriculture mass media have been exploited with advantage for making people more receptive to new changes. Colleges of education should try to gain from these experiences. It is an age of mass media. Through the media each and every component of change can be explained thoroughly with all its ramifications. Colleges of education in the process of introducing innovations and changes should make use of mass media more frequently. It is again suggested that some sort of national body may be conceived whose sole function may be to plan, prepare and telecast quality programmes for colleges of education. These programmes should be relayed on the national hook-up with the cooperation of doordarshan. Perhaps live telecast of a programme will be more effective in comparison with seminars and workshops etc.

Another finding of the study is that the introduction of microteaching in colleges of education did not get much support from the academic bodies of the universities. As is well known, the academic
leadership to the colleges of education is provided by the universities. Therefore the academic bodies of the universities, which are to plan and implement the courses of the study, should be fully convinced of the need for the introduction of a change. In order to involve academic bodies like boards of studies, academic councils etc., in the process of planning, implementation and dissemination of an innovation, there is need to consider this problem from two angles. First, the members of these bodies should be fully oriented in the concept of an innovation that is being introduced. This orientation would help them to raise the standard of discussion and thereby put them in a better position to plan and implement an innovation. Second, these academic bodies should be involved at the initial stages of planning for any change. It has also come to notice that rigidity of rules and regulations of the universities, sometimes hinders the process of change. The effective implementation and dissemination of the innovation requires the minimisation of rigidity on the part of University bodies and maximisation of orientation of the members of the boards of studies. It is therefore suggested, on the basis of the findings of the study, that
colleges of education should be given more freedom
to introduce changes. The university should simply
provide the broad guidelines and the details
should be left to the institution concerned.

Training in microteaching techniques is a
time-consuming process. It requires first to train
student teachers in individual teaching skills and
then to integrate all those teaching skills
into his teaching. The traditional approach to
training is not so time-consuming, but it is also
not effective. The time allotted to student teachers
for developing mastery in teaching is based on the
concept of traditional teaching whereas training
in microteaching requires much more time. This creates
a paradoxical situation. Perhaps this is the reason
why student teachers and teacher educators are not
much inclined towards microteaching. There is
therefore a need to readjust the time that is
required for training in microteaching and consequently
the quantum of time should be increased. Within the
existing circumstances, an approach is always harmful
to the introduction of an innovation. The successful
implementation of an innovation requires a thorough
study of the system and seeing in advance the changes
to be introduced in the system in the light of
the requirements of the innovation if it is to take
roots.

The last implication of this study is that
there is an urgent need to evaluate the functioning
of microteaching in colleges of education with a view
to find out the modifications introduced, or
distortions that might have crept in, in the
implementation and its training needs, and to suggest
supporting structures and programmes to make this
more effective.