INTRODUCTION

The economic prosperity and quality of any nation depends upon the development of human resources of that nation. The significant fact in the development of manpower resource refers to the abilities and the level on which these abilities are imparted. It largely depends on those who develop these abilities. Therefore, for this purpose we need highly competent teachers for imparting 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, in order to enhance the quality of education it is necessary to have a sound programme of teacher education. Teachers play a pivotal role in the process of implementation of the policies, formulated to achieve the desired goal in the qualitative improvement of education. Rayans (2004) pointed out that in educational scenario, teachers act as a 'pivot' on which the entire process of education rest on. 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. The Education Commission (1964-66) observed that of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant.

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