REVIEW OF THE LITERATURE

The perusal of review of related literature provides a picture reflecting on micro teaching, multimedia and teaching ability. The review of related literature pertaining to the variables under investigation provides certain indication that may be briefly summed up as under:-

Review of the literature Related to Micro Teaching

A method of teacher training whereby teacher trainers gain stimulated teaching experience with few students in small groups and employing audio and or video recording for playback and discussion.

Pandya M.J. (1991) conducted a study of the relative effectiveness of micro teaching and the traditional technique of teacher training in the development of general Teaching ability of the student-teachers of secondary teachers' training colleges. The objective of the study was to compare the general Teaching ability of student-teachers of secondary teachers training colleges through the micro teaching technique and through the traditional technique and found that there was a significant difference in mean achievement scores between the two groups on the post-test and micro teaching approach was more effective than the traditional teaching approach.

Gandhi K.A. (1992) conducted a study micro teaching approach for student-teachers. The objectives of the study were to study whether the development of teaching skills through the micro teaching strategy helped in shaping behaviour modification of students and to compare the outcomes with those acquired by the traditional approach. The sample comprised 40 students of B.Ed. class at R.P. Ananda College of Education, Barsad. The study indicated that the student-teachers trained though the micro teaching approach was more direct in their classroom verbal-behaviour than the student-teacher trained through the traditional approach.

Gor, Kantilal Visanjai (1992) conducted a study of the effectiveness of micro teaching strategies for developing the Teaching ability of primary teacher-trainees. The objectives of the study was to study the effectiveness of micro teaching strategies with respect to symbolic modeling and perceptual modeling, upon attitude towards profession, professional information
and interest in the teaching profession of teacher trainees. The study was based on a sample of 36 teacher trainees. Gor concluded that micro teaching strategies produced a significant effect on attitude towards the teaching profession and interest in the teaching profession and specific micro teaching skills developed well in simulated condition significantly improved the Teaching ability of primary teacher-trainees.

_Datta S. (1998)_ conducted a study of integration in micro teaching. The objectives of the study were to study the effect of the traditional trading technique on the general Teaching ability and attitude towards teaching of student-teachers of control group and to study the effect of micro teaching on the general Teaching ability and attitude towards teaching of the experimental group Dutta found that the traditional teaching technique, the micro teaching technique and integration training through the additive pattern had a significant and positive effect in developing general Teaching ability.

_Thukral and Madan (2003)_ conducted a study on student teaching programme in Colleges of Education under Guru Nanak Dev University. The objective of the study was to ascertain if student teachers are provided opportunities to get fully prepared before going to school for teaching practice and to study whether there is scope for improvement in evaluation procedure of skills lessons. They found that student teachers confirm that procedure of student teaching programme needs improvements and micro teaching is arranged to help students, and to enable them to deliver lessons impressively. With micro teaching, they feel confident and acquire efficiency in teaching.

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

_Sarsani and Ananthula (2008)_ conducted a study on the attitude of student teachers towards micro teaching with respect to their personal and background variables. The objectives of the study were to find out the difference between male and female, post graduate and graduate, science and arts, private and government student teachers with regard to their attitude towards micro teaching. They found that there is no significant difference between male and
female, post graduate and graduate, science and arts, private and government student teachers with regard to their attitude towards micro teaching. The difference between post graduate and graduate, science and arts student teachers with regard to their attitude towards micro teaching.

Review of the literature Related to Multimedia

Multimedia means more than two media of communication involved in a learning package.

Krishankumar, R.D. (2004) conducted a study of effectiveness of teaching through video. The objective of the study was to compare the effectiveness of video, video with teacher support, over the conventional method of teaching science. The study indicated that video group is higher than that of the conventional group, but it is lower than the video with teachers support group.

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

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

Mordecai, Dbaro A. (2006) reported that the use of internet resources in Nigerian University to enhance efficiency and effective service in academic pursuit. Multi-media approach to teaching learning aims towards making the learning as individualized and self-dependent as possible, Starting from the use of simple software like charts and pictures to the application of sophisticated hardware like computers and teaching machines did instruction the multi-media approach helps the individual learner to proceed on his learning path with his own pace according to his own needs, interests and abilities slowly and slowly then it makes him to rely on his abilities and pursue his studies independently with or without the presence of his teacher. In this way, multi-media approach to teaching-learning can be characterized for its inherent advantages of both individual and group learning.
Helonjoy H.B. (2007) conducted a study on usage of internet: practices and attitudes of teacher trainees. The objectives of the study were to evaluate the self-efficiency of computer technologies and internet use of teacher trainees and to assess their attitude towards computers, computer assisted instruction and use of internet. The findings of the study points to the need for having more refresher or training programme for teachers to get familiar with computer. Sample consisted of 170 B.Ed. students (29 men and 142 women) from Govt. College of Teacher Education, Thiruvananthapuram and found that those who had more access to the computer having more favourable attitude towards using the computer also points to the same.

Rajesekar S. and Vaijapuri, Raja P. (2008) conducted a study on higher secondary teacher’s computer anxiety. The objective of the study was to study the level of teachers computer anxiety and found the entire sample of teachers has high level of computer anxiety. The teachers handling the subjects of the Science group and those who have not attended any computer classes have high level computer anxiety than their counterparts in the Arts group.

Rafeedali E. (2009) conducted a study on computer-based technology and its pedagogical utility. The objective of the study was to find out the extent of use of computer resources in the teaching-learning process among the higher secondary school teachers. The sample selected for the study was 300 teachers of higher secondary schools from the Malappuram district of Kerala and found that computer is very helpful device for evaluation but only a small percentage of higher secondary school teachers are using computers for evaluation.

Ravichandran and George (2009) conducted a study on attitude of teachers towards web-based learning. The objective of the study was to study the significant difference in the attitude of male and female teachers, aided and government teachers towards web-based learning. The study was based on a sample of 100 secondary and higher secondary school teachers. They found that male and female, the government and unaided school teachers have more favourable attitude than aided school teachers.

Review of the literature Related to Teaching Ability

Teaching ability means the ability to use knowledge, understanding and practical skills to perform effectively for instance at national standards required in employment. Teaching
ability can be knowledge, attitudes, skills, values, or personal values. Teaching ability can be acquired through talent, experience, or training.

Chardenas, Miguela (2000) reported that teachers working in an open school climate were better in teaching ability and teacher effectiveness than those employed in school with autonomous, familiar controlled, and class climate.

Kumaraswamy and B.G. Sudha (2004) conducted a study on competency of teachers of differential organizational climates. The objective of the study was to examine the effect of the organizational climate on the competency of primary and high school teachers. They found that teachers working in open, controlled, and closed climates were found to be more competent in the interactive dimension than the teacher of paternal climate teachers. Teachers of open climate were found to be better in this competency than the teachers in ‘closed’ climate and also of the autonomous climate.

Kulkreti, B.R. and Saxena (2005) conducted a study on value and teacher competence: a co-relational study. The objective of the study was to study the value pattern of the competent and incompetent teachers. The study was based on a sample of 60 secondary schools of Banswara district and found that there is no significant difference between the value pattern of competent and incompetent teachers of secondary schools.

Kalia and Ashok (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.

Sabu S. (2010) conducted a study on in-service training programmes and teaching ability of teachers. The objective of the study was to understand the teaching ability of teachers with regard to in-service training programmes, age, gender, and type of school. The sample selected for the investigation comprised 631 teachers of 24 secondary schools in Kollam district of Kerala. Sabu concluded that there is no significant difference in teaching ability of teachers with regard to number of in-service programmes attended, age, gender, and type of school.
Review of the literature Related to 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.

*Arockiam, Joseph A. (1990)* conducted a study on training strategies in developing questioning skills among primary school teachers. The objectives of the study were to prepare a self-learning package on questioning skills and to assess the effectiveness of the training and learning packages and concluded that primary school teachers improved their questioning skills through the self-learning package and training on questioning strategy and the self-learning package on questioning skills was found to be effective.

*Asija and Ranveer Pratap (1990)* conducted a study on Teaching ability as related to development of skills specific to teaching of biology through micro teaching among prospective secondary school teachers. The objectives of the study were to study whether the micro teaching group shows better performance than the conventional training group in respect of development or skills specific to teaching of biology and to study whether the micro teaching group is superior to the conventional training group. The study indicated that the superiority of the micro teaching versus the conventional training in developing six skills – the skills of demonstrating, drawing diagrams, blackboard-writing, probing questioning, using basic skills of biology practical, and heuristic skills, was established on the post-test as well as on retention test and the performance of the micro teaching technique in developing the ability to use the learnt skills in an integrated form was better than that of the conventional training. This integration took place vicariously and did not need deliberate planning.

*Gill, Tijinder Kaur (1990)* conducted a study on the effect of training strategies on creative problem-solving skills and cerebral dominance in relation to intelligence, personality and cognitive style. The objectives of the study were to determine whether the training strategies affect creative problem-solving skills and cerebral dominance and to study if the intelligence,
personality and cognitive style affect the creative problem-solving skills. Gill concluded that the right-brain training strategy emerged as superior to the left-brain training strategy, so far as creative problem-solving skills in mathematics were concerned and High-intelligent subjects scored higher on originality than low-intelligent subjects irrespective of training strategy, whereas fluency, flexibility and creative problem-solving totals were not affected by levels of intelligence.

Filak V.F. and M.K. Sheldon (2003) opined professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance. Jayanthi et al. (2006) emphasized that teacher play and important role in shaping and molding the habits, manners and good character of the children. Khan (2007) opined that effective classroom teaching needs good planning and good personality of a teacher.

Ready L.G. and Ramar (2009) conducted a study on effectiveness of comprehensive social skill strategy in overcoming social skill deficiency of the defiant students. The objectives of the study were to develop a comprehensive social skill strategy to develop social skills of the defiant students studying standard VIII and to find out whether there is any significant difference in the pre-test performance between the control group defiant students and experimental group defiant students. The study indicated that there exists significant difference between pre-test and post-test Mean scores of the defiant students with social skill deficiency in the experimental group and there exists significant difference in the post-test performance of the defiant students with social skill deficiency between the control group and experimental group after adopting the social skill strategy.

STATEMENT OF THE PROBLEM

A STUDY ON IMPROVING THE TEACHING ABILITY OF THE PROSPECTIVE TEACHERS BY THE USE OF MICRO TEACHING AND MULTIMEDIA
OPERATIONAL DEFINITIONS

Effect

In this study effect refers to a particular treatment given to a subject to bring about to desired behavioural change. This change will be observed in teaching ability.

Micro Teaching

A method of teacher training whereby teacher trainers gain stimulated teaching experience with few students in small groups and employing audio and or video recording for playback and discussion.

Multimedia

Multimedia means more than two media of communication involved in a learning package.

Teaching Ability

Teaching ability means the ability to use knowledge, understanding and practical skills to perform effectively for instance at national standards required in employment. Teaching ability can be knowledge, attitudes skills, values or personal values. Teaching ability can be acquired through talent, experience or training.

Prospective Teachers

Prospective teachers refer to those who are studying in Bachelor of Education (B.Ed.) Course.