

Critical Study of Lesson Planning for Enrichment of Micro-Teaching Skills of Set induction or Beginning of Lessons in Colleges of Education

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Abstract

In terms of pedagogy, 'Set Induction' is a very necessary and important step in the skill teaching process. Beginning of the lesson 'Lesson planning' is very important for the enrichment of this skill. If the lesson is planned according to the essential elements of set induction skills, the whole lesson is more likely to be good and effective. That is why the researcher has chosen the presented research problem. Survey method has been used in this research as a research method. Two instruments namely questionnaire and checklist have been used for data collection. In the research presented as sample selection, 5 professors and 55 Student teacher have been selected using non-probability sampling method. Percentage has been used as a technique of data analysis.

Introduction

The technique of microteaching originated at Stanford University in the US. It was started in 1961 by Prof. Alan and his colleagues. This new teaching structure was created so that the trainees could understand the complex questions in the class clearly and properly. Any type of teaching design has a specific layout. It is very important for the practitioner to understand this arrangement.

B.Ed. teaching skills are diagnosed after two weeks completion of admission. By exploring the advanced and undeveloped teaching skills among the student teachers, it is planned which skills should be determined for teaching enrichment. After this, the concept, history and importance of the technique of 'micro teaching' is explained. For effective planning of teaching skill enrichment, the guiding principles of theoretical information, model presentation organization, teaching and feedback are followed. While practicing the skills in subtle teaching techniques, one goes through the following six stages.



1. Micro Lesson Planning
2. Teaching
3. Feedback
4. Re - plan
5. Re - teaching
6. Re - feedback

A micro teaching cycle is formed by the above six steps/phases. Thus the cycle has to continue until the skill is attained. Related research deals with the first step in this cycle 'Skills Based Lesson Planning'.

Micro teaching technique is techniques of teaching lesson practice. This technique is used so that the new trainee can teach the class immediately. The first step in the micro-teaching cycle is lesson planning based on cues. This planning should preferably be in writing. A written back-to-back plan is very helpful for practicing the skill. Because it makes it easier to guide the guide. Also this back heel is used while discussing or giving feedback. Therefore, in the present research, the researcher has considered a various lesson plan for the enrichment of micro-teaching skills of readiness implementation for trainees in the College of Education. There are some criteria for good lesson planning. Accordingly, while planning of Set Induction, it is necessary to include the following essential skill components. 1. Concentration of attention 2. Revision of prior knowledge and awareness of proficiency 3. Curious action or Inspirational action 4. Purpose determination and clarity 5. Mild anxiety enforcement 6. Creation of reference frame through purpose questions, leading organizers etc. This is an attempt by the researcher to enable the student teachers to plan lessons according to these essential skill components.

Research Problem :-

Critical Study of Lesson Planning for Enrichment of Micro-Teaching Skills of Set induction or Beginning of Lessons in Colleges of Education

Research Need :-

The beginning of the lesson is to mentally prepare the students for the study. Set induction lesson is a complex and narrow skill, and through it the things to be achieved are to focus the attention of the students, create curiosity and motivation, awaken prior knowledge, prepare them intellectually, etc. This requires several actions as part of Set Induction skill. In this regard, it is necessary to use the principle of 'maximum utilization of skills' in micro lesson planning. This maximum use should be done in five to seven minutes. The greater the number of other skills or their components, the more limited the expected components of the skill. In order to maximize all the expected elements, it is necessary to give various samples of lesson planning to the

student teachers for guidance. This research is necessary so that the student teachers can plan the micro lesson ' Set Induction ' accurately and flawlessly.

Significance :-

Considering the close relationship between micro-lesson planning and micro-lesson, many defects in teaching can basically be corrected at the level of planning. It is necessary to be able to give proper guidance to the teacher trainers from component selection till the planning is approved. In the necessary micro-lesson planning of Set induction, three pillars such as teacher action, student action and skill component have to be elaborated. In this regard, the presented research is important. It is essential to be able to record time in planning. Also, the presented research is important in the sense that various lesson plans will be a guide for bringing the expected elements of the skill to the maximum extent and avoiding the unnecessary elements. As microteaching is a 'content free' technique, content and teaching objectives are subordinated to it. Therefore, this research is important for student teachers to plan micro lessons based on the skill of ' Set induction ' of selected content in their favorite subject.

Research Objectives

- 1.To explore the difficulties in skill-based lesson planning in the Set induction or initiation of lessons in the College of Education.
2. To study the causes of difficulties in skill-based lesson planning in Set induction or initiation of lessons in colleges of education.
3. Developing lesson plans based on the text in various school subjects.
4. Evaluating micro-lesson planning of teaching skills for Set induction or lesson initiation in College of Education.

Scope of Research

1. The present research is related to College of Education in Kolhapur district.
2. The present research is one of the micro-teaching skills in the College of Education, which is the skill of set induction or lesson initiation.

3. In the present research only student teachers and mentors related to College of Education have been considered.

Limitations of the research

1. The present research did not consider any skill other than the Set induction in fine teaching skills in the College of Education.
2. The present research has not considered any stages other than the planning stage in the enrichment of teaching skills.
4. The research presented is limited to the first year students in the College of Education.

Research Methods

As the present research problem is related to the present time, the researcher has chosen the school survey method in the survey method for the present research.

Sample selection

For the present research, the researcher has selected a college of education in Kolhapur district. College of Education B. Ed. 5 mentors teaching pedagogy in the first year have been selected using purposive sampling method out of non-probability sampling method. Also 55 student teachers have been selected for the research using purposive sampling method. 5 expert mentors were selected by lottery to develop the questionnaire and checklist tools.

Research tools

For the collection of information for the present research, the researcher has collected the information using tools such as checklist and questionnaire.

Information Analysis Tools

This technique has been used as a data analysis tool for the present research. The qualitative information obtained from the questionnaire was converted into numerical information. After the analysis of this information and the information obtained from the checklist, the criteria of majority, half, almost half, few and minimal have been set for interpretation.

The actual conduct of the research

1. In order to fulfill the objective number 1 in the present research, the researcher told the 5 groups of mentors to check the lesson plans made by each student teacher in the group according to the required skill components to find out the difficulties in micro-lesson planning of Set induction. After that, each student teacher's checklist filled by mentors from them.
2. In order to fulfill the objective number 2 in the present research, the researcher filled a questionnaire from each student teacher to find out the causes of difficulties in micro-lesson planning of Set induction. A total of 20 questions were asked in this. The qualitative information obtained from this was converted into numerical information and the causes of the problem were investigated.
3. After searching for the reasons for the difficulties in lesson planning of micro-teaching skills of student teachers, after considering them and thinking about them, according to the necessary skill components, by selecting the lessons according to the skills of Marathi, Hindi, English, Science, Mathematics, History, Commerce and Economics, a total of nine lesson plans, one for each subject, were prepared. All of them were made available to every student teacher for guidance. Based on all these sample lesson plans, all the students were again asked to prepare lesson plans.
5. 5 mentors each evaluated 11 student teachers in their group on the Set induction of skill redesign based on the checklist.

Conclusion

Objective no.1. : To explore the challenges of skill-based lesson planning in Set induction or lesson initiation in the College of Education.

1. Most of the student teachers were not able to choose the appropriate lesson for the micro lesson plan of set induction.

2. Most of the student teachers could not carefully determine the prior knowledge of the selected component.
3. Most of the student teachers did not make the lesson planning enough for about five to seven minutes.
4. It was found that most of the student teachers' lesson plans did not try to maximize this skill at the beginning of the lesson.
6. Lesson initiation Half of the student teachers did not include all essential components of this skill in lesson planning.
7. The layout of the lesson plan is not filled as per the guideline by almost half of the student teachers.
8. Initiation of lesson Non-verbal actions of teachers in lesson planning are detailed in parentheses as well as components of skill in proper order in lesson planning most of the student teachers have not come.
9. Most of the student teachers have not correctly recorded the skill components in the third pillar of lesson planning.
10. Not all activities of this sub-component of concentration of attention are included in half of the lesson plans.
11. Revision of Prior Knowledge and Proficiency Awareness, both skill subcomponents, are not addressed in nearly half of the lesson plans.
12. The revision of prior knowledge recorded in the lesson plan is mostly done artificially.
13. More than one component of motivational activity or curiosity generating skills is covered short in the lesson plan .
14. Motivational activities and curiosity building activities mentioned in half of lesson plans are not effective.
15. Purpose determination and clarity are sub-components of this skill not covered in lesson planning.
16. In most of the lesson plans, the definition and clarity of purpose is not done meaningfully and clearly.
17. The act of recording the purpose of the lesson on the board is not mentioned in most lesson plans.
18. The mild anxiety control measures reported in half of the lesson plans are not artificially applied.
19. Half of the student teachers did not use purpose questions or advance organization in lesson planning to create a frame of reference.
20. Most lesson planning is not based on the basic organizing principle, generalization, etc.
21. Use of explanations, examples and illustrations, blackboard writing, questioning method, use of educational tools, storytelling, experiment and direction, impersonation, dramatization etc. are necessary and appropriate in short lesson planning to give maximum scope to readiness implementation skills.

Objective no. 2.

To study the causes of difficulties in skill-based lesson planning in Set induction or initiation of lessons in colleges of education.

1. Student teachers do not realize how to choose the right lesson for lesson planning of Set induction skills.
2. The prior knowledge of the chosen element cannot be determined carefully.
3. Lesson planning is usually not predictable for five to seven minutes.
4. Beginning the lesson It is not clear how to bring all the elements of this skill into the lesson plan.
5. It is not clear where exactly to write the purpose of the lesson on the board.
6. Inability to structure the sentence in such a way as to express the purpose clearly and meaningfully in the lesson plan.
7. Motivational activities and effective activities of curiosity creation cannot be determined in planning.
8. The difference between motivational action and curiosity action is not realized while planning.
9. Don't understand what activities should be included in lesson planning and where to focus attention.

10. How and where to use the forward operator to create a frame of reference.
11. Failure to sequence all skill components in lesson plan.

Objective No.3.

Developing lesson plans based on the text or content in various school subjects.

Among the various school subjects, sample lesson plans based on Marathi, Hindi, English, Science, Commerce, Mathematics, History, Geography and Economics were developed and a total of nine lesson plans were developed and given to each student under guidance.

Objective No.4.

Evaluating micro-lesson planning of teaching skills in Set induction or lesson initiation in a college of education.

1. Most of the student teachers selected the component for the lesson as appropriate for the Set induction skill.
2. Almost half of the student teachers carefully determined the prior knowledge of the selected component.
3. The lesson planning done by most of the student teachers is usually enough for five to seven minutes.
4. Most of the student teachers have arranged the lesson planning skill elements in the correct order.
5. Half of the student teachers have brought all the actions of the sub-component of concentration of attention in lesson planning.
6. More than one element of motivational activity or curiosity generating skill is covered by most of the students in the lesson plan.
7. Anxiety promotion activities reported in lesson planning are mostly used by student teachers.
8. Fewer student teachers have used purpose question leading organization in planning to create a frame of reference.
9. Most of the student teachers' lesson plans are based on the important principle of

'advanced organization', generalization, addressing.

10. Most of the student teachers use explanation, use of examples and illustrations, board writing, question method, use of educational tools, storytelling, experiment and direction, impersonation, dramatization, etc. in lesson planning to give maximum scope to the readiness implementation skills.

Recommendations :-

- 1) The mentors of the Colleges of Education should provide as many sample lesson plans as possible to guide them in planning lessons based on the skill of readiness implementation.
- 2) Since micro teaching is a content-free technique, the professors in the College of Education should provide sample lesson plans for all the subjects of Marathi, Hindi, English, Science, Mathematics, Commerce, Economics, History and Geography as a guide for the student teachers to prepare lesson plans for the skill of implementation of readiness.

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