

Summary

The idea of micro teaching was originated at Stanford University in 1963. Micro teaching is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounters achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size. It is scaled down teaching encounter in terms of class size and class time.

Micro teaching is a significant effort to make teacher education programme scientific, effective and meaningful. It is now considered not only a constructive teacher training technique but also a versatile research tool which dramatically simplifies the logistics of investigating certain teaching skills and learning variables.

A teaching skill is a set of teacher's behaviours which is especially effective in bringing about desired changes in pupil-teachers. These behaviours should be definable, observable, measurable and trainable. The teaching skills are acquired through the process of micro teaching in three phases. Clift (1976) has named these phases as knowledge acquisition phase, skill acquisition phase and transfer phase. Micro teaching is used for mastery of teaching skills. It helps teacher trainees to improve their teacher behaviour. Today, it is considered to be one of the most important developments in the field of teaching practice in many countries.