

## Micro Lesson Planning- Concept & Procedure of micro lesson plan

### Micro level lesson plan

In teaching-learning process, systematic approach to teaching is given utmost important. Specially designed teaching lesson plan is introduced with an emphasis on the in-depth coverage of syllabus. This plan help students know well in advance about the topic that are going to be taught. This is a double advantage as students read those topics once at home and later listen to the lecturer. Hence, it helps students prepare well for the examinations and acquire more knowledge for future career.

Lectures are delivered using LCD projectors and Animation developed by faculty themselves or downloaded from the websites of foreign universities. Invited lectures by eminent academicians and industrialists are also included. Even academicians as well as persons from industries are invited to give talks for the benefit of students. Thus, micro level teaching plan, experimentally proven method, can provide a lot of information in teaching-learning process. Thus, Micro-Teaching is a special teaching practice model or teaching training method. In this teaching context, there contains many actions like use of methods, usage of media, learning guide, motivation, classroom management, assessment, analyzing and so on.

### Concept of Micro teaching

The concept of microteaching is mainly based on the following points-

- Teaching in its real form but with a minimum concept
- The exercise which is designed focuses mostly on the basic teaching skills with the help of feedback based on the knowledge and information of student learning level.
- The teaching is conducted for students who are from different backgrounds and their intellectual abilities.
- Monitoring the micro teaching exercises conducted in classrooms enabling the prospective teachers to learn effective teaching skills.
- Helping the students to actively participate in teaching by providing low risk situation.
- It also offers opportunities for re-training at regular time intervals.

### Three Phases / process of Micro teaching or lesson plan-

1. **Knowledge acquisition-** This is the first phase of micro teaching. It includes collection of data. In this phase, the trainee teacher gathers knowledge about the required skills by reading different literature as well as going through certain demonstrating videos. Further, this phase includes the understanding of required skill in a rational manner, as a classroom component.
2. **Skill acquisition-** This is the working phase of micro teaching program. Under this phase the trainee teacher is asked to prepare lessons and practice, skills based on the model presented at the start. Here two factors are of major importance of micro teaching i.e. the

feedback and the setting. Setting includes the length of the lesson, the duration of the class, the skill to be obtained, supervisor and the students.

3. **Transferring phase-** This is the last and major phase of micro- teaching. Here the trainee comes out in a real situation, which is not controlled. Here the teachers as well as the students get the platform to learn and grow. This takes place in a real classroom, unlike the previous stages of micro teaching.

## Procedure of Micro lesson plan

1. **Skill definition-** The pupil teacher or the supervisor defines a certain skill. The skills of micro teaching are defined regarding the teaching behaviours in order to procure knowledge of required skills, which they have to focus on.
2. **Demonstration-** Demonstration is the second step in the process. Experts demonstrate the specific skill by themselves or with the help of audio video tape recordings to the teacher trainee. This gives an idea to the teachers to work accordingly.
3. **Lesson planning-** This step is the first action by the student teacher. The trainee teacher plans a short lesson through which he/she could practice the skill. This microteaching lesson plan is done with the help of his supervisor
4. **Conducting lesson-** Once the planning is done, according to the targeted skill the pupil-teacher teaches the planned lesson to the group of students. These lessons are observed by supervisor and pupil teachers. Further, they are video-taped, audio-taped, or televised through a CCTV camera. These tapes are later used for self-evaluation as well.
5. **Discussion and conclusion-** Once the teaching session comes to an end it is followed by a concluding session. Concluding session consist of feedback by the supervisor. During this session, the audio or video recording may also be displayed in order to give an opportunity to evaluate oneself. Moreover, it also boosts the confidence level of the trainee. It is the best way to reinforce the trainee to work better the next time.
6. **Re-planning-** Mastering a skill is an ongoing process. Thus, once the cycle of micro teaching revolves, the process is repeated. This repetition involves re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.
7. **Re-teaching-** On completion of the re-planning of the lesson, it is again taught to another group of students from the same class. The time duration is kept as same as the previous class. This method contributes in practicing the skill repeatedly.
8. **Re-discussion-** At the end of re-teaching session, the discussion and conclusion step is repeated. These discussion and suggestions encourages the performance of the trainee. Thus, the process of feedback is procured to enhance the performance further more.
9. **Redoing-** After the end of every session, this cycle is repeated. The repetition is continued until the required skill is mastered. This process is repeated while attaining all the required skills. Thus, we can conclude that micro-teaching involves the 4R's viz, Recording, Re-teaching, Re-discussing and Redoing.