A Study of Teaching Methodologies and Its Impact on Student Learners Knowledge among Post Graduate and Undergraduate Students

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ABSTRACT:

Teaching is face to face, formal, direct situation in which the ideas and instructions pass from one biologically responsive organism to another in social matrix. Teaching in this sense is restricted to organized classroom interaction between a body of students who desire to learn and a person, called teacher, who is there to help them, achieve that aim. In this manner, teaching is learning oriented as learning is modification of behavior. In Indian context, many policies and programs have been launched from time to time to harness the creativity of the teachers and improve their performance in classroom. Today when the world is global, and students from different countries come and get into academic program of other universities, it becomes imperative to understand and also appreciate the different uses of technologies and methodologies used for imparting knowledge to students. This paper is an attempt to understand and analyze the impact of different uses of technologies at the level of institutional framework.
Teaching has been defined by various scholars in different ways. In Indian system, the teaching was related to mental physical and spiritual development of the student. Moreover the teacher student centric activity was bilateral by nature. In western countries also teaching has been defined by many other academicians. Some prominent definitions have been provided herein as:

H C Morrison defined teaching as "an intimate contact between a more mature personality and a less mature one which is designed to further the education of latter".
Edmund Amidon defined teaching as " an interactive process , primarily involving classroom talk which takes place between the teacher and pupils and occurs during definable activities.

Ned Flanders defined teaching as "interactive". He further describes interaction as "participation of both the teacher and student".

N L Gage defined teaching as a "form of interpersonal influence aimed at changing the behavior potential of another person".

John Brubacher defined the term teaching according to the laissez faire model of behavior. According to him "teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in course of doing so."

Nature of Teaching Activity: Transmission of knowledge and teacher's ability are two different situations. A teacher is said to be a failure if he is unable to transmit knowledge to the pupils even if he has abilities, merit and mastery of subjects. Teaching is an art and to acquire this art, teacher needs two things viz. the complete knowledge of the subject

matter and the scientific knowledge of the teaching style for disseminating the knowledge to the pupils. Before undertaking the class the teacher or instructor needs to have following philosophies in his/her mind for increased productivity among audience in classroom.

__Simple to complex:__ A key to successful teaching is creating interest in the pupils. For teaching to be successful it is essential to use a maxim of simple aspects to be taught pupil first and complex contents to be taught later on. The teacher should divide the subject matter in a way that simple aspects precedes complex one.

1) *__Known to unknown:__ the basis of knowledge of students should be his previous knowledge. It is a psychological fact that it becomes difficult to acquire new knowledge if it is presented at once. The student takes interest in new knowledge if it is linked with his previous knowledge. Hence it is necessary that before teaching one should activate previous knowledge and present new knowledge on the basis of the activated previous knowledge of the pupil. In short, every teacher especially pupil teacher should move forward after establishing relationship between the known and unknown. In other words previous knowledge should form the basis of new knowledge.*

2) *__Seen to Unseen:__ Students learn at perceptional level. It is called learning by direct first hand experiences which they perceive right in front of them. The immediate presentation is easy to grasp because they see it in totality. Perception is simpler than imagination. Hence knowledge based on the maxim of seen to unseen is simpler and easy to grasp. The unseen must be based on seen.*

3) *__Concrete to Abstract:__ -Closely related to seen to unseen is the maxim which lays down emphasis on basic knowledge of concrete foundation. Concreteness should precede abstractness. The fundamentals of audio visual education are based on this maxim, so much so, that even the most abstract of the ideas are given some concrete presentation to make it easily intelligible to the learner.*

4) *__Particular to general:__ Induction is simpler than deduction. In induction we arrive at a universal/general premise based on bits of knowledge derived by individual experiences, whereas in deduction we move from general to particular in an analytical manner. Hence generalization and principle should be given later and be based on number of particular premises. It makes a lesson easier for student's understanding of phenomena. Hence specific examples should be presented before the pupil first, and then general Laws/principles/generalizations may be derived from these specific/particular experiences.*

5) *__Whole to Part:__ The Gestalt psychology is different and unique. Herein we gain knowledge about the whole first and then the about the parts. This is called as gestalt theory of perception. Remember that it is essential to study the background and environment of the object about which the knowledge has to be gained according to Gestalt psychology. Hence the teacher should present before the pupils the new teaching matter as a whole and in an organized way first and then its parts should be explained on the basis of this whole and organized teaching matter.*

6) ***Indefinite to definite:*** It is a psychological fact that the pupils' intellectual development proceeds from indefinite to definite. As the pupil grows, his sense develops. Through these sense objects, he gains the knowledge regarding different objects while living in the contact of his parents, brothers, sisters, other family members, and surrounding social environment. On the basis of this gained knowledge he gradually makes his personal concepts regarding each object. These concepts are generally vague. It is the duty of the teacher that he should provide certainty to the uncertain knowledge of the pupils by using concrete objects, pictures and examples. It is a passage from uncertainly to certainty.

7) ***Psychological to logical:*** Knowledge should take the course from psychological to logical. Psychological arrangements refers to selection and arrangement of contents in accordance with pupil's age understanding level, interests , needs and comprehension level, Logical arrangement refers to the division of a lesson into mutually related sub units which flow from each other in a logical manner. Psychological arrangement related to the students whereas logical arrangement refers to the content. In this relationship, student takes the precedence; hence, psychological arrangement is primarily important in lower classes.

8) ***Empirical to Rational:*** Empirical knowledge is experimental and a student builds up his storehouse of knowledge from his observations and experiences. Student's first acquaintances with the external world is experimental and he organizes various kinds of experiences in categories. Being at the empirical level, the bulk of experiences lacks rational arrangement, yet it is the basic material a student works on.

9) ***Analysis to Synthesis:*** *Initially, the knowledge of student is vague, uncertain and unorganized. In order to make his knowledge clear, definite and well organized, a maxim named "From analysis to synthesis" is used. Analysis means to divide a problem into such living components which on assembling may solve the problem .In other words, in analysis, the problem is separated into its various elements and then studied. Synthesis presents a holistic knowledge view and therefore rightly comes after analysis. Even in Blooms taxonomy of cognitive operation, analysis precedes synthesis. Synthesis is more refined, superior and sophisticated cognitive operation. However, for clear definite and well –organized knowledge of various subjects analytic – synthetic method would be used in classroom teaching.*

Follow nature: This maxim means to regulate the education of a pupil according to his nature. Hence all the source of education should be based upon the principles of physical and mental development of the pupil. Whatever knowledge is to be given to people, it should be provided according to student's physical and mental development.
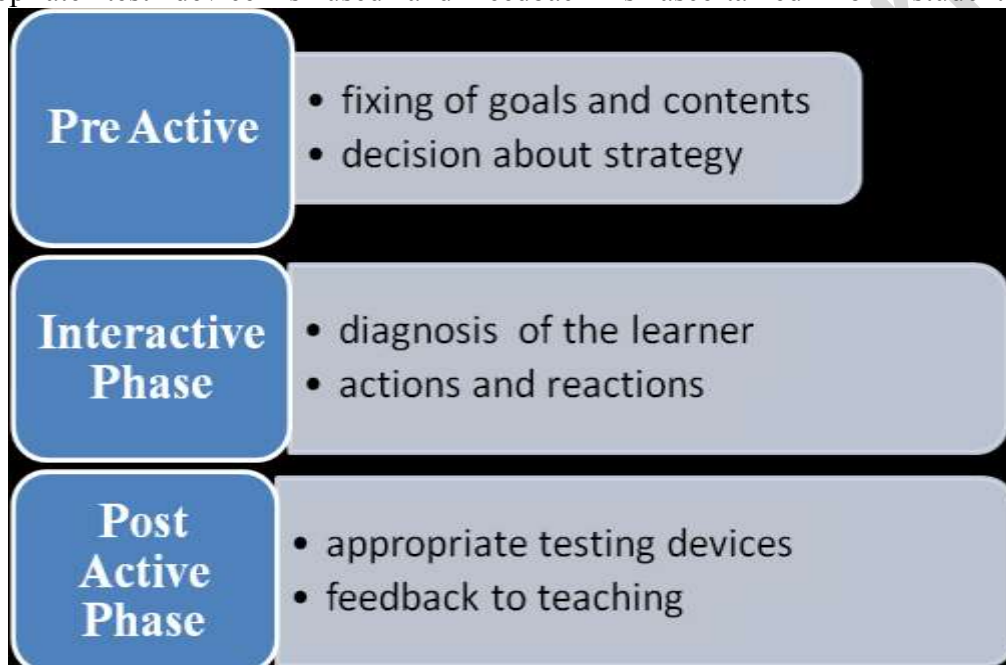
Training of senses: Teaching should maximize the use of the maximum sense organs to help a student receive correct concepts of things around him. This is true in case of young students who totally involve themselves in the process of learning.

Self study: Self study is the ultimate of teaching activities and should be organized in a manner that a student is motivated towards self study, on his own, without supervision, pressure or coercion. One should encourage the student for self study. This method has been time tested to prove the efficiency and output related aspects in study.

Teaching as science: In modern age teaching is recognized as science. On the basis that all the activities of teaching can be supervised and analyzed wherein various teaching activities can be studied in an objective manner.

Operation of teaching: operations of teaching are those activities which create required situations for learning. These operations differ qualitatively according to the phase of teaching. Teaching has following three phases:

a) Pre Active Phase: it is before the process of actual classroom teaching begins.
b) Interactive Phase: This is actual classroom scenario in which teaching occurs. It is mutually active phase in which performance is to be evaluated /judged.In post active phase , the appropriate test device is used and feedback is ascertained from student learners.

Pre Active	• fixing of goals and contents • decision about strategy
Interactive Phase	• diagnosis of the learner • actions and reactions
Post Active Phase	• appropriate testing devices • feedback to teaching

The phase of teaching and their respective corresponding operations are worked out before actual classroom teaching takes place. That is, all these operations are performed before a teacher enters his class.

Pre Active Phase: In pre active stage of teaching, the following operations or sub stages are involved:

a) Formulation or fixing of the goals.
b) Managing or sequencing appropriate means and ways of presentation.
c) Deciding about appropriate strategies and tactics of teaching.
d) Developing teaching strategies for the specific subject matter.

Formulation of goals:

The teacher formulates in detail the instructional or teaching objective identified in behavioral terms by using taxonomy of educational objectives. These objectives are of two types: entering behavior of learners and terminal behavior of learners. These goals are based on psychology of students and demands and needs of society.

Decision making about subject matter: The teacher decides about the content to be taught to the students and structure of the content. (At memory, understanding and reflective levels).This decision is based on following considerations: demand of curriculum prescribed for the students, entering behavior and needs of students, level of motivation of the learner, teacher's preference of assessment relating to the content. Arrangement of the ideas and styles of teaching: the content / sub content should be so arranged that facilitates transmission of learning. Decision making about teaching strategies: appropriate teaching strategies tactics may be selected keeping in mind t he nature and structure of content. Development of strategies: Teacher must decide beforehand what strategies and tactics he would be using at what stage of lesson. He must fix in advance the time and place for asking questions showing a visual , using chalk board and carrying out recapitulation and evaluation.

Interactive Phase: This stage refers to all those activities which a teacher performs after entering the class. These activities relates to presentation.

According to P.W. Jackson "*The teacher provides pupil's verbal stimulation of various kinds, makes explanation, ask questions, listen's to student's guidance and provides guidance*".

Diagnosis of learners: after having a feeling of class size, the teacher makes efforts to know how much the newcomers of pupils have previous knowledge. He tries to know this in three areas:

1) Abilities of learners
2) Interests and attitudes of learners
3) Academic background of learners

In nutshell, teaching methods include lecture, walk –talk-chalk, and audio-visuals like projector, OHT, and other social media. All these are relevant enough to make the teaching method relevant and more interesting. This way, every methodology has its own benefits and pitfalls. Today, when the students are students are technically sound, it becomes imperative to develop methods of teaching in classroom sessions. Earlier the prevalent practice was the lecture method. Today many more like assessment and development centers, case study method and also simulation methods are widely used by many management faculties to impart and train the student learners in various domains. This way, the student learns the practical work culture and also enriches themselves by knowledge in the society.

A well planned session gives lots of weight age to students and enhances their managerial and competency .Today, increased focus on pedagogy has lead to many changes in institutions course pattern and also curriculum design. All these said and done leads to the high impact on teachers. The responsibility enshrined on their shoulder is not easy delivered and also not easily understood.

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