



International Journal of Home Science

ISSN: 2395-7476
IJHS 2017; 3(2): 318-321
© 2017 IJHS
www.homesciencejournal.com
Received: 16-03-2017
Accepted: 17-04-2017

Pooja Gupta
C.R.D. P.G. College Diwaan
Bazaar, Gorakhpur, U.P., India

Study the identify popular teaching method used in school of Semiurban area of Lucknow city

Pooja Gupta

Abstract

Teaching Method can best be defined as the type of principal & methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. The objective of this present study was investigate the popular teaching method used in Semiurban area's school. A sample of 60 students of 9th class in Semiurban area's schools-Jivan Jyoti Academy and divine public school. A questionnaire to elicit information on general and specific Information pertaining to the respondent. The data obtained was considered & analyzed manually. The percentage with respect to various independent variables & dependent variable were calculated manually.

Keywords: Teaching methods, students. Class 9th

Introduction

Teaching Method can best be defined as the type of principal & methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation demonstration, recitation and memorization are some of the teaching methods being used. When a teacher deciding in their method, they need to flexible and willing to adjust their style according to their student, student success in their academic achievement based on effect on effective teaching methods. According to Saricoban & saricaoglu (2009) study statistically significant difference teaching strategies of teacher used by the learner & the teacher. While the relationship between the compensation strategy & the academic success of the student was found to have a negative meaningful relation with academic success. However, the students the teachers were met cognitive strategies & compensation strategies.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style, by which to teach. The teacher may write lesson plan of their own, borrow plans from other teacher, or search online, or within book for lesson plan. When deciding what method to use, a teacher needs to consider student background, knowledge, environment & learning goals. Teacher are aware that student's have different way of absorbing information & of demonstrating their knowledge. Teacher often use to techniques which cater to multiple learning style to help students retain information & strength in understanding. A variety of strategies & method are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways. Like Questioning, Explaining, Modeling, Collaborating, Demonstrating According to L.M (2007) study "Skills, teachers & academic achievement in Bolivia" Improving average educational quality and the equity of its distribution have become a central concerns for policy maker in developing countries. Unfortunately economic research has shed little light on how educational authorities should allocate their budget & which inputs they should emphasize, in particular in developing countries such as Bolivia. This paper analyzed education equality in Bolivia using data on standardized language & mathematics test.

There is some of following Teaching techniques some of which are traditional.

- 1) **Lecture Method:** This method probably the most common form of education. To allows the educators to deliver a large amount of Information a short amount of time.

Correspondence
Pooja Gupta
C.R.D. P.G. College Diwaan
Bazaar, Gorakhpur, U.P., India

Strengths:

- Present factual material in direct, logical manner.
- Contains experience which inspires.
- Stimulates thinking to open discussion.
- Useful for large group.

Limitation:

- Experts are not always good teacher.
- Audience is passive.
- Learning difficult to gauge.
- Communication in one way.

Preparation:

- Need clear Introduction and summary.
- Need time & content limit to be effective.
- Should include example anecdotes.

2) Lecture With Discussion Method

Strengths:

- Involves audience at least after the lectures.
- Audience can question, clearly & challenge.

Limitation:

- Time may limit discussion period.
- Quaridify is limited to quality of question & discussions.

Preparation:

- Requires that question be prepared prior to discussion.

3) Discussion Method- A way to create an exchange of idea is to provide two way communications through discussion.

3) (A) Group Discussion:

Strengths:

- Pools ideas & experience from group.
- Effective after a presentation film or experience that need to be analyzed.
- Allows everyone to participate is an active process.

Limitation:

- Not practical with more than 20 students.
- Few students can dominate.
- Other may not participate.
- Is time consuming
- Can get off the track

Preparation: Requires question outline.

3) (B) Small Group Discussion:

Strengths:

- Allows participation to everyone.
- People often more comfortable in small groups.
- Can reach group consensus.

Limitation:

- Need careful though as to purpose of group.
- Group may get side tracked

Preparation: Need to prepare specific task or question for group to answer.

4) Demonstration: This method allows another element to assist in gathering knowledge. By seeing, a task performed, learners are more aware of what materials are needed remember steps in the process & observe the final outcome of task.

Strength:

- Entertaining way of teaching content straining issues
- Keep group's attention.
- Look professional
- Stimulates discussion

Limitation:

- Can raise too many issues to have a focused discussion
- Discussion may not have full participation.
- Only as effective as following discussion.

Preparation:

- Need to set up equipment
- Effective only if facilitator prepares question to discuss
- After the show.

5) Role Planning Method:

Strengths:

- Introduce problem situation dramatically.
- provide opportunity for people to assume role of other & thus appreciate another point of view
- Allow for exploration of solution.
- Provides opportunities to practice skills.

Limitation:

- People may be too self-conscious
- Not appropriate for large groups.
- People may feel threatened.

Preparation:

- Trainer has to define problem situation & roles clear.
- Trainer must give very clear instructions.

6) Hands On (Experimental): One of the most dynamic ways of deliver information is to provide on a activities. This opportunity may be highly directed or a free from opportunity for learner to be creative & progress at their own pace.

Enhancing Teaching Method Effectiveness:

- Size the moment
- Involve the student in planning
- Begging with what the student knows.
- Move from simple to complex.
- Accommodate the student's preferred learning style.
- Short goals by learning domain.
- Make material meaningful.
- Allow immediate application of knowledge.
- Plan of periodic tests.
- Tell student how they are progressing.
- Reward desired learning with praise.

Good Teaching Method Following Ten Require:

- Good method is as much about passion as it is about reason.
- It's about not only motivation student to darn, but teaching them how to learn, & doing in a manner that is relevant, meaningful & memorable.
- Good teaching method is about substance striating student listing, questioning, being responsive & remembering that each student and class in different.
- Good method is about not always having a fixed agenda & being rigid, but being flexible, fluid, experimenting and heaving the confidence to reach & adjust to changing circumstance.
- Good method is also about style should good method be entertaining? You bet?
- This is very important good method is about humor.
- Good method is about caring, nurturing & developing minds & talents.
- Good method is supported by strong & visionary leadership institution support.
- Good method is about mentoring between senior and junior faculty, team work & being recognized and

promoted by one peer.

- At the end of the day, good method is about having fun, expiring pleasure & intrinsic rewards.

Objective: To investigate the popular teaching method used in Semiurban area’s school.

3. Material & Methods

The material & methodological step incorporated to carry out the study on have been broadly classified under the following subheads. “Study the Identify Popular Teaching Method Used In Schools of Semiurban Area of Lucknow City”

- 3.1-Locale of the study
- 3.2-Sample design
- 3.3-Tools & Techniques used
- 3.4-Variable & Their measurement
- 3.5-Collection of data
- 3.6-Analysis of the data
- 3.7-Limitation of the study

3.1 Locale of the Study

The present study has been conducted in Semiurban area of lucknow at “Jivan Jyoti Academy” Rajnikand and “Divine Public School” Bangla bazaar.

3.2 Selection Sample Design of Respondent

From the location total 60 children’s were selected that fulfilled the following data.

- (1) Student (Male/female)
- (2) Class Thus 60 students were purposively selected on the basis of class.

3.3 Tools & Techniques Used: A questionnaire to elicit information on general and specific Information pertaining to the respondent.

3.4 Variable the Their Measurement

- (1)**Independent Variable:** Teaching methods
- (2)**Dependent Variable:** Student who are belong to class 9th

3.5 Collection of The Data: The data was collected by filling up the questionnaire method. The questionnaire consisted into two parts.

- (1) **General Information:** This section consisted of general information like respondent name, age sex, and socio-economic status.
- (2) **Specific Information:** This section consisted of specific information related to assess academic achievement.

3.6 Analysis of the Data

The data obtained was considered & analyzed manually. The percentage with respect to various independent variables & dependent variable were calculated manually.

3.7-Limitation of the Study

- (1) The view regarding identify popular teaching method was based on the respondents for their sincerity in answering the item the questionnaire.
- (2) The sample size was restricted to 60 students only due to restricted time & resources for the study.

4. Result & Discussion

The result of the “Study the Identify Popular Teaching Method Used in School of Semiurban Area of Lucknow City” Study inside discussed under following heads.

4.1: Profile of the Respondents

4.2: Identify the popular teaching methods.

Table 4.1: (1) Distribution of Respondent According To Their Age Group:-

| S.N | Age Group | Respondent | | Total |
|-----|-----------|------------|------------|-------|
| | | Boys | Girls | |
| 1. | Under 13 | 13(43.33%) | 19(63.66%) | 32 |
| 2. | Above 13 | 17(56.67%) | 11(36.33%) | 28 |

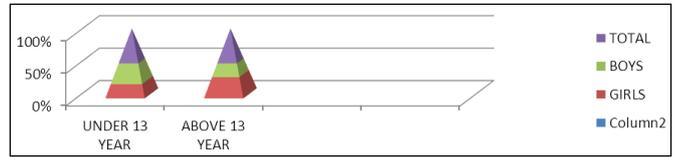


Fig 1

Table 4.1(1) and graph depicts that 43.33% boys respondent are under the age of 13, 63.66% boys are belong to above the age of 13, 56.67% girls respondent are belong to under 13 age groups & 36.33% girls respondent are belong to above 13 age group.

Table 4.1: (2): Distribution of Respondent According To Their Marks of Half Yearly Examination.

| S. No | Marks (%) | Respondent | | Total |
|-------|-----------|------------|------------|-------|
| | | Boys | Girls | |
| 1 | 0-45 | 0(0%) | 4(13.33%) | 4 |
| 2 | 46-60 | 06(20%) | 12(40%) | 18 |
| 3 | 61-Above | 24(80%) | 14(46.66%) | 38 |

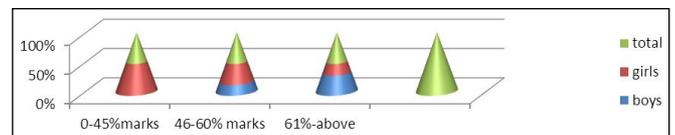


Fig 2

Table 4.1(2) depicts that 20% boys and 40% girls have mark average 46-60%, 13.33% girls respondent belong to 0-45% marks & 80% boys & 46.55% respondent belong to 61-above % mark groups

Table 4.1: (3) Distribution of Respondent According To Medium of Study

| S. No | Medium Of Study | Respondent | | Total |
|-------|-----------------|------------|----------|-------|
| | | Boys | Girls | |
| 1 | Hindi | 30(100%) | 30(100%) | 60 |
| 2 | English | 0 | 0 | 0 |
| 3 | Both | 0 | 0 | 0 |

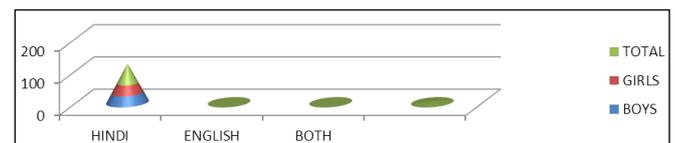


Fig 3

The table 4.1(3) and charts depicts that 100% boys and 100% girls are used Hindi medium in their study.

Table 4.1: (4) Distribution of Respondent Cording to Family Income

| S.N | Family Income | Respondent | | Total |
|-----|---------------|------------|------------|-----------|
| | | Boys | Girls | |
| 1 | 0-1000 | 7(23.33%) | 2(6.66%) | 9(1.5%) |
| 2 | 1001-35000 | 23(76.66%) | 28(93.33%) | 51(98.5%) |
| 3 | 35001-above | 0% | 0% | 0(0%) |

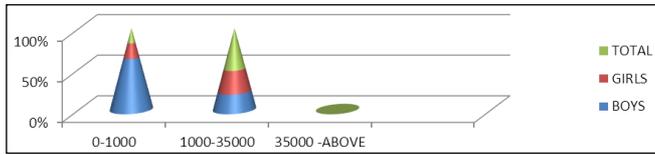


Fig 4

The table and charts depicts that 23.33% boys & 6.66% girls respondent are belong to (0-1000) Income group, 76.66% boys & 93.33 girls are belong to 1001-35000 income group.

4.2 Identify Popular Teaching Method

Table 4.2: (1): Distribution of Respondent’s Views according To Method That’s Used by Their Teacher during Teaching.

| S. No | Teaching method | Frequency | percentage |
|-------|------------------------|-----------|------------|
| 1 | only black board board | 0% | 0% |
| 2 | Lect+Black | 60% | 100% |
| 3 | Lots of Aids | 0 | 100% |



Fig 5

The table and charts shows that 100% teacher used Lect+Borad while during teaching

Table 4.2: (2) Distribution of Respondent according To Method that’s like They Very Much

| S.no | Method | Frequency | percentage |
|------|------------------|-----------|------------|
| 1 | Black board | 0 | 0% |
| 2 | Lect+Black Board | 60 | 100% |
| 3 | Lot of Aids | 0 | 0% |

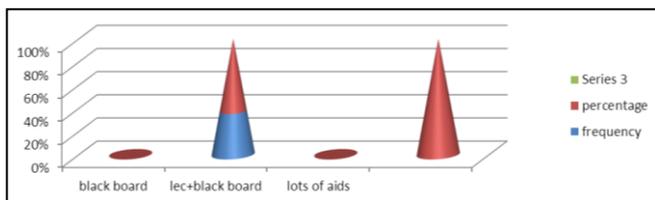


Fig 6

The Table and chart shows that 100% respondent like lect+Black Board Method.

5. Summary & Conclusion

The present study entitled “Study the Identify Popular Teaching Method Used in School of Semiurban Area Of Lucknow City” Was under Taken during the Year 2010.

A total respondent selected from school “Jivan Jyoti Academy’s” and Divine public school. The data collected with the help of questionnaire method to elicit general

information & Pre-pared popular teaching method. Analysis was done with the use of percentage method. The silent finding emerging out to the study that listed below:

- 43.33% boys respondent are under the age of 13, 63.66% boys are belong to above the age of 13, 56.67% girls respondent are belong to under 13 age groups & 36.33% girls respondent are belong to above 13 age group.
- Mostly teacher’s adopted lecture with black board method
- The Table shows that 100% respondent like lect+Black Board Method.
- The Table shows that 100% respondents satisfy that lec+Black Board is most Interesting teaching method.
- The table depicts that 100% boys and 100% girls are prefer Hindi medium in their study.

6. Reference

- 1) mhtml:file:///g:/critical%20issue%20using%20technology%20+020improve%20student 09/20/2010
- 2) <a href= “file:///f:/the%20effect%20of%20th%20.”
- 3) Nanda V.K teaching methodology, teaching methodology, Anmol Publication Pvt. LTD New Delhi. 2004