

STUDY ON THE RELATION OF PEDAGOGICAL AND PRACTICES WITH TEACHERS UNDERSTANDING

**Singhraj, Research Scholar,
Department of Education, Himalayan Garhwal University, Uttarakhand**

**Dr. Kuldeep Kumar, Associate Professor,
Department of Education, Himalayan Garhwal University, Uttarakhand**

ABSTRACT

In the same way that teaching is the act of promoting learning activities through discovery and acquired knowledge, pedagogy is the method of teaching, whether it be an academic subject or a theoretical notion in itself. Pedagogy is the study of teaching and learning in the context of educational objectives that have been set forth in advance. When it comes to the teaching-learning process, there are two distinct parties involved: the instructor and the learner. Pedagogy serves as a link between the two by facilitating dialogue. Methodologies for delivering a lesson as well as ways for evaluating the student's response to the knowledge being imparted are included in this category. The total number of respondents in this study is 600, and the study region is in the vicinity of Delhi NCR. The questionnaires used in the study's analysis component are analyzed using a simple formulation of technique, which is used to accomplish this goal.

Keywords: *Pedagogy, teaching, Relation.*

INTRODUCTION

The current investigation has been developed in response to an issue that the investigator herself has encountered while working as a teacher educator. While working in teacher education, she noted that she and her colleagues were talking more about observations of classrooms and teaching techniques in general, as well as observations of their students in particular. Most of the conversations in the staff room revolved around finding strategies to pique the students' interest in their studies and keeping them interested. The investigator also came across the perspectives of several student teachers, which revealed that some teacher educators' teaching approaches were uninteresting to students, which was a significant finding for the investigation. Furthermore, during her teaching experience in colleges of education, the investigator was confronted with the question of whether or not she should use a pedagogical approach in their educational

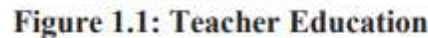
practises. Everything forced the investigator to go deeper into the current situation and look into the educational orientation of teacher educators and student instructors in colleges of education as a result of his findings.

Specifically, this research is based on the strong belief that learning among student teachers as adult learners is best achieved when learning is made relevant, when their opinions, views, and experiences are taken into account, and when learning is geared toward meeting their physical, intellectual, psychological, social, and emotional needs, and when they are treated with respect. The purpose of the current research is to determine whether or not this concept guides teacher education methods in institutions of higher learning. The purpose of this study is to learn more about the educational orientations of student teachers and teacher educators in colleges of education across the country. As an added bonus, the research examines the implications of these orientations on the selection of teaching methods by teacher educators in a variety of teaching and learning environments.

TEACHER EDUCATION

Teacher Education is a type of educational programme that is concerned with the development of an individual's teaching skill and teaching competency, and that prepares him or her to teach at all levels of education, from pre-primary to higher education. It also aids in the more responsible discharge of responsibilities associated with the educational profession. Educating teachers, in a nutshell, is a programme of study that helps them acquire the fundamental knowledge, attitudes, behaviours, and abilities that will enable them to perform their responsibilities more successfully and efficiently in the classroom, the school, and the community.

Before independence, the term "Teacher Education" was referred to as "Teacher Training," "Colleges of Education" was referred to as "Training Colleges," and the term "Department of Teacher Education" was referred to as "Department of Teacher Training." Following independence and the subsequent change in titles, the fundamental concept of teacher preparation was altered as well. When it comes to teacher education, the term "teacher training" has a more limited scope and narrower purpose, focusing solely on skill training, whereas "teacher education" combines solid pedagogical theory, effective teaching skills, and professional abilities. Also, according to the author W.H. Kilpatric, "Training is provided to animals and circus performers, whereas education is provided to human beings." Adding teaching skills, pedagogical theory, and professional skills to one's repertoire is what teacher education is all about. Teachers with the appropriate knowledge, attitude, and skills are developed by a combination of all three factors.



- i. Teachers' education is a continuous process, with three phases: pre-service, induction, and in-service, all of which are distinct from one another.
- ii. In addition, teacher education is founded on the premise that teachers are created rather than born. That an individual can be transformed into a good teacher by teaching appropriate knowledge and abilities about the profession is stressed in the text.
- iii. A large and comprehensive range of teacher education programmes are available, including pre-service and in-service teacher education programmes, as well as a variety of community programmes and extension activities such as adult education, non-formal education, and other similar activities.
- iv. iv. It is dynamic in the sense that it educates instructors to meet the difficulties that society will confront in the future through the medium of instruction.

- To find out the relation of pedagogical practices with teachers
- To gauge the educational orientations of teacher in the teacher education institutions.
- To find out the relation of pedagogy with teachers.

The present study makes use of a mixed methodology research design that is based on the Sequential Explanatory design approach. The Sequential Explanatory Design advises that quantitative data be collected and analyzed first, followed by qualitative data being collected and analyzed last. When employing a design

like this, the primary goal is to explain and comprehend quantitative data with the support of qualitative results.

Sample and Sampling Technique

The primary goal of the study was to identify principles that might be applied universally; yet, studying a large number of people in order to make broad generalisations would be impractical, if not impossible, to accomplish. A population may grow to such an extent that it becomes impossible to assess its features, and the population itself will have changed by the time the measurements can be finished. In recent years, sampling has become increasingly popular in education, where it is utilised to gather information that is important for answering certain questions about a certain population. Given that it has been demonstrated that even a tiny representative sample can be drawn from the complete population, it follows that the parameters can be easily expressed and estimated using sample statistics. Important to understand in this context is that the collection must be limited to a sample that is considered representative of the entire population being studied. Total of 600 respondents were selected from the region of Delhi NCR, they are college teachers from that locality.

DATA COLLECTION TOOLS

A tool is defined as a device that is used to collect data and that helps the observation and measurement of different variables. They are tools that technicians cannot function without in order to investigate mechanical efficiency; for social and educational psychologists, various tests, inventories, and scales are of equal relevance and play the same role as they do for technicians. The information for this study was gathered through the use of questionnaires, interview schedules, an observation schedule, and a checklist.

QUESTIONNAIRES:

Data collected for the questionnaires purpose is to be analyzed basically with the help of some statistical tools. The data collected consists of some basic demographical questions and some major questions related to the context of the study. As this study is analyzed basically on the SPSS and MS excel.

DATA ANALYSIS PROCEDURE

The Statistical Package for the Social Sciences (SPSS) version 22 was utilised religiously for the analysis of quantitative data. The replies to the items were tagged and entered into the Microsoft Excel software programme after they were received. Following that, the necessary analysis was carried out with the assistance of the Statistical Package for Social Sciences 22 Version. In contrast, qualitative data was manually examined by looking for themes and subthemes that emerged from the responses of those who

participated in the interviews.

ANALYSIS AND INTERPRETATION OF THE STUDY

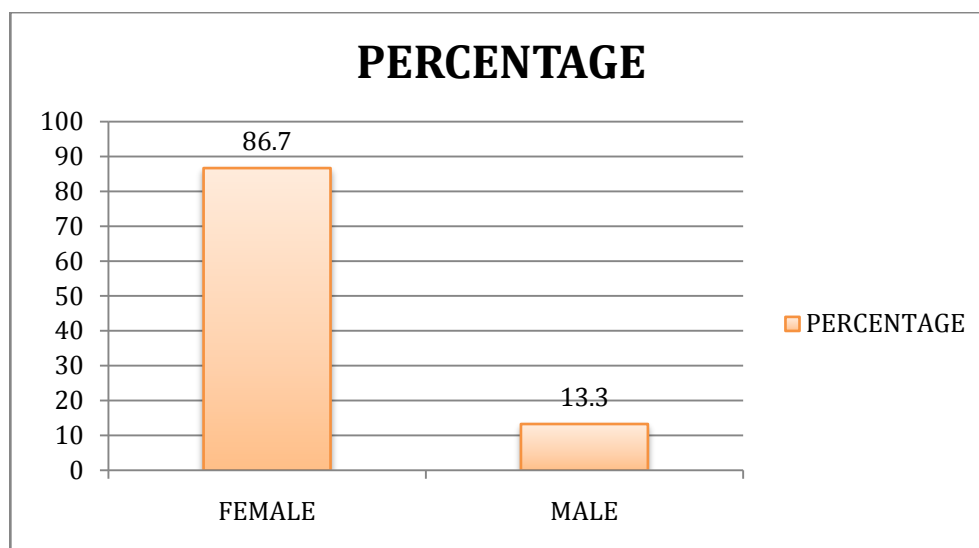
Following the introduction of the research instrument outlined in the previous chapter, the results and analysis of the data are presented in this section of the study. After the information was gathered, it was processed and analyzed with the help of the SPSS software in order to get precise results. The data have been subjected to several statistical analyses, including descriptive, differential, and content analyses, to determine their significance. The findings have been compiled, tallied, and interpreted in the most appropriate way possible.

ANALYSIS OF RESPONSES OF TEACHERS ON QUESTIONNAIRE

The study reveals that majority of participants i.e. 86.67% in the survey were females and were from humanities stream i.e. 70.67%; which thereby reflects the demographic of the entire cohort of student teachers of B.Ed. programme. The average age of the participants was 23 years whereas minimum age was 20 years and maximum age was 45 years.

TABLE 1
CLASSIFICATION OF STUDENT TEACHER ON GENDER

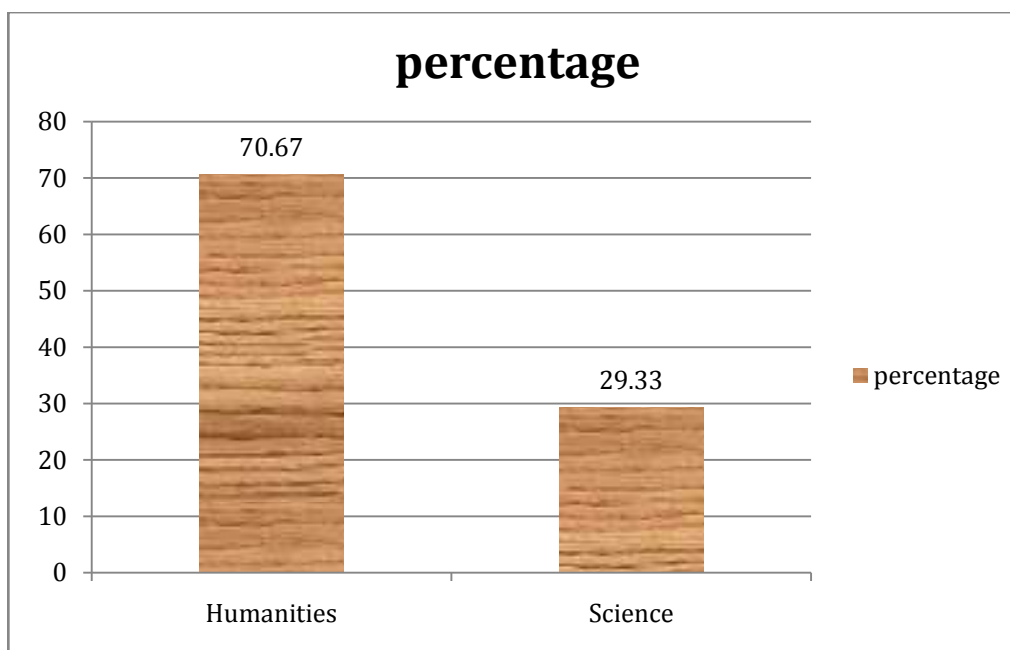
S.NO.	Gender	Frequency	Percentage	Cumulative Percentage
1.	FEMALE	520	86.67	86.67
2.	MALE	80	13.33	100
	TOTAL	600	100	



From the analysis of the study it is clear that there are 520 females and 80 males who actively participated in this study.

TABLE 2 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF SUBJECT GROUP

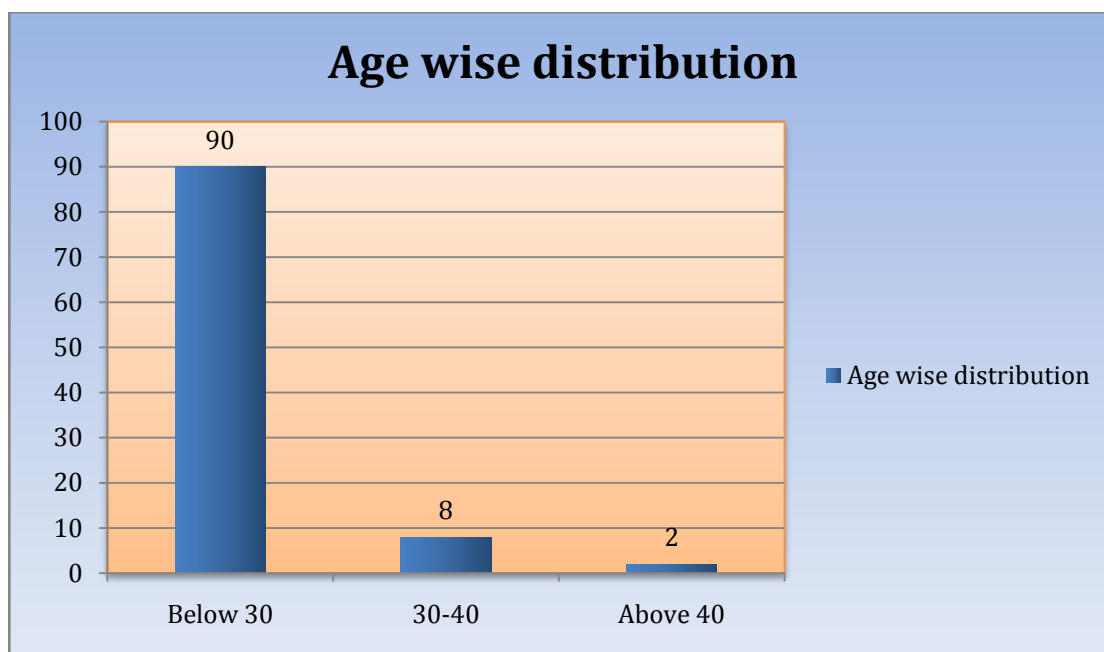
S.NO.	Subject	Frequency	Percentage	Cumulative Percentage
1.	Humanities	424	70.67	70.67
2.	Science	176	29.33	100
	TOTAL	600	100	



From the selected respondents of the study 424 out of 600 students have chosen Humanities and rest 176 students have chosen science.

TABLE 3 CLASSIFICATION ON THE BASIS OF AGE OF THE RESPONDENTS

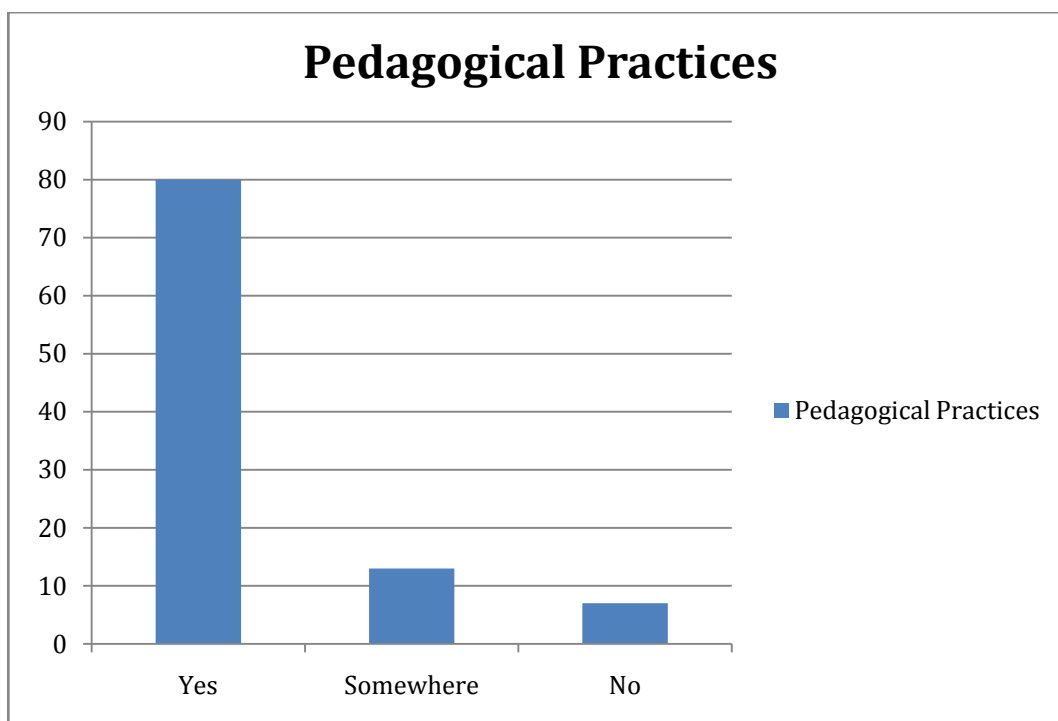
S.NO.	Age	Frequency	Percentage	Cumulative Percentage
1.	Below 30	540	90	90
2.	30-40	48	8	98
3.	Above 40	12	2	100
	Total	600	100	



From the above graph and table it is clear that the majority of respondents belongs to the category where the age of the respondents are below 30 years of age.

Q. DO YOU THINK PEDAGOGICAL PRACTICES HELP IN TEACHING?

Responses	Frequency	Percentage	Cumulative Percentage
YES	480	80	80
SOMEWHERE	78	13	93
NO	42	7	100
TOTAL	600	100	

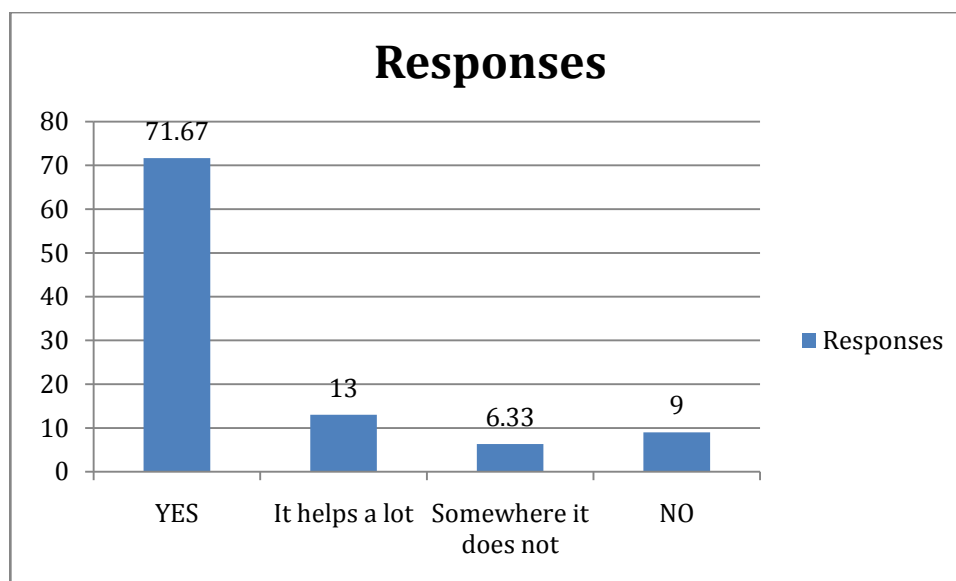


INTERPRETATION:

From the above table and graph it is very clear that Pedagogical practices help a lot in teaching out of 600 total respondents 80% of the respondents voted yes that this practice help in teaching whereas 13% said not always but somewhere and the rest 7% said no to the question immediately. From the analysis it is clear that the majority of respondents stated that this practice helps a lot in teaching.

Ques DO YOU THINK PEDAGOGY IS A METHOD OF EFFECTIVE TEACHING?

Responses	Frequency	Percentage	Cumulative Percentage
YES	430	71.67	71.67
It helps a lot	78	13	84.67
Somewhere it does not	38	6.33	91
NO	54	9	100
TOTAL	600	100	



INTERPRETATION:

From the above table and graph it is very evident that the majority of the respondents claimed that pedagogy is a method of effective teaching. When it comes to gathering the reviews of the respondents 71.67% of the respondents claimed that they surely think that it's an effective method, 13% claimed that it helps a lot, 6.33% of the respondents stated that somewhere it does not help whereas the rest 9% of the respondents stated that it's not an effective method of teaching. So, the result is clear from the questionnaire that the most of the respondents find this method is an effective teaching tool.

CONCLUSION

Teachers' knowledge about the teaching and learning context influenced their orientations to teaching; their teaching became more process- and activity-driven. From the above analysis of the study it is very evident that the pedagogical practices help out the teachers a lot. It is that sort of tool or a method for teachers that make teaching effective and efficient. Whereas it is also very much clear that some respondents are not at all satisfied with the pedagogical practices with teachers however the ratio is small but still there needs to be some sort of working in the practices that should be done for the betterment of the student teachers'.

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