

**BEST TEACHING PRACTICES CONFERENCE**

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## **ABSTRACT:**

### **ANALYTICAL EXPERIENCES THROUGH PCs**

Teacher education is quantitatively marching ahead towards quality education. Quality education means providing the students first hand experience and that can be provided only when one is given opportunity to analyse, explore and research . in the following text I have advocated analytical procedure. Since using of technology is the need of an hour both for learning as well as teaching to get maximum output, I have incorporated my method with PCs and their various applications in t-l process. , like teleconferencing, use of graphics, use of cel animation to teach various processes eg. Movement of blood in the body. Technology . Even CCTVs can be incorporated with computer to teach limited audience. The CD prepared of the lesson can played in the computer kept at computer room and simultaneously students of various sections can learn at the same time. The lesson stored in the OCD can serve the purpose of individual as the student can learn at his own speed.

- **Examples of analytic method:**

I. 6 squares of paper all of same colour and same type of paper – one 3 cm square, one 6 cm square, two 9cm square, one 12 cm square and one 15 cm square.

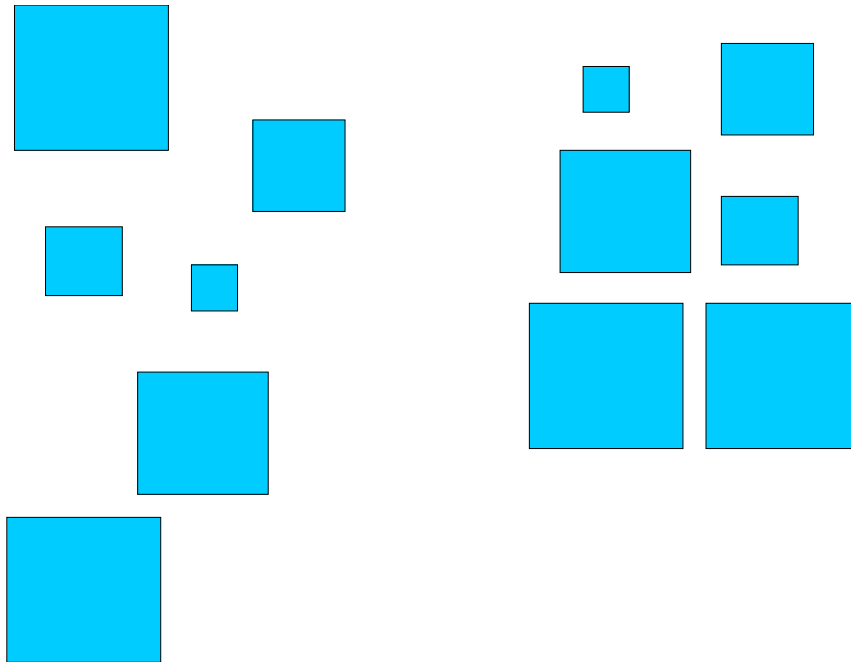
Experimenter or teacher places the 6 squares of paper on the table and says, “here we have some pieces of paper. I am going to take one piece of paper,”

Experimenter takes one of 9 cm squares, places it on his side of the table and says, “I am going to give you the other piece of paper. “

Experimenter put the other piece near the subject-

- Experimenter asked: “pick one of your piece of paper that has more paper then my piece of paper.”
- Experimenter asked: “pick one of your pieces of paper that has less paper then my piece of paper.”
- Experimenter asked: “pick one of your piece of paper that has same amount of paper then my piece of paper.”

If subject or student is able to fulfill the requirements of experimenter, subject will be able to understand the concept of more than, less than and equal to, through the results analysed by the subject himself.



**MORE-LESS – SAME TASK**

II. 1 square piece of green paper of about 20 cm side, 4 squares of red paper of 2 cm side are there.

Experimenter places the square piece of green paper on the table and says

“Let’s pretend this is a grassland.”

Then experimenter places the four small red squares on the green square close to four corners and says,

“Let’s pretend these are houses and there is a cow who can eat this grass. Look at all the grass that the cow can eat.”

Experimenter then says,

“Now let’s place the houses adjacent to each other at about the middle of green paper.”

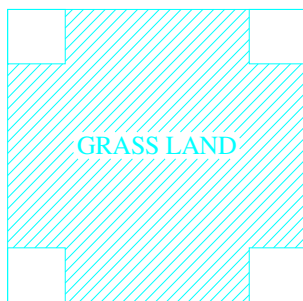
Then he asked, “does the cow have more grass to eat, less grass to eat or the same amount of grass to eat?”

Subject will analyse the situation, do calculations and will give the result.

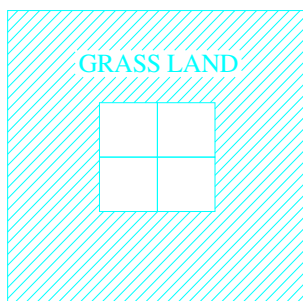
Then he says, “let’s arrange the houses in a row with some distance apart at one side of the green paper and asked,” now does the cow have more grass to eat, less grass to eat or the same amount of grass to eat?”

Subject will again analyse the situation, do calculations and will find out the results.

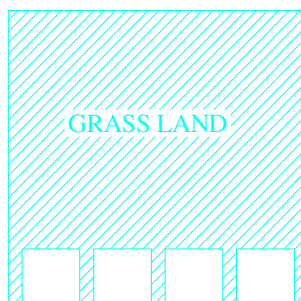
From interpreting the results, subject will generalize that (houses) four small red squares whether placed anywhere in the (field) within the green square occupy the same area and thus at both the times, cow will have same amount of grass to eat. This makes the subject understand the concept of area using concept of “more than – less than”



A



B



C

When we analyse the situation we are able to study many underlying forces which are not visible or understandable from the synthesized situation. When the children study the actual elements which constitute a situation they can explore satisfactorily. Children discover concepts and do not accept them as so told by others. In this way the attitude to discover , to know ‘how’ and ‘why ‘ develops in the child.

Our eminent educationists have also advocated that subject should be given opportunity to explore and analyse so as to refine his personality.

Francois Fenalan quotes, “everything that excites imagination facilitates learning “

Also the famous saying, “I hear, I forget.”

I see, I remember.”

I do, I understand.”

Even Ravindra Nath Tagore has said;” education means to enable the child to find out ultimate truth ..... making truth its own and giving expression to it.”

Analytic method fits best in both the sayings. Subject gets full opportunity to explore his environment and get first hand experience.

If we supplement our material with good and effective technology along with the effective method, then it would be like,”

We can supplement the analytic method advocated by me in the above two examples with PCs.

Through personal computers one can study at his or her own pace. A computer can record, analyse and react to subjects responses. Also computer offers interaction between the learners through LAN, WAN, MAN covering the whole globe. Computer teleconferencing is now a days very popular. It is an electronic means which brings together many learners located at many places to discuss or share their views regarding the solution to the problem. Even the teacher sitting at one PC can guide them accordingly. This concept can be used for mass education.

More of a text makes learning boring and ineffective; computer makes us overcome this problem in many ways, like:

A. **Graphics:** graphics provide most creative possibilities for a title. There can be photographs, graphs from spreadsheets, pictures from CD-ROM, from internet also. With a scanner hand drawn work can be included.

“A PICTURE IS ONLY WORTH A THOUSAND WORDS”

B. **Sound:** sound can be used to provide emphasis or highlight a transition from one page to another.

C. **Animations:** animations can be done to illustrate the concept. for eg.

- Working of a heart
- Movement of blood
- Working of kidney

Through cel animation

While observing groups of students working with the computer, you would notice that students enthusiastically participate in the learning program. The computer” s novelty, the challenge involved in the programme, the wonderful display of tasks – all help in creating and sustaining their motivation. Learning with the computer is never dull and monotonous. For eg. The programme called yellow river kingdom is a problem solving activity. The computer displays a vast kingdom with a lot of resources. No one can

imagine creating such condition in the classroom without a computer. Computer is capable of simulating such situations for the purpose of teaching – learning. A programme called **varietext** is a part of the text with blanks. For the student to fill in for each blank four alternatives appear one after another and student has to choose the most appropriate one.

Teaching ideas mainly through one medium, namely, printed word is no longer wise. Taking into account individual differences in the way students learn, it will be wise to use a variety of learning aids assembling them in an integrated form known as multimedia package consisting of **self- learning modules**, CDs, tapes. The students who do not learn best through reading a text have therefore, the chance of learning more or better by working with slides, modules and CDs. Self learning module is made by selecting, rearranging or organizing materials and activities and breaking them into smaller sub-units in order to promote better understanding. Each sub- unit has optional activities, from which students choose accordingly, all enabling them to reach the same objective. Through such instructions the students can direct themselves through learning activities. , they can work at a particular rate which suits them. Two examples that I have mentioned are self learning modules advocating analytic method and supplemented with applications of PC. They can be stored in the CDs and can be learned by the students.

**References:**

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- [4] Digumarti Bhaskara Rao, G. Padma Tulasi, 'methods of teaching elementary science,' Arora Offset Press, 2004, pp. 122-128, 286-289.