

# The Best Method of Teaching at the Higher Secondary Level in Kargil (LADAKH)

Mehboob Ali Lecturer zoology in education department U.T Ladakh

## Abstract

The goal of this study was to evaluate the efficacy of different teaching and learning strategies for upper-secondary pupils. In Kargil, six higher secondary schools are home to 210 higher secondary students. Students' opinions of the finest and most productive teaching techniques were obtained through interviews, along with their reasoning. The majority of the students thought that the demonstration model cum activities base method was the most effective way to educate. There are several reasons for this, such as the fact that the teacher offers all information on the subject, that time is saved, that students comprehend the material in three dimensions practically, and that they take better notes due to their improved understanding. The group discussion and play technique was ranked as the second best method of instruction due to factors including increased student participation, more effective learning, a reduction in the need for memorization, and the development of creativity in the pupils. Students' opinions and evaluations of engaging and efficient teaching strategies can be used to suggest changes to the teaching and learning process.

Keywords: Teaching, learning, rating scale, demonstration model and play method.

## Introduction:

The two facets of education are teaching and learning. The amount of student learning that takes place is the most widely acknowledged metric for determining excellent teaching. The "amount learned" in the course and the student's overall opinions of the teacher and the course have historically had strong correlations. Higher ratings were given to lecturers by those who had studied more (Cohen, 1981; Theall and Franklin, 2001). Thomas Angelo also made a similar argument when he argued that "teaching in the absence of learning is just talking." T. Doyle, n.d. The most significant elements of the educational process are the students and what they learn, despite the fact that as teachers we have a tendency to believe that teaching is all about us and our job. This prompts us to reflect on what we mean by "learning." Many different theories and definitions can be found as you read educational literature and in particular educational psychology. The concept of Education Learning is about change: the change resulting from mastering a new ability, comprehending a scientific principle, or altering one's perspective. The alteration is not only accidental or a result of aging, which naturally alters our appearance. Learning is a somewhat long-lasting transformation that is typically intentional. We aim to learn when we go to a class, read a book, or read a research paper. Without preparation, learning can also occur in other ways, such as through experience. In general, whenever we learn something, there is a part of us that wants to remember it, understand why it happened, and do it better the next time.

## Methodology:

Using purposive sampling, six higher secondary schools and three high schools in Kargil were chosen from the Faculty of Biological Science Department Government Higher Secondary Trespone. The most effective teaching and learning pedagogy approaches (as evaluated by the students) employed by their teachers, as well as the justifications for highly evaluating a particular teaching method, were asked of the

210 students enrolled in each school by convenient sampling. There were 210 students questioned in all. On a scale of 1 to 5, with 5 being the most significant, they were asked to rank the importance of the various instructional techniques their professors utilized. The percentage approach was used to gather and analyze the study's findings.

### **Objectives of the Study:**

- To learn about the different teaching strategies that higher secondary instructors in the science and art streams utilize when teaching 10+2 students.
- To learn what the students think about the teaching strategy they think is the most engaging and effective.
- To determine why a particular teaching strategy is regarded as the most engaging and effective one.
- To offer recommendations for enhancing the quality of instruction in light of student perspective and rating usage.

### **Findings/Result:**

The majority of the students thought the best teaching strategy was to demonstrate a functional model using an activity-based approach. Among the reasons are that the teacher delivers all information on the subject, it is a time-saving technique, and the students pay close attention to the lecture and take notes. The group discussion, play-based teaching approach was regarded as the second-best style of instruction due to factors including increased student participation, more effective learning, a reduction in the need for memorization, and the development of creativity in the students. Students' opinions and evaluations of engaging and effective teaching strategies can be used to suggest changes to the teaching and learning process.

## Rating of Various Teaching Methods:

I. Rating was done on a scale of 1-5, 1 – being the least interesting and 5 being the most interesting teaching method as indicated in table 1

N: it represents number of students.

Teaching method	Rating						Numbers of students				
	1	2	3	4	5	Total					
	N	%	N	%	N	%					
(1) DEMONSTRATION MODEL CUM ACTIVITIES BASE	22	10.4%	43	20%	23	10.9%	33	15.7%	89	42.3%	<b>210 student s at each teachin g Method</b>
(2) Group discussion and play way method	28	13.3%	32	15%	36	17%	40	19%	74	35.2%	
(3) Lecture method	31	14.7%	36	17%	47	22.3%	45	21%	51	24%	
(4) Brainstorming	46	21%	55	26%	55	26%	22	10%	32	15%	
(5) case study	48	22%	56	26%	57	27%	22	10%	27	12%	
6 Assignment	58	27.6%	51	24%	57	27%	23	10%	21	10%	

## DISCUSSION:

### 1: Biological demonstration model cum activities base:

- The demonstration should be conducted in an uncomplicated and straightforward manner, with each student in the class receiving equal attention.
- The demonstration's goals and objectives should be extremely clear.
- It should be executed using a well-thought-out plan.

### 2. Group discussion:

- A surge in student participation.
- While listening to other people's viewpoints, students express their own.
- Go through any lessons that were not covered during the conversation with the instructors.
- Students discover and acquire vital facts on their own.
- Students converse with one another.
- Students learn to take into account different points of view in addition to their own.
- When the students are present, the teacher continues the discussion.
- Apologizes for their mistakes.
- Students are free to write their notes.
- The lesson is more effective.
- Learner-focused.

### 3. Lecture Method:

- It generates new ideas.
- It works well for large classes.
- The teacher is knowledgeable and can explain anything.
- He can address every query posed by students.
- If a student needs further explanation, they can ask.
- Learn by listening.
- The teacher discusses each concept.
- Students provide feedback.
- The teacher explains the entire subject to the class in simple terms.
- The subject is simple for pupils to comprehend.
- It works well for large classes.
- The teacher imparts all subject-related knowledge.
- Time-saving because the lecture should be finished on time by the teacher.
- After the lecture, students share their opinions.

### 4. Brainstorming:

- More interesting, more educational, and more knowledge-based
- Learning is successful
- Increased involvement of students
- Students express their thoughts

- Active Education
- The use of creativity is encouraged.
- Students think creatively and critically.
- Everyone has the opportunity to voice their opinions.
- Simple subjects can be learned from several perspectives.

### **5. Case study**

Creative thinking is encouraged.

Active learning.

Students go beyond what they already know.

### **6. Assignment**

- It improves students' ability to research any subject as they look up topics on many websites and books, among other sources.

Active learning

### **Recommendation:**

- When we taught using a demonstration model and activities as a base, students were more enthused and understood the concepts better.
- Over 15 students who qualified for the NEET exam and our school's performance over the past two years have been taught using a demonstration model of combined activities-based instruction.
- Various techniques, such as peer review, self-evaluation, teaching portfolios, student achievement, and students, can be used to assess the effectiveness of teaching. Evaluations of the teaching methods used by their teachers.
- The number of students enrolling in our school more than doubled when we adjusted our teaching methodology to fit the demonstration model.
- Teachers must teach their students how to give exact feedback to other students that target particular areas of their learning experience.
- The 5E and constructive learning methods are not appropriate at the higher secondary level due to the larger students enrollment, so we must adopt demonstration model teaching techniques instead, which have a greater positive impact on our students' learning

## References:

- Cohen, A. D., & Olshtain, E. (1981). Developing A Measure Of Sociocultural Competence: The Case Of Apology 1. *Language learning*, 31(1), 113-134.
- Theall, M., & Franklin, J. (2001). Using technology to facilitate evaluation. *New Directions for Teaching and Learning*, 88, 41-50.
- Angelo, T. A. (1991). Ten easy pieces: Assessing higher learning in four dimensions. *New Directions for Teaching and Learning*, 1991(46), 17-31.
- Doyle, T., & Zakrajsek, T. D. (2018). *The new science of learning: How to learn in harmony with your brain*. Stylus Publishing, LLC.
- Cohen, P. A. (1981). Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies. *Review of Educational Research*. 51, 281-309.
- Doyle.T. (n.d). Evaluating Teachers Effectiveness. Retrieved July 24, 2008, from [ferris.edu/fctl/Teaching\\_and\\_Learning\\_Tips/.../EvalTeachEffec.htm](http://ferris.edu/fctl/Teaching_and_Learning_Tips/.../EvalTeachEffec.htm).
- Sajjad, S. (2010). Effective teaching methods at higher education level. *Pakistan journal of special education*, 11, 29-43.

