



A STUDY ON EFFECTIVE TEACHING METHODS AT BACHELOR OF EDUCATION LEVEL

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ABSTRACT

This study focuses on exploring effective teaching and learning methods at the undergraduate level- Bachelor of Education from the student teachers perspective. The primary objective of the study is to evaluate the effectiveness of various teaching-learning methods, strategies, techniques and activities used in undergraduate education. The sample consisted of 240 Bachelor of Education students. A survey research method was employed, and data were collected through interviews. The collected data were analyzed using appropriate statistical techniques. The study examined student teachers' perceptions of the most effective and interesting teaching-learning methods, along with the reasons for their preferences. The major reasons identified include comprehensive explanation of the topic by the teacher, opportunities for direct observation, time efficiency, active student teacher participation, and improved learning effectiveness. However, student teachers did not favor certain methods due to factors such as being time-consuming, highly activity-oriented, and requiring a high level of creativity. Overall, student teachers opinions and ratings regarding effective and interesting teaching-learning methods, strategies and activities provide valuable insights for suggesting improvements in the teaching-learning process.

Keywords: teaching, learning, effective teaching-learning methods, approaches, strategies, techniques, activities, student teachers etc.

Introduction

A teaching method can be understood as a systematic and scientific way of delivering the curriculum while considering the psychological and physical needs of learners. It serves as a means to achieve predetermined educational goals and acts as a crucial link in the teaching-learning process. On one side, it is connected to the objectives of education, and on the other, it leads to measurable outcomes such as cognitive development and the formation of desirable habits, attitudes, values, interests, and skills across various domains of life.

Teaching methods are closely associated with how a lesson is presented in the classroom. They include the principles, strategies, and procedures that teachers use to facilitate effective learning. In a broader sense, the term “teaching method” encompasses pedagogical approaches, classroom management techniques, and instructional practices adopted to achieve learning objectives.

The selection of an appropriate teaching method depends on several factors, including the nature of the subject matter, the characteristics of learners, the teacher’s competence, and the overall educational philosophy guiding instruction. It also reflects the goals of the institution and the specific classroom context.

Teaching methods can generally be classified along two dimensions: teacher-centered and student-centered approaches, and the use of high-tech versus low-tech instructional materials. In teacher-centered methods, the teacher plays a dominant role in organizing and delivering content, whereas in student-centered methods, learners actively participate and take greater responsibility for their own learning.

Particularly in subjects like Social sciences, Biological sciences, Physical sciences, Mathematics English and Telugu teachers employ a variety of methods and techniques depending on the content and learning objectives. The effectiveness of any method ultimately lies in its suitability to the topic, learners’ needs, and the desired learning outcomes.

Need for Right Methods

The Secondary Education Commission emphasized that even the best curriculum and most well-designed syllabus remain ineffective unless brought to life through appropriate teaching methods and competent teachers. Sound methods, grounded in psychological and social principles, can enrich the entire educational process, while unsuitable methods may weaken it. Therefore, in selecting and evaluating teaching methods, teachers must consider not only immediate outcomes but also the attitudes and values—both consciously and unconsciously developed in learners.

In teaching, all instructional decisions should be guided by clearly defined objectives. These objectives, along with the nature of the subject matter, largely determine the choice of method. To achieve comprehensive educational goals, teaching methods must expose learners to knowledge and real-life experiences that foster understanding, critical thinking, scientific outlook, practical skills, and social awareness. Instruction should also promote reasoning, reflection, and independent judgment.

Relying solely on traditional lecture methods is insufficient to meet these broad aims. Students need diverse learning experiences such as observation, discussion, interviewing, surveying, interpreting, recording, and evaluation. Such varied activities help bring about meaningful changes in learners’ behavior and contribute to their development as informed, critical, dynamic, and responsible citizens. Hence, teaching methods should be carefully chosen to support these holistic goals.

Need for a Variety of Methods

Just as there are multiple paths to reach a destination, there are multiple methods to achieve educational objectives. However, unlike choosing a single path, effective teaching often requires a thoughtful combination of methods. Integrating different approaches in a balanced manner helps address diverse learning needs and ensures the achievement of varied instructional goals.

A teacher must be well-versed in multiple teaching methods for several reasons:

First, using a variety of methods/approaches like teacher centered and student centered; strategies/techniques like brain storming, mind mapping, team teaching, questioning and activities like dramatization, role play, field trips, exhibitions school clubs makes teaching more engaging, lively, and meaningful. For instance, combining lecture with demonstration can make classroom interactions more dynamic and effective.

Second, adopting different methods helps avoid monotony. Different topics and learning situations require different approaches. Over-reliance on a single method can make teaching dull, whereas varied strategies and the use of modern teaching aids can enhance interest and participation among learners.

Third, education aims at the comprehensive development of learners-cognitive, personal, and social. No single method can fulfill all these objectives. A variety of methods is essential to ensure well-rounded development.

Thus, no single teaching method can be considered universally best. The choice of method should depend on the teacher's competence, the learning objectives, and the nature of the content. Effective teaching requires flexibility, thoughtful selection, and alignment with the curriculum to achieve desired educational outcomes.

Objectives of the Study:

- To find out the various teacher centered methods, student centered methods, strategies/techniques and activities used by teacher educators to teach Bachelor of Education student teachers in different methodologies/pedagogies.
- To investigate the opinion of student teachers about teacher centered methods, student centered methods, strategies/techniques and activities they perceived as the most interesting and best to implement in their teaching and learning.
- To find out the reasons for distinguish about teacher centered methods, student centered methods, strategies/techniques and activities as they are interesting and best to practice.
- To provide implications for improving quality of teaching-learning in the light of student teachers opinions and use of ratings.

Methodology and Procedure

Introduction

This section describes the research design used in the study, population and sample, data collection, treatment of the study and statistical analytical techniques applied in the study.

Population and Sample

The population for this study was undergraduate student teachers studying bachelor of education from six methodologies through purposive sampling method; namely Mathematics, Social Sciences, Biological Sciences, Physical Sciences, Telugu and English. The sample consisted of two hundred and forty (n=240) students; from which 40% (n=96) were males and 60% (n=144) were females. Forty students from each methodology were selected through convenient sampling method to seek their opinions about the most effective teaching methods, strategies, techniques and activities used by their teachers, and the reasons for highly rating a particular method.

Treatment of the study and statistical analytical techniques

A total of two hundred and forty student teachers were interviewed. They were asked to rate different methods of teaching used by their teachers on a scale of 1- 5, one being the least important and 5 being the most important teaching method. The results of the study were compiled and analyzed by percentage method.

Interpretation of Data:**Rating of Various Teaching – Learning Methods/ Strategies/ Activities:**

Table – 1: Rating was done on a scale of 1-5, 1 – being the strongly not interesting and 5 being the strongly interesting Teacher centered methods.

S . N o	Teaching – learning Methods / Strategies / Activities	Rating										No. of stud ents
		Strongly interesting		Interesting		Neutral		Not interesting		Strongly not interesting		
		Sample (N)	%	Sampl e (N)	%	Sampl e (N)	%	Sampl e (N)	%	Sampl e (N)	%	
1	Lecture method	98	40.8 3	92	38.3 3	00.00	00.00	25	10.42	25	10.4 2	240
2	Lecture demonstra -tion method	132	55.0 0	94	39.1 6	00.00	00.00	10	04.17	04	01.6 7	240
3	Supervise d study method	82	34.1 7	65	27.0 8	30	12.50	30	12.50	33	13.7 5	240

Table – 1: the above data reveals 190 student teachers which are equal to 79.16% showed interest towards lecture method and 50 student teachers which are equal to 20.84% showed no interest towards lecture method. For lecture demonstration method 226 student teachers which are equal to 94.16% showed interest and 14 student teachers which are equal to 5.84% showed no interest towards this method. For supervised study method 147 student teachers which are equal to 61.25% showed interest towards supervised study method and 63 student teachers which are equal to 26.25% showed no interest towards this method and 30 student teachers which are equal to 12.50% showed neutral interest.

Table-2: Rating was done on a scale of 1-5, 1 – being the strongly not interesting and 5 being the strongly interesting Student centered methods.

S . N o	Teaching – learning Methods / Strategies / Activities	Rating										No. of stud ents
		Strongly interesting		Interesting		Neutral		Not interesting		Strongly not interesting		
		Sample (N)	%	Sampl e (N)	%	Sampl e (N)	%	Sample (N)	%	Sampl e (N)	%	
1	Project method	102	42.5 0	88	36.6 7	11	04.58	21	08.7 5	18	07.5 0	240
2	Discussio n method	128	53.3 3	93	38.7 5	00	00.00	15	06.2 5	04	01.6 7	240
3	Observati on method	142	59.1 7	54	22.5 0	08	03.33	17	07.0 8	19	07.9 2	240

Table – 2: the above data explains 190 student teachers which are equal to 79.17% showed interest towards project method and 39 student teachers which are equal to 16.25% showed no interest, 11 student teachers which are equal to 4.58% showed neutral towards the method. For discussion method 221 student teachers which are equal to 92.08% showed interest and 19 student teachers which are equal to 7.92% showed no interest towards this method. For supervised study method 196 student teachers which are equal to 81.67% showed interest towards supervised study method and 36 student teachers which are equal to 15.00% showed no interest towards this method and 08 student teachers which are equal to 3.33% showed neutral interest.

Table-3: Rating was done on a scale of 1-5, 1 – being the strongly not interesting and 5 being the strongly interesting Teaching- Learning strategies.

S . N o	Teaching – learning Methods / Strategies / Activities	Rating										No. of stud ents
		Strongly interesting		Interesting		Neutral		Not interesting		Strongly not interesting		
		Sample (N)	%	Sampl e (N)	%	Sampl e (N)	%	Sample (N)	%	Sampl e (N)	%	
1	Brain storming	89	37.0 8	54	22.5 0	09	03.75	42	17.5 0	46	19.1 7	240
2	Team teaching	90	37.5 0	83	34.5 8	06	02.50	30	12.5 0	31	12.9 2	240
3	Mind mapping	86	35.8 3	76	31.6 7	08	03.33	31	12.9 2	39	16.2 5	240

Table – 3: the above data explains 143 student teachers which are equal to 59.58% showed interest towards Brain storming strategy and 88 student teachers which are equal to 36.67% showed no interest, 09 student teachers which are equal to 03.75% showed stand neutral towards the method. For Team teaching strategy 173 student teachers which are equal to 72.08% showed interest and 61 students which are equal to 25.42% showed no interest towards this method and 06 student teachers which are equal to 02.50% showed neutral interest. For mind mapping strategy 162 student teachers which are equal to 67.50% showed interest

towards supervised study method and 70 student teachers which are equal to 29.17% showed no interest towards this method and 08 student teachers which are equal to 3.33% showed neutral interest.

Rating was done on a scale of 1-5, 1 – being the strongly not interesting and 5 being the strongly interesting Teaching- Learning activities.

S . N o	Teaching – learning Methods / Strategies / Activities	Rating										No. of stud ents
		Strongly interesting		Interesting		Neutral		Not interesting		Strongly not interesting		
		Sample (N)	%	Sampl e (N)	%	Sampl e (N)	%	Sample (N)	%	Sampl e (N)	%	
1	Role play	98	40.8 3	84	35.0 0	09	03.75	23	09.5 8	26	10.8 3	240
2	Field trips	99	41.2 5	93	38.7 5	06	02.50	20	08.3 3	22	09.1 7	240
3	Dramatiza tion	101	42.0 8	84	35.0 0	08	03.33	19	07.9 2	28	11.6 6	240

Table – 4: the above data explains 182 student teachers which are equal to 75.83% showed interest towards role play activity and 49 student teachers which are equal to 20.42% showed no interest, 09 student teachers which are equal to 3.75% showed neutral interest towards this activity. For field trips as an activity 192 student teachers which are equal to 80.00% showed interest and 06 student teachers which are equal to 02.50% showed neutral interest and 42 student teachers which are equal to 17.50% showed no interest. For dramatization as an activity 185 student teachers which are equal to 77.08% showed interest and 47 student teachers which are equal to 19.59% showed no interest towards and 08 student teachers which are equal to 3.33% showed neutral interest.

Reasons for rating various teacher centered methods as interesting and best methods in practice

The Lecture–Demonstration Method

The lecture-demonstration method is often rated as an first interesting and effective teaching method. The reasons as follows:

1. Combines Theory with Practice- It blends explanation (lecture) with actual performance (demonstration), making concepts easier to understand and remember.
2. Enhances Clarity of Concepts-Seeing a process while hearing it explained removes confusion and helps students grasp abstract ideas.
3. Increases Student Interest - Visual and practical elements make the class more engaging compared to only listening to a lecture.
4. Promotes Active Learning- Students observe, think, ask questions, and sometimes participate, instead of being passive listeners.
5. Suitable for All Types of Learners - Visual learners benefit from demonstrations, Auditory learners benefit from lectures, Kinesthetic learners benefit when allowed to participate.

6. Improves Retention and Recall - Learning by seeing and doing helps students remember content for a longer time.
7. Saves Time and Effort - Complex procedures can be explained quickly and effectively through demonstration rather than lengthy explanations.
8. Develops Observation Skills -Students learn to carefully observe steps, sequences, and details in a process.
9. Builds Confidence in Learning - Clear understanding through demonstration reduces fear and increases confidence in applying knowledge.
- 10. Effective for Skill-Based Subjects** - Very useful in science, mathematics, crafts, and vocational subjects where processes and experiments are involved.

Lecture Method as the Second Best Teaching Method – Reasons

The lecture method is considered the second best teaching method because of the following reasons:

1. **Simple and Easy to Use** -It is the most traditional and convenient method for teachers to deliver content.
2. **Time Efficient** - A large amount of information can be covered in a short period.
3. **Suitable for Large Classes** - It is highly effective when teaching a large number of students at once.
4. **Organized Presentation of Content** - The teacher can present the subject matter in a logical and systematic manner.
5. **Useful for Introducing New Topics** - It provides a good foundation before using other interactive methods.
6. **Economical Method** - Requires minimal teaching aids and resources.
7. **Teacher Control** - The teacher can maintain discipline and control over the classroom.
8. **Flexible Method** - Can be adapted according to time, topic, and student level.

Supervised Study as the Third Best Teaching Method – Reasons

Supervised study is considered the third best teaching method due to the following reasons:

1. **Promotes Self-Learning** - Students learn to study independently while the teacher provides guidance when needed.
2. **Individual Attention** - The teacher can monitor each student and give personalized support.
3. **Develops Study Habits** - It helps students build good habits like concentration, note-making, and time management.
4. **Encourages Active Participation** - Students actively engage in reading, thinking, and problem-solving.
5. **Caters to Individual Differences** - Students can learn at their own pace according to their abilities.
6. **Improves Understanding** - Doubts are clarified immediately under the teacher's supervision.
7. **Builds Responsibility** - Students become responsible for their own learning.
8. **Useful for Practice and Revision** - It is very effective for homework, assignments, and revision work.

Reasons for rating various student centered methods as interesting and best methods in practice

Observation Method as the First Best Student-Centered Teaching Method

The observation method is considered the **best student-centered method** because it places the learner at the center of the learning process and encourages learning through direct experience, the **reasons are:**

1. **Active Involvement of Students** - Students learn by observing real objects, events, or processes rather than just listening.
2. **Learning by Experience** - It follows the principle of *learning by doing and seeing*, which makes learning more meaningful.
3. **Develops Critical Thinking** - Observation encourages students to analyze, compare, and draw conclusions on their own.
4. **Improves Attention and Concentration** - Students focus carefully on details, which enhance their observation skills.
5. **Better Understanding of Concepts** - Real-life exposure makes abstract ideas clear and easy to understand.
6. **Encourages Curiosity** - Students become inquisitive and ask questions based on what they observe.
7. **Long-lasting Learning** - Knowledge gained through observation is retained for a longer time.
8. **Suitable for All Subjects** - Useful in science experiments, social studies (field visits), and even language learning.

Discussion Method as the Second Best Student-Centered Teaching Method

The discussion method is considered the second best student-centered method because it actively involves students in sharing ideas, opinions, and knowledge. The reasons as follows:

1. **Active Participation** - Students take part in discussions rather than passively listening, making learning more engaging.
2. **Develops Communication Skills** - It improves speaking, listening, and expressing ideas clearly.
3. **Encourages Critical Thinking** - Students analyze different viewpoints and form their own opinions.
4. **Promotes Interaction** - Learning becomes collaborative through student–student and student–teacher interaction.
5. **Clarifies Doubts** - Misconceptions are cleared through questioning and explanation.
6. **Builds Confidence** - Students gain confidence by expressing their thoughts in front of others.
7. **Respects Individual Differences** - Every student gets an opportunity to share unique ideas and perspectives.
8. **Deepens Understanding** - Discussion leads to better comprehension compared to one-way teaching.

Project Method as the Third Best Student-Centered Teaching Method

The project method is considered the third best student-centered method because it emphasizes learning through purposeful activities and real-life experiences. The Reasons as follows:

1. **Learning by Doing** - Students gain knowledge through hands-on activities and practical work.
2. **Real-Life Application** - It connects classroom learning with real-world situations.
3. **Develops Problem-Solving Skills**
Students identify problems, plan solutions, and execute them.
4. **Encourages Creativity** - Learners use their imagination and innovative ideas while working on projects.
5. **Promotes Teamwork** - Group projects help students develop cooperation and social skills.
6. **Builds Responsibility** - Students take ownership of their work and complete tasks independently.
7. **Integrates Different Subjects** - Projects often combine knowledge from multiple subjects.
8. **Enhances Long-Term Learning** - Practical experience leads to better retention of knowledge.

Reasons for rating various teaching-learning strategies as interesting and best methods in practice

Team Teaching as the Best and Interesting Teaching–Learning Strategy

Team teaching is considered one of the best and most interesting teaching–learning strategies because two or more teachers work together to plan, teach, and evaluate a lesson. The reasons are:

1. **Use of Multiple Expertise** - Different teachers bring different knowledge, skills, and teaching styles, enriching the learning experience.
2. **Better Understanding of Content** - Complex topics are explained from various perspectives, making concepts clearer.
3. **Increases Student Interest** - Variety in teaching styles keeps students engaged and attentive.
4. **Improves Quality of Teaching** - Collaborative planning and teaching lead to more effective instruction.
5. **Individual Attention to Students** - With more than one teacher, students receive better guidance and support.
6. **Encourages Interaction** - Promotes active participation and discussion among students.
7. **Reduces Teacher Burden** - Work is shared among teachers, reducing stress and increasing efficiency.
8. **Flexible and Innovative** - Allows use of different methods, techniques, and teaching aids.
9. **Better Classroom Management** - Multiple teachers can handle discipline and activities more effectively.

Brainstorming as the Second Best Teaching–Learning Strategy

Brainstorming is considered the second best teaching–learning strategy because it encourages students to generate ideas freely and think creatively. The reasons as follows:

1. **Encourages Free Expression of Ideas** - Students can share their thoughts without fear of criticism.
2. **Promotes Creative Thinking** - It stimulates imagination and helps in generating new and innovative ideas.
3. **Active Student Participation** - Every student gets an opportunity to contribute, making learning lively.
4. **Develops Problem-Solving Skills** - Multiple ideas are generated to find effective solutions to a problem.
5. **Builds Confidence** - Students feel valued when their ideas are accepted and discussed.
6. **Enhances Group Interaction** - Encourages cooperation and exchange of ideas among students.
7. **Quick Collection of Ideas** - A large number of ideas can be gathered in a short time.
8. **Creates an Interesting Learning Environment** - Makes the classroom dynamic and engaging.

Mind Mapping as the Third Best Teaching–Learning Strategy

Mind mapping is considered the third best teaching–learning strategy because it helps organize ideas visually and makes learning more meaningful. The reasons are:

1. **Visual Representation of Ideas** - Information is presented in diagrams, making it easier to understand and remember.
2. **Enhances Memory and Recall** - The use of keywords, colors, and connections improves retention.
3. **Promotes Creative Thinking** - Students can freely link ideas and explore relationships between concepts.
4. **Organizes Complex Information** - Helps break down large topics into simple, structured parts.
5. **Encourages Active Learning** - Students actively participate in creating their own maps.
6. **Improves Understanding** - Shows connections between concepts, leading to deeper comprehension.
7. **Useful for Revision** - Provides a quick overview of the entire topic for easy revision.
8. **Develops Analytical Skills** - Students learn to categorize and relate information logically.

Reasons for rating various teaching-learning activities as interesting and best methods in practice

Dramatization as the Best Teaching–Learning Activity

Dramatization is considered the best teaching–learning activity because it involves students directly in acting out roles and situations, making learning lively and meaningful. The reason as follows:

1. **Learning by Doing** - Students actively participate by performing roles, which leads to better understanding.
2. **Highly Engaging and Interesting** - It makes the classroom lively, enjoyable, and full of enthusiasm.
3. **Improves Communication Skills** - Enhances speaking, expression, and language abilities.
4. **Develops Creativity and Imagination** - Students think creatively while acting and presenting ideas.
5. **Builds Confidence** - Performing in front of others increases self-confidence and reduces stage fear.
6. **Better Understanding of Concepts** - Abstract ideas become clear when presented through real-life situations.
7. **Encourages Teamwork** - Students work together, promoting cooperation and social skills.
8. **Long-lasting Learning** - Experiences gained through acting are remembered for a long time.

Field Trips as the Second Best Teaching–Learning Activity

Field trips are considered the second best teaching–learning activity because they provide real-life experiences outside the classroom. The Reasons:

1. **Experiential Learning** - Students learn by directly observing real objects, places, and situations.
2. **Connects Theory with Practice** - Classroom concepts become clear when students see their real-world application.
3. **Increases Interest and Motivation** - Learning outside the classroom is exciting and refreshing.
4. **Enhances Observation Skills** - Students develop the ability to notice details and understand their surroundings.
5. **Encourages Curiosity** - Students ask questions and explore new environments.
6. **Promotes Social Interaction**
Students interact with peers, teachers, and experts, improving social skills.
7. **Provides First-hand Knowledge** - Direct experience leads to deeper and more meaningful learning.
8. **Long-lasting Impact** - Experiences gained during field trips are remembered for a long time.

Role Play as the Third Best Teaching–Learning Activity

Role play is considered the third best teaching–learning activity because it allows students to act out real-life situations and learn through experience. The reasons are:

1. **Active Participation** - Students are directly involved in acting and interacting, making learning lively.
2. **Learning by Experience** - Concepts become clear when students perform roles related to real-life situations.
3. **Develops Communication Skills** - Improves speaking, listening, and expression.
4. **Builds Confidence** - Students gain confidence by performing in front of others.
5. **Enhances Social Skills** - Encourages cooperation, empathy, and understanding of others' perspectives.
6. **Promotes Creative Thinking** - Students use imagination while enacting different roles.
7. **Better Understanding of Situations** - Helps in understanding social, moral, and practical issues.
8. **Interesting and Enjoyable** - Makes the learning process fun and engaging.

Findings:

Most of the student teachers rated lecture-demonstration method as the best teaching method. Reasons included; teacher provides all knowledge related to topic, it is time saving method; students listen to lecture attentively and watch the live demonstration and take notes etc.

From student centered methods the observation method rated as best method of teaching. Since it promotes active participation, independent thinking, and experiential learning, the observation method is regarded as the best student-centered teaching method.

The discussion method is rated as second best teaching method because it enhances participation, thinking, and communication. The project method promotes practical learning, creativity, and responsibility, making it the third best student-centered teaching method after observation and discussion methods.

Among teaching and learning strategies, team teaching is rated as best strategy because it enhances collaboration, improves teaching quality, and creates an engaging learning environment, making it one of the first best and most interesting teaching-learning strategies. The brain storming brainstorming promotes creativity, participation, and interaction, making it the second best teaching-learning strategy after team teaching. Mind mapping is considered the third best teaching-learning strategy because it helps organize ideas visually and makes learning more meaningful.

In the category of teaching-learning activities, dramatization is rated high by the students because dramatization promotes active participation, creativity, and real-life learning, making it the best teaching-learning activity. The second best teaching-learning activity is field trips, they make learning practical, interesting, and experience-based, making them the second best teaching-learning activity after dramatization. The role play promotes active learning, communication, and social development, making it the third best teaching-learning activity after dramatization and field trips.

Conclusions

In conclusion, no single teaching method is perfect on its own. The lecture-demonstration method is considered the best because it combines explanation with practical demonstration, making learning clear and interesting. The lecture method stands as the second best due to its simplicity, time efficiency, and suitability for large classes. The supervised study method ranks third as it promotes self-learning, individual attention, and the development of good study habits. Therefore, an effective teacher should not depend on only one method but should use a combination of all three methods according to the topic, classroom situation, and learner needs. This balanced approach ensures better understanding, active participation, and overall development of students.

The student-centered methods focus on active participation and place the learner at the heart of the teaching-learning process. The observation method is considered the best as it promotes learning through direct experience. The discussion method is the second best because it encourages interaction, critical thinking, and exchange of ideas. The project method stands as the third best, as it develops problem-solving skills, creativity, and responsibility through practical work. Therefore, using a combination of these methods helps in developing independent thinking, deeper understanding, and overall personality of student teachers. Such an approach makes learning more meaningful, effective, and long-lasting.

The teaching-learning strategies are essential for making education effective, engaging, and meaningful. Team teaching is considered the best strategy as it brings together multiple teachers' expertise and enriches learning. Brainstorming is the second best strategy because it promotes creativity, idea

generation, and active participation. Mind mapping, stands as the third best strategy, as it helps in organizing ideas visually and improves understanding and memory. Therefore, an effective teacher should use a combination of these strategies based on the topic and learner needs. This balanced approach encourages creativity, collaboration, and better comprehension, leading to overall development and long-lasting learning.

The teaching-learning activities play a vital role in making education effective and meaningful. Dramatization is considered the best activity as it involves learning by doing and creates a lively classroom environment. Field trips stand as the second best activity because they provide real-life experiences and connect theory with practice. Role play is the third best activity as it develops communication skills, confidence, and social understanding. Therefore, a teacher should use a combination of these activities to make learning more interesting, practical, and student-centered. This balanced approach helps in the overall development of students and ensures long-lasting learning.

Effective teaching requires a balanced use of methods, strategies, and activities. This approach creates a student-centered classroom, improves understanding, and supports the overall development of learners.

Educational Implications

Teaching Methods

Teaching methods play an important role in effective learning. Teachers should combine explanation with demonstration to improve clarity and help student teachers understand concepts better. The lecture method can be used effectively for large classes and for introducing new topics. In addition, teachers should encourage supervised study to develop independent learning habits among students. It is also important to select appropriate teaching methods based on the content, available time, and the needs of the learners.

Student-Centered Methods

Student-centered methods emphasize shifting the focus from the teacher to active student participation in the learning process. These methods provide opportunities for learning through doing and direct experience, which enhances understanding and retention. They also encourage the development of critical thinking, problem-solving skills, and creativity among students. Additionally, student-centered approaches address individual differences by allowing learners to progress at their own pace, making learning more flexible and effective.

Teaching–Learning Strategies

Teaching-learning strategies play a vital role in making education effective and meaningful. These strategies promote collaborative teaching and learning, encouraging students to work together and share ideas. Techniques such as brainstorming help in generating ideas and enhancing creativity among learners. The use of mind mapping supports better organization and retention of content by presenting information visually. Overall, these approaches make the classroom more interactive, engaging, and learner-friendly.

Teaching-Learning Activities

Teaching-learning activities are essential for making the learning process meaningful and effective. They provide real-life and experiential learning opportunities that help student teachers connect theory with practice. These activities also contribute to the development of communication, social, and emotional

skills. By actively involving student teachers, they increase interest and motivation in learning. As a result, such activities ensure long-lasting learning through active participation and engagement.

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