



IMPORTANCE OF PERSONALIZED SYSTEM OF INSTRUCTIONS FOR TEACHING

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Abstract

Keller created the Personalized System of Instruction (PSI) in the late 1960s in order to help students in Brazil be able to learn course material without an instructor standing by their side. Soon after, he brought his Personalized System of Instruction program back to the United States. Due to its heavy reliance on behavioral principles, it was quickly adopted by many psychology professors and by individuals outside of psychology. Keller (1968) outlined five basic components that he deemed to be essential for a PSI class: (1) mastery of course material, (2) the use of proctors, (3) self-pacing, (4) stress upon the written word, and (5) use of lectures and demonstrations primarily for motivational purposes.

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1.1 INTRODUCTION

(PSI): The modern world is dynamic with its revolutionary changes in all spheres of human life. Needless to mention the great changes have taken place rapidly with the introduction of educational technology the field of education and training in advanced countries of the world. The developing countries have also been imparting and adopting educational technology from the advanced countries who solve their own problem the class room communication has considerably been changed with application of education technology in teaching learning process with its emphasis on individualizing instructions. Personalized system of instruction (PSI) is the one of the recent innovation which has been successfully introduced in higher education to individualize instruction. This system of instruction which is person oriented. It is more emphasis on the individualization of instruction than other methods in higher education. The instruction is trailed to the need and ability of the individual learner. Personalized System of Instruction get its name from the fact that each student is served as an individual by another person face to face and one to one in spite of fact that the class may contain number of students. It is suitable for courses for the student is expected to acquire a well defined body of knowledge or skill. The majority of college course the Personalized System of Instruction teacher expects almost all of his students to learn his materials well and is prepared to award high grades to those, who do, regardless of their relative in the standing in the class. The teacher accepts the responsibility meeting the goal within the normal limits of man power, space and equipment.

1.2 PRINCIPLES OF TEACHING

Teaching is an art and Teacher is the artist. As the artist is governed by certain principles which help him acquired proficiency in his profession so the teacher is also governed by certain principles which help him acquire proficiency in teaching. The teacher is must know the developmental characterizes of children at different age levels so that he can take the advantage the interest and motivation of the students in learning tasks. Following are some of the important principles of teaching;

1. To use the experience already acquired.
2. To emphasize the knowledge and skill for use.
3. To provide individual differences readiness of learner.
4. To specify the objectives of lessons should be learned.

1.3 OBJECTIVES OF PERSONALIZED SYSTEM OF INSTRUCTION

The PSI has been to evolve to fulfill certain a specific instructional objective which may be enumerated has follows:

- To establish better personal–social relationship in the educational process.
- To provide frequent reinforcements for learning.
- To provide increased frequency and quantity of feedback to the instructors which the consequent benefit of a basis for meaningful revision in programme content, and instructional procedures.
- To decrease reliance on the lecture for presentation or critical information utilizes different techniques for instructional purposes.
- To evaluate on the basis of fixed standard are mastery in a variable time period at the acceptable level of performances of the students.

1.4 CHARACTERISTICS OF PSI

The personalized system of instruction (PSI) lays more emphasis on the importance of written works. The teacher gives practice to the learners on carefully prepared assignments consisting of section from standards text books. Articles are given to the students along with study question and other instructions as to what to read in what order and for what information. When the students things that he has mastered the materials he comes to the class room to take a brief quiz. This is immediately corrected by proctor. If there are errors the proctor indicates what part of the assignments needs further study the students goes of to do some more work and then come back to try again. That is are not examination in the normal sense. Students are not penalized for securing lower grade for an error. The specific distinctive characteristic of PSI is as follows.

- Self–pacing.
- Use of multimedia.
- Use of proctors.
- Mastery learning.
- Importance of written work.

1.5 RESEARCH ON PSI:

Though PSI is very recent innovation in higher education, but it has stimulated a great amount of research in short life. A number of research studies have been conducted on the PSI model to study its effectively in instructional process in western countries. Very few research studies have been undertaken in our country to verify the clients of

personalized system of instruction. The five important areas of instructional effectiveness which have been investigated by researchers are as follows:

- Performance
- Retention
- Transfer of training.
- Efficient learning methods.
- Attitudes.

1.6 CURRENT STATUS OF PSI:

The PSI has been tried out in all areas of education with great success. There are four major developments PSI, originally was developed to design a psychology programme and social science. All disciplines have tried PSI and there are PSI courses at all levels of education from secondary through advanced graduate courses. The Second development is the implementation of PSI beyond the single course in to sequences of courses of entire college. The third development is the institutionalization of PSI. It has been successfully used in higher education and thousand of studies have been conducted in USA and other countries to establish in superiority over other current techniques are classroom teaching.

1.7 CONCLUSION:

Hence there is a need to develop module on Personalized System Of Instructions for effective teaching for better understanding and to develop student's interest in Mathematics and science subjects.

To opens new doors of opportunities for teaching need research other than conventional method.

To study the effectiveness of developed Personalized System Of Instruction in terms of academic achievements of students.

Study the effectiveness of development of Personalized System Of Instruction in terms of reactions of students.

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