

Personalized System Of Instruction (Psi Method) For Innovative Teaching Methods And Techniques.

Dr. A. Kalaivani,

M.Sc., M.Phil. M.Ed., M.Phil., Ph.D.,(Edn.)

Principal,

Esther College of Education, Nallur, Namakkal, Tamilnadu, India.

ABSTRACT: *The process of teaching learning is as old as human beings on earth. The process has undergone several changes from non formal to formal with the passage of time. Teaching, as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the class room. 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. 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. PSI 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. 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 program 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 introduction of PSI needs restructuring of present classrooms which involves great financial liabilities which we are not prepare to take at present, since we are busy in solving other national problems on priority basis. The last but not least is the organization of orientation courses in which teachers may be trained to write course units on the PSI model.*

I. INTRODUCTION:

The process of teaching learning is as old as human beings on earth. The process has undergone several changes from non formal to formal with the passage of time. Teaching, as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the class room. It is generally, equated with telling. The traditional methods and techniques have been replaced by new methods and techniques in the last two decades in western countries. We can also benefit from these new methods and techniques, if we faithfully implement them in our class room communication. According to the changed concept, teaching is to cause the child to learn and acquire the desired knowledge, skills, and also desirable ways of living in the society. The main aim of teaching is to help the child to respond to his environment in an effective way. Teaching may consist of a description of those acts teachers demonstrate that reflect their commitments to a particular philosophy of education. It has been explained from different angles by psychologists and educators as follows,

- [1] Teaching is communication between who are more persons who influence each other by their idea and learn something in the process of interaction.
- [2] Teaching is to fill in the mind of the learner by information and knowledge of facts for future use.
- [3] Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre determined goal.
- [4] Teaching is to cause motivation to learn.

II. 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.

[5] To follow the psychological principle which have been already developed by great educators. They are

- proceed from simple to complex.
- Proceed from concrete to abstract.
- Proceed from general to complex.
- Proceed from known to unknown.
- Proceed from induction to deduction or vice versa.
- Arrange for frequent reinforcement.

III. PERSONALISED SYSTEM OF INSTRUCTION:

(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. PSI 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 PSI 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 manpower, space and equipment.

OBJECTIVES OF PSI:The PSI has been to evolve to fulfill certain specific instructional objectives 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 feed back 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.

IV. 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.

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.

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 to establish in superiority over other current techniques are class room teaching.

SUGGESTIONS FOR IMPLEMENTING THE PSI AND ITS NEED IN OUR EDUCATIONAL SYSTEM: The PSI method is effective and yields better results than another comparable methods but the question is whether we may introduce it in our system of higher education. It is to early to predict its effective and efficiency in our country without conducting studies on the model of PSI. The method needs comprehensive planning and preparation before it is introduced. It should be experimented in some institute of higher learning and then gradually introduce in actual class room situation. After making modification, if needs be, the system should be introduced in higher education on large scale. The Second important factor is to prepared to teachers mentally to accept this innovation in higher education. The introduction of PSI entails extra academic work on the part of teacher which very few are ready to undertake in the present circumstances. The third problem is that the introduction of PSI necessitates the appointment of proctor who can establish face to face rapport with students which do not think if can afford at the present time. The undergraduate students may also we employed to access the quiz test and providing immediate guidance to the students. There is a great problem of providing TV, Tape Recorder, and Computer in addition to printed materials and discussions etc., The introduction of PSI needs restructuring of present classrooms which involves great financial liabilities which we are not prepare to take at present , since we are busy in solving other national problems on priority basis. The last but not least is the organization of orientation courses in which teachers may be trained to write course units on the PSI model.

REFERENCES

- [1] Bigge, Morris L., Learning Theories for Teachers, Harper and Row Publishers, Ny.,1976.
- [2] Gage, N.L. (ed) Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1963.
- [3] Raths James et.al. (ed) Studying Teaching (2nd ed), Prentice Hall Inc. Englewood, Cliffs, NJ., 1971.
- [4] Born, D.C., Instructor Manual for Development of a personalized course, College Bookstore 200, University Street Salt Lake, City Utah, 1970.
- [5] Green, B.A. Jr., The Personalized System of Instruction, Washington DC. 1964.
- [6] Journal of Aplet, Programmed Learning and Educational Technology, Volume 13 Number, Feb. 1976.
- [7] Keller, F.S. Ten Years of Personalized Instruction Teaching of Psychology. Oct., 1974.
- [8] Kopp, O.W. et.al., Personalized Curriculum Method and Design.
- [9] Ruskin, R.S., The Personalized System of Instruction. An Educational Alternative ERIC Higher Education Report No.5. Washington DC.,1974.
- [10] [www. Erics.co.in](http://www.Erics.co.in)
- [11] www.cfymag.com.