



BETWEEN THE LINES OF PEDAGOGY

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ABSTRACT

The teaching of philosophy is one of the most powerful tools we have at our disposal to empower children into acting as free and responsible subjects in an ever more complex, interconnected and uncertain world. Teaching philosophy, and promoting it in society, is urgently needed to enable citizens “to discriminate between truthful language and illusory rhetoric”

Keywords: *empower, philosophy, illusory, rhetoric, interconnected.*

TEACHING STATEMENT:

The development philosophy is central to many aspects of psychology as evidenced by numerous prominent inflectional theorists. All these theories emphasized that development in its various forms occurs in stages systematic development principles. This development philosophy promulgates that students learning is facilitated when the new knowledge is build upon the previous learning, the students are able to make connection between concepts that supports a deeper & more comprehensive learning. Students differ in abilities intelligent learning styles one of the primary tents of psychology is an appreciation the individual difference of adolescents that may influence there learning, Indeed the role the teacher is understand these unique difference to provide support to improve the development outcome of students.

Understanding students' technical backgrounds well as their academic interests is extremely important in establishing the right goals and expectations, in selecting supplementary course

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material, and in determining the appropriate level of instruction. I have often found that many students do not have the right technical background despite fulfilling the prerequisites or their expectations for the course do not align with their own goals. When there is a great mismatch in the objectives of the students and the course can often alienate some students and quickly forfeit their attention

To encouraging students' who have inquisitive minds towards greater curiosity by equipping them with skills to think critically about information presented to them in the classroom and beyond. Interactive lectures create a classroom atmosphere that respects the examination of diverse ideas and opinions and in which questioning is not merely tolerated but encouraged. Achieve this goal, students must be taught to examine the values and assumptions underlying arguments and to challenge notions of knowledge with scientific evidence. Students must be encouraged to move beyond the text and incorporate the most current research findings, present debates and uncertainties. They must develop analytical skills and apply knowledge to current world events.

Encouraging students' already inquisitive minds towards greater curiosity by equipping them with skills to think critically about information presented to them in the classroom and beyond. Interactive lectures create a classroom atmosphere that respects the examination of diverse ideas and opinions and in which questioning is not merely tolerated but encouraged. To achieve this goal, students must be taught to examine the values and assumptions underlying arguments and to challenge notions of 'pop' psychology with scientific evidence. Instructors must move beyond the text and incorporate the most current research findings, present debates and uncertainties in the Psychological literature and foster lively discussions on the application of psychological knowledge to current world events. In classroom and web-based discussions, students have been consistently rewarded for asking incisive questions, identifying their own Biases in opinion, and grounding their arguments in psychological science rather than popular ideas.

So as teacher primary objectives are

1. To communicate fundamental knowledge to students creatively and effectively.
2. To create an environment in which students' inquiring minds and critical thinking skills evaluate them merit of lay and scientific arguments about human nature.
3. To foster students.'
4. Understanding of and appreciation for research as consumers, participants, and junior investigators.
5. To facilitate students' ownership of their education by expecting excellence, encouraging individual consultation, and mentoring students who want excellence in research



CONCLUSION

Much like sides of a coin, teaching and learning are inseparable -- every teacher is a student and every student a teacher. The classroom presents an irresistible invitation for Teachers and students to engage each other in the ever-shifting dance of sharing and evaluating ideas through scholarship and research. Lastly learning should not end when the course is over; students should feel that they have the ability to take those insights about their own learning shaped in a classroom beyond the walls of the university

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