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RESEARCH ARTICLE

A STUDY ON NOVEL METHODS OF TEACHING IN THE GLOBALISED ERA, TRANSFORMATION FROM CHALK AND TALK TO CLICK AND TALK

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ABSTRACT

In most of the class rooms in India conventional teaching methods, materials and teaching techniques based on prescribed texts and syllabus are used homogeneously in spite of vast differences in class rooms and level of students. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt.

The aim of this paper is to examine the conventional methods of teaching as well as multimedia teaching and to recommend other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of

teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The present study makes an attempt at identifying various innovative methods of teaching associated with higher education. The methodology being adopted would be predominantly collection of data from secondary sources.

INTRODUCTION

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

*A **teaching method*** comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

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Objectives of the Study

1. To evaluate the traditional methods/techniques of teaching in higher education.
2. To study the modern quality tools and techniques in higher education.
3. To provide solutions for implementing quality tools and techniques in higher education

RESEARCH METHODOLOGY

Research design

For the present study the researchers have adopted fundamental and qualitative methods of research. This research is conducted for find out novel ways of teaching in higher education.

Sources of data collection

Secondary method of data collection is used for meeting the objectives under the study.

Evaluation of Traditional Methods of Teaching

Historically, the primary educational technique of traditional education was simple oral recitation. In a typical approach, students sat quietly at their places and listened to one individual after another recite his or her lesson, until each had been called upon. The teacher's primary activity was assigning and listening to these recitations; students studied at home. A test might be given at the end of a unit, and the process, which was called "assignment-study-recitation-test", was repeated.

In addition to its overemphasis on verbal answers, reliance on rote memorization (memorization with no effort at understanding the meaning), and disconnected, unrelated assignments, it was also an extremely inefficient use of students' and teachers' time. It also insisted that all students be taught the same materials at the same point; students that did not learn quickly enough failed, rather than being allowed to succeed at their natural speeds. This approach, which had been imported from Europe, dominated American education until the end of the 19th century, when the reform movement imported progressive education techniques from Europe.

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the “chalk-and- talk” method and overhead projector (OHP) transparencies.

Modern tools and Techniques in Teaching

Role Playing and Scenario Analysis Based Teaching

Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles played in actual life. Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. Role play exposes an individual to various points of view as well as diverse reactions to a particular situation, which may not be possible in reality. It does not require much material or much advance preparation..

For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical knowledge. Similar kind of technique can be applied in management, engineering and science courses.

Mnemmonics Words- Words –Words Approach

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

- Dictionary must be used widely
- Word power increases
- Teacher also gets to know many words pertaining to a particular concept.

Teaching with sense of Humour – “Humour an effective Medium of Teaching”

Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy.

We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements. It is easy to create a humour in the classroom by reading books of jokes and listen to professional comics.

Z To A Approach

This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. The researchers suggest some of the methods can very well be applied by the modern teachers. As the researchers feel that basically the core objective of teaching should never be deviated by the use of an innovative method. The following methods which are suggested are an extension to the traditional methods of teaching.

Strengths

- Makes a particular concept clear

- Students develop interest to know exactly the concept.
- Creates long lasting memory/correlation of a concept. Weaknesses
- Take quite long time for a teacher to introduce a concept
- Initial difficulty in understanding a particular concept will be encountered.

Mind Map

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, colour, even touch and smell play a part in our learning armoury will help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.

As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to picturize the concepts and show the same to the students

This would bring very high impact on the minds of the students about a concept

- Creates clear understanding
- PowerPoint can be used widely.
- Innovative thinking improves productivity.

Open Educational Resources (Oer)

Open educational resources (OER) are digital materials that can be re-used for teaching, learning, research and more, made available for free through open licenses, which allow uses of the materials that would not be easily permitted under copyright alone. As a mode for content creation and sharing, OER alone cannot award degrees nor provide academic or administrative support to students. However, OER materials are beginning to get integrated into open and distance education. Some OER producers have involved themselves in social media to increase their content visibility and reputation.

OER include different kinds of digital assets. Learning content includes courses, course materials, content modules, learning objects, collections, and journals. Tools include software that supports the creation, delivery, use and improvement of open learning content, searching and organization of content, content and learning management systems, content development tools, and on-line learning communities. Implementation resources include intellectual property licenses that govern open publishing of materials, design-principles, and localization of content. They also include materials on best practices such as stories, publication, techniques, methods, processes, incentives, and distribution.

System Focus

The Task Force recommends that each developing country make it a national priority to debate and determine what it can realistically expect its higher education system to deliver. The debate must be informed by historical and comparative knowledge about the contribution of higher education to social, economic, and political development—but also should take clear account of the challenges the future will bring. It should establish for each higher education system clear goals that policymakers can use to view the higher education system as a whole, determining what each part can contribute to the public good. This kind of holistic analysis of higher education systems has rarely been attempted. It does not mean reverting to centrally planned systems—far from it. Instead, it offers the ability to balance strategic direction with the diversity now found in higher education systems across the developing world. This diversification—a reaction to increased demand—has brought new providers (especially from the private sector) into the system and encouraged new types of institutions to emerge. It promises increased competition and, ultimately, improved quality

Information and Communication Technology (ICT)

ICT can be used as a tool in the process of education in the following ways

- Informative tool: It provides vast amount of data in various formats such as audio, video, documents.
- Situating tool: It creates situations, which the student experiences in real life. Thus, simulation and virtual reality is possible.
- Constructive tool: To manipulate the data and generate analysis.
- Communicative tool: It can be used to remove communication barriers such as that of space and time

The following mediums are used for the delivery and for conducting the education process

- Voice – Instructional audio tools that include interactive technologies as well as the passive ones.
- Video - Instructional video tools that include still images, pre-recorded moving images, and real-time moving images combined with audio conferencing.
- Print – instructional print formats that include textbooks, study guides, workbooks and case studies.

ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. This avoids duplication of work

Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real world problems. It improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the information society and the new global economy learning has the following advantages:

- Eliminating time barriers in education for learners as well as teachers
- Eliminating geographical barriers as learners can log on from any place
- Asynchronous interaction is made possible leading to thoughtful and creative interaction
- Enhanced group collaboration made possible via ICT
- New educational approaches can be used.
- It can provide speedy dissemination of education to target disadvantaged groups
- It offers the combination of education while balancing family and work life
- It enhances the international dimension of educational services
- It allows for just in time and just enough education for employees in organizations
- It can also be used for non-formal education like health campaigns and literacy Campaigns.

Findings of the Study

Constructivist training is favoured to traditional classroom training by education reformers based on the strengths of student-inclusive learning models. Reformers advocate a move away from traditional, teacher-centered, (didactic) direct instruction, where students are passive receptors of knowledge, toward more student-centered understanding-based (constructivist) teaching that focuses on exploration and experimentation and reinforces lifelong learning skills. In comparison, traditional classroom learning has several disadvantages

Lacks Student Focused Learning

A drawback of traditional training is that it inherently places the most value on standards, curriculum and passing tests as opposed to student-focused learning. Student-focused learning places value on the student and builds the curriculum around the questions young people need answered in order to understand the material. Constructivist learning builds on the knowledge students already have allowing them to form concrete associations to new information, which improves retention. Traditional learning is based on repetition and memorization of facts that students care less about and retain at lower rates after testing.

Lacks Emphasis On Critical Thinking

Traditional classroom training doesn't encourage critical thinking skills, the ability to actively apply information gained through experience and reasoning. Instead, traditional training emphasizes the role of teachers as knowledge dispensers and students as repositories. This style of learning doesn't allow students deeper levels of understanding required for complex concepts and lifelong learning.

Lacks Process Oriented Learning

Traditional training emphasizes passing tests, whether or not students under testing material. The learning process is thus devalued, and students are not encouraged to understand the methods, techniques and skills required to find answers. Constructivist learning holds the process as important as the results because it stimulates skills important long after schooling.

Lacks Emphasis on Larger Concepts Or Structures

Rather than focusing on larger concepts and considering student context in the learning as constructivist training does, traditional training focuses on basic skills and gradually builds to a whole. While this simplifies learning, it provides little context, which can disconnect learners.

Lacks Interactivity

Traditional training emphasizes individual student work and projects and is poor preparation for a student's future endeavors, which are likely to include working on teams and collaborating with colleagues. Under this training model, students receive few opportunities to practice group dynamics and teamwork.

Indian Higher Education Statistics

Latest official data on students and colleges in India indicates a healthy growth in terms of institutional capacity, according to University Grants Commission (UGC). Between 2004 and 2009, number of colleges increased by nearly 9,000 and student enrolment increased by 3.65 million students.

	2004	2006	2009
No. of university level institutions	320	367	467
No. of colleges	16885	18064	25951
No. of teachers (in thousands)	457	488	588
No. of students enrolled (in million)	9.95	11.2	13.6
Source: UGC			

However, this healthy growth in numbers has its share of paradoxes and problems. It becomes obvious that in comparison with other growth indicators like GDP or number of cars, higher education has seriously lagged behind. Yet, there are signs of overcapacity and disillusion.

Suggestions for implementation of novel tools and techniques in higher education

1. It is inevitable that the universities should identify the desired service standards by recruiting industry and design the course that suits their specified needs.

2. All Universities must be appraised and rated be it NAAC, PCI, BCI, AICTE by industrial credit rating organisations like ICRA, CARE, CRISIL in order to guide the students in their selection of their best university.
3. There must be established target level for each teacher in terms of quality and quantity and measure their performance at the end of some duration.
4. The ambient conditions have to be created for the students as well as professors to enable their concentrated study.
5. Universities must train the professors for technical and interactive skills.
6. Define the role of students in class room and encourage their participation in discussions and debates.
7. Even Elite institutions like IITs and IIMs are facing the problem of retaining world class faculty members in the face of attractive offers from foreign universities, research institutions and multinational corporations. So there is a substantial risk that Indian universities and their students could end up as serious losers in the global higher education game. Hence the professors must be rewarded to attract them and to perform their duties effectively.
8. The customer relationship management has to be undertaken to attract the best student with relevant communication rather than one way blast and leveraging the most cost effective and appropriate communication channel, retaining the existing students and cultivating the loyalty through the student's life cycle.
9. Universities should retain the best professors by paying extra increments as your customers and by developing a service culture in their universities.
10. There must be joint ventures between Indian universities and foreign universities in order to develop the needed course and create the demand
11. The affiliated colleges have to be given credit rating and they must be regulated to the maximum extent in terms of syllabi and quality of teaching in order to bring them into the fold of university standards.

CONCLUSION

Higher education of one's premium privilege of any country, unless and until the parties involved in delivering quality higher education in India. It becomes well nigh impossible to survive in its present form of metamorphosis especially in the juncture of cut throat competition in terms of innovative strategies proposed by international players in this field especially English speaking countries around the globe offering best quality.

The government as well as the private sector players in India involved in providing educational services must change their paradigm shift in their outlook towards their wards from mere white elephants to customer gods through implementing various communication models and consumer research programme.

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