

Solapur University, Solapur Sponsored



National Conference

on

"NEW APPROACHES IN HIGHER EDUCATION"



Saturday, 15th December, 2018

Organized by

Shri Shivaji Shikshan Prasarak Mandal, Barshi's

College of Education, Barshi





WIZCRAFT

Publications & Distribution

Registered Office:

125/498, Vasant Vihar, Near Old Pune Naka, Solapur-413 001 (Maharashtra) India

09637335551, 07020828552 E-mail:wizcraftpublication@gmail.com

ISBN 978-93-86013-80-4



9 789386 013804

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- **Published by:**
Wizcraft Publications and Distribution,
129/498, Vasant Vihar, Near Old Pune Naka, Solapur – 413001 (Maharashtra)
Contact no.- 09637335551, 07020828552
E-mail- wizcraftpublication@gmail.com
- **Printer:**
Palavi Printers,
129/498, Vasant Vihar, Near Old Pune Naka, Solapur – 413001 (Maharashtra)
- **Year : 2018**
- **ISBN: 978-93-86013-80-4**
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College of Education, Barshi - 15th December, 2018 (ISBN:978-93-86013-80-4)

“NEW APPROACHES OF TEACHING – LEARNING IN HIGHER EDUCATION”

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Abstract: *Learning-Teaching are very important aspects of educational process. Teaching is an art. The teacher is a great artist. He brings about the development of the students with the help of this art. The interaction between the teacher and students is known as teaching. Teaching is bifocal process. it involves imparting information with a particular attitude and aspect. It also includes development of various skills, motivation the learner. Thus, these activities affect the other focal points of teaching. Thus, these activities provide guidance, motivation are supplementary for learning process. The current study aims to highlight New Approaches of Teaching-Learning in Higher education.*

Key Words: *Relationship between teaching- learning, New approach of teaching and learning, teaching aids, Importance of teaching Aid.*

1.1 Introduction:

Mann: Education is the complete development of individuality so that he can make contribution to human life according to his best capacity.

Mahatma Gandhi: “By education I mean an all-round drawing out of the best in child and man, mind, body and Spirit.”

The above definitions give maximum emphasis on the all-round development of an individual. Education according to Mann and M. Gandhi is not restricted to four walls of the class -room but it has a wider sense. The class –room teaching is a Pre-planned activity with a Particular purpose of bringing all-round development of a student. The teachers give knowledge through lectures, discussions, notes, books, story- telling, dramatization and other skills related to effective imparting of knowledge. In the wider sense, education refers to growth and Personality development of a person from infancy to maturity. It is not mere spread of literacy. It is the development of mind, body and spirit. For proper growth of Person Sound Health is required. So enough scope should be given to make a child healthy through physical exercises, sports, athletics, yoga etc. All martial artslike Karate, Judo should be taught. To bring about the mental development, education has to provide for value-based education. A child should be taught to gain mastery over his thoughts and actions and efforts are to be made by educationists for the charter- building of a student. India is land of agriculture and therefore education must be such that it will satisfy the requirement of the country in this regard. Education should teach an individual the dignity of labour and love for manual work. Education should not be restricted only to Preparation of individual for white-collared jobs. Education must also provide for moral training and spiritual development of a person. The students should not give undue importance only to his materialistic well-being and run after worldly pleasures, luxuries and comforts of life. With proper spiritual development, the student will be able to live a more meaningful and Peaceful life which is the main aim of any human being. Education is a natural, harmonious and progressive development of man’s innate powers.

1.2 Objective

1. To study relationship between Teaching and Learning.
2. To study the new approaches of teaching- Learning in higher education.

1.3 Literature Review:

Rippenand Jaswal (2007) done a research effort titled 'Impact of Parent's Education and Occupation on Children for Learning Values through Teaching Values Programme'. Objective of the study focused to find out the effectiveness of teaching values through value education programme.

The experimental research design was conducted with the sample 450 students between the age group of 6-7 years from the urban area schools situated in Ludiana city. A 'Teaching Values' Programme was designed to inculcate eleven universal values in children by means of stories, songs, discussion, and arts. A self-structured socio-demographic performance and 'teaching values' questionnaire was used to collect data.

The results revealed that:

- Parents' educational qualification is not significantly associated with children's learning of values through 'teaching values' programme in the experimental group.
- Parent's occupation was not found to be significantly associated with learning of values.
- The Teaching Values Programme was effective to promote students learning of values.

Sabita (2009) conducted a study entitled 'Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation'. Method employed was descriptive survey and the sample included 510 teachers. Teacher Value Inventory by Singh & Ahluwalia and Scale for Judging Effective and Ineffective Teachers developed by researcher were the tools used.

Major findings can be listed as follows:

- Male and female teachers differ significantly in economic, aesthetic, social and political values.
- The young teachers were found to have high mean score in theoretical, aesthetic, and social values, but the old teachers were found to have high mean score in economic, political and religious values.
- Rural and Urban Teachers were found to have significant difference in theoretical value.
- The effective teachers showed high mean score in theoretical and social values, whereas, ineffective teachers showed high mean score in all other values.
- Significant differences were found among effective male and female teachers in aesthetic and political values, but, ineffective male and female teachers were found significantly different in economic, social, political and religious values.
- Effective and ineffective male teachers were found different in theoretical, economic, aesthetic, social and political values, whereas effective and ineffective female teachers showed significant difference in social and religious values.
- Effective young and old teachers did not differ in any kind of value, but, ineffective young and old teachers differed in aesthetic value.

1.4 A] Characteristic Of Learning

1. All human beings keep learning something or other throughout their life, it is life long process.
2. It is a continuous process. Each experience teaches something new.
3. Learning brings about permanent changes in behaviour.
4. These changes indicate progress.
5. Learning helps to learn new things and brings about their reinforcement.
6. Learning is a purposeful activity. Without goal no learning is possible.
7. Unless and until children gain physical maturity learning does not become successful.
8. The child should also acquire mental maturity for effective learning.

9. The teacher should be able to motivate a student for learning. Without motivation Effective learning is impossible.
10. When a student likes a particular subject then he gets ready to learn something. While preparing curriculum and text book the student's attitude and interests should be taken in to account.

B) CHARACTERISTIC OF TEACHING:

1. **Activity:** Activity is essential part of learning. Froebel has put forth this principle. Activity is very important in teaching- learning process. The students learn more easily. The mental and physical activities make education easier. It Increases the comprehension speed of learning. The learner retains the learning for a long time. Under the guidance of Teachers, he can rectify his mistake. e.g when children do thing on their own in drawing, scientific experiments, gardening, handicraft etc. their confidence increases. They get satisfaction of learning from their own efforts.
2. **Motivation:** Now-a-days many subjects are included in school curriculum. The children have to be motivated for making them study all subject with equal interest and enthusiasm. Motivation creates vigour and activeness among students, their activities are determined. If the children are Inspired, then the learning becomes more effective.
3. **Curiosity:** Curiosity is natural desire for completion of knowledge or understanding of it. It is accompanied by sense of surprise. The child wants to know new things and new places. The child therefore keeps asking question continuously. The children who maintain their curiosity intact in their adult stage turn in to the best investigators and scientists.
4. **Gregariousness:** A child is gregariousness by instinct and likes to be with the group of friends. A child does not like to remain alone. The teacher can make best use of this instinct for the social development of the child. The teacher should keep a vigilant watch on the various tensions arising in a group and try to evolve healthy competition, co-operation and team spirit among the children.
5. **Planning:** Though teaching process is a natural process it should be a planned one. That's why advance preparing on the part of teacher becomes a must. It is important for bringing about maximum growth and development of students. For that proper management and planning is essential.
6. **Parental instinct:** This instinct is connected with the emotion of pity. This instinct finds its expression in the older child's love for this younger counterpart and for other living beings.

1.5 Relationship Between Teaching and Learning

Teaching and learning is a bilateral process. The teacher and students are closely related in this process. Their attitudes differ which give rise to problems. Teaching suggests improvement in behaviour and sensation. If the teacher knows various method of teaching, then his teaching becomes effective. If the teacher includes the things which children like, then children like to learn. whatever supplies pleasure to the children, they go on repeating it and this brings about reinforcement of those things. Children also love to do actions. Therefore, maximum use of activity- based methods should be made by the teacher. The teacher should use proper methods to reduce the shyness of the students and make them active.

1.6 New Approaches of Teaching – Learning in Higher Education

Now- a- days to make the lessons interesting providing motivation to the students is considered to be very important. To make the lesson interesting, motivating and enjoyable, the use of teaching aids becomes essential. Teaching aids refer to audio visual aids used by the teacher. The audio- visual aids work on the ears and eyes of the pupils so they are called audio- visual aids. They make permanent impression on the mind by giving aid to eyes and ears. Whatever objects, models and techniques used by the teacher

to catch the eyes and ears of pupils are called as teaching aids. The use of teaching aids makes the lesson effective and interesting. The teaching aids help to acquire an indirect experience of the matter. They help to grasp the vocabulary and object matter properly. They develop the power of imagination and observation. The students interest in studies is retained phraseology is elucidated and student gains effective command over language. Good instruction is foundation of any educational programme. Audio-visual aids are the component part of that audio visual aids are those actions, items and experiences used in the class which allow the students to hear, taste, feel and smell. They are the catalytic agent which accelerate the teaching learning process. But they are not teaching itself.

Types of Teaching AIDS:

1. Auditory aids [aids through the ears]:

a) Phonograph b) radio c) Tape recorder d) Lingua phone e) Headphone

2. Aids through the eyes [visual Aids]:

a) stereoscope b) Motion c) The chalk Board d) The Camera e) Flannel Board
f) Black Board g) Bulletin Board h) Pictorial material i) Representations: maps, globes, diagram, chart, picture etc. j) Text book k) flash cards l) figures m) models n) slides o) filmstrips p) epidiastroscope

3. Audio Visual Aids: a) Sound-motion pictures, b) Television.

4. Aides Through Activity: a) School journeys, b) Objects, Specimens, models.

5. Miscellaneous: a) Dramatization, b) Booklets

Importance of Various Teaching AID

1. Since the teaching aids stimulate the interest of the students teaching becomes effective.
2. The teacher can create situations with their help and make his lesson lively. The learner feels that the subject matter is directly linked with his real life.
3. Teaching aids avoid use of mother tongue in language classes. They cause visual reinforcement.
4. They cause lasting impression on the mind of the learners.
5. They are time saving because they explain the idea easily and precisely.
6. They reduce the burden on the teacher.
7. They are source of a variety of experiences for students.
8. They are based on Direct Method.
9. Foreign languages like English can be learnt easily.
10. They help pupils concentrate on the subject matter being taught.
11. They enable the teacher to use a large variety of situations so that practice can be related to different new grammar pattern language.
12. Aids enable the teacher to present and demonstrate situations, objects and actions which otherwise could never be brought into class.
13. Teaching Aids provide entertainment to students.
14. The teacher can follow the principle of 'concrete to abstract' with their help.
15. They help in creating natural atmosphere for learning.

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