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Comprehensive Analysis of Teaching Learning process in Higher Education

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ABSTRACT

Higher education has undergone profound transformation due to recent technological advancement. Rapid changes of modern world have caused the Higher Education System to face a great variety of challenges. It makes the teaching staff much eager for the new demanding techniques of teaching. Thus, research and exploration to figure out useful and effective teaching and learning methods are one of the most important necessities of educational systems. A university is a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective.Effective teaching learning process lays strong foundation for achieving academic success. Teaching learning process in-terms of learner centered teaching approaches to promote and develop the requisite knowledge, skills, attitudes and continuous learning habit among the students.The process is influenced by the use to which learning is to be put, how the learning information is helpful for the future of student is vital and good learning process. Teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. In this paper, an attempt has been made to analyse various teaching-learning strategies like planning and organizing the teaching- learning - evaluation schedules, support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students to make learning more student-centric.

Keywords: Teaching, Learning, Quality in Higher Education, Student centered

INTRODUCTION

The primary purpose of the teaching practice is to facilitate student learning. Learning is a process of changing the behaviour, attitudes and capabilities of the learners. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, learner-centered education calls for appropriate methodologies that can be used by teachers to provide a variety of learning

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experiences, including individual and collaborative learning.Higher education should be considered as a long-term social investment for the encouragement of social consistency, cultural development, economic growth, equity and justice. Indian higher education system can address itself to the global challenges through maintaining the right balance between the need and the demand and channelizing teaching, research and extension activities. It is thus required to bring quality of highest standards in every sphere of work. The needs and expectations of the society are changing at a fast pace and hence the quality of higher education needs to be enhanced at a commensurate level. Quality would depend on the quality of all the parameters and stakeholders, be it the students, faculty, staff, infrastructure etc. For attaining quality in these regards, all the processes, systems and policies have to be clearly directed towards making improvements in all the relevant dimensions in a sustained manner.

Learning process

Learning is about a change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn.Other learning can take place without planning, for example by experience. Generally with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time.Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between student's ratings of the amount learned in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings.

Main Learning Theories

- The Behaviorists - (Behaviorism: Stimulus – Response)
- The Neo-Behaviorists (Neo-behaviorism: Human Mind)
- The Cognitivists (Cognitive development: Learning to think)
- The Humanists (Active nature of Learner)

Teaching process

The learning environment promotes independence, interdependence and self-motivation assessment practices are an integral part of teaching and learning.Teaching is viewed as a process of student-teacher interaction. Teachers serve the dual role of a teacher and a tutor to facilitate learning. Students are considered as participants in the process. Knowledge is constructed by students within theteachers' framework.The principles state that students learn best when learning environment is supportive and productive.

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Different teaching approaches

There are different teaching methods used in the classroom depending on the nature of subject, the facilities available and the number of students. Various teaching methods, tips and techniques for improving these methods are given below.

1. **Lecture Method**
   - It creates new ideas.
   - It is good for large class.
   - Teacher is experienced and has mastery on subject, explain all points and can answer all questions raised by students.
   - Students can ask if they need any clarification.
   - Learn through listening
   - Students give their input
   - Teacher provides all knowledge related to topic.
   - Time saving as teacher is supposed to finish lecture in time.
   - Students know and understand basic concepts.
   - It creates new ideas.
2. **Group discussion:**
   - More participation of students.
   - Students listen to other's opinion & express their opinion.
   - Discuss with teachers the points that were missed during discussion.
   - Students learn on their own & find out key points.
   - Students exchange their ideas.
   - Students get point of view of all and not only those who always speak.
   - After discussion when students give their presentation, teacher corrects their mistakes.
3. **Individual presentation**
   - Hamm (2008) "A presentation involves motivating listeners to accept a new idea, alter an existing opinion, or act on a given premise."
   - Students first thoroughly understand the topic before giving presentation i.e. mastery on topic.
   - It increases confidence among students.
   - Good way to learn for only one student who is presenting.
   - Students search lot of books to collect material
   - Teacher's supervision is important
4. **Assignment**

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• It enhances the ability of research on any topic as the students search topic from different books, websites etc.

• Active learning

5. **Seminars**
   - Give Chance to meet other people of same profession.
   - Motivate and make student active in learning.
   - Interested method.
6. **Workshops**
   - Give Chance to meet other people of same profession.
7. **Conferences**
   - Give Chance to meet other people of same profession.
   - Networking with other institutions and professionals.
8. **Brain storming**
   - More interesting
   - More informative
   - Gain knowledge
   - Learning is effective
   - More participation of students
   - Students give their opinion
   - Active learning
   - Creative thinking is encouraged.
   - Students think beyond their knowledge.
   - Every one gets the chance to express their thoughts.
9. **Role play**
   - Interesting method
   - Creative thinking is encouraged.
   - Students think beyond their knowledge.
   - Students enjoy the situation
   - Active learning
   - Easy to learn
10. **Case study**
    - Active learning
    - Creative thinking is encouraged.
    - Students think beyond their knowledge

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Role of ICT in Higher Education

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.Use of ICT in the 21st Century Classrooms: The field of higher education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005). ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2000). The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers (Wheeler, 2001). Changed pool of teachers will changed responsibilities and skill sets for future teaching involving high levels of ICT and the need for more facilitative than didactic teaching roles (Littlejohn et al., 2002). Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools (Reeves &Jonassen, 1996), the influence of the technology on supporting how students learn will continue to increase.

CONCLUSION

Learner-centered education through appropriate methodologies facilitates effective learning as teaching-learning modalities of the higher education institution. Opportunities given to the students and faculty to advance the level of knowledge and skills, academic, personal and psycho-social support and guidance services provided to students, details of innovative teaching approaches/methods should be adopted by the faculty of the higher education to impart the quality education to the students. The present study reveals the importance of teaching learning process in higher education and also the role of ICT in higher education. It also gives the insight of good teaching methods through which one can perform the qualitative education in higher education. The efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning are the need of concern for all the higher educational institutions for the progress and growth of learners.


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