

Pedagogical Approach in Higher Education with Special Reference to Autonomous Colleges

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Abstract:

This paper focuses on the teaching methodology that should be adopted for pedagogical approach in Higher Education especially when the colleges are becoming Autonomous. The faculty has to focus on this pedagogical approaches so that the student will be more interested in learning. There are various methods are there like quizzes, Assignments, forming into groups etc., this paper not only focusses on the methodology but also their effectiveness.

Key Words: Pedagogical Approach, Higher Education, Teaching, Innovation, Digital Multimedia.

Introduction:

Pedagogy is often referred to as the activities of educating, or instructing or teaching, the activities that impart knowledge or skill. Although higher education is beginning to include a wider and broader range of students, assert that adult education is still regarded as belonging to a separate sphere from higher education proper even when adult education is provided through universities. They found that the new specialism of teaching and learning in higher education had developed without reference to adult education. Neglecting the strongly self-motivated adult learner has tended to impoverish many current approaches to teaching and learning.

Objectives of the Study:

The following are the objectives

1. To understand the innovative teaching methods in Higher Education
2. To understand the interest of students in these methods

Data collection:

There are two ways of data collection those are primary and secondary, in this study both the techniques of collection of data has been used. Data is collected through questionnaire in order to understand the student interest in the pedagogical teaching methods and to understand the various pedagogical methods the data has been collected from secondary

sources also.

Type of Research:

The type of research is descriptive research which describes the interests of the students in pedagogical teaching methodology.

Research methodology:

The starting point of this research was the theoretical background on active strategies of university teaching and learning. The goal of the empirical research was to examine the attitudes of students on the applied teaching methods and procedures at their university and on the preferred methods and procedures of teaching to improve learning. The research was joined by 200 students. A special survey questionnaire was created to gather information. The questionnaire a 4-level Likert-type scale: 1 = Never, 2 = Rarely, 3 = Often, 4 = Very often. Respondents' task was to assess how often didactic methods and procedures listed in the questionnaire were used, and, among these, select the five most efficient methods applicable to their learning.

IMPORTANT INNOVATIVE TEACHING METHODS

The following are the few pedagogical teaching methods

Application of Multimedia tools:

In the present digital era multimedia is the most powerful way of communication. Many teachers are making effective use of combination of various digital media types such as text, images, audio and video, to teach students and it is found to be quite effective approach for transfer of knowledge. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what is required by the employer. In order to enhance the creativity and analytical problem-solving ability of students, problem-based learning has been adopted by many institutions of higher education. Problem based learning is well supported by multimedia tools has effective impact on learning environment. Multimedia technology helps the teacher to represent in a more meaningful way. Presentations of course material are prepared with the help of multimedia tools as per the requirement and audio-visual presentation is made in such a way that the students grasp the content and are motivated to pay attention on the content being presented and retain the information for longer time. Some of the multimedia technologies are Power point presentation, educational videos on U tube, Gyan Darshan broadcast, NPTEL video lectures, SWAYAM courses, MOOC etc.

Role Playing :

Role playing is a powerful tool that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision with reference to policy formation and optimum resource allocation. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. Learning objectives can be better achieved by Role playing technique of teaching as the students understand the content better. This leads to

better team work and cooperation among students. Many classroom problems can be sorted out and interpersonal relationship can be improved by role playing technique of teaching and learning. Role playing is a great way to impart education of complex nature through simplified way. Role playing helps the students to learn the academics through their personal involvement. Many teachers have used role playing effectively to help solve classroom interpersonal problems and to teach human-relations skills in the classroom. Literature, current and historical events can be effectively explained by dramatization of events in role playing. Role playing facilitates the students in (a) inter personal relationship. (b) Social behavior. (c) his evaluation of himself and his life style, and (d) the ways in which academic material may be relevant to his daily tasks. Role playing has been used by many universities to stimulate learning and to create better understanding among members of student, faculty, and administrative bodies. Social scientists have used forms of role playing in colleges and institutes to present national and international problems. The main advantage of role playing as an instructional technique is its active nature. Participants along with discussions on theoretical problems of behavior also discuss about alternate approaches of role play and new ways of behavior. Thus, there is a stress on active participation in learning that enhances the learning itself. By Role playing in the classroom necessary connection is made between knowing a principle and acting upon that knowledge. The mere addition of information neither solves classroom interpersonal problems nor teaches new social relations: interpersonal issues are resolved only as students or teachers begin to behave differently. Thus, role playing can be seen as one technique in an educational procedure that is directed toward the scientific improvement of classroom learning and social behavior. Such a procedure assumes that learning needs to be through real-life experiences. Ideas are converted to action and theory is transformed in to practice in the class room. It can become a laboratory for problem identification, for experience and analysis and drawing conclusions.

Flipped Class Room:

In a traditional classroom or learning environment, learning is centered on a didactic teaching method. A teacher stands at the front of the classroom and delivers a lecture, and then assignments and problem-solving exercises are performed at home. In a flipped classroom, the order of events is “flipped.” Educational material and instructional content are delivered before the class session via online lectures, videos, or readings which the student can access and review at their own pace. The class session is then dedicated to more active learning processes with interactive application of knowledge through problem solving, case-based scenarios, or interactive discussions—all under the guidance of the teacher. With traditional learning, when students are doing homework or applying what they learned in class, it is usually at home. If they have a question, a teacher is not In comparison, in a flipped learning environment, when students are applying new knowledge and concepts, the teacher or professional educator is present to answer questions because this work is being done in the classroom. A second advantage of a flipped classroom is that students can review lecture materials at their own pace and review and replay parts of the lecture as many times as they need. It also allows students who may have missed class to still view the lecture content.

Active Learning:

In active learning active participation, involvement, contribution and attention of each and every student is necessary as active learning is not teacher centered but student centered it requires more than listening a lecture. In active learning students enhance their thinking and creative ability, while working on some project student can think about the work being done and also think about the purpose behind what is done. Active learning is achieved when students interact with the educational content in any way that can promote active thought which encourages them to think about the material rather than just transcribe the content. There are many active learning techniques that can be used. In its simplest form, active learning can be integrated into already designed lectures. Therefore, it can even be utilized in large lecture room settings. It is an approach to analyze what they have read, written, thought, and learned. Any action which is course related and performed in the class room, apart from simply watching, listening and taking notes is active learning. In order to achieve optimum results, students are required to plan and prepare the learning process of their own, involve themselves in learning, regulate, control and retain the learning activities.

Case Method:

The **case method** is a teaching approach that uses decision-forcing cases to put students in the role of people who were faced with difficult decisions at some point in the past. It developed during the course of the twentieth-century from its origins in the casebook method of teaching law pioneered by Harvard legal scholar Christopher C. Langdell. In sharp contrast to many other teaching methods, the case method requires that instructors refrain from providing their own opinions about the decisions in question. Rather, the chief task of instructors who use the case method is asking students to devise, describe, and defend solutions to the problems presented by each case

Research results and discussion:

Table 1. shows the frequency of didactic method and procedure the respondents selected as successful in inciting academic learning. In line with the importance of practical experience to achieve professional competence, the first place (56 % of votes) was taken by *field classes, trips and excursions*, and the third place (46% of votes) by *workshop*. The second and fourth places were taken by *discussion* and *debate respectively*, the fifth place, with the same percentage of votes (35 %), was taken by *interactive lesson* and *demonstration with exercising*, the sixth place by *guided conversation* (30%of votes), and the eighth by *project teaching* (23 % of votes). The advantage of these methods is the active involvement of students in the teaching process, leading to more successful learning. A rather high position in the students' ranking was taken by *showing video and audio material* (28 % of votes), which indicates that more appealing and attractive content should be introduced in teaching, thus increasing attention and concentration of students during lessons. The ninth place taken by *frontal teaching* is quite reassuring – it points to unwillingness of students to take over the responsibility for personal learning because only in teaching promoting active learning students become the key subject of activity and cannot avoid the burden of responsibility. Active teaching methods imply a drastic change of educational practice, which can cause negative reaction of those students who consider that professors should give lectures and not

make them learn on their own.

Group Discussion

Group discussion is a **child centered strategy**, in which students are divided into groups and they are encouraged to discuss on the subject matter given. Group discussion is dominated by the teacher. Classroom climate is autocratic and most of the time, teacher is active and student accept his ideas and views.

Table 1: Overview of respondents' opinions on the most efficient teaching methods and procedures

Item	Methods and procedures of teaching	N	f	%	rank
1.	Frontal teaching	200	38	19	9.
2.	Interactive lesson	200	70	35	5.
3.	Demonstrations with exercising	200	70	35	5.
4.	Guided conversation	200	60	30	6.
5.	Discussion (expression of personal attitudes)	200	100	50	2.
6.	Debate (attitudes of two or more groups)	200	72	36	4.
7.	Debate in small groups	200	26	13	13.
8.	Showing video material	200	56	28	7
9.	Guided practical exercises	200	26	13	14
10.	Brainstorming	200	32	16	11
11.	Simulation	200	26	13	14
12.	Programmed teaching	200	14	7	18
13.	Distance education	200	26	13	14
14.	Integrated or interdisciplinary teaching	200	24	12	15
15.	Problem-based teaching	200	32	16	12
16.	Project teaching	200	46	23	8
17.	Field classes, trips and excursions	200	110	55	1
18.	Workshop	200	92	46	3
19.	Role play	200	24	12	16.
20.	Didactic game	334	29	8,68	17.
21.	Case study	200	35	17	10

Unexpectedly low positions on the scale of efficient teaching methods and procedures were taken by *role play*, *integrated or interdisciplinary teaching*, *guided practical exercises*, *debate in small groups*, *simulation*, *problem-based teaching*, *brainstorming*, even though these are included among active methods of teaching by eminent experts (Terhart, 2001, Bognar, Matijevic, 2002, Vizek Vidovic, Vlahovic Štetic, Rijavec, Miljkovic, 2003, Mattes, 2007, Bežen, 2008). The reason could be found in the fact that students are unaware of the advantages of single methods and procedures which, according to their statements, are rarely or never implemented in their studies. The bottom of the scale is taken by *distance education*,

probably S. Mocić: *Active teaching strategies in higher education* Metodicki obzori 15, vol. 7(2012)2 104 because it requires use of innovative opportunities offered by IT, but is still rarely used in teaching, and *programmed teaching* whose preparation requires great expenditure and is not cost-effective as the included teaching contents rapidly become obsolete.

Suggestions:

The faculty has to use the pedagogical approaches in Higher Education, pedagogical approaches has to be adopted. If the faculty follows the same traditional approach the education is in great danger of losing its importance. Eventhough the students are not interested in implementing the pedagogical methods they should be made aware of the importance of these methods in learning..

The faculty should take the advantage of these methods and see that the benefit is passed on to students. Without these methods the quality of the Higher Education will not be improved.

Conclusion:

Higher education pedagogy has under gone many changes during last two decades. Traditional methods of teaching although still being followed by many institutes however number of institutes have adopted innovative approaches of teaching and learning. Since it has been realized that innovation and creativity is the essence of learning hence teachers are also inclined to adopt newer methods of instruction. It has been concluded in many researchers that application of innovative methods of teaching and learning has resulted significantly in the student performance, it has also been reported by number of institutions that class room attendance has also been improved. Feedback on innovative methods of teaching from students and teachers is quite encouraging. Innovation is a continuous process and faculty members are applying innovative methods to enhance quality of education so as to develop creativity and empower people and ultimately to achieve the human development index of our country.

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