National Journal of Advanced Research
ISSN: 2455-216X; Impact Factor: RJIF 5.12
Received: 15-11-2018; Accepted: 17-12-2018
www.allnationaljournal.com
Volume 5; Issue 1; January 2019; Page No. 34-39

New innovative teaching pedagogy is the need for learning in today's Era: With special reference to private colleges at Alwar region

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Abstract
Education plays an essential and basic job comprehensively in building up a gifted workforce. For a long time, the utilization of reading material has been the conventional strategy for guidance; in any case, the rise and execution of showing viability appraisal strategies has uncovered that most students don't assimilate the course content up to the normal dimension. Therefore, numerous scientists have concentrated on progressing and enhancing the current learning techniques, and in addition presenting and trying different things with new instructing styles. Shockingly, scientists have not been able concede to the adequacy of the new showing techniques; thusly, they require further examination to address this issue visualization, technology tools, and active learning. The main aim of this research is to know the perception of private college students on current teaching methodology and their expectations towards new innovative techniques of teaching. Sample size of 170 private college students from Alwar region is been taken for the research purpose through random sampling and simple graphical analysis methods is used to analyze the data. Most of the students said the most common method of teaching in the region is lecture method while other modern methods like group discussion, seminars, Role play, individual presentations, assignments are also been used by the colleges along with lecture method. We also find out the awareness towards new innovative teaching methods amongst the students and their preference towards those teaching methods and the finding suggest that new innovative teaching should also be considered and make a part of education and it will not only help students but also to faculties, institutions and society at large in gaining and imparting quality education.

Keywords: traditional teaching, innovative teaching, teaching methods

Introduction
Education is an essential segment of each general public which could altogether add to a nation's monetary growth1. In a time where innovation upgrades and advancements are in their prime, there are numerous open doors for imaginative learning and instructing procedures. Conventional training strategies were fundamentally founded on an instructor clarifying a subject of a course book; students were not dynamic members in the class. New educating strategies, be that as it may, urge the students to play a functioning job in the class to stir their interest what's more, innovativeness. Teaching is one of the main components in educational planning which is a key factor in conducting educational plans? Despite the importance of good teaching, the outcomes are far from ideal.

The result of the always critical job of information for the financial and social thriving and of the emphasis on the dynamic job of people in the working of his insight is the propensity to actualize the new rules in the association of the showing procedure where the instructing – learning relationship is increasingly adaptable, students are urged to play a functioning job in guidance forms what's more, the encouraging results must incorporate the procurement of learning yet additionally the picking up of skills. The objectives of instruction characterized through the learning results or improvement of abilities can't be acknowledged by sheer utilization of customary instructive methodologies, methodologies and techniques, and progressively productive type of educating and learning are required. The objective of this paper is to guide the thoughtfulness regarding methodologies of instructing at the higher instructive dimension, specifically the procedures which encourage dynamic learning and obtaining of new information as well as abilities and frames of mind in reply to the necessities of the fast mechanical improvement and contemporary work advertise.

Objectives of Paper
1. To find out the various teaching methods used by private colleges teachers to teach graduate and post graduate students at Alwar region
2. To analyze the perception of students on teaching methods and their preference towards new innovative techniques
3. To provide suggestions for improving quality of teaching by using new innovative teaching pedagogy

Traditional Teaching Method: An assessment
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. This directed instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the

lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich *et al*., 1998). It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

Main disadvantages of traditional teaching methods

- Lectures would be suitable only for effective communicators. Reading the material on the slide is not effective in lectures.
- Students are made passive in lectures and cannot give feedback to the teacher.
- Teachers would presume that all the students learn at the same pace and are at the same level of understanding. (But they actually are not!)

Some limitations which may prevail in traditional teaching method are

- Teaching in classroom using chalk and talk is “one way flow” of information.
- Educators regularly ceaselessly talk for a hour without knowing students reaction and criticism.
- The material displayed is just founded on teacher notes and course readings.
- Instructing and learning are focused on "attachment and play" strategy instead of down to earth viewpoints.
- The penmanship of the speaker chooses the destiny of the subject.
- There is inadequate association with students in classroom.
- More accentuation has been given on hypothesis with no reasonable and reality time circumstances.
- Gaining from remembrance however not understanding.
- Checks as opposed to result arranged.

Modern Teaching methods

As an alternate to the lectures, there has been a lot of modern teaching methods which prove to be more effective. Some of the important modern teaching methods would include:

1) Lecture
2) Group Discussion
3) Role Play
4) Assignments
5) Problem Based Learning
6) Flipped classroom
7) Brain Storming
8) Case Study
9) Seminar / Workshops

1) Lecture

A lecture is a discussion or verbal introduction given by an instructor, mentor or speaker to a crowd of people. With all the headway of preparing frameworks and PC innovation, address technique is as yet a spine generally utilized in educating and preparing at more elevated amount of instruction. This strategy is efficient, can be utilized for a substantial number of students, material can be shrouded in an organized way and the instructor has an extraordinary control of time and material.

A study conducted by Benson, L., Schroeder, P., Lantz, C., and Bird, M (n.d.) provides evidence that students may place greater emphasis on lecture material than on textbooks. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. (Davis.1993) [9]. McCarthy,.(1992) in article “Common Teaching Methods” stated strengths of lecture method that it presents actual material in direct, logical manner, contains experience which inspires, stimulates thinking to pen discussion, and useful for large groups.

Tips and techniques for improving lecture methods

1. **Be Prepared**
   - Diagram clear targets for your address—both what students should know after the address and why it is imperative.
   - Build up an address plot and any audiovisuals.
   - On the off chance that you are anxious about the address, work out your presentation and practice it.

2. **Maintain your focus**
   - Limit the primary concerns in an address to five or less.
   - Make compelling visuals, analogies, exhibitions, and guides to strengthen the primary concerns.
   - Offer your diagram with students.
   - Stress your goals and key focuses in the first place, as you get to them, and as a synopsis toward the end.

3. **Connect with your audience**
   - Concentrate consideration right off the bat utilizing a statement, a sensational visual, a tale, or other material applicable to the theme.
   - Coordinate visuals, interactive media, dialog, dynamic learning systems, little gathering procedures, and friend guidance.
   - Connection new material to students' earlier information, for example, basic encounters or past coursework.
   - Show energy for the theme and data. Keep in mind; you are displaying your order.
   - Give students time to think and veritable chances to react.
   - Plan for different students. Utilize verbal, visual, and sensation methodologies, for example, hands-on activities and reproductions.

4. **Get Feedback**
   - Watch students' non-verbal correspondence: note taking, reaction to questions, eye to eye connection, seating examples, and reaction to humor. Is it accurate to say that they are "with" you?
   - Utilize the "minute paper" or other appraisal strategies. Request that students react in a couple of sentences to the accompanying questions: What emerged as most vital in the present address? What are you confounded about? Do this each couple of addresses—it will take you around 15 minutes to survey the reactions and you'll take in a colossal sum about your students.
   - Give tests intermittently on address destinations, not dark material. It is safe to say that they are getting it?
   - Direct midterm showing assessments or just approach the students for proposals and remarks at the midpoint of the quarter.

2) Group Discussion

It is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. McCarthy, P. (1992) stated strengths of class discussion as; pools ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2000, p.347) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching.

Tips and Techniques of improving discussion

The teacher ought to invest adequate energy in setting up the procedure and ventures of exchange.

- Different parts of the theme and the parameters ought to be chosen for the centered exchange.
- Sufficient time ought to be distributed to examine every one of the issues. At the equivalent time students should realize as far as possible to achieve an end.
- The educator at the outset ought to present the subject, the motivation behind dialog, and the students taking an interest in exchange.
- Before the beginning of dialog, foundation data about the theme ought to be given.
- There is a need to incorporate inquiries to give guidance.
- Relaxed condition ought to be made to encourage the procedure of talk.

3) Role Play

Role play occurs when participants take on differentiated roles in a simulation. These may be highly prescribed, including biographical details, and even personality, attitudes and beliefs; or loosely indicated by an outline of the function or task. These techniques have already demonstrated their applicability to a wide range of learners, subjects and levels. (Singh, and Sudarshan, 2005, p 238, 239). It is a memorable and enjoyable learning method.

Tips and Techniques of improving Role play methods

- Teacher should choose and brief onlookers about their jobs.
- During the pretend, the educator must stay silent, listen and take notes, abstain from stopping pretend, however give time cautioning if recently concurred.
- The teacher ought to be set up for some activity if members evaporate and can intercede if all else fails.
- After the pretend, the educator thanks members, request input from lead members, take remarks from onlookers, ask different members to remark,
- The educator should utilize job names not those of members, condense, drawing out learning focuses, leaving the members with positive remarks and emotions.

4) Assignments

Written assignments help in organization of knowledge, assimilation of facts and better preparation of examinations. It emphasizes on individual pupil work and the method that helps both teaching and learning processes (Kochhar, 2000, p.358).

Tips and Techniques for improving

- Teacher should describe the parameters of the topic of assignment.
- Fully explain assignments so that students know how to best prepare. When the inevitable question, "Will we be tested on this?" arises, make sure your answer includes not only a "yes" or "no," but a "because...".Shea, A. (2009).
- Davis (1993) [9] suggests that “Give assignments and exams that recognize students' diverse backgrounds and special interests. For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers, including one on alternative healing belief systems. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.”

5) Problem Based Learning

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch *et al*, 2001).

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. The main thread connecting these various uses is the real-world problem.

Any subject area can be adapted to PBL with a little creativity. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields (Duch, Groh, and Allen, 2001)

Tips and techniques for improving

- Pick a focal thought, idea, or rule that is dependably instructed in a given course, and afterward think about a run of the mill end-of-section issue, task, or homework that is normally doled out to students to enable them to discover that idea. Rundown the learning destinations that students should meet when they work through the issue.
- Think about a genuine setting for the idea under thought. Build up a narrating angle to a finish of-part issue, or research a real case that can be adjusted, adding some inspiration for students to take care of the issue. Increasingly unpredictable issues will test students to go past basic fitting and-chug to fathom it. Take a gander at magazines, papers, and articles for thoughts on the story line. Some PBL experts converse with experts in the field, scanning for thoughts of sensible uses of the idea being instructed
- Compose an instructor's guide itemizing the instructional plans on utilizing the issue in the course. In the event that the course is a medium-to extensive size class, a blend of smaller than expected addresses, entire class dialogs, and little gathering work with ordinary revealing might be essential. The instructor's guide can demonstrate plans or choices for going through the pages of the issue scattering the different methods of learning.
- The last advance is to distinguish key assets for students. Students need to figure out how to recognize and use

learning assets all alone, however it tends to be useful if the teacher demonstrates a couple of good sources to kick them off. Numerous students will need to constrain their exploration to the Internet, so it will be vital to control them toward the library also.

6) Flipped Classroom

The phrase 'flipped learning' came into general use in the early mid-2000s when it was popularised by chemistry teachers Jon Bergman and Aaron Sams (Bergmann and Sams 2012) and the founder of the Khan Academy, Salman Khan (TED 2011). However the concept of flipped learning goes back much further than this.

In the 1990s, Harvard Professor Eric Mazur developed a model of 'peer instruction' in which he provided material for students to prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge. He called this "just in time teaching" (Crouch and Mazur 2001).

This model was later expanded to include technological elements. At the International Conference on College Teaching and Learning in 2000 a presentation was delivered on 'The Classroom Flip: Using Web Course Management Tools to Become a Guide by the Side' (Baker 2000). It developed the 'flip' concept and emphasized the role of Learning Management Systems in delivering materials to students before class. Significantly, the role of the teacher was articulated as facilitator and coach or 'guide on the side'. Subsequent research focused on the notion of 'inverting the classroom' as a means of providing an inclusive learning environment in which personalized coaching and mentoring was the norm (Lage, Platt and Treglia 2000).

The Flipped Classroom Model essentially includes urging students to get ready for the exercise before class. In this way, the class turns into a dynamic domain in which students expand on what they have effectively considered. Students set up a theme at home with the goal that the class the following day can be committed to noting any inquiries they have about the point. This enables students to go past their ordinary limits and investigate their regular interest

7) **Brain Storming**

It is an approximately organized type of discourse for producing thoughts without members involved in useless investigation. It is an extremely valuable system for critical thinking, basic leadership, inventive reasoning and group building. It creates listening abilities.

Tips and techniques for Improving

There ought to be no analysis and the wild thoughts ought to be empowered and recorded without assessment.

- Emphasis ought to be put on amount of thoughts and not the quality.
- There is a need of equivalent interest of individuals.
- It can be unfocused so educator should realize how to control talk and encourage issues

8) Case Study

Principally created in business and law settings, case strategy instructing can be gainfully utilized in aesthetic sciences, designing, and education. This strategy is fundamentally used to create basic reasoning and critical thinking abilities, and in addition to give students genuine circumstances.

Tips and techniques

- Cases ought to be brief, elegantly composed, reflect main problems, and open to a number of clashing reactions.
- Students should work in gathering to set up a composed report as well as a formal introduction of the case.

Analysis of most widely used method of teaching in Alwar region

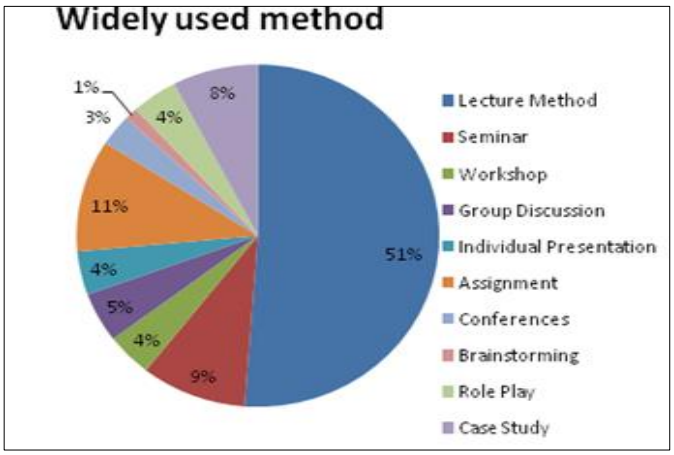

Fig 1

Analysis

Rating of various modern methods as per student inclination Rating was done on a scale of 1-5, 1 – being the least interesting and 5 being the most interesting teaching method

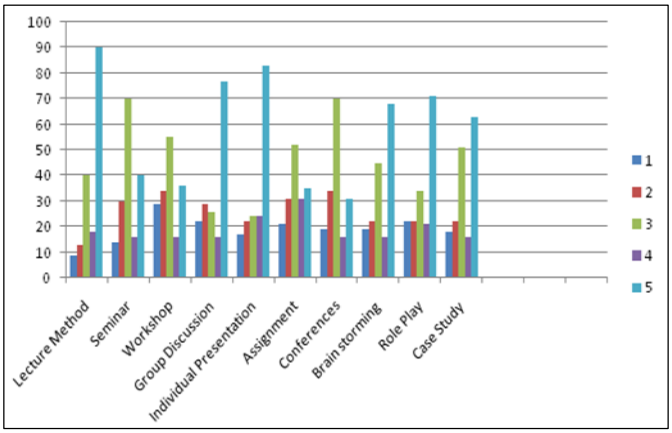

Fig 2

New Innovative teaching pedagogy

1. **Crossover Learning:** Learning in schools and universities can be improved by encounters from regular day to day existence; casual learning can be developed by including questions and information from the classroom. These associated encounters start further premium and inspiration to learn. These cross over learning encounters abuse the qualities of the two situations and furnish students with valid and connecting with open doors for learning. Since learning happens over a lifetime, drawing on encounters over various settings, the more extensive open door is to help students in account, connecting, reviewing and sharing their differing learning occasions.
2. **Learning through Arguments**: Students can propel their comprehension of science and arithmetic by belligerence in routes like proficient researchers and mathematicians.

Argumentation causes students take care of differentiating thoughts, which can extend their learning. It makes specialized thinking open, for all to learn. It additionally enables students to refine thoughts with others, so they figure out how researchers cooperate to build up or invalidate claims.

Teachers can start important exchange in classrooms by urging students to ask open-finished inquiries, re-state comments in increasingly logical dialect, and create and use models to build clarifications. At the point when students contend in logical ways, they figure out how to alternate, listen effectively, and react helpfully to other people. Proficient advancement can assist instructors with learning these procedures and beat difficulties, for example, how to impart their scholarly skill to students properly.

3. **Context-Based Learning:** Empowers us to gain for a fact. By deciphering new data with regards to where and when it happens and relating it to what we definitely know, we come to comprehend its importance and significance. In a classroom or address theater, the setting is commonly restricted to a settled space and constrained time. Past the classroom, taking in can emerge out of an enhanced setting, for example, visiting a legacy site or historical center, or being submerged in a decent book.

   We have chances to make setting, by cooperating with our environment, holding discussions, making notes, and altering close-by items. We can likewise come to comprehend setting by investigating our general surroundings, upheld by aides and estimating instruments. It pursues that to structure viable destinations for learning sites, requires a profound comprehension of how setting shapes and is molded by the way toward learning.
4. **Computational Thinking:** Computational reasoning is an amazing way to deal with considering and critical thinking. It includes separating vast issues into littler ones (disintegration), perceiving how these identify with issues that have been settled previously (design acknowledgment), putting aside insignificant subtleties (reflection), distinguishing and building up the means that will be important to achieve an answer (calculations) and refining these means (troubleshooting).

   Such computational reasoning aptitudes can be significant in numerous parts of life, extending from composing a formula to impart a most loved dish to companions, through arranging an occasion or campaign, to conveying a logical group to handle a troublesome test like an episode of ailment.

   The point is to train kids to structure issues so they can be comprehended. Computational reasoning can be educated as a feature of arithmetic, science and workmanship or in different settings. The point isn't simply to urge youngsters to be PC coders, yet in addition to ace a craft of reasoning that will empower them to handle complex difficulties in all parts of their live.
5. **Adaptive Teaching**: frameworks prescribe the best places to begin new substance and when to audit old substance. They additionally give different apparatuses to observing one's advancement. They expand on longstanding learning rehearses, for example, course reading perusing, and include a layer of PC guided help. Information, for example, time spent perusing and self-appraisal scores can shape a reason for managing every student through instructive materials.

Versatile educating can either be connected to classroom exercises or in online conditions where students control their own pace of study.

Analysis 3: Graph showing awareness towards some of the new innovation teaching methods amongst students

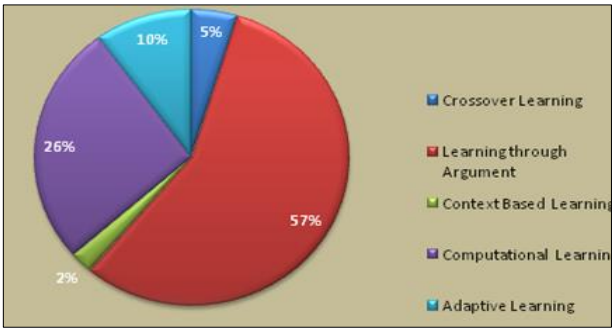

Fig 3

Analysis 4: Graph showing preference of students towards new innovative technique

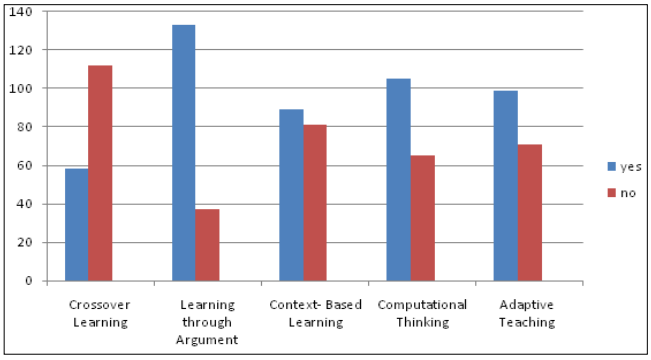

Fig 4

Findings

- From the analysis 1 it was found that lecture is most widely used teaching technique in the Alwar region along with it assignments, seminars are also commonly used techniques while others modern techniques like brain storming and role play are not very much in fashion.
- From the analysis 2 it was found that most of the student rated lecture method as an effective way of teaching along with it group discussion, presentations, case study methods, and brain storming techniques were also rated at higher side of preference, while seminar, workshop, assignments and conferences were the least preferred teaching style.
- From the analysis 3 we can state that most of the students have awareness regarding new innovative technique like learning through argument, computational learning and adaptive learning while cross over learning and context based learning were not known to most of the students in the region.
- From the analysis 4 it was found that learning through argument is the most preferred new innovative way of teaching and computational and adaptive methods were also in the preference after it.

Recommendation

- To assess showing viability distinctive strategies can be utilized including: peer survey, self-assessment, showing

portfolios, understudy accomplishment and understudies' appraisals of instructing strategies utilized by their educators.

- Students must be guaranteed that the data they are giving is invited by the faculty and will be used to improve the teaching and learning in the course; otherwise they are unlikely to take the rating process seriously (Doyle.T. n.d.).
- Teachers need to instruct understudies in compelling methods for giving exact input that tends to explicit parts of their learning knowledge.
- Teachers need to constantly guarantee understudies all through the semester that the appraisals will be utilized for profitable changes in educating/learning process and that there will be no way of requital to the students.

Conclusion

Over the world, data innovation is drastically adjusting the way students; workforce and staff learn and work. As the interest for innovation keeps on rising, schools and colleges are moving a wide range of understudy services. Technology is additionally changing the classroom encounter. The classrooms at private universities include a wide range of accommodations for students and instructors. For example, the room is set up with cameras for capturing whiteboards, so students can get the pictures as computerized files. From the above mentioned we can make out that the Information and correspondence innovation has made numerous developments in the field of educating and furthermore rolled out an uncommon improvement from the old worldview of instructing and learning. In the new worldview of taking in, the job of understudy could easily compare to instructors. The ideas of paperless and pen less classroom are rising as an option in contrast to the old showing learning technique. These days there is democratization of information as the job of the educator is changing to that of facilitator. We need intelligent instructing and this changing job of training is unavoidable with the presentation of sight and sound innovation and the bringing forth of a mechanically keen age of young people.

The investigation uncovers a portion of the recommendations that the training network can practice in the classrooms. At last the encouraging individuals are fulfilled when he could achieve the student's network with his thoughts and perspectives. In this way, educating relies on effective method of correspondence and Innovation however we mean the progressions that we propose to be incorporated into our vehicle of correspondence or even consideration of some different components in conveying data.

The scientists trust that the center target of instructing is passing on the data or learning to the psyches of the students. Any strategy utilizing PCs or on the other hand changing the current customary chalk-talk technique are imaginative in the event that they at last serve the accomplishment of center target of educating. This research also advocates that the teaching methodology should be renovate to meet the students expectations and inculcate better knowledge with new innovative techniques, it will not only benefit the students but also the teachers, society and country at large by providing quality education, more job opportunities and creating employable youths.

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