

## **Best Innovative Practices in Higher Education: A Case Study**

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### **Abstract:**

Benjamin Disraeli, (21 December 1804 – 19 April 1881) British Prime Minister, says, “Upon the education of the people of this country, the fate of this country depends”. ‘Teaching in all fields is a profession – a noble profession. Teaching is an art – a creative art - a performing art – a craft for which not all are suitable, since it requires a lot of innate talent and ability with innovativeness and originality.’ All sayings as above come true when higher education is equipped with best Innovative practices. As teaching is an art, craft and a creative job, there are various teaching aids developed up to the date. Modern technology helps the education system to improve its quality from KG to PG and even after that. Technology has added a flavour of interest to education that the students of all levels like to earn knowledge anyhow.

The present researcher is going to put forth the usages of *Television, VCD/DVD player, Computer, Visual Presenter and Multi-media equipped Mobile phone*. He has done a Case Study in his Sadashivrao Mandlik College, Murgud in Kagal Taluka of Kolhapur district. The college is in rural area and its feeding area is also rural. It means it was a perfect object to judge the effectiveness of any Innovative Practice by implying into regular teaching. The college is also well equipped with advanced electronic teaching aids/devices. The researcher distributed a questionnaire among B.A., B. COM. and B.C.A. first year students before teaching a particular topic with the help of proposed advanced teaching devices for each class. In the post test it was found that the innovative practice really worked as they were successfully able to answer all question in positive manner.

In this way, thought there are other teaching aids available in the market that are already proved their usefulness in education. These new electronic devices will also be proved successful to enhance present or modern education system. It is very beneficial to all level students as well as for play group level kids. The researcher mainly likes to focus the teaching assisted with Visual Presenter and Multi-media equipped mobile phones. The two devices have proved successful in his case study. This research paper is a medium with which the researcher wants to communicate his innovative idea to the majority of

research scholars, students, teachers and technocrats developing advanced software to help the present education system.

### **Objectives:**

This research will be useful to:

- 1) Know the educational usages of the electronic equipments.
- 2) Help students to concentrate on their learning.
- 3) Make the teacher aware of the advanced teaching aids/devices.
- 4) Help the teacher and student to update their knowledge.
- 5) Enable the students to cope with the competitive challenges.

### **Introduction:**

‘Professional Obsolescence among University Teachers in India’, ‘Professors in the Dock’ are the Headlines in University News (Dec., 28, 2009-Jan., 03, 2010) and in The Sunday Indians (pg. 56, 10<sup>th</sup> July, 2011) respectively. Both comment harshly on the Obsolescence among the teachers. This directly and indirectly focus on the lack of innovative practice in the day-to-day teaching and show the stereotypical teacher holding chalk and duster to bore the students by one-way teaching. Now all are aware of an expansion of knowledge in the fields of science and technology is taking place at a very rapid pace in contemporary times. Each day new facts, new theories, new methodologies, new devices and new models are being discovered. This has created a lag in the knowledge and skills among those who are engaged in science and technology based professions. The usefulness of their knowledge becomes less important after a few years of entering into the job because the knowledge which they have gained before becomes obsolete after a few years in the service. This can be explained through the use of a concept used in Nuclear Physics, which is known as the ‘*Concept of Half Life*’. Occupational ‘*Half Life*’ is based on the assumption that enough new developments, techniques and knowledge evolve in short period of time, i.e. five to fifteen years, so that a person becomes roughly half as competent to the job for which his initial training was intended. Consequently, an incumbent frequently must turn to learning activities just to maintain or regain competence. Therefore, there is need for relearning or professional updating. In Sociological parlance this phenomena has been called professional obsolescence. The present research based on a case study, in which a pre and post test was taken with the help of a questionnaire filled up by the students in B.A., B.COM., and B.C.A. in Sadashivrao Mandlik College, Murgud to judge the usefulness of the innovative

teaching devices such as TV, VCD/DVD Player, Computer, Visual presenter and Mobile phone equipped with multi-media.

### **Use of Television:**

Now-a-days, we use a variety of teaching aids while teaching the classroom to enhance Higher Education. The vast number of teaching aids has necessitated the need for classification of teaching aids. Based on the use of two major organs, eyes and ears, teaching aids are classified as 1) Audio Aids; 2) Visual Aids; and 3) Audiovisual Aids. This traditional type of classification is as follows:

▪ <i>Audio Aids</i>	: The student gains knowledge using the sense of hearing i.e. by only hearing.
▪ <i>Visual Aids</i>	: The student gains knowledge using the sense of sight i.e. by only seeing.
▪ <i>Audiovisual Aids</i>	: The Student gains knowledge using both the sense of hearing and seeing.

### **Traditional type of classification of Teaching Aids**

<b>Audio Aids</b>	<b>Visual Aids</b>		<b>Audiovisual Aids</b>
Radio	Chalkboard	Magnetic Boards	Lecture Demonstration
Tape Recorder	Bulletin Board	Maps	Films
Linguaphone	Charts	Graphs	Sound Film Strips
CDs	Drawings	Photographs	Television
Microphone	Posters/Pictures	Silent Films	Computers
Dictaphone	Exhibits	Slides	Video Tapes
Head Phone	Flash Cards	Models	VCDs and DVDs
	Flannel Boards	Epidiascope	LCDs
	Flip Books	Magic Lantern	
	Illustrated Books	Overhead Projector	
	Album or scrap book		

The television is classed as the ‘queen of audiovisual aids’. It is tipped to be the electronic blackboard of the future. It is a means of mass communication that appeals to both the eye and the ear. There are three types of educational television programmes. They are:

- Direct teaching programmes.
- Supplementary enrichment programmes.
- Demonstration type programmes.

Television is a means of providing mass education. It brings about more involvement and a greater variety in dissemination of ideas and knowledge. TV leads to increased motivation to learn and increased retention of information. It also brings the world of reality into classroom. It saves time, effort and labour of teacher. It helps to

overcome classroom barriers like time, space, distance, abstractness, verbalism etc. Because of all these advantages the present researcher collected all the First year B.A., B. COM., and B.C.A students and taught a topic from grammar, 'Parts of Speech'. It is found that the students concentrate at it cent percent and when they evaluated 85% students were able to answer the questions.

Though TV is useful for teaching it also has its drawbacks as it is a one-way communication with learner as they usually become passive listeners only. It doesn't provide opportunities for learning by doing.

### **Use of VCD/DVD Player:**

Kiran Gaikwad, Gaurav Paruthi, and William Thies in their research entitled as '*Interactive DVDs as a Platform for Education*', say that many technologies remain out-of-reach for households in the developing world, one exception to this rule is that of entertainment technologies. Even in poor communities, there is a strong drive to own devices such as TVs and, increasingly, VCD and DVD players. Though they are typically used for video content, ordinary DVD players also support rich interactivity and programmability, including the capability to browse over 100,000 menus using the remote control. Our vision is to leverage these capabilities to support interactive applications – such as encyclopedias, language tutoring, and medical decision systems – without any dependence on a computer.

As a step towards this vision, in this paper the present researcher explore novel applications of interactive DVDs in the context of education. The first is as a platform for PowerPoint presentations, where TV, VCDA and DVDs have the potential to replace computers while reducing costs and improving teacher familiarity. The second is as a platform for children's books, where one can provide thousands of books on DVD for the same price as printing a single book. The researcher evaluates each of these solutions – which have already found uptake with NGOs – via case studies in Indian Higher Education.

The use of video as a medium for educational content has been the subject of extensive study. In the context of developing regions, the Digital Study Hall project also utilizes TV-DVDs in classrooms. However, the content consists of videos of charismatic teachers, and does not contain the textual and interactive elements of PowerPoint presentations or children's books. Similarly, the Digital Green project utilizes TV-DVDs to facilitate agricultural extension, but does not rely heavily on interactive features.

Researchers have characterized the prevalent usage of TVs, DVDs, and other technologies in an urban slum environment and have utilized VCDs as a tool to trace information diffusion through such communities. The prospect of interactive TV has also been assessed in the Indian context.

The researcher brought some CDs from the market by Andrian Doff and Christopher Jones. After pre-test the CDs of Memo, Fax, Circular and Notices for B. COM. Part I, the students benefited the lecture and their concentration was contracted only to the TV and when they evaluated the results were successful as it is found in the post-test.

### **Use of Computer:**

N. Selwyn, Cardiff School of Social Sciences, Cardiff, UK, in his paper on 'The use of computer technology in university teaching and learning: a critical perspective' says that Despite huge efforts to position information and communication technology (ICT) as a central tenet of university teaching and learning, the fact remains that many university students and faculty make only limited formal academic use of computer technology. This is usually attributed to a variety of operational deficits on the part of students, faculty, and universities. From the 'writing' of ICT at a national policy level through to the marginalization of ICT within the lived 'student experience', a consistent theme emerges where computer technology use is constructed in limited, linear, and rigid terms far removed from the creative, productive, and empowering uses which are often celebrated by educational technologists. In the light of such constraints, the paper considers how these dominant constructions of a peripheral and limited use of ICT may be challenged by the higher education community. In particular, it concludes by reflecting on current critical thinking about how educational technologists can foster a more expansive and empowered use of computer technology within university settings.

Computer software approach uses the principles of psychology to build a sound base to modify learner's behaviour. It has its roots in behavioural psychology, which are applied to the process of teaching-learning. Software approach is characterized by task analysis, writing precise and specific objectives selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation. Thus the teaching-learning materials that are prepared using software approach are called software materials.

With computer we have Internet that is a world of information for the nook and corner of the world. When the computer is assisted with the panel board, the teacher can

use it very efficiently as it is very easy to handle with its sensitive pen. For the Power Point Presentation now it doesn't need to type on the key-board, but the teacher write on the sensitive screen with the sensitive pen. The software for panel board automatically transforms the matter in the by-default fonts in the computer. There are shortcut functions that save the time of both the teacher and student. Similarly, the panel board is very beneficial for the diagrams to be drawn for the science and for other diagrammatic subjects.

In the present research, after the pre-test, the researcher used panel board for the B.A., B. COM., and B.C.A. students to teach a common English Grammar topic on it. It proved very beneficial that the students understood each and every word in this type of innovative teaching. Ninety-five percent students were in favour of this device as they were evaluated in the post-test. Hence, computer has become an inseparable component in the design of higher education system.

### **Use of Visual Presenter:**



This is a very advanced device to enhance higher education. The device is used with a projector. It is a table-lamp like device. The high quality yet economical presenter is an ideal document camera solution that offers portability too. The device comes in a lightweight design and should cater to basic documentation or 3D presentation needs. In a compact form factor that can easily be folded thanks to the mechanical arm, the ultra portable VP-1 is loaded with many powerful features. Attributes of the presenter include a 2 mega pixel camera head sensor with 8x zoom and a plug-and-play design. The presenter is easy to use and weighs just about 2.7 pounds. It captures the image of our book, diagram, picture, graph etc. and can save in its inbuilt memory (see the picture above). We can also use it with computer or laptop & expand memory as it becomes one with computer. We can move its neck to adjust the view of the page kept under the camera. The teacher can directly show the diagram to all students in the classroom without using computer. The teacher can also modify the information by writing in a note-book while students give full attention at what teacher writes on the paper. A student can also be asked to write or show the information he has observed. There are various designs in it. This is a very useful device

for effective teaching and learning. There teacher can use it with less efforts line PPT presentation. Students enjoy learning with Visual Presenter.

### **Use of Multi-media Mobile:**

There are various usages of the mobile besides it telephonic conversation. The landline phone was previously used was only for the same of communication that's all.



But in the modern fashion maniac world, even the low class vegetable vendors also use mobile phone. Mobile companies around the world are competing with each other to provide the cheapest and advanced mobile handsets to attract their customers. Hence, this device is now commonly being used by all classes in the society. Even parents are providing such mobiles to their school going ward for the security. But today's generation is much rapid that they acquire the knowledge of all its functions and use it more efficiently than their parents. The present researcher wants to focus on the very ability of the students to handle the device for educational purpose.

The students were taught a topic of spoken English topic entitled as 'Introducing Yourself and others' in the classroom. When they were asked to perform on the stage before all other classmates, they stammered frequently. Then they were provided the audio files of the same topic in their mobile having multi-media facility using Bluetooth. They were given time for two days and were instructed to listen the audio clips carefully. When they came after two days, they introduced themselves very fluently before the huge mob of his classmates. He was feeling very confident. It is found in the post-test of this research that 98% students having multi-media mobiles phones had overcome on their difficulties in Speaking English.

Similarly, some students were also provided with the video clips to perform a skit on the stage. They were given four days for the preparation. The result was quite satisfactory as almost all the groups were able to perform the skit as it is in the mobile.

As we all know there four basic skills of learning language i.e. listening, speaking, reading and writing. A mobile phone is a perfect device to ascertain all the four basic skills of language teaching and learning. The learner is very happy to guide himself and to be perfect in using the device in his hand. He/she tries to circulate their knowledge among

their friends. It is the thing that they avoid in other situations. But in this type of method he directly and indirectly teaches other how to use the device more efficiently.

This also gives them practice about how to read and write language. Though there is a separate SMS language, the students try to use it most correctly. This makes them aware of their common mistakes they commit in their regular studies. It helps them to be conscious at the time of examinations that will be fruitful results for students as well as for teachers.

### **Conclusion:**

Gone are the days of vague words, dim conceptions and inexact abstractions. Psychology has proved that teaching-learning cannot be successfully completed by the use of mere oral communication. The use of lecture method only cannot provide concrete experiences. The modern age calls for schools where education is by 'seeing and doing' and not by 'hearing and listening'. Thus it calls for the teacher to be equipped with repertoire or teaching skills and competence to use advanced teaching aids. The teacher has to be well equipped to update himself to cope with the modern educational challenges. Otherwise it will be disastrous to our educational field as K. Radhakrishna Murty says - all this exercise is essential since professional obsolescence is an incredibly complex and multifaceted problem. It is a state in which the role incumbent slowly ossifies and drifts into obsolescence. We cannot simply reduce it without proper diagnosis, without establishing the proper causation, without analyzing the consequences, and without suggesting curative measures. If ignored, the disease will spread and contaminate further the entire profession making it more ineffective in delivering the needed services as expected by the society at large.



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