HISTORICAL BACKGROUND OF TRENDS AND TEACHING TECHNIQUES OF HIGER EDUCATION IN INDIA

Mr. K.N.Srinivasa Gowda
Assistant Professor of History, Government First Grade College, K.G.F.

Abstract
The Purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the Country.

Introduction
Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeable and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

Historical Background of Education in India
The education system in India has a rich and interesting history, In the ancient day, the education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. After the development of letters, it took the form of writing using the palm leaves and the barks of trees. This also helped in peading the written literature. The temples and the community centers formed the role of Schools. Later, the Gurukul system of education came into existence. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. Even though the education was free, the students from well-to-do families paid the Gurudakshina which was a voluntary contribution after the completion of their studied. At the Gurukulas, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. This system is referred as the oldest and the most effective system of education.

In ancient times, the country was known to have been home to the oldest formal universities in the world. The more striking of these ancient universities were Takshila (now in Pakistan), Nalanda on the modern state of Bihar) and Ujjaini (in modern Madhya Pradesh). These were famous in the historic world and attracted students from all parts of India, Central Asia, China and South-east Asia. The important subjects were mainly the art, the architecture, the painting, the logic, the grammer, the philosophy, the astronomy, the literature, the Buddhism, the Hinduism, the arthashastra, the law and the medicine.

The present system of education was introduced and founded by the British in the 20th Century, by the recommendations of Macaulay. It has western style and content. The British government did not recognize the traditional structures and so they have declined. It is said that even Gandhiji described the traditional educational system as a beautiful tree which was destroyed during the British rule

during and formal university education was revived. Modern colleges were set up in Agra, Nagpur, Calcutta, Bombay and Madras in the early nineteenth century in 1857, three federal examining universities on the pattern of London University were establish in the three main British-controlled cities of Calcutta, Bombay and Madras. The existing colleges were affiliated to these universities. Over the next several decades, more universities were founded and by 1947 there were 25 universities in the country. Post-Independence, history of higher education in India went through phases of rapid expansion interns of number of universities and enrollment of students. In 1964, the Education Commission started functioning with 16 members of which 11 were Indian experts and 5 were foreign experts. The Commission also discussed with many international agencies, experts and consultants in the education as well as scientific field. Later in 1976, the education became a joint responsibility of both the State and the Centre through a constitutional amendment.

The term education is started from Vedic period and now also has in India. This young and large population should be educated for the betterment of the nation after 1948 under the chairmanship of D.Radhakrishnan, Dr.Kothari have foundation of the future of Indian higher education Dr.Kothari Symbolized the Symbolic relationship between education and national development higher education typically comprises under graduate post graduate degrees and pre doctoral and doctoral programs.

The National Policy on education (NPE) 1986 higher education provides people with our opportunity to reflect on the critical social economic cultural moral and spiritual issued facing humanity. According to the education socializes education is a social process which socializes the child causes certain changes in this behavioral in this way even in defining education the socialist have stressed its social aspects. Education is one of the basic activities of people in all human societies it is a development of skills knowledge, experience training formally and informally bring up recently According to twelfth five year plan (2012-2017) the number of universities in India 659 and 33023 colleges students enrollment in 25.9 millions.

The number of areas commerce and science education engineering medicine nursing and pharmacy, law agriculture and veternity science enrollment by during the eleventh plan 2007-2008 in 154.2 100% 2011-12 202 100% Increase.

An important consequence of the unregulated expansion of higher education which emphasis on equally one widel accessibility has been the mass enrolment of first generation students from rural areas and from socioeconomically back ward segments of the population. These new entrances lack a clear conception of higher education and view it only as a passport for obtaining secure jobs.

The Central Government through the Ministry of Human Resource Development's Department of Education and the government at the states formulated the education policy and planning the main governing body at the tertiary level is the University Grants Commission, which enforced its standards, advises the government, and helps coordinate between the centre and the state.

Objectives of Study
1. To analyse the trends higher education in India.
2. To study the current status of Higher education in India all higher education courses.
3. Find out the Higher education problems solve it problems.

Research Methodology
Research methodology is descriptive and data is based on secondary for this study data and information has been collected with the help of books, magazine, newspaper, articles, thesis and internet data.

Traditional Teaching Method – An evaluation
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.

Some limitations which may prevail in traditional teaching method are teaching in classroom using chalk and talk is "one way flow" of information.

SENDER (TEACHER) → MESSAGE MEDIUM → RECEIVER (STUDENT)

Teachers often continuously talk for an hour without knowing students response and feedback.
The material presented is only based on lecturer notes and textbooks.
Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
The hand writing of the lecturer decides the fate of the subject.
There is insufficient interaction with students in classroom.
More emphasis has been given on theory without any practical and real life time situations.
Marks rather than result oriented.

Innovative Teaching Techniques and Tools
 ➢ Multimedia Learning Process
 ➢ Multimedia Elements
 ➢ Traditional And Multimedia Learning The difference Traditional method –A One Way Flow
 ➢ Teachers
 ➢ Students
 ➢ Multimedia learning – An Interactive Learning Process Teacher
 ➢ Teachers
 ➢ Students
 ➢ Multi Media
 ➢ Mind Map
 ➢ Creates Clear Understanding

- ➢ Power Point Can Be Used Widely
- ➢ Innovative Thinking Improves
- ➢ Teaching With Sense of Humour – "Humour An Effective Medium of Teaching"
- ➢ Z To A Approach
- ➢ Strengths
  - • Makes a particular concept clear
  - • Students develop interest to know exactly the concept.
  - • Creates long lasting memory /correlation of a concept.
- ➢ Weaknesses
- ➢ Take quite long time for a teacher to introduce a concept
- ➢ Initial difficulty in understanding a particular concept will be encountered.
- ➢ MNEMMONICS WORDS – WORDS – WORDS APPROACH
  - • Dictionary must be used widely
  - • Word power increases
  - • Teacher also gets to know many words pertaining to a particular concept.
- ➢ Role playing And Scenario Analysis Based Teaching

Conclusion
Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. At Columbia University, a real time Web-based service called Laundry View lets students log on to a Web-based system to see which washing machine's are free before they head to the laundry room. They can monitor their wash and can even program the service to e-mail them when their load is done.

Technology is also changing the classroom experience. The classroom at New York University's Leonard N Stern school of Business feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send then directly to their students PCs and he will get a feedback from each student.

From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge an he role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawing of a technologically-savvy generation of youths.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of Communication and

Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. In those environments use of humor, role playing, words-words approach, Z-A approach are the ideas that can very well be practiced.

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