

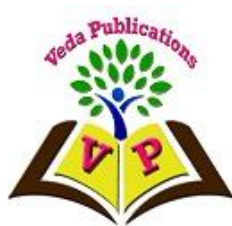
EFFECTIVE TEACHING TECHNIQUES FOR THE HOLISTIC DEVELOPMENT OF COLLEGE STUDENTS

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ABSTRACT



The present study was undertaken with an aim to study the effective teaching techniques for college students. The objectives of the study were- to study the effectiveness of various teaching techniques used for college students. Random sampling technique was used to select 25 college going students in the age range between 19-24 years who are attending undergraduate and post graduate classes. A self structured questionnaire was used to elicit the data. The data was analyzed by using percentage analysis. The results revealed that a higher percentage of college going students opine that along with the traditional lecture method of teaching, the other creative methods are also beneficial as they promote social interaction and are effective in the learning process.

Keywords: *Methods, Learning, Teaching, Youth.*

INTRODUCTION

The United Nation (2009) defines youth as persons between the ages of 15 and 24. Youth can be understood as a period of transition between childhood and adulthood as members of community. It is the time of life when one is young, but often means the time between childhood and adulthood (Papalia 2015). This involves childhood and the time of life which is neither childhood nor adulthood, but rather somewhere in between (Santrock 2011). Youth is an experience that may shape an individual's level of dependency, which can be marked in various ways according to different cultural perspective. During this period an individual undergo tremendous changes in various domains of development. It includes mental, emotional and physical maturity as well as social maturity (Rice P , 2001).

It is during this period an individual leaves the compulsory education and finds higher education or employment. To become successful in these two important directions of life-academics and employment, one has to possess the skills required for social interaction known as social skills. These include the skills which are necessary for the successful participation in the society such as patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor, memory and many more. These skills provide an individual to access the opportunities in the world at ease.

A high percentage of college going students lack the social skills such as recognition of social environment, tactfulness and sense of humour (Ruchi et al 2017) and significant correlation exists between social intelligence dimensions and ecological variables of respondents (Kaur and Kalaramna 2004). Research also indicates that a small amount of social interaction for about 10 minutes in a day can facilitate cognitive performance of students (Oscar Ybarra et.al 2008).

All the individuals do not possess the social skills and they can be learnt. It requires repeated instruction, practice and reinforcement while learning, which can help the youth to develop and master these skills better. These skills are interrelated and a wise combination of these skills

facilitates the youth to be socially intelligent and thus attain social maturity. This in turn improves their performance in both academics, inter and intrapersonal relationships and also in vocational spheres later (Ramesh Singh et.al 2014).

Hence, an individual need the social skills to become an effective member in the society and contribute to the welfare of the society and the nation at large. From the student enrollment statistics given by All India Survey on Higher Education (AISHE) 2014-15, the highest number of students is seen to be enrolled at under graduate level. Out of the total students enrolled, 79% students are enrolled in under graduate level. Second to the under graduate, 11% students (38.5 Lakh) are enrolled in post graduate level (Youth In India , 2017). Thus the onus lies on the educational institutions where majority of the youth are spending their valuable time in apart from their immediate environment the home and parents. The academic institutions have to provide varied learning opportunities for youth to interact with each other and enjoy the learning process. Education enables the effective participation of youth in the processes of social, economic and political development. Thus efforts must be made so that the young people acquire the knowledge, capacities, skills and ethical values needed to fulfill their role as agents of tolerance and peace, social harmony and nation development.

Youth who fail to develop the skills necessary to interact with others in their environment encounter inter and intra personal problems. The deficit of skilful social behaviours not only hinders the academic and vocational success, it also affects the social interactions in the society. As a result the youth find it very difficult to maintain healthy social relationships at both family and at work place.

This results in inconsistency in personal relationships and also in vocational sphere. As a result they move away from intimate relationships with many more conflicts and also shift the jobs often resulting in repeated failures in personal and professional life. Hence the educational institutions have to provide good environment to nurture

effective learning for the holistic development of students. Various teaching methodologies such as a wise combination of individual and group activities in support with the guidance of teachers could be adopted by the institutions to foster the social interactions among the students in the class room. This in turn helps them to develop the much needed skills for social participation and also enables them to learn the strategies of working in groups with peers.

AIM:

To study the effectiveness of various teaching methods used in class rooms

OBJECTIVES:

1. To study effectiveness of various teaching methods-traditional , use of ICT, individual and group teaching methods

PROCEDURE:

Twenty five college going female students in the age range between 19-24 years were selected randomly from UG and PG classes of Smt.V.H.D. Central Institute of Home Science, Bangalore. The data was collected through a survey by using a self structured questionnaire. The questionnaire consisted of two sections; the basic data and the specific data. The basic data included the demographic details and the specific data included the opinion on 15 teaching methods such as; lecture method, lecture and use of black board, power point presentation, videos, individual presentations, brain storming , group discussion and presentation, individual assignment writing, case study method, interview technique, panel discussions, expert talk , field visits and use of articles from journals/ newspapers. The teaching methods are classified as traditional methods, use of ICT, individual and group teaching methods .The data was analyzed by using number and percentage.

RESULTS AND DISCUSSION:

- **Demographic details of the respondents**

The students were in the age group of 19-24 years and were studying in UG and PG classes. All the students were exposed to all the types of teaching methods in one or the other semesters of their course of study.

Table 1: Traditional methods of teaching

Sl No	Methods	Highly Effective		Moderately Effective	
		N	%	N	%
1.	Lecture method	11	44	14	56
2.	Lecture and use of black board	15	60	10	40

The opinion of the respondents about the traditional methods of teaching is depicted in Table-1. It is evident that, a higher percentage (60%) of the respondents opine that the lecture and use of black board method is highly effective. With regard to the traditional lecture method, it was observed that a higher percentage (56%) of them opine that is moderately effective in learning.

Table 2: Use of ICT in teaching

Sl No	Methods	Highly Effective		Moderately Effective	
		N	%	N	%
1.	Power point presentations (PPT)	17	68	8	32
2.	Videos	21	84	4	16

Table 2 indicates the responses on the use of ICT in teaching. Recognizing the importance of audio visual aids in teaching, PPT and the videos are used by many of the teachers in colleges. Majority of the respondents opine that both the ICT methods (PPT=68%, videos=84%) are highly effective in learning. The findings are in support with Malaba (2005) where it was reported that use of ICT is very effective in education as it motivates the learner and is also a the major tool for building knowledge among students.

Table 3: Individual methods of teaching

Sl No	Methods	Highly Effective		Moderately Effective	
		N	%	N	%
1	Individual presentations	14	56	11	44
2	Individual Assignment writing	18	72	7	28
3	Case study method	15	60	10	40
4	Interview technique	13	52	12	48

The individual methods adopted for teaching the college students are presented in Table-3. The individual methods are the methods where the students are made to learn on their own with the guidance of teachers. They include the teacher guided activities such individual assignment writing and presentations, conducting case studies and interviews . It is evident that majority of the respondents have opined that all the individual methods are highly effective in learning (individual presentations=56%, individual assignment writing=72%, case studies=60%, interviews=52).

Table 4: Group methods of teaching learning

Sl No	Methods	Highly Effective		Moderately Effective	
		N	%	N	%
1	Brain storming	23	92	2	8
2	Group presentation	15	60	10	40
3	Group discussion	18	72	7	28
4	Panel discussions	15	60	10	40
5	Expert talks	11	44	14	56
6	Field visits	22	88	3	12
7	Articles from Journals/ Newspapers/Magazines	17	68	8	32

Dividing the students into smaller groups to engage in short, formal/ informal focused discussions on a specific topic are considered as group activities.

These activities include all the activities in which the students get together in groups and work by sharing their thoughts viz., collecting the information through brain storming, from various sources or field visits, discussion and presentation in groups as a panel, discussions with experts etc. Such activities facilitate group dynamics and foster social skills among students. The opinion of the respondents about some of the group techniques of teaching are given in Table-4. It is evident from the results that majority of the respondents opine that the group teaching methods are highly effective in the learning process (brain storming =92%, field visits=88%, group discussion=72%, articles from journals/ newspapers/magazines=68%, group presentation/ panel discussions=60%). With regard to expert talks it was observed that a higher percentage (56%) of the respondents feel that they are moderately effective in learning.

SUMMARY AND CONCLUSION

Based on the results, the present study concludes that, a higher percentage of the students feel that group methods of teaching are highly effective in learning process. This could be because these methods provide opportunities for them to socialize with peers. When the students are allowed to discuss on a specific topic with their peers under the supervision of teachers, they try to exercise their decision making abilities and come to a common understanding. This enables them to learn the group dynamics and helps in holistic development. By offering various creative teaching methods at college level, the youth could be helped to face the challenges of both personal and vocational spheres of their lives and to become responsible citizen of the nation.

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