

Use of Traditional Methods as Spring Boats in Teaching and Learning Process

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Abstract: Many centuries back during the ancient time “Gurukulam” system used to prevail even before the western civilization existed. Two among those Gurukulams, universities like Nalanda and Takshasila were flourished with worldwide disciples from 5th century BC. Students were used to staying in Gurukulams from childhood onwards in the faraway places from the residential areas and free from any disturbance. They sit in groups around the trees in nature and learn along with fellow students. All the time presentations and discussions were common on every concept at the presence of Guru (The Teacher). They get much freedom to learn among peers, can question with ease and try to get answers for every question by sharing among them. Guru always used to facilitate learning to understand each concept. In the advanced stage, learning was promoted in public meetings by wandering scholars, which were a regular of rural life. These scholars toured the country to deliver public discourses and invite discussions. The basic need of teaching is to make learners ideas to communicate effectively. Effective learning needs practice sufficiently but whereas a lecture centered classroom practices allow students partially to participate in classroom activities. Only a few bold students always come forward and the remaining needy students even having knowledge and skills can't get enough expose to communicate. If they can't communicate effectively, they can't be successful. By using the traditional “Gurukulam” methods, students can understand any concept with ease and practice the related skills proficiently. Our young learners love to learn if they get to experience learning collaboratively. Using traditional practices as spring boats is to get bounced with double strength. The same traditional practices are discussed and explained as per modern needs based on present situation in this work.

I. INTRODUCTION

The need of traditional practices in the learning process:

The traditional learning practices are very much needed to acquire any skills. It enhances their learning skills, gains confidence and gets clarity by open discussions. Ultimately it improves their presentation skills which lead to success in their desired field either it can be an employment or a business.

Skills can be enhanced if they are practiced. This kind of learning with peers expels the opportunity to share anything with ease. They might not come forward individually to get clarification for each and every doubt but by sharing among peers can resolve even simple doubts. When the learners are clear and confident on the subject then they won't try to escape from learning and face exams confidently. Unless learners get exposed by sharing their thoughts, they can't improve and they can't realize their capacity to implement their ideas. If they are unable to implement their knowledge there is no use of learning. Learning in a collaborative manner gives scope to learners for practicality.

After each lecture, if learners are asked to collect information and participate in open discussions in the next class, learners can feel competitive to collect information and share it in group discussions. Encourage students to ask questions among groups to involve others for discussions. Questioning improves thought process of learners; facing questions make them think on it seriously to find answers. By that easily we can involve learners in thinking and then share their thought process among peer groups. They also listen to peer's voice with enthusiasm because they are keen to know fellow students views. Those who are unable to practice can at least listen again and try to learn. All these practices enhance their knowledge and confidence and also provoke an open competitive atmosphere among them to encourage learning.

In the lecture centered classroom even by the efficient faculty, the learner can't concentrate continuously on the lecture for hours. If the learners are facilitated well to learn in a collaborative manner, then the learning happens easily even for a long time. And also self-learning practices can be adopted by the learners automatically instead of depending on the faculty all the time, which is essential for them in further studies of research.

Learning must be prioritized and it should be planed more than half of the college time all the days. If we believe learning is happening by facilitating; we try to incline on that process as much time as we can. Because the very purpose of teaching is for learning and to practice till they get perfection. Skills can't be learned by taking lectures but by getting an opportunity to practice.

Many agree that learning should start as soon as they understand any concept but if students are scheduled continuously with one class after another till evening every day; when do students get time to learn collaboratively and practice the concepts. Time should be given after each class, if not possible, it can be at least with minimizing the gap for learning activities. Otherwise, they just read at home alone to get bookish knowledge but they can't get the confidence to apply it at anyway.

II. LITERATURE SURVEY

The traditional methodology based on modern needs:

- Giving the necessary information on the concept
- Giving enough time to the students to gather information as per their possibility from different sources
- Sharing the gathered knowledge with peers by presentations
- Allowing students to discuss freely in friendly atmosphere
- Accept questions as many as and allow them to find answers themselves
- Encourage students to ask faculty for any clarifications by giving time to questionnaire
- Even the passive student also should get motivated by seeing the open sharing environment
- If not, encourage till every student get involved in sharing opinions on the given concept by giving them active roles
- Allowing students to assess themselves for open assessment
- Asking students the reasons for the assessment
- Asking students feedback after every presentation
- Considering overall assessment of each learner
- Faculty monitoring the entire process by just playing a facilitator role and leading them to reach the goal and involve only if it is required
- Identifying highlighted areas where there is a scope for further research by involving them in projects
- Exploring their ideas by sharing their projects in national and international workshops
- Conducting very frequently such seminars in college for students to share their inventions
- Giving support to the students for implementation of well-organized thoughts practically
- Directing learners to find path to settle in their desired profession
- Finally guiding students to become job creators from job seekers

The Challenges in practicality and some possible solutions to share:

I do agree on the challenges in practicality but we can share the problems on such issues by using these kinds of common Dais to resolve our problems if we believe it. Time management is a major problem and its solution varies for each organization. In some areas, the large strength of the students per each class is a problem. Even though there are many such issues but by seeing the improvement of the results any management eventually provides possible solutions for the related technical problems. In many organizations getting a good result is the toughest and a challenging thing.

Managing this kind of classes need skills and with a specific methodology but the real problem is the teachers teach core areas without any experience of teaching or without knowing the methodology of teaching. They might be very knowledgeable in their core areas but they should at least have some teaching diploma to understand the teaching methodology. To enter into teaching at schooling level, the teacher should have a Bachelor of Education in teaching but at the college level teacher is directly entering into teaching just with a post-graduation.

After that only a few teachers try to attend refresher courses for once or twice. Many organizations are not focusing to arrange faculty development programs regularly unless they need those for accreditation purpose. But we faculty should realize that we need to update ourselves with current knowledge and try to create opportunities to conduct or to attend conferences, seminars, symposiums etc. There we can meet many eminent experienced experts with specific specializations from different areas and countries. Sharing their various practices enhances not only faculty skills and also shows the solution for various problems along with faculty also get the confidence to handle these kinds of practices.

Knowing the responsibility of the teachers and need of the proficiency in skills; we need to adopt traditional methodologies to teach and learn for the desired results. If we leave learners just by teaching and completing the syllabus, it never yields a good result. Learning should happen in a healthy and tension free environment.

Only a few students are successful by their hard working and time management but our goal is to make every student proficient in their respective subjects to express whatever they want to share. Success should be achieved by every student, for that everyone should focus on the learning practices. Creating such environment to learn is necessary, which can make learning easier.

III.CONCLUSION

Understand the “Gurukulam” concept to use as a spring boat to bounce our students with full extent with a cool natural learning atmosphere. Learners need not be inculcated to adopt such culture because if they love it, they readily can involve in it. Only the faculty needs to be adopted with such methodology for teaching and learning for the overall success of students. It is not difficult if faculty realizes the need, necessity, and concept with good facilitation skills.

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