



ADOPTION OF INNOVATIVE PEDAGOGY IN HIGHER EDUCATION – A STUDY WITH REFERENCE TO UNIVERSITY IN MANGALORE CITY

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Abstract: Education is a total process of evolving mind in order to function properly in the society. A major breakthrough made in the teaching & learning process through the use of digital resources. As the future evolves exponentially, the computer at the middle transitions into the electronic age and assumes multifunctional roles in teaching and learning.

Position of the teachers has changed from being an expert on the subject that transmits information to serving as a facilitator of knowledge society student learning. New initiatives stress the need of instructors to improve the capacity of students to solve problems, work together, and practice critical thought. In fact, it is proposed that teachers adopt different creative pedagogy in the higher education teaching process.

The present study is an empirical study which is based on primary data collected from 30 under graduate and post graduate faculty from the University in Mangalore city with the help of structured questionnaire. Descriptive statistics had been used to analyze perception of teaching faculty in adopting innovative pedagogy in higher education. The study discovered that faculty have significant and positive perception towards adoption of innovative pedagogy in teaching process in higher education. Meanwhile some of the staff are resist to follow because of lack of knowledge in the field of technology.

Index Terms - Innovative Pedagogy, Teaching- learning process, Higher Education.

I. INTRODUCTION

Teaching is a profession in which group of people identified as teachers exchange the information, ideas, experiences, activities & problem solving etc. with the leaning group. It is an action in which both instructors & learners develop different concepts, instructional abilities that encourages students to learn real- life issues.

In Conventional teacher-centered teaching where teachers continue to talk to students as passive learners. This method does not suit learning style of all students' especially slow learners. Not all learners learns best by listening. Keeping learner's interest is difficult.

Advancement of information technology, increasing social expectations, challenging and competitive learning environment, and cramped classes have raised several challenges in higher education. Hence 21st century, Learners focused learning, where teachers as guide provide opportunities for students to apply skills and build their own knowledge. Students takes active role & responsibilities of learners beyond passive listening. Students solve problems, answer questions, formulate questions, analyze, clarify, debate, brainstorm during the class. Both Teachers and learners bear responsibility for instruction. Learners use various kinds of technology to conduct research, connect & build information.

An organized sequence of teaching strategies are used by effective teachers. There is no single or universal approach that suits all situations. Pedagogy is the art as well as science of teaching knowledge. It is a master plan that provides a detailed analysis of what an instructor is expected to do in the classroom. Different strategies are used to improve their learning outcomes in different combinations with different groups of students. Innovative learning pedagogy enhances the confidence of the teachers and students and contributes to their sense of purpose in higher education. Classroom instruction can be enhanced today by presenting students with a centric interactive learning experience by teachers using creative learning techniques. Applying innovative pedagogy will erode the boredom & monotony in the classroom result in unbelievable performance of the students.

The different strategies adopted in teaching - learning process:

Flipped classroom:

Flipped learning is a pedagogical approach in which students are introduced to the learning material before class, in the classroom concepts can be deeply understand through discussion with peers and problem- solving activities facilitated by teachers.

Project based learning:

This method allows the students to acquire key knowledge and skills through projects that respond to real life problems.

Gamification:

It is about transforming the classroom environment and regular activities into game.

Co-operative learning:

Co-operative learning is a successful teaching strategy in which small team with different level of ability, use variety of learning activities to improve their understanding of a subject.

Case based learning:

Case based approach engages students in discussion of specific scenario that resemble real – world examples.

Video based learning:

It enables student to acquire knowledge through videos.

This study focuses on the perception of teaching faculty in university toward adoptability of innovative pedagogy in higher education.

OBJECTIVES OF THE STUDY:

The objective of the study is given below:

1. To understand the concept of innovative pedagogy.
2. To study the perception of teaching faculty towards adaptability of innovative pedagogy in higher education.
3. To recommend suggestions on the basis of findings of the study.

METHODOLOGY:

The methodology adopted in this research work is empirical study. It uses both the primary and secondary data for the purpose of analysis to meet the said objective of the paper. Primary data was collected from 30 Post graduate and under graduate teaching faculty of Mangalore University, Yenepoya University and shrinivas University with well-structured questionnaire. The data collected from the respondents is recorded in SPSS. Descriptive statistics i.e., frequency method had been used in order to fulfill the different objective of the study.

DATA ANALYSIS AND INTERPRETATION

GENERAL: Table 1: Demographic profile of the respondents

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	10	33.3	33.3	33.3
female	20	66.7	66.7	100.0
Total	30	100.0	100.0	

Source: survey data

From the above table shows that 33.3% of the respondents are male and rest of them female.

Educational qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid master degree with Ph.D.	8	26.7	26.7	26.7
master degree with NET/SLET	12	40.0	40.0	66.7
Master degree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: Survey data

As shown in the above table, 26.7% of the respondents are qualified with master degree with Ph.D.; 40% of them are master degree with NET/SLET and rest of them are completed their post-graduation.

Designation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid associate professor	6	20.0	20.0	20.0
assistant professor	13	43.3	43.3	63.3
guest faculty	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Source: Survey data

This table depicts 20% of the respondents are associate professor, 43.33 of them are assistant professor and 36.7% of them are working as guest faculty in university.

work experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 1 year	3	10.0	10.0	10.0
1-5 years	9	30.0	30.0	40.0
more than 5 years	18	60.0	60.0	100.0
Total	30	100.0	100.0	

Source: Survey data

As per this table, 10% of the respondents are having working experience of less than one year, 30% of them having experience between one year to five years and 60% of them having more than 5 years of experience.

SURVEY QUESTIONNAIRE**Importance of innovative pedagogy in the higher education importance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	11	36.7	36.7	36.7
very important	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Source: Survey data

From the above table it is clear that, implementation of innovative pedagogy is very important in the higher education.

Innovative pedagogical techniques used in class room**Descriptive Statistics**

	N	Minimum	Maximum	Mean
flipped classroom	30	2.00	5.00	3.0667
Project based learning	30	2.00	5.00	3.1000
Video based learning	30	2.00	5.00	2.8333
Traditional method of learning	30	2.00	5.00	4.2667
Blended leaning	30	2.00	5.00	3.1000
Valid N (listwise)	30			

Source: Survey data

As per survey, traditional method of teaching i.e. lecturing method is most frequently used teaching pedagogy in the classroom.

Purpose of adoption of innovative pedagogy in teaching- learning process:**Descriptive Statistics**

	N	Minimum	Maximum	Mean
To increase the interest of the student	30	4.00	5.00	4.6333
Active involvement of students in education	30	3.00	5.00	4.5333
Involvement in cognitive activity	30	4.00	5.00	4.6333
Development of creativity of the student	30	3.00	5.00	4.3667
Making pupil ready product for the market	30	3.00	5.00	4.8000
Valid N (listwise)	30			

Source: Survey data

As per survey, making the students ready product for the market is very important purpose for adopting innovative pedagogy in teaching – learning process in the higher education.

Effect on application of innovative pedagogy in performance of the students**effect**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	6	20.0	20.0	20.0
effective	9	30.0	30.0	50.0
highly effective	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Source: Survey data

The study shows that 50% of the respondent strongly believes that implementation of innovative pedagogy in curriculum will improve the performance of the students.

Reason for poor pedagogical techniques:**Descriptive Statistics**

	N	Minimum	Maximum	Mean
Over emphasis on scoring more marks	30	2.00	4.00	3.3667
Crowded class room	30	4.00	5.00	4.5667
Students familiar with technology	30	2.00	5.00	3.7333
Lack of technological knowledge	30	3.00	5.00	4.0000
Burden in the workload	30	3.00	5.00	3.7000
Valid N (listwise)	30			

Source: Survey data

From this table, crowded class room is the main reason for poor pedagogical techniques.

Recommendation of innovative pedagogy**recommendation**

	Frequency	Percent	Valid Percent	Cumulative Percent
recommend	9	30.0	30.0	30.0
Valid highly recommend	21	70.0	70.0	100.0
Total	30	100.0	100.0	

Source: Survey data

The above table reveals that, 70% of the respondents are highly recommended innovative pedagogy in the higher education.

FINDINGS:

Implementation of innovative pedagogy is very important in the higher education.

Traditional method of teaching i.e. lecturing method is most frequently used teaching pedagogy in the classroom than other innovative pedagogy.

Making the students ready product for the market is very important purpose for adopting innovative pedagogy in teaching – learning process in the higher education.

50% of the respondent strongly believes that implementation of innovative pedagogy in curriculum will improve the performance of the students.

Crowded class room is the main reason for poor pedagogical techniques, it is very difficult to control more students in the case of group discussion or any other method of teaching. Lecture method is important in the case of crowded classroom.

70% of the respondents are highly recommended innovative pedagogy in the higher education.

SUGGESTIONS:

- 1] Provide necessary knowledge about innovative pedagogy for teaching staff as well as students by organizing different workshop.
- 2] It is advisable to university to integrate different innovative pedagogy in curriculum.
- 3] It is better to use combination of different pedagogy in the classroom to make interactive classes.
- 4] Encourage the students to enrol difference courses of SWAYAM which helps to gain additional credit to their account.

LIMITATION OF THE STUDY:

The survey was conducted only in University in Mangalore city. Hence the result arrived from this study may not be applicable to other universities.

The study mainly focuses on perception of teaching staff in adoption of innovative pedagogy in higher education. It is not applicable to other areas.

CONCLUSION:

Contribution of a teachers in students life facilitating cognitive and socio development, which helps them to become successful in future life. Effective teachers uses combination of different innovative pedagogy in teaching-learning process. The present study has concluded that teaching faculty have significant and positive perception towards adoption of innovative pedagogy in higher education.

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