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RESEARCH ARTICLE

CHANGING THE LEARNING PARADIGM RE/INNOVATION IN TODAY'S HIGHER EDUCATION IN INDIA

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ABSTRACT

In the present scenario, technology is playing a vital role towards increasing the quality of higher education. Many educational institutions are adopting various methods with innovative ideas that will change and motivate the students to learn, communicate, and bridge the gap between education and practicality. Students learn effectively only when they have strong inner motivation to develop a new skill or acquire a particular type of knowledge. They are practical in their approach to learning and wish to learn how it would serve their current and future needs. Their goals and purposes for learning, their style and application of learning are unparalleled. Conditioning the young learners' mind becomes a Herculean task for the simulators of knowledge as they have to facilitate the desire for learning and concurrently supplement the knowledge reservoir of the adults with new and innovative methods. Traditional ways of facilitating knowledge in the classrooms have already been contested and defeated where knowledge flow was unidirectional and the biggest boon in the system of higher education, as presently the lecture halls have been equipped with technological aids to provide a helping hand to the instructor whose intelligent approach and usage of the same brings out the potentials of the learner inviting participatory learning in lecture halls. In this hour of excellence, the twist in successful learning comes in when the interaction based learning is threatened by a lack. The lack is the gap that is brought in by technology. Paradoxically, technology has equipped everything within the four walls of the classroom but it has failed to equip the processes of imparting education. This being one of the major concerns, the present paper attempts to observe the areas which can be improved for successful conveyance of knowledge in higher education. India being a country which had always revered the "guru-shishya" relationship and at the same time always inquisitive to magnify the process of education, it cannot be denied that the country lacks in its equipment but where lies the lacuna that the system of higher education is still incompetent when it comes to practicality. Gone are the good old days of learning under the tree-sheds and following the blackboard instructions. In an era where the internet has glued the young minds to itself there are n-number of scopes that can be considered to improve and stimulate the process of learning. Examples of online, blended and hybrid learning have taken a grip of the tender minds have honed much of their curiosity. Students spend much of their free time on the Internet, in learning and exchanging new information. Renovation as well as innovations in the field of academics must both be theoretically and practically oriented. The perception of the students, their growing expertise in each subject should be the criteria for constructing such pedagogies & andragogies. Breaking the barriers of hindrances in teachers/students, would motivate them to be more confident of the practical situations. A student should be trained for fluent and unperturbed oral communication, compassionate teamwork spirit and a challenging leader at the end of the day.

Key words: higher education, innovation, pedagogy, andragogy, renovation, theory, practical, technological aids, participatory learning.

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INTRODUCTION

The study of young mind learning in education system has emerged as a learning framework due to its increasing popularity in the past decades. Today higher educational institutes have understood the importance in transforming themselves from pedagogy style of teaching to andragogical style. It is very crucial in this techno world as a teacher teaching we must involve adults in their own learning and adhere to adult learning principles, introduce interactivity wherever possible into your instruction, look for opportunities to use case studies, brainstorming exercises, facilitated discussions, role-plays, problem solving, etc.

To retain learning, learners need opportunities to make a connection with the content and apply the learning to real-life. Today's young minds learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge. Children & Adults will learn only what they feel they need to learn. They are practical in their approach to learning and would prefer to implement in their real life. Their goals and purposes for learning and application of learning is unique. This paper tries to analyse the lacunae between theory and practicality that has impaired the higher education system and made it restricted to bookish knowledge only. It revisits the past and tries to see what kind of renovation is necessary for improving the standards of higher education. Innovation in Higher education is playing a massive role in providing both the faculty and the students

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with skills for innovation with latest technologies, but it is very much necessary to understand and identify what kind of higher education teaching can be conducive to the strengthening of skills for innovation. This study highlights the current evidence on the effectiveness of problem-based learning in modern method compared with traditional approaches in higher education teaching. It explores the extent to which technology-based learning can be an effective way to develop different discipline-specific and transferable skills for innovation. There is no national "system", no national ministry of higher education, no national higher education policy and no national quality assessment or accreditation mechanisms for institutions of higher education says Glen A Jones in a paper where he analyses higher education in Canada.

The sentence quoted above stresses on the particular word "national". This word has for long covered the various differences and discrepancies which otherwise crop up issues and contentions and also at times have united and combined the same differences and pacified discrepancies for good. However, Canada has destroyed the sense of being "national" when it came to education. In fact the education imparted in Canada is under each province and stands independent. On the contrary, the education imparted in India is centralized keeping in mind the mask of harmony that is so brilliantly crafted by secularism. India has revered the ancient system of education for generations now and it seems to be continuing the same for its own good reasons. This strategically makes for balancing the harmony of curriculum amongst various regions and has its own synchronic and diachronic uniformities. However, the aberrations in the system can be heard when personal interactions are done with those who receive education the young minds-the upcoming generations. They have a word to add on how to make the education system better, their goal being to become efficient in the practical world. For this an observation on the current methods used in higher education is essential.

Review of Literature

Many higher education institutions are offering courses on-line. An increasing number of faculty members across the country include teaching and learning tools provided by the World Wide Web encapsulated on a shift in paradigm in higher education from traditional classroom settings to modern education program via the World Wide Web. Distance education delivered via on-line technology was also becoming a viable and convenient alternative for students who are "not so distant." Of 609 students enrolled in one distance education program, 500 also were enrolled in traditional courses on campus (Guernsey, 1998). In a typical on-line learning environment, each student is provided with access to a virtual classroom. The instructor posts lecture notes and related literature on the Web and organizes classroom discussions that are completed through Web conferencing. In addition, chat group sessions are held and student presentations are posted to websites. Liu and Thompson (1999) found that faculty members are more likely to use a wider variety of educational technologies when exposed to distance learning. Ryan, Hodson Carlton and Ali(1998)_observed that higher education is moving with deliberate speed toward the electronic classroom and that much has been published on faculty experiences with course delivery through the Web. In spite of the rapid expansion of on-line instruction, little research existed on the evaluation of student perception of on-line versus traditional

classroom learning and their corresponding learning outcomes, in particular when on-line learning components are embedded in an otherwise traditional classroom learning environment. Sherry, Fulford, and Zhang (1998,) and Biner, Bink, Huffman, and Dean (1995) added that few evaluation models appear to have been formally assessed or developed in relation to distance education. Student perception and the quality of on-line programs need to be continuously assessed in order to assure that learning outcomes are increased and do not suffer from using on-line technology. Sherry, Fulford, and Zhang (1998) discussed the positive relationships between students' satisfaction with instruction and their subsequent success in a course. They continued that the importance of efficiently assessing students' perception of their instructional environment is an integral role in student learning outcomes. Cheung (1998) added that student feedback is essential for improving the academic quality of on-line learning and helped provide comparative data across different courses to monitor the consistency of standards.

Despite the fact that the literature seemed to agree that overall learning outcomes were similar between on-line and traditional classroom instruction (e.g., Spooner, Jordan, Algozzine and Spooner, 1999), quality of on-line learning environments seemed to be under more scrutiny than the quality of traditional classroom environments. Since its inception in the 19th century and its popularization in the 20th century, andragogy has undergone timid but significant empirical inquiry by several researchers in various contexts. The following is a non exhaustive overview of the research based publications on andragogy. Knowles initially based his andragogical model on the four pillars: (a) the learner's self-directedness, (b) his or her accumulated and growing experience for learning, (c) his or her readiness to learn, and (d) the educational shift from subject-centeredness to performance-centeredness. Further, he attributed the rise of andragogy first, to the adult students' high resistance to pedagogical methods and drop-outs; second, to the fast pace changing society that made new knowledge rapidly irrelevant making the need to learn newer things faster; and third, to the inadequacy between adult-focused and child-based learning characteristics.

Based on a causal-comparative methodology using both quantitative and qualitative survey methods, a study of 1800 adult learners in 542 distant learning enrollments for the 2007 fall in the USA concluded that neither age, nor level of external commitment, nor campus proximity but rather prior experience is the unique significant factor of learners' satisfaction .Ellis' study differed with earlier conclusions by Sorensen because of the specificity of its sample which comprised real adult learners—neither undergraduate nor community college—taking distance learning modality and living in real world and work situations. According to Marzano the teaching and learning experience is about the collaborative interaction between the teacher-students-content trilogy. This trilogy, proponents of both pedagogy and andragogy seem to miss in their arguments. Hence, it is the eclectic position of this paper that meaningful teaching and learning occurs best in a moderate combination of the pedagogy and andragogy models. Lo studied student satisfaction factors and perceived learning on a sample of 70 out of 114 registered students in a specific blended course in the USA. The study used a 22 questions 5-point Likert scale survey.

The study concluded that instructor performance, students' own commitment to learning, and course policies are three key satisfaction factors that predict perceived student learning. Further, the researcher emphasized the necessity for balancing "course designers' perceptions of students' skills and abilities with students' own perceptions of their skills and abilities" in order to improve learning performance of graduate students in American classrooms (p. 52). Though the smallness of the sample and the singleness of the research situation negatively affect the generalizability of the research results, this research can serve as a stepping stone for further research in the area of student satisfaction at the graduate level therefore reinforcing the need for the current study. A theoretical study by Houde aimed at refuting the assumption that andragogy is an atheoretical model. The researcher hypothesized that andragogy could be validated as a theory by the use of two motivation theories namely, self-determination and socioemotional selectivity. A striking feature in this research is the author's recommendation for the challenging comparative study of content and problem oriented methodologies and the satisfaction of the competency need—a cardinal component of andragogy.

The current study suggests taking the challenge further by integrating other andragogical components in a more comprehensive way. One of the three purposes of a study by Wilson was to scrutinize the impact of teachers' andragogical orientation on student cognitive (learning) and student affective (satisfaction) outcomes in a non-traditional post-secondary graduate context. The participants were students and teachers of either of five MBA accelerated courses. The findings suggested that, whereas "andragogy impacts student satisfaction in a non-traditional education setting" (p. 209) "none of the andragogical constructs were significant predictors of learning" (p. 187). In other words, andragogy influences the affective but not the cognitive dimension. This conclusion is a direct challenge to the whole concept of andragogy which claims to help adults learn better and not merely feel better. Subsequent studies are therefore needed before validating such a finding. According to the previous analysis, the relationship between andragogy and learner satisfaction at the graduate level has not yet been thoroughly researched. Kirkman, Coghlin, and Kromrey conducted a study comparing two sections totaling 39 out of 43 adult graduate learners of traditional with blended classrooms taught by the same instructor. The findings suggested that experience and Internet usage impacted learning satisfaction in web-enhanced classrooms more than in traditional classrooms; and that learning satisfaction was higher among students involved with a web-enhanced course format than for students in a traditional face-to-face course format. Of a particular interest is experience, which has been identified as one of the two key delineators between children and adult learners. Though experience contributes to a better understanding of the relationships between adult learners and learning satisfaction, this research fails to explicitly integrate andragogical components thus making the current study relevant.

Statement of the problem

It would never be justified to tell that Higher Education System in India is lacking in its ways to impart quality education but definitely it has to inculcate newer methods of reformation. The system of education as has been pointed out in the beginning is "rooted to basics" but to a certain extent there is a stagnancy that can be found which has blocked the receptive

potentials of both the teachers and the learners. In an era where new technology is devising out various equipments for quick and effective learning, it is important that the mentors of higher education like the University Grants Commission (UGC), All India Council of Technical Education (AICTE) and the Higher Education Commission (HEC) should look up to renovating and innovating effective methodologies.

Objective of the Study

The objective of the paper is to find out innovative ways through which the bridge between theoretical knowledge imparted in the higher education system and their practical implementation be built. The research study is conceptual in nature. It is based on the innovation in higher education and its adaptability and acceptance in the present scenario. The objective of the study is to identify and assess the following:

- To promote and integrate the faculty development program for staff with latest technology.
- To improve the research and innovation in Higher education through professional management.
- To prepare the students for taking up the challenges by enriching their knowledge on systems and tools with a global perspective.
- To focus and incorporate adult learning theories and relevant technologies into current structure of learning experience
- To involve young minds in diagnosing their own learning needs
- To captivate upon new ideas and fresh perspectives for enabling teachers to build strong learning communities

MATERIALS AND METHODS

The research is based on both primary and secondary data collected. Primary data is based on the in-class interaction with students in the college. Secondary data is collected from the journals, magazines, internet and books.

Renovation in Current Standard of Higher education In India

Very close to the point observed while interacting with the students under Bangalore University that the curriculum should be focused on practicality and using the theoretical knowledge for dealing with real life scenarios, comes another finding that gives weight age to the reflections of the students. Industry reports supported by NASSCOM, only 25% of technical graduates and about 15% of other graduates are considered employable by IT/ITES industry. Another survey conducted on 800 MBA students across different cities in India revealed that only 23% of them were considered employable. (Jaipuria, 2014) Hence, there is an immediate need for a holistic and symbiotic association between industry and academia to make employable graduates. The students focused on their need to share a platform with the companies where they can visit the companies see the problems that the corporate world has to deal with for at least once notwithstanding which they falter at the time of interviews. To take a very simple example, the students highlighted the significance of issuing a cheque. They are taught to make it in theory class but when they enter the bank to make it they find everything is so different. The question arises of whom to blame? Is it the way in which education is imparted is lacking? When such a question comes up first it becomes necessary to

trace the knowledge competency of the teacher who is teaching a particular subject. Secondly, it becomes necessary to judge the methods of teaching adapted by a particular faculty member. Need not necessarily, a brilliant gold medalist of a university can be the best teacher. In case of teaching what makes more sense is whether, the teacher has subject knowledge and whether he knows how to present it to the various cadres of students present in the same class within the limited time-frame given for that particular subject in a day. Such can be motivated through sending the faculty for seminars and workshops. Most of the times joining seminars and workshops become a matter of attendance for the faculty members. It being so, such platforms are taken for refreshment and escape from daily work. Rather than emphasizing on attendance, emphasis should be more on increasing the knowledge levels of the faculty members and delineating their minds towards research. Attention should be given to the number of publications faculty have made in a year, the presentations they have made in a year and then to let that be known to the students who can be further motivated by looking at their teachers and take some interest in discussing and dispersing knowledge based on their curriculum. Such can also help in motivating the students to organize seminars and workshops for themselves. Regarding infrastructure of the institution, one basic requirement is the up gradation of the library with all the necessary e-journals archived. There are colleges and institutions that have had no proper access to online journal archives and wait till the proposal for a particular journal is being made. This also focuses on the fact that the library staff needs to be well oriented on the highly advanced technological archiving on the various subjects which are being taught under the banner of the college. These are the areas for renovation.

Significance of renovation

Renovation as the term suggests would involve in recreating, reproducing and replicating the one that has existed. Thus, the first indication is that it would demand lesser time in case of implementation and productivity. The availability of teachers, infrastructure and academic curricula needs to be improved as per the required standard. Now, in a country like India where the academic curriculum for higher education is more or less centralized by UGC, it would further take less time for effectively molding the practically oriented syllabi.

Psychology – Lecture hall equation balancing between teacher teaching Vs learner learning

With the defined term andragogy as “the art and science of helping adults learn” - As educators one would expect that teachers should be experts on the best most effective and efficient methods of getting large groups of children to understand, learn, and use information responsibly to create more information. An adult will get a great deal more if he/she is part of the presentation as a conversationalist where they can be a balancing equation between the teacher and the student. In that way they will be respected and able to not only impart their expertise, and experiences, but also address their specific needs on the topic. This makes the session personally relevant and more self-directed. Another important part of adult learning is to be able to learn something today that can be used tomorrow.. The goal in professional development should never be to show how much the speaker has learned, but how much we can get the participants to learn. It is commonly understood that students, particularly adults, learn differently. “The

learning styles, attitudes, and approaches of high school students differ from those of eighteen- to twenty-two year old college students. The styles, attitudes, and approaches of adult learners differ yet again” (Oblinger, 2003, p. 37). Instructors must be aware of these differences with selecting course activities and planning class sessions to better attend to the needs of all of their learners.

Innovations in current standard of higher education in India

Presently innovation in higher education is experiencing a major transition in our society. This transition is highly influenced by the developments in information and communication technology all over the world. The entry of Information Communications Technology (ICT) in the higher education has profound implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. Today's education paradigms are shifting from traditional method of classroom instruction to broader horizons involving online, blended and hybrid learning. Students already spend much of their free time on the Internet, in learning and exchanging new information. With this perspective, combining on-line learning with the traditional classroom could help both the faculty and students to raise their levels of productivity. With the evolution of the World Wide Web, on-line teaching and learning has gained a tremendous amount of popularity. New web teaching and learning tools are created at a fast pace to provide better, more efficient, and easier access to learning communities.

Significance of Innovation

Innovations focused on competency-based education have the potential to bridge the widening gap between traditional education and the workforce. Continuous assessment must be done for improving on the quality on education that is both theory as well as practical oriented. Currently online based education provides modulation in the programs offered by the institutions, which helps the students to customize themselves with the subjects based on industrial requirements. With latest social networking tools such as blogs and wikis, and online social gathering, websites are enhancing and facilitating collaborative learning and are being used widely on many campuses. The delivery of lecture has flourished dramatically, as many faculty would like to post all class material, including complete audio and/or video recordings of lectures, on sites like iTunes, face book and YouTube etc., since students spend much of their time in internet ,institutions prefer posting academic materials on these popular sites where students can download and interact with the course materials in a location where they also seek entertainment and make their studies a lively concept. But yes at the same time many students who are economically weak cannot opt for studying with the latest technology. The government must support the educational departments and the universities to provide the amenities required for establishing firmly the modern based technology in rural areas. The faculty members must be given training on through various programs through which they can learn how to integrate technology with academic curriculum. In developed countries, universities foresee technology as an asset that helps students to create an intellectual sound personality with the vibrant market expectations as the demand for higher education globally has increased and will continue to grow. Universities are competing internationally for resources, faculty, the best students, and education funding. Overseas

expansion creates opportunities for students and faculty in terms of exchange programs and expanded campus environments. Examples countries like China, India, and the Middle East have quickly become key areas for widespread campus growth. The global learning environments give students an opportunity to expand their portfolios to include experience that is valued in today's workforce. However, innovation in developing countries poses very different challenges, in terms of understanding the process and of building systems.

Traditional Methods and Innovation

A sound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. There is a difference in the opinion of the people regarding the use of traditional teaching methods and modern teaching methods. Some people say that traditional teaching methods are best for imparting the education in the students while some favour that we should use modern teaching methods for giving quality education. For a better education system there is a need of maintaining the balance between the use of traditional and modern teaching methods. Using modern technology in teaching the faculty's must adopt action-oriented pedagogical approaches which can hone critical thinking skills and enable the students to identify problems, seek out and evaluate relevant information and resources, and design and carry out plans for solving problems.

After the lecture is over students revise their notes and try to memorize the notes with the objective of passing their exams and get certificates. Traditional teaching method is cheaper than the modern teaching methods which make it more suitable in rural areas. There is more interaction between the teacher and student in traditional teaching methods as compared to the modern teaching methods. We can also say that in traditional teaching there is more discipline in the class and traditional teaching methods does not require any special technical knowledge and can focus more subjects for imparting the best knowledge to the students. If we compare our traditional method with the innovative teaching skill in the last decade we would see the difference in the usage of high tech equipment in educational institutions. Lots of modern gadgets such as computers/laptops with wi-fi connection, LCD projector and white boards in the classroom have been used effectively for enhanced interaction between the teacher and the student. Apart from these, digital games, special websites or blogs for teaching in the classrooms, microphones for delivering the lecture have given a totally changed set-up to attract the young minds.

A Striking UGC intervention

UGC, a premier institution for promoting and coordinating university education and is responsible for determining and maintaining standards of teaching, examination and research in universities is implementing the Scheme of Innovative Programmes which has been named as " Teaching and Research in Interdisciplinary and Emerging Areas" to support

- full-time specialised courses at Undergraduate and Post-graduate levels including one year PG Diploma after

Post-graduation in Interdisciplinary and Emerging Areas and

- Accommodate brilliant ideas and innovative proposals to influence teaching, research, academic excellence, societal growth and relevant activities in various disciplines which meet educational, national and global priorities and to universities and colleges.

With the help of modern teaching methods teacher can cover more syllabus in lesser time as they don't have to waste their time in writing on the blackboard. Videos and animations used in the modern teaching methods are more explanatory than the traditional blackboard methods Distance is not a matter, nowadays, for quality education to reach a quality student even if he/she resides at a remote place. Education leaders in the form of business conglomerates are reaching far-off corners of the world with the help of ultramodern technological advancements. Virtual Class is one where a large audience watches a teacher delivering a lecture on their internet connected cyber devices from different parts of the world and everybody comprising this audience has the same kind of access to the teacher. You ask your questions and the lecturer clears your doubts by way of speaking, drawing pictures and illustrating on a blackboard as if he were taking a real class. The only difference is that you attend to an image of the teacher and the not the real person but that makes no difference to a learner.

Most educational institutions in educational hubs are equipped with microphones, speakers and auditoria with big projection screens for seminars and conferences. Even in a general class, teacher has the liberty to get the speakers and microphones switched on so that his voice effectively reaches the students. Professional colleges use these services to give the students an on-the-job like experience by showing them clips from corporate houses and other companies of international repute. There are many more facilities and gadgets which the latest engineering inventions have provided us like wireless mobile labs, digital schedulers and planners, long stand- by power back-ups, interactive whiteboards, control switchers etc. The effective utilization of these devices and facilities can make a student deeply involved in a subject. According to the Global Innovation Index (CII) 2012, a ranking of how innovative a nation is, compiled and published by INSEAD Business School and WIPO (World Intellectual Property Organization), India stood 64th out of 141 countries. Realizing that Innovation is the lifeblood of an economy and nothing can be greater testimony to Indian context than the fact that, in 2009, the President of India declared 2010-20 as the 'Decade of Innovation' and the Prime Minister has approved the setting up of a National Innovation Council (NInC) under the Chairmanship of Mr. Sam Pitroda, Adviser to the PM to discuss, analyse and help implement strategies for inclusive innovation in India and prepare a Roadmap for Innovation 2010-2020.

Findings

- Adequate research programme should be devised for faculty members.
- There should be subject-oriented workshops at the beginning of the semester where the teacher can learn the ways in which the prescribed modules can be taught effectively to the students.

- Raising standards in teaching -learning by equipping new generation teachers in innovative aspects of academics with their dynamic innovations.
- Lack of interaction between teachers & students.
- Through frequent online assessments and low-stakes exercises, online competency-based education platforms can capture, in very precise ways, a student's ability and performance.
- Establish linkages between industry and the University for innovation aimed for practical ends.

Recommendations/suggestions

- Every staff must attend seminars, workshops and must present papers which will improve their teaching skill and they will get an immense knowledge on the subject.
- Universities must conduct various training programs for faculty members in exploring them with the growth of potential new learning technologies
- Incorporate more social learning, more active learning, and more real-world assessments through online support
- Embrace free online textbooks, study materials and online instructional environments to students which will help them to prepare for their exams in much ease.
- Library as well as the library staff should be oriented with workshops for helping them to equip their concerned department with more sophisticated online access of journals and other kinds of required archives.
- Apart from theoretical and practical exams only being limited to viva and laboratory, students must be given an interface of corporate-academics where they would not only handle projects but would be given situations and judged on skills of handling those adverse situations.
- Provide incentives and rewards for members of staff who engage in innovative practices beyond classroom practices.
- Analyse and understand the needs and circumstances of the learners and give extracurricular activities to improve their knowledge on various subjects as per their needs.
- Provide appropriate processes, tools and support activities so that faculty are able to fully utilise the rich data generated through analytics to enable them to respond to individual student needs and to further develop their teaching.
- The teaching fraternity should be exposed to gain mastery in many new and emerging technologies and they should incorporate adult learning theories into current structure of learning
- The educational institutions must organise various training programmes and workshops for their staff members for enabling them to integrate technology into classroom instruction which can result in increased retention and comprehension of presented course material actively engaged in communities of practice and other professional social media to share their proven techniques
- It is very essential for the instructors to accept the changes within the educational sector, be adaptive in order to cope with the ever-changing cultural and technological environment; and be innovative, and must maintain an effective instructional

environment within an evidence-based teaching approach.

Conclusion

Understanding the current educational needs, the pedagogical approach for children & andragogical approach for grown up young minds has become a challenging task for the teachers in teaching the learners as most of the students have their own unique way of learning and articulating their ideas & thoughts. Educators teaching such learners need to know the concepts of the learning theory and must be able to incorporate them into their teaching style. Educators as well as the educational systems world-wide should provide all learners, both children and adults, with the opportunities to be actively engaged in learner-centered educational experiences. It is understood that the traditional teacher-centered teaching style has been well mirrored in educational systems world-wide. Educators have been trained to use this one-way teaching mode to teach learners and Educators need to become *facilitators* of adult education, helping the adult learner to set and achieve goals, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Therefore, it would be in the best interest of the learners if educators were to overcome traditional teacher-centered assumptions and consider adopting and applying pedagogical & andragogical principles, learner-centered approaches, and constructivist principles in the classroom. The use of these strategies will create a more engaging and practical learning environment, which can route to creativity and innovation in the classroom and, ultimately, competent individuals prepared themselves to compete in workforce.

Thus, education is the means by which students acquire the skills necessary to achieve the potentials of their personalities. Thus teaching is not just meant to be teaching, its meant to be an awakening. Educators are expected to be most effective and efficient in enabling young minds to understand, learn and use information shared responsibly to better oneself, solve problems, create innovations, build and sustain social change. Observing today's scenario of higher education in India, the most important concern that can be felt is whether the higher education system in India is lagging behind or it already has the required conveniences for improvement. It cannot be totally denied that Indian higher education system is not competent enough with respect to the West. Over a decade, Indian classrooms are well equipped with all the technological supports that we see in developed countries. The gap lies in the usage of those technologies and their utilization. The Indian system of education where the "guru-shishya" relationship stands supreme, demands both of them to utilize such technological advancements for which the authoritative bodies like the Higher Education Commission and University Grants Commission should take effective measures to bring out the latent abilities of the faculty and the students and hone them towards the achievement of real life goals.

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