# Role of Teaching Effectiveness in the Changing Scenario of Indian Higher Education

*Afreen  Fatima*

*"It's not rocket science- the better the teacher teaches, the better the student learns."*

*-Harry K. Wong, Author, The  First Days of School; How to Be an Effective Teacher.*

## ABSTRACT

*Present  condition of Indian higher education needs several strategies and methods to avail the benefit of different opportunities and enhancing the level of higher education. This study was based on the importance of 21st-century skills for teaching effectiveness. This study was explored the importance of effective teaching & examined the skills, which made a path for effecting teaching in higher education, how these skills relate to the orthodoxy academic standards, and how these skills can be effectively taught. It is imperative to consider the new learning paradigm, which influences effective teaching to reduce the issues and challenges faced by Indian higher education in the current scenario. The policymakers need to have a firm understanding of the skills most in-demand in higher education.*

*Keywords: Effective teaching, New learning paradigm, Higher education.*

## Introduction

### Indian Higher Education:

The higher education system in India is the world's third-largest system in terms of students, next to China and the US. India has the benefit of English as a primary language for higher education and research. India educates almost 11 % of its youth in higher education in contrast to China that belongs to 20 per cent [1]. In India, the regulatory bodies at the tertiary level are the University Grants Commission (UGC), Medical Council of India (MCI) and All India Council of Technical Education (AICTE), which emphasises its standards, suggests the government, and assists to coordinate between central and the state government. Higher education in India has shown 25% significant growth in the recent years in terms of several students enrolled, the number of Institutions, number & type of courses being offered and the funds being invested (Gupta

*Research Scholar, Department of Business Administration, University of Lucknow.*

and Gupta, 2012). To enhance the quality of higher education, the establishment of accreditation committees like NAAC and AICTE Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) have been constituted. However, Quality education is still decreasing with a steady rate due to various loopholes like funds crunch, equity reorientation of programs, ethics, values associated with the delivery of education, teaching-learning process, assessment and accreditation of institutions, and academic standard of students, quality of research, innovativeness and creativity.

Some challenges of the higher education system are continuous up-gradation of the curriculum to remain in movement with the speedy growth of science and technology. It resulted in challenges from the international universities, grooming of many private institutions without any method of ensuring the maintenance of quality and standard, the need for adequate funding to meet the demand of various novel innovative programmes, developing a meaningful and purposeful interface between universities, national research laboratories, industries, government and society.

## Objectives of the Study

1. To explore the importance of effective teaching in higher education.

2. To analyse the new learning paradigm that will equip learners.

3. To examine those skills, which constitute a new way of effective teaching.

## Teaching Effectiveness

Teaching effectiveness is a measure for the evaluation of teaching quality. The teacher can influence the personal change & development in the students (Shevlin et al., 2000). Cashin (1989), stated that effective teaching must include that behaviour of teacher, which helps the student to learn. Westwood (1998) concluded that providing maximum opportunities to all students to learn. Wankat (2002) resulted that the effective teaching fosters student learning. Past studies suggested that students overall perception about the teacher lead towards positive ratings irrespective to the actual teaching effectiveness (Bruner & Tagiuri, 1954; Asch, 1946).

Killen (1998, 2003) stated that a teacher should be an effective & possessing the quality of enthusiasm, confident, optimistic, and willing to share and

collaborate, committed, compassionate, curious, patient and ethical. Marsh (2008) depicts effective teachers are kind and caring, friendly but firm, have a good sense of humour and demonstrate leadership qualities effectively. Marsh (2010) articulates the attributes of effective teachers are highly knowledgeable; communicative; sound & clear instructions in their teaching and having good relations with the entire associated person. Boag (1989) resulted that the 15 most preferred qualities were-

1. Enthuse students

2. Empathise with students

3. Treat them as individuals

4. Relate to others

5. Know the subject

6. Teach to learn

7. Manage classroom

8. Be organised

9. Be fair, firm and flexible

10. Be loving and warm

11. Prepare students for life

12. Be a complete person

13. Have high self-esteem

14. Take risks

15. Have a sense of humour

Melnick & Zeichner (1998) have identified a set of skills and attitudes for the effective teaching which includes a consciousness of oneself, attentiveness to others, ability to collaborate & communicate with others, resourcefulness, openness to change. MacGregor (2007) found sixteen themes, which provide the accurate requirement of highly effective teaching. These are stated below-

1. High degree of student engagement.

2. Designs and delivers effective instructions.

3. Effective use of assessment for the student learning

4. Use a positive behaviour management approach.

5. Must demonstrate knowledge of students.

6. Selects & communicates clear instructional goals.

7. Clear classroom procedures.

8. Demonstration of content knowledge.

9. Use quality questioning/high-quality discussion techniques.

10. Demonstrates flexibility and responsiveness.

11. The lesson must reflect the teacher's knowledge of resources.

12. Communication should be clear.

13. Provide feedback to students.

14. Classroom space is conducive to learning.

15. Use of anticipatory set.

16. Ensure to provide lesson closure

Kagathala (2002) resulted that the teacher effectiveness is more in an urban area than those teachers who belong to the rural area. Singh (2002) concluded that teacher effectiveness is positively & significantly correlated with job satisfaction. Vijaylakshmi and Mythill (2004) found that there is a significant difference between personal variables like age, marital status, gender and professional variables like experience, qualification, subject of teaching, designation, levels of college & type of college management on the teacher effectiveness.

Amandeep and Gurpreet (2005) resulted in that female teachers are more effective in their teaching than male teachers. Pandit & Surwade (2006) studied that a female teacher was more emotionally mature or stable than male teachers. Further, emotionally stable teachers were more effective than emotionally unstable teachers. Cheung (2006) found that female teachers were significantly more efficacious than male teachers. Newa (2007) studied that the teacher effectiveness was found to be positively related to job satisfaction, media utilization & attitude towards information and technology teacher effectiveness. Kaur (2008) shown that job satisfaction is positively related to teacher effectiveness; while occupational stress is negatively related to teacher effectiveness. Further, the study has concluded that the teachers who are under high occupational stress are comparatively less effective than others.

## Importance of Teaching Effectiveness in Higher Education:

The importance of teaching effectiveness become more essential when outmoded teaching methods used, declining research standards, unmotivated students, overcrowded classrooms & gender, and ethnic imbalances. Brophy

(1979), Black & Wiliam (1998), Martinez & Martinez (1999), and Hattie (2003) strongly suggested that teaching effectiveness is a crucial determinant of student's achievement. Lovat (2003) argued, "Teacher quality is the single greatest factor in explaining student achievement, more important than classroom-related issues such as resources, curriculum guidelines and assessment practices". Similarly, Martinez & Martinez (1999) also resulted in that teaching effectiveness was responsible for the improved learning outcomes among students.

## Introducing the Learning Paradigm or Changing Scenario in Indian Higher Education:

Eisner (1998), the new paradigms of teaching and learning are pushing towards "*more generous and more realistic educational policy affecting how teachers are to function*." Trilling & Fadel (2009) argued that effective teachers are essential but those skills are also required which are demanded in the present situation in order to well versed the learner for the competitive environment. Barr and Tagg (1995) argued that mission, vision, culture, and structure of the college must endure a paradigm shift from instruction paradigm to the learning paradigm, from being institutions that provided instruction to students, which produced learning in students. Once the shift is made, everything has the potential for change.

In the new learning paradigm, faculty becomes the designer of powerful learning environment & every college employee, not only faculty, has a role to play and the contribution has to make in maintaining a learning-oriented environment. The curriculum design must be based on the analysis of what students need in a complex world rather than on what the teacher wants to teach. Colleges are encouraged to reconfigure how they interact with the students. The aim of the institution is learning, not instruction. Barr and Tagg (1995), there have a measurable movement to undergo learning as the focus of undergraduate education. As the concept spread rapidly throughout education, a new emphasis on the learning began to appear. Every new book, conference programmes, and websites echoed the concept: learning colleges, learning communities, learning organizations, learning outcomes, brain-compatible learning, surface learning versus deep learning, and teachers as learning facilitators.

In recent years, Indian graduates have participated more in the knowledge industry and they are now at an advantageous position in the knowledge-controlled world economy. The Indian youths are now looking for quality education and immediate utility. The private institutions have to fulfil the demand by introducing a large number of skill-oriented courses. The foreign universities are also looking forwards to capture such demands. India is steadily

shifting to the fast track of economic and industrial development, which leads to several paradigm shifts in higher education, like,

1. From 'State Controlled Education' to an 'Open Market Economy Education'

2. From 'Education for Human Development' to 'Education for Human Resource Development'.

3. From 'Education for a Few' to 'Education for Many'.

4. From 'National' to 'Global Education'.

5. From 'Institution or teacher-centred Education' to student-centred Education'.

6. From 'Subsidised Education' to 'Education for a Price.'

## An Effective Teacher in the Changing Scenario:

Trilling and Fadel (2009) have resulted that to be an effective teacher in the new paradigm requires a move from the teacher-directed to student-centred learning, from the direct teacher instruction to an interactive exchange with and among students, from teaching content the knowledge to equipping students with relevant skills, and from the teaching content to problem-solving processes. Additionally, effective teaching in this new paradigm requires a new way or shift from teaching basic to applied skills; from teaching facts and principles to the investigative questions and problematic, from mere theory to practice applying the relevant theory or theories, and from working with a fixed or a set of curriculum to working on authentic real-life projects. It calls for a move away from time-slotted schedules to completion of tasks on-demand, from teaching that applies a one-size-fits-all approach to all students to one that provides personalized scaffolding for learners, from competitive learning to collaborative learning, from classroom tied contexts to foot-loose global learning networks, from textbook-based data to web-based sources, and from learning at educational institute to learning across the life.

Trilling and Fadel (2009) said that achieving education's goals in our times have shaped by the increasingly powerful technologies we have for communicating, collaborating, and learning which assumes a central role throughout the life. A teacher should have many skills for encouraging their learners to become more equipped for competing in the environment. These skills are listed below-

1. Critical Thinking & Problem-Solving Skills

2. Creativity and Innovation Skills

3. Collaborative Skills

4. Communicative Skills

### *Critical Thinking & Problem Solving Skills:*

Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (NCECT, 2014). Dobozy, Bryer and Smith (2012) defined that, "*being able to tell facts from opinions, to see holes in an argument, to spot illogic, to evaluate evidence and to tell whether cause and effect have been established*". Critical thinking process required that what is said be challenged and evaluated for its integrity and authenticity based on what is already known or available evidence. If there is not enough evidence to support what is said, then critical thinking would dismiss it as generally untrue.

Halpern (2003) has explained that it is not critical thinking if we based our understanding of common sense and personal opinions. These are subjective ways of knowing whereas what is required in the critical thinking is to identify objective data, which support an observation or phenomenon, weigh the data from the triangulated aspect and obtained an informed way of knowing. Larrivee (2008) stated that critical thinking and problem-solving as reasoning effectively, (e.g., using inductive and deductive reasoning), using systems thinking, (analyzing how parts of a whole interact), making judgments and decisions (evaluating evidence, analyzing alternatives, reflecting critically) and solving problems (asking questions to clarify points of view and solving problems in the innovative ways).

Pohl (1997) articulated that to help our students for developing a critical thinking culture; we must explicitly to teach them thinking skills. Facione (2011) puts more emphatically that critical thinking is essential for harmonious human society. Moore (2009) has suggested several straightforward strategies to teach students critical thinking skills, which has achieved through train them. It includes radical changes in their thinking from guessing to estimating, from preferring to evaluating, from grouping to classifying, from believing to assuming, from inferring to inferring logically, from associating concepts to grasping principles, from noting relationships to noting relationships among relationships, from supposing to hypothesizing, from taking judgments without criteria to taking judgments with criteria, and from giving opinions without reason to providing opinions with reasons. Brookfield (1987) has also contributed to an understanding of how critical thinking can be effectively taught by suggesting that it can be achieved through training learners to challenge the assumptions that based on the values and belief systems of their

culture. Hence, they learn to transform an old idea into a new one by exploring and assuming alternatives to old methods of thinking, and to develop open-mindedness and willingness to explore alternative possibilities.

## Creativity and Innovation Skills

According to IBSA (Innovation and Business Industry Skills Council of Australia, 2009), innovation is a process of *consciously exploiting new ideas and implementing these ideas to enhance social and economic value.* Pink (2006) argued that the skills most prized for creativity and innovation include the ability to solve the problem in a new way, to invent new technologies or to create new applications of the technologies already in existence. These are the skills that will shape the future alluded by the learners. The key to teaching creativity & innovation skills lies within the quality learning environments that will provide learners with the opportunity to solve authentic, real-world problems and to be inquisitive with an open mind. In such environments, learners are motivated to utilize the higher-order thinking skills that involve thinking outside the square, analyzing, evaluating, elaborating and creating (Anderson et al., 2001). They are challenged to stretch their imagination to come up with the new ideas using well-tested creative thinking strategies such as brainstorming, mind mapping, visual creativity, word association, SWOT analysis, and lateral thinking (IBSA, 2009). However, students learn to reflect and evaluate their experiences and to work with others to improve on the experiences and to come up with better or new ways of doing things.

## Collaborative Skills

Collaboration is the ability to work with others as a team that seeks to achieve a common goal. The purpose of the collaboration is to provide the people involved in the opportunity to work together to generate ideas and at the same time get feedback on those ideas Bruner (1996) emphasizes that it is "*participatory, proactive, and communal*". Strathclyde (2014) stated that collaboration skills include a wide range of expertise such as acknowledging the skills, experiences, and contributions of team members, providing and receiving feedback from peers for performing a particular task, sharing the credit of good ideas with the team members. It also includes listening to the feelings, opinions, and the ideas of a peer or team member, stating personal opinions and areas of disagreement tactfully, listening patiently to others in a conflict situation, defining & stating problems in a non-threatening manner, supporting group decisions even if not in total agreement.

IBSA (2009; 2014) suggested that students should be taught in such a manner that they can work effectively and respectfully with diverse teams, exercise flexibility and willingness to help make compromises to accomplish

the goals. They can share the responsibilities for collaborative work and give the importance for contributions made by the collaborative team members. Kagan (1994) articulated as-

1. Positive interdependence
2. Individual accountability
3. Equal participation
4. Group processing
5. Simultaneous interaction

In the positive interdependence, students learn the gains of a team member benefit and that the team as a whole succeeds only if every member contributes to a joint effort. The team sinks or swims together. The students taught to be responsible and accountable for their contribution expected from them under the team, which comes under individual accountability. The principle of equal participation teaches every team member has to contribute his or her personal best to the joint effort. In group processing, the collaborating members have the chance to show their ability on the task and receive feedback on their growth. In case of simultaneous interaction, members have the opportunity to involve in the task, all-at-once, without standing by just observing the other team members gets on with the task.

### *Communicative Skills*

Trilling and Fadel (2009) have opined that there is a greater need to be able to communicate in such a way that enhances learning and working together. This new way of working together does not necessarily require face-to-face interaction but it relies on the internet-based messaging, using different software and web tools such Zoom, Google meet and WebEx platforms that enable participants to create and share their ideas, views & work in virtual environment online. Trilling and Fadel (2009) have suggested that to effectively teach communication skills, the following strategies should be followed-

1. To decode the thoughts and ideas by both verbal and nonverbal communication skills. They should be taught in a range of forms and contexts, which will help the learners to be flexible and increase their ability to communicate in different contexts.

2. To engage in active listening training, which help them to interpret and understand the meaning within communication, taking into consideration participants' cultural backgrounds, values, attitudes and intentions.

3. Communication can use for different purposes. It could be used simply to inform clients, to instruct participants, to motivate learners or to persuade potential customers.

4. To understand and explore the effectiveness of different media and its technologies.

5. They should be trained in communicating in diverse environments, including the use of a variety of languages other than their own.

## Conclusion

The study has mainly focused on the teaching effectiveness to equip the learners. To teach effectively, a teacher must possess the quality and skills related to the concerned area. These skills are critical thinking and problem solving, communication, collaboration, and creativity and innovation skills. There can be no denying to the fact that changes in the scenario of higher education in India are utterly fast, phenomenal and continue to be inevitable. Private participation in professional education, especially technical and management education has brought changes in the perception of the society. According to the results of a special survey conducted on Higher education: Free degrees to fly, higher education is considered as a global business. The periods when higher education was a subject of national policy and government regulations are rapidly disappearing. Kaul (2006) stated that higher education provisioning has globalised and in many ways, a commercialized affair and the ways that the State had in the goings-on is vastly diminished. It is thus a pedagogical imperative that the education providers at all levels of instruction and learning provide effective training in these skills so that their learners will be ready to apply them in the workplaces and occupation.

### *Note*

1. https://www.educationbrainiac.com/2019/03/16/issues-and-challenges-in-higher-education-in-india/#:~:text=India%20educates%20approximately%20 11%20per,the%20centre%20and%20the%20state.

### *References*

Anderson, L. W., Krathwohl, D.R., Airasian, P.W., Cruickshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J. & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives. (Abridged Edn), New York, Longman. Psychology, 41(2), 258–290.

Asch, S. E. (1946). Forming impressions of personality. Journal of Abnormal and Social.

Black, P. & Wiliam. D. (1998). Inside the black box: Raising standards through classroom assessment. London, School of Education, King' College.

Boag, C. (1989). What makes a good teacher? The Bulletin, July 18, 46-52.

Brookfield, S. D. (1987). Developing critical thinkers: Challenging adults to explore alternative ways of thinking.

Brophy, J. E. (1979). Teacher behaviour and student learning. Educational Leadership, Alexandria, ASCD.

Bruner, J. S. (1996). The culture of education. London, Harvard University Press.

Cashin, W. E. (1989). Student ratings of teaching: Recommendations for use. IDEA Paper No. 22.

Dobozy, O., Bryer, B. & Smith, R. (2012). Educational psychology. Milton, Qld: John Wiley.

Eisner, E. W. (1998). The kind of schools we need. Portsmouth, NH: Heinemann.

Facione, P. A. (2011). Measured reasons and critical thinking. Lillbrae, CA., The California Academic Press.

Gupta, D and Gupta, N (2012). Higher education in India: Structure, statistics and challenges. Journal of Education and Practice, 3(2), 17-24.

Halpern, D. (2003). Thought and Knowledge (4th Ed.). Lawrence Erbaum, Mahwah, NJ.

Hattie, J. (2003). Teachers make a difference: what is the research evidence? Background paper to presentation of ACER Research Conference, Melbourne, October 19-21.

Higher education: Free degrees to fly (Economist, February26th-March 4th, 2005, pp63-65.

IBSA, (2009). The innovation and business industry skills council of Australia; Developing innovation skills: A guide for trainers and assessors to foster the innovation skills of learners through professional practice. East Melbourne, Victoria, Australian Government, Department of Education, Employment and Workplace Education.

Kagan, S. (1994). Cooperative learning. San Clemente, CA., Resources for Teachers, Inc.

Kaul, Sanat (2006). Higher education in India: Seizing the opportunity. Working paper ICRIER, MAY 2006.

Killen, R. (1998). Effective teaching strategies: Lessons from research and practice. 2nd Edn, Katoomba, Social Science Press.

Killen, R. (2003). Effective teaching strategies: Lessons from research and practice. 3rd Edn, Southbank, Thomson Social Science Press.

Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. Reflective Practice, 9(3), 341–360. http://dx.doi.org/10.1080/14623940802207451

Lovat, T. J. (2003). The role of the 'teacher' coming of age?. Discussion Paper 23, Australian Council Deans of Education. www.sciedu.ca/ijhe International Journal of Higher Education Vol. 3, No. 4; 2014.

MacGregor, R. R. (2007). The essential practices of high quality teaching and learning. Bellevue, WA., The Centre for Educational Effectiveness, Inc.

Marsh, C. J. (2008). Becoming a teacher: Knowledge, skills and issues. 4th Edn, Frenchs

Forest, Pearson Education.

Marsh, C.J. (2010). Becoming a teacher: Knowledge, skills and issues. 5th Edn, Frenchs Forest, Pearson Education.

Martinez, J. & Martinez, N.C. (1999). Teacher effectiveness and learning for mastery. The Journal of Educational Research, 92 (5). http://dx.doi.org/10.1080/00220679909597607

Melnick, S. & Zeichner, K. (1998). Teacher education's responsibility to address diversity issues: Enhancing Institutional Capacity, Theory into Practice, 37(2), 88-95. http://dx.doi.org/10.1080/00405849809543791\

Moore, K. D. (2009). Effective instructional strategies: From theory to practice. 2nd Edn. Thousand Oaks, California, Sage.

NCECT. (2014). Defining critical thinking. Retrieved from http://www.criticalthinkig.org/pages/the-national-council-for-excellence-in-critical-thinking/406

Pohl, M. (1997). Teaching thinking skills in the primary years: A whole school approach. Melbourne, Vic. Hawker Brownlow Education.

Pink, D. (2006). A whole new mind. New York, Riverhead.

Shevlin, M., Banyard , P., Davies,M. & Griffiths, M., (2000). The validity of student evaluation of teaching in higher education: Love me, love my lectures?. Assessment & Evaluation in Higher Education, 25(4), 397-405.

Strathclyde. (2014). Teamwork and collaboration skills. University of Strathclyde, Glasgow. Retrieved from http://www.strath.ac.uk/careers/skills/peopleskills/teamworkcollaborationskills/

Trilling, B. & Fadel, C. (2009). 21st Century skills: Learning for life in our times. San Francisco, CA: Jossey-Bass.

UGC (2005) Research handbook: Towards nurturing research culture in higher education institutions in India. University Grants Commission. New Delhi.

Wankat, P.C. (2002). The effective, efficient professor: Teaching, scholarship and service. Boston, MA: Allyn and Bacon.

Wong, H. (2009). Teachers are the greatest assets. Teachers Net Gazette.