



Usage and Effectiveness of Innovative Practices of Teaching-Learning in Higher Education

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Abstract

Motivation of students in higher education has been practiced since the dawn of time. It is an effort that must be quantified (based on outcomes) for improved management/teaching techniques. Education was viewed as an instrument in the modern age that would lead to the growth and development of people and help them sustain their living conditions efficiently. Individuals who enroll in educational institutions and pursue education not only increase their knowledge, grasp of academic subjects, and lesson plans, but they also develop into moral and ethical human beings. It is vital to create an environment in educational institutions of all levels that allows members to feel comfortable and focus on their job obligations in a well-organized manner. It was ensured in the modern time that persons should be well-equipped in terms of technology usage and use modern, scientific, technical, and pioneering approaches in the implementation of duties and activities. Individuals made significant contributions to the well-ordered and satisfactory completion of tasks and activities by employing these strategies. This paper is empirical. Primary data is collected through structured interview schedule. Five hundred teachers were chosen for this study working in colleges in Delhi. According to the findings, the employment of innovative approaches in educational institutions has the potential to not only improve education, but also to empower people, strengthen governance, and galvanize the effort to fulfill the country's human development goal.

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Keywords: Innovative Teaching Learning Practices, Higher Education, Teachers etc.

DOI Number: 10.48047/nq.2022.20.22.NQ10007

NeuroQuantology 2022; 20(22): 128-135

1. Introduction

The primary objective of education in the modern period is to spread Christianity. Within time, education started to develop and entered the modern era. The modern era is called the era of science, technologies, and innovations. Hence, it was ensured that individuals should be well-equipped in terms of usage of technologies and utilize modern, scientific, technical, and pioneering methods in the implementation of tasks and activities. The students were taught values such as equality, secularism, community welfare, environmental protection, fundamental rights, and duties, and so forth.

In other words, the students were imparted information through lesson plans and academic concepts to bring about improvements in their overall quality of lives. The viewpoint was developed among the individuals that both men and women are equal. The girls and women should be encouraged to acquire education and there should not be any form of discriminatory treatment. Therefore, an important objective was to inculcate values among individuals that would be considered worthwhile in promoting well-being.

Accepting diverse cultures, customs, and

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Relevant conflicts of interest/financial disclosures: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.



is essential for the effective development and advancement of individuals, communities, and the nation. People should be able to effectively communicate with one another in educational settings, accept one another's differences, and refrain from having any negative emotions.

This can be facilitated by communicating effectively with each other and forming cordial and amiable terms and relationships. Therefore, an important objective was to generate information among individuals that they need to form positive viewpoints in terms of cultures, traditions, and beliefs. In addition, one should refrain from the possession of negative feelings of antagonism and resentment.

Individuals must carry out various duties and activities to live an efficient life and maintain their living conditions effectively. Furthermore, they must be aware of a variety of circum-stances.

The instructors ensure that students can expand their knowledge and comprehension in numerous areas so that they are well-prepared. A lot of obstacles and challenges arise while developing greater livelihood prospects and effectively sustaining one's living conditions.

As a result, one critical goal was to disseminate information among individuals so that they are well-prepared and aware of the methods and approaches to dealing with several types of difficulties and challenges.

1.1 Role of higher education in society development

The importance of higher education in the social and economic development of a country cannot be overlooked. According to Dickson et al. (2007), the issues of food insecurity and inadequate healthcare services in developing economies can be handled if there are progressions made in the higher education sector. There must be innovation in science and technology so that they have efficient and trained citizens. Nations will meet the need of human resources for economic development.

We must avoid a situation where education policy is solely dependent on its applicability

to market-based economic performance because there is a substantial correlation between educational investment and economic growth. The economy's needs were increasingly seen as more important than those of society.

The societal task of higher education is directed by:

- The search for quality teaching, training, research, and institutional performance.
- The importance of services offered by institutions of higher education to the recognized segment of the society according to their needs.
- The search for stability among transitory significance of service and long-lasting quality, between primary and well-designed study and between specialization study and primary education.

The basic role of higher education is to generate and spread knowledge and society's involvement for social reasons. Nevertheless, a university task cannot be differentiated from the context and conditions in which they discover themselves and are involved with local, national, continental, and global challenges.

The economy's growth and development are the main concerns: the ability to challenge the world over; career building, unemployment reduction and poverty eradication. They also intend to include the necessary requirements of justice and reward; societal fairness; democratic state, the beliefs in human rights, making up of an active communal society, and finally to promote a custom of dynamic and critical scholarly public discussion (Malan, 2000). Higher education can play at least five key roles.

1 To look after eligible people. It is imperative for the universities to deliver creative, meticulously designed, and practical academic program structure that take into consideration the following:

- a. The form of skills necessary, optimisms, core abilities required in our students to work efficiently in a fast-changing society and world. They must be smart professional students who will be able to

think rationally and innovatively.

- b. Students gain social and academic experiences from students, which is important for social justice yet again comes from progressive social experiences.

2 The second vital role is that it contributes to forging a decisive and egalitarian citizenship. The need of society is to have well-educated students who are not only skilled but also logical and critical citizens. Higher education must promote students to boost the development of the country. However, restricting its worth to only economic growth is not correct so Indian universities must focus on professional and vocational programs also. Higher education from university has a primary significance as it links devoted teachers with students dealing with the society's intellectual and technical skill inherent in it.

3 Another significant role of the university is to robustly meet the demands of the concerned society's growing challenges. Universities providing education may help improve society to be responsible for financial, educational, physical condition, ecological and other problems, and find out its solutions to help in their management. The final key role of university level education is to innovatively carry out special kinds of scholarship, Discovery, integration, application and teaching and rigorous research, which has varying purposes and objectives.

Therefore, we can say that in the era of development, higher education plays a significant role. We have identified the chief areas of concern to realize its impacts on development in the following forms. Which is valuable input to the economy; the function of the state to meet rising need for education to guarantee excellence, justice and access to higher education are attained; the difficulty of looking for better higher education overseas and improving the local institutes and the need for adopting new paradigms in the education sector to search up-coming technologies.

2. Review of Literature

Kundu, Anusri & Basu, Anindya. (2022). By shaping their students' academic and behavioral habits, educators play a crucial role

in shaping the social fabric of future generations. In addition, the term "teacher education" refers to a certain type of program that focuses on developing highly effective educators. Institutions that train teachers naturally care a lot about producing high-quality graduates. The purpose of this study is to discuss the various methods to quality management, as well as the various components that make up quality management, from the perspective of management, and the difficulties that were encountered by those responsible for implementing these approaches.

Kalyani, V. & Murugan, Dr. (2021). Traditional ELT teaching approaches are lecture-based and emphasize rote learning rather than language competency development. This research attempts to investigate numerous unique ways and tactics for making learning more entertaining and effective.

Lakshmi V, Vijaya & Devi, Kuruva. (2020). Education, as a social institution that serves the requirements of society, is essential for the survival and growth of society. If it is to survive in the fast-paced and ever-changing globalized world, it needs to be both comprehensive and sustainable. For professors and students alike, this article aims to incorporate new and innovative teaching and learning methods and technology to produce a rewarding educational experience.

G, Revathi & S, Elavarasi & K, Saravanan, (2019). Knowledge, skills, beliefs, and habits are all part of what education is all about. Sending and receiving knowledge are the two most important aspects of teaching. In the end, a teacher does their best to convey information in the way they have understood it. The goal of education is not simply to teach kids how to read and write, but also to teach them how to be creative, knowledgeable, and self-aware. A student's success in school is related to his or her teacher's ability to use innovative teaching techniques. Using innovative approaches in educational institutions, the country's human development aim can be achieved more efficiently and effectively.

Namitha, C. (2018). This paper aims to



compare the use of traditional teaching methods with multimedia and to suggest new ways to teach pupils. Sending and receiving knowledge are the two most important aspects of teaching. In the end, a teacher does their best to convey information in the way they have understood it. Therefore, any means of communication that does this without detracting from the goal might be deemed creative teaching approaches.

Mandal, Sayantan. (2018). Despite being the de facto standard in Indian HEIs, traditional, information-focused lectures are frequently ineffective at transferring knowledge. An overhaul of college and university training is needed to focus on more effective teaching and learning techniques. Six principles are proposed to help improve college and university teaching in India, as the study examines concerns and obstacles. Based on empirical facts, this report summarizes what has been learned in the field.

Kalyani, D. & Rajasekaran, K. (2018). As a teacher, the most important thing you can do is make sure that your message sticks with your students long after they leave the classroom. Innovative teaching and learning strategies should be used in the classroom to achieve this goal. With these new teaching concepts, teachers can reinvigorate existing approaches and keep students engaged. The goal of this paper is to provide students with relevant and novel teaching approaches that make it simple to pass on knowledge.

Subramani, P.C.NagaIyappan, V.. (2018). The best strategy to improve teaching and learning is to use advanced pedagogy. Educators throughout the world are experimenting with innovative approaches to classroom instruction. E-learning and face-to-face teaching are part of hybrid teaching. Technology and multi-media applications are thoroughly discussed. Smart gadgets can be used for a variety of purposes, including teaching, developing test questions, assessing students, and providing feedback. Short lectures, simulations, role-playing, portfolio construction, and problem-based learning (PBL) are all effective methods for teaching and learning in the face of rapidly changing technology and workplaces.

3. Modern Teaching Pedagogy in India

The talk and chalk technique of teaching was developed together with humankind's evolution or hundreds of years ago, however today this system produces subpar outcomes when compared to the more current and innovative teaching methodologies that are used in contemporary colleges and institutions. The new period encourages greater student involvement, removing the constraints of authority, and emphasizing fulfillment above grades. Today's education is customer oriented/ industry oriented because industry does not want to train their employees and does not want to invest in the students. They want industry-ready students, especially in retail.

The Age of Enlightenment in the west has had a profound impact on modern disciplines taught today. There has been a replacement of religious scholars in the classrooms with practitioners of objective knowledge in the forms of specialized disciplines. It should also be acknowledged that the prominence of the educators and teachers have gradually receded in the west and have ceased to be seen as arbiters of knowledge and more as facilitators in cognitive processes, even though traditional strongholds of the role of teachers still exists in most of the pockets of the developing world.

The idea of post modernization, a shift from the colonial focus to modernism, lends itself to the idea of constructivism which believes that humans generate knowledge and meanings from an interaction between their ideas, experiences, and objective knowledge. This means that a participatory pedagogy is more important than one way transmission of objective knowledge from the teacher to the learner. Those who believe that the status of teachers should be as sacrosanct pedagogues argue that this unjustifiably diminishes the status of the teacher from knowledge disseminators to knowledge facilitators.

However, many others see it as an empowerment of learners in the creation of knowledge, with active support from educators who follow democratic and participatory pedagogy. These participatory methods become challenging for teachers and educators who have been schooled in traditional methods

of education and learning that value objective and factual knowledge over something that is learned through constructivist participation.

4. Methodology of the Study

This research is based on primary and secondary data both. In this research, a structured interview schedule is used to collect primary data distributed to teachers.

For the secondary data, various online and offline sources were used.

This study includes 500 teachers as a sample size. These selected teachers were working in various colleges. The researcher used random sampling method for sample size.

4.1 Demographic Profile

• Age wise classification

In colleges, teachers of various age groups have been employed. The age distribution of the teachers employed by Delhi's institutions is provided in Table 1.

Table 1 Respondent's Age

Age (in Years)	Number of Teachers	Percentage
25 – 35	78	15.6
36 – 46	235	47
47 – 58	187	37.4
Total	500	100

From the Table 1, it can be deduced that, of the 500 Teachers, 47% are between the ages of 36 and 46, followed by 37.3 % between the ages of 47 and 58, and 15.6 % between the ages of 25 and 35.

The graphical representation of data is given below:

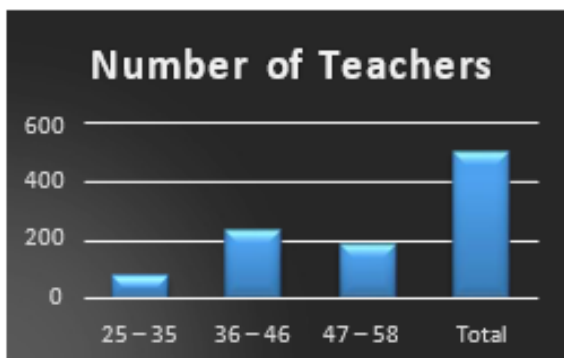


FIGURE 1 RESPONDENT'S AGE

• Gender wise classification of Teachers

Male and female teachers of diverse genders have been employed in the colleges. The gender distribution of teachers employed by Delhi's colleges is shown in Table 2 below.

Table 2 Respondent's Gender

Gender	Number of Teachers	Percentage
Male	250	50
Female	250	50
Total	500	100

It is clearly given in table 2 that in this study both genders are equally contributed. 250(50%) teachers were male and 250(50%) were female in this study.

The graphical representation of data is given below:

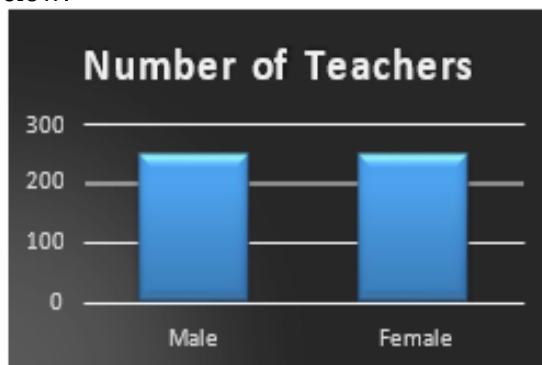


Figure 2 Respondent's Gender

Designation at the College, the Teachers are categorized and shown in Table 4 in this manner.

Table 4 Respondent's Designation

Designation	Number of Teachers	Percentage
Professor	56	11.2
Associate Professor	196	39.2
Assistant Professor	248	49.6
Total	500	100

• Educational Qualification wise

Classification In accordance with Table 4, out of 500 Teachers, approximately 49.6% are Assistant Professors and the educational background of the teachers employed by Delhi's institutions is displayed in Table 3 below.

Table 3 Respondent's Educational Qualification

Literacy	Number of Teachers	Percentage
Ph.D.	108	21.6
M.Phil.	258	51.6
M.Phil. with NET/SET Passed	134	26.8
Total	500	100

Table 3 demonstrates that most of the sample size (51.6%) were M. Phil holders. After that 26.8% of respondents are M.Phil. With NET/SET passed teachers. Ph.D. holders were only 21.6% out of 500 sample size.

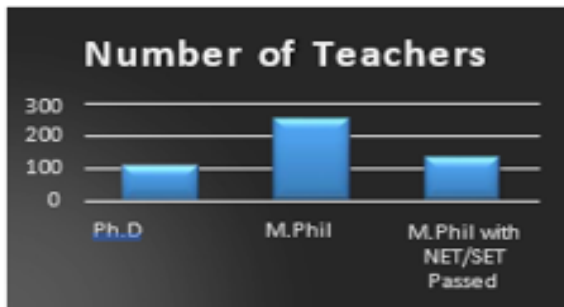


Figure 3 Respondent's Educational Qualification

• **Designation wise classification**

One of the elements that affects a person's standard of life is their occupation. People are given some work opportunities by colleges. According to them 39.2% are Associate Professors. In colleges, professorships are held by just 11.2% of teachers. The graphical representation of data is given below:

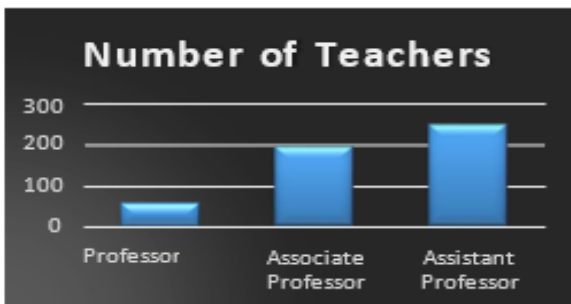


Figure 4 Respondent's Designation

4.2 Status of Innovative Teaching Learning Practices

• **Method of teaching wise classification**

The two types of teaching methods are conventional teaching and creative teaching. According to their preferred mode of instruction, the Teachers are categorized and shown in Table 5.

Table 5 Respondent's Method of Teaching

Method of Teaching	Number of Teachers	Percentage
Traditional	56	11.2
Innovative Method	221	44.2
Both the Method	223	44.6
Total	500	100

Table 5 makes it abundantly evident that out of 500 teachers, 223 (44.6%) use both traditional and innovative methods of instruction, 44.2% use new methods to teach subjects in the classroom, and just 11.2% use traditional methods exclusively.

The majority (44.6%) of the 500 teachers make use of both the traditional method and the innovative method while instructing students in each subject in a college classroom. The graphical representation of data is given below:

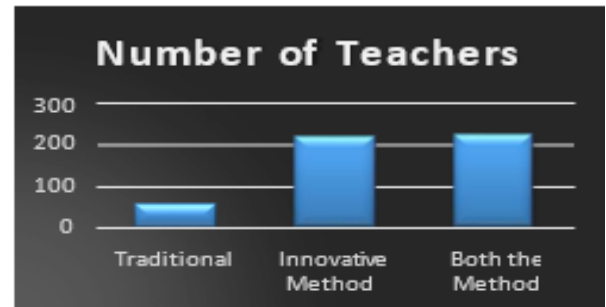


Figure 5 Respondent's Method of Teaching

4.3 Awareness of Innovative Teaching Learning Practice wise classification

Innovative teaching and learning methods come in many different varieties. The number of college teachers who are familiar with innovative teaching and learning practices is examined in this table. Table 6 presents a classification of teachers based on their knowledge of innovative teaching and learning practices.

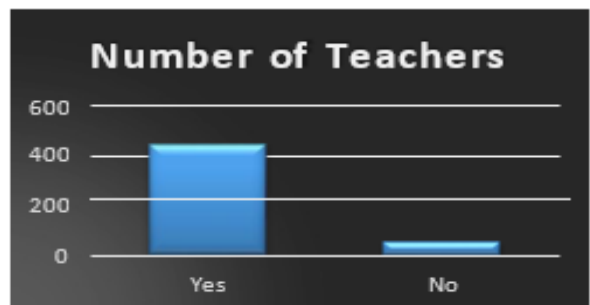


Figure 6 Respondent's Awareness of Innovative Teaching Learning Practices

4.4 Innovative Method of teaching wise classification



There are many diverse types of innovative teaching techniques, such as Power Point through LCD, Audio Visual Method, and Audio Only. Table 7 examines and presents the data for these three techniques to show how many of them follow Power Point through LCD, how many follow Audio Visual Method, and how many follow Audio Only.

TABLE 6 Respondent's Awareness Of Innovative Teaching Learning Practices

Awareness	Number of Teachers	Percentage
Yes	444	88.8
No	56	11.2
Total	500	100

According to Table 6 above, out of 500 Teachers, 88.8% of the Teachers are aware of Innovative Teaching Learning Practices, and the remaining 11.2% are either unaware of or not prepared to implement Innovative Teaching Learning Practices because they are Professors between the ages of 47 and 58 and are nearing retirement. Therefore, they are not yet prepared to incorporate innovative teaching and learning practices into their teaching practice. The graphical representation of data is given below:

Table 7 Respondent's Innovative Method of Teaching

Innovative Method	Number of Teachers	Percentage
Power Point through LCD	222	50
Audio Visual Method	174	39.2
Through SMART Classroom	48	10.8
Total	500	100

According to Table 7, out of 500 teachers, 50% of them taught the subject to college students using the innovative method of Power Point through LCD, 39% of them used the innovative way of audiovisual technique, and 10.8% used the innovative method of teaching through SMART Classrooms. The graphical representation of data is given below:

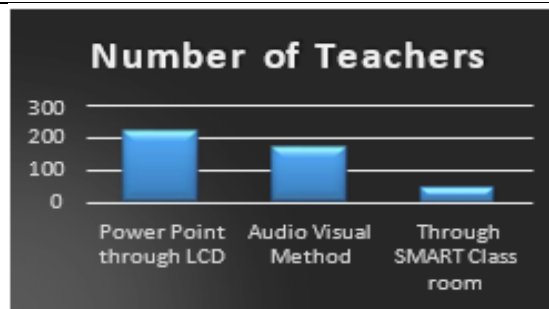


Figure 7 Respondent's Innovative Method of Teaching

4.5 Handing of Innovative Teaching Learning Practice wise classification

Innovative teaching techniques come in many forms, including Power Point via LCD, Audio Visual Method, and Audio Only. Depending on their capacity, these novel methods are handled differently. Table 8 looked at how many teachers thought the Innovate Teaching Learning Practice was simple compared to how many thought it was challenging.

Table 8 Handing of Innovative Teaching Learning Practice Wise Classification

Handing	Number of Teachers	Percentage
Easy	444	88.8
Difficult	56	11.2
Total	500	100

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From Table 8 above, out of 500 teachers, 88% believe that innovative teaching and learning practices are the simplest way to teach the subjects to all students, while the remaining 11% believe that innovative teaching and learning practices are a difficult method to adopt because they are professors between the ages of 47 and 58 and are approaching retirement age. Therefore, they believe that implementing Innovative Teaching and Learning Practices in their teaching careers is challenging. The graphical representation of data is given below:

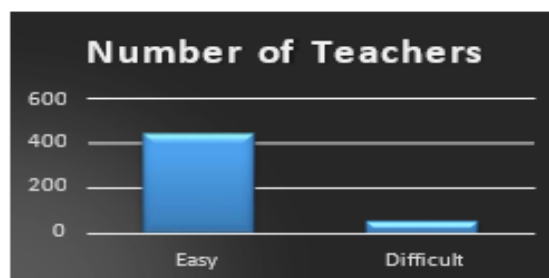


Figure 8 Handing of Innovative Teaching Learning Practice Wise Classification

5. Findings of the Study

- The majority (47%) of teachers are between the ages of 36 and 46.
- To give the gender an equal weighting in this study, I chose 250 male teachers and 250 female teachers.
- The majority (51.6%) of the instructors working in Delhi's colleges hold an MPhil.
- Most teachers (248%) are employed as assistant professors in universities.
- A greater proportion of instructors (444) are aware of innovative teaching and learning practices and use this method, while the remaining 56 teachers are not.
- Many teachers (50%) employ innovative teaching strategies like Power Point.
- Many teachers (88.8%) believe that using innovative teaching and learning practices is simple, whereas the remaining teachers (11.2%) believe that handling these practices is challenging.

6. Conclusion

Higher education teaching methodology has been revolutionized. The teacher's role is to teach and facilitate the students about their educational needs and wants. Day by day teaching at the higher level is becoming particularly challenging. A teacher must update themselves about the newer concept of the subject. Research and development in all the fields of study are being carried out. Therefore, new concepts introduced in all the fields and the education system must be updated in the teaching notes as per the demands of the sector. To survive in the existing competitive world, education needs to be outcome based and result oriented.

E publishing now dominates the educational landscape. Teachers can access information by using the World Wide Web while seated in front of computers. Since e-publications indirectly encourage teachers today, research and data collecting do not require as much effort from teachers. New methods based on data exchange between teachers and students could augment today's education.

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