

TEACHING AT THE HIGHER EDUCATION INSTITUTIONS: A PERSPECTIVE ON TEACHING METHODOLOGY & CURRICULUM FORMING

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Abstract

The present paper endeavours to examine procedures of instructing unknown dialect actualized at the colleges of Gujarat alongside the showing experience which has triggered the understanding in to shaping of new teaching method or educational program framing. The relative examination of training forms did at these colleges shows their disposition towards the necessities of the new age. Advancement of top notch training, raise of accomplished intellectuals, section of the social, social, philosophical and profound qualities – these are the principle objectives of Institutions of Higher Education. The consolation of significant learning can be treated as the best "advance" towards the structure of all around reared and gifted society. Instruction as a preparation should assist understudy with fitting to be a proficient, gainful and very much taught individual from the general public and the state. The significance of being otherworldly ought to likewise be instructed and underscored in training which for all intents and purposes encourages them handle and handle the individual and social troubles. The Paper is stripped into two sections: initial segment brings before you the general program approach executed at our advanced education organizations, and second part stresses the more useful and fundamental strides to shape and re-structure to educational plan planning.

Keywords: foreign language, higher education, lifelong learning, methodology, teaching program, university, curriculum formation

THE FRAMEWORK OF EDUCATION

Valid and living training assists with bringing out to full preferred position: prepares for the full reason and extent of human life all that is in the individual man, and which simultaneously encourages him to go into his correct connection with the life, brain and soul of the individuals to which he has a place and with the extraordinary absolute life, psyche and soul of mankind of which he himself is a unit and his kin or country a living, a different but indivisible part.

Instruction as a preparation should assist him with fitting to be a proficient, beneficial and all around restrained individual from the general public and the state. It must be training that for the individual will make its one focal article the development of the spirit and its forces and conceivable outcomes, for the country will keep first in see the conservation, fortifying and enhancement of the country soul and its dharma and raise both into forces of the life and climbing brain and soul of humankind. What's more, at no time will it dismiss man's most elevated item, the enlivening and improvement of his profound being. The significance of being profound ought to likewise be instructed and stressed in training.

TRAINING PROGRAMME DIVISION

The privilege of training is perceived as a human right and is comprehended to set up a qualification to instruction. As per this agreement the rights to instruction are isolated into three levels:

Primary (Elementary or Fundamental) Education;

Secondary Education;

Higher Education (at the University level).

The study eludes to the degree of advanced education explicitly the graduation studies and makes an endeavour to examine procedures of encouraging unknown dialect executed at the colleges during the range of instructing in Gujarat.

It also examines the strategy of instructing unknown dialect as the subsequent language executed at the Faculty of Humanities - the main staff of the college, which joins diverse logical bearings: Medicines, Philosophy, History, Archaeology, Psychology, Cultural Sciences, Social Studies thus one. The heading of the English Philology reads the pros of the English Language. The strategy of training executed at this bearing expects to ensure excellent instruction and comprises of a few viewpoints: Grammar, Phonetics, Analytical Reading, Home Reading, Interpretation of the Text, Business English, Language of Personality and Corporate Communication abilities and so forth. The given angles can be described in the accompanying manner:

Practical Grammar of English Language which "involves" three to four semesters and targets giving the understudies major information on syntactic guidelines. Hypothetical material is upheld with oral and composed activities, acts, tests and extra on-line material.

The Course of Phonetics which "involves" 2-4 semesters which lamentably is controlled by the included universities in Gujarat at graduate level. It causes understudies' to build up their articulation aptitudes, emphasize, pitch and tone. The best consideration is paid to the pressure, tone, beat and different parts of articulation. The course is provided with the listening material along the composed tests.

Home Reading is an additional and at the same times a necessary course. It targets showing understudies an abstract language. The investigation of scholarly works of various notable creators, advantageous material to build up understudies' reality view and help them to remember significant parts of the jargon is accentuated.

Analytical Reading is oriented on showing writings and dissecting its segments: expressive methods, gadgets, state consistent and lexical units. The best consideration is paid to the distinctive lexical structures and their implications in the writings.

Business English is generally educated during six semesters. This angle opens the entryway of the new World – the World of Business. It targets giving the understudies essential information on business circle, its principle ideas, watchword collocations and explicit terms, which less or more adds to their scholastic advancement of four significant aptitudes: Reading and Writing, Listening and Speaking.

The short audit of certain perspectives underlines their significance during the time spent getting a principal information on the English language. The whole program depends on instructing through various exercises: perusing, composing, tuning in, acting, conceptualizing thoughts, getting ready introductions and so on. Every one of these methods initiate various kinds of human's memory (visual, tuning in and kinaesthetic) and make the way toward getting the hang of fascinating and viable for the supreme greater part of the students.

On the undergrad level of the Faculty of Humanities the mandatory 240 credits (ECTS) have commonly been separated into the accompanying segments:

The Major Program – 120 ECTS (110 ECTS + 10 ECTS in the undergraduate Studies);
Faculty Subjects – 60 ECTS [50 ESTC+10 ECTS (a free credit)];
The Minor Program – 60 ECTS.

These days the appropriation of the task offers the understudies a chance to utilize a free credit and the credits from the minor program with the end goal of effective finishing of their examinations. The given arrangement of utilizing credits empowers all the understudies of the Faculty of Humanities to finish the guaranteed test determined in the Statement of the Academic Board. Additionally, the instructing procedure contains the supposed "concentrates through levels". The information is the light which will assist them with becoming talented experts and to construct their future in the advanced society.

Taught, inventive and proceed individual is treated as a functioning maker of future attributable to which the primary objective of Higher Education Institution is the advancement of top notch instruction that can be alluded to as "all exercises by which a human gathering transmits to its relatives a collection of information and aptitudes and an ethical code which empower the gathering to subsist".

Practical Grammar targets giving the understudies key information on linguistic structures and practice with Morphology and Syntax. The best consideration is paid to the grammatical features and their right use. Understudies comprehend and utilize right syntax in open discourse with proper jargon.

Phonetics – the course is concerned with the right utilization of English Phonetics. Understudies practice sound elocution through penetrating, listening undertakings and perusing practices including writings of various length and intricacy.

Conversation or Business Communication "involves" six semesters. This course depends on down to earth correspondence. It targets connecting with the understudies in conversations so as to communicate their perspective on the necessary points and scholarly works. Toward the finish of the course understudies comprehend the nuances of language advancement.

The previously mentioned three subjects (Practical Grammar, Phonetics and Business Communication) can be qualified as the "second language showing courses", while others can be treated as "instructor's expert specialization courses". They give the hypothetical information on academic abilities, build up understudies' philosophical and mental methodologies, and assist them with broadening their social experience and appreciation of the regularities and ideas of educating forms. Toward the finish of the program understudies get all the fundamental abilities for the compelling association of the study hall exercises.

Language teaching courses target guaranteeing the securing of principal information on linguistic guidelines and elocution aptitudes. Understudies get presented with the grammatical features, orthography and special cases of rules. They do morphological and linguistic investigation for all intents and purposes. Individual and gathering works help the understudies to create perusing, talking and composing aptitudes in a dynamic and open manner. They advance their jargon with exceptional expressed units utilized in legitimate circle and business correspondence. This program gets ready understudies for reasonable use of language in the fields of business enterprise, promoting, bookkeeping and fund. In addition, a unique course of lexicology presents with the nuts and bolts of the word hypothesis, historical background of words, procedures of their development and different events in the contemporary corpus of the unknown dialect.

The course of English language for the most part possesses 4 or 6 semesters. It improves the language aptitudes in perusing, tuning in and talking, and prepares understudies for autonomous work with specific range of abilities and urges them to communicate their view on various day by day or expert points. The course targets giving key information on syntactic standards and enhances understudies' jargon.

OBSERVATIONAL AND TEACHING ANALYSIS

The examination teaching English language uncovered the following:

- Educational framework is situated on raising the general authorities of English as a subsequent language.
- The Faculty of Humanities has executed the task "concentrates through levels" that empowers all the understudies (even without rudimentary information) to secure a significant information on English language. Instruction Faculty utilizes diverse strategy - a progressively summed up course which makes an understudy with very much created language aptitudes.
- Higher Education Institutions cultivate understudy trotted learning.

The Faculty of Humanities offers increasingly summed up study program, which has no degrees (no levels), however gives central information on the principle segments of the picked language.

THE BASIS AND METHOD OF EDUCATION

There can be no uncertainty that the current instructive arrangement of Europe is an extraordinary development on huge numbers of the techniques for vestige, however its deformities are additionally discernable. It depends on a lacking information on human brain science, and it is just protected in Europe from awful outcomes by the refusal of the normal understudy to expose himself to the procedures it includes, his propensity for concentrating just to such an extent as he should to maintain a strategic distance from discipline or to breeze through a prompt assessment, his retreat to dynamic propensities and incredible physical exercise. In India the lamentable impacts of the framework on body, brain and character are quite clear. The principal issue in a national arrangement of training is to give instruction as complete as the European and increasingly careful, without the disasters of strain and packing. This must be finished by contemplating the instruments of information and finding an arrangement of instructing which will be common, simple and compelling. It is just by fortifying and honing these instruments to their most extreme limit that they can be made compelling for the expanded work which current conditions require. The muscles of the brain must be altogether prepared by basic and simple methods; at that point, and not till at that point, extraordinary accomplishments of scholarly quality can be expected of them.

- (1) The first guideline of genuine instructing is that nothing can be educated. The educator isn't a teacher or slave driver; he is an aide and guide. His business is to propose and not to force.

He ought to not really attempt to prepare the student's brain, he just need to tell him the best way to consummate his instruments of information and helps and energize him all the while. He is doesn't bestow information to him, rather he tells him the best way to procure information for himself.

- (2) The second rule is that the brain must be counselled in its own development.

Hammering the kid into the shape wanted by the guardians or educator is a savage and uninformed superstition. It is he himself who must be initiated to grow I agreement with his own inclination. There can be no more prominent mistake than for the parent to organize already that his child will create specific characteristics, limits, excellencies, or be set up for a prearranged profession. To constrain the nature to surrender its own dharma is to do it lasting damage, ravage its development and mutilate its flawlessness. It is childish oppression over a human spirit and an injury to the country, which loses the advantage of the best that a man could have given it and is compelled to acknowledge rather something defective and fake, second-rate, spur of the moment and normal. Each man has in him something divine, something his own, a possibility of solidarity and flawlessness in anyway little a circle, which God offers him to take or reject. The undertaking is to discover it, create it, and use it. The main point of instruction ought to be to assist the developing soul with drawing out that in it which is ideal and make it ideal for a respectable use.

(3) The third guideline of training is to work from the close to the far, from that which is to that which will be.

The premise of a man's inclination is quite often, notwithstanding his spirit's past, his heredity, his environment, his broadly, his nation, the dirt from which he draws sustenance, the air which he inhales, the sights, sounds, propensities to which e is acclimated. They shape him not the less effectively on the grounds that apathetically. From that then we should start. We should not take up the nature by the roots from the earth in which it must develop or encompass the brain with pictures and thoughts of a real existence which is strange to that in which it should genuinely move. In the event that anything must be acquired from outside, it must be offered, not constrained on the psyche. A free and normal development is the state of real turn of events.

Nobody was ever truly instructed by another. Every one of us needs to educate himself. The outside instructor offers just the proposal which stimulates the inner educator to work to get things. At that point things will be made clearer to us by our own capacity of recognition and thought, and we will acknowledge them in our spirits.

Self-training

You can't show a kid anything else than you can grow a plant. The plant builds up its own inclination. The kid additionally educates itself. Be that as it may, you can assist it with going ahead in its own specific manner. What you can do is definitely not a positive nature, however negative one. You can remove the deterrents, and information will normally come out.

Free Growth

The framework which targets instructing youngsters in a similar way as that of the men who battered his rear end, being exhorted that it could be transformed into a pony ought to be abrogated. Attributable to undue control practiced by guardians, our kids don't get free degree for development. In each one there are endless propensities which require legitimate degree for fulfilment. Savage endeavours at change consistently end by hindering change. In the event that you don't permit one to turn into a lion, one will end up being a fox.

Positive Ideas

We should give positive thoughts. Negative contemplations just debilitate man. Do you not find that where guardians are continually burdening their children to peruse and compose, disclosing to them that they will master nothing and calling them tricks, etc, the last do really end up being so by and large? In the event that you express kind words to them and energize them, they will undoubtedly improve in time. In the event that you can give them positive thoughts, kids will grow up to be men and figure out how to remain on their own legs. In language and writing, in verse and expressions, in all that we should call attention to not the errors that character are making in their contemplations and activities, yet the manner by which they will have the option to improve.

Service as worship

Understudies ought to uncommonly be educated and made understand that our capacities ought to be led in type of administration or help to the poor ones. Serving individuals, state, country and mankind is a gift so do it as love this ought to be given significance while instructing them. Such lessons need not be arranged by various sheets of States and teaches. Humankind needn't bother with any field as per me.

Osmosis of Ideas

Instruction isn't the measure of data that is placed into your mind and goes out of control there, undigested for your entire life. We should have life-building, man making, character making, absorption of thoughts. Id training was indistinguishable with data just, the libraries would be the best sages on the planet and reference books the Rhishis.

Inappropriate Education

Training that doesn't help the normal mass of individuals to prepare themselves for the battle forever, which doesn't bring our quality of character, as soul of magnanimity and the boldness of a lion - would not be a value naming thing.

The Needed Education

We need that training by which character is shaped, quality of brain is expanded, the acumen is extended and by which one can remain on one own feet. What we need is to consider, free of remote control, various parts of the information that is our own, and with the English language and western science; we need specialized training and all else that will create enterprises, so men, rather than looking for administration, may acquire enough to accommodate themselves and spare against stormy state.

The Goal of Man-building

The finish of all instruction, all preparation, ought to be man-production. The end and point of all preparation is to cause the man to develop. To cite Swami Vivekananda, "the preparation by which the current and development of will are managed and get productive, is called Education".

CONCLUSION

The words are actually a result of long association with the observation of education system and professional-personal experiences. Most importantly, the academic curriculum should be made bit free, so that the burden of exam oriented syllabus can be reduced and the spared time should be utilized academically, systematically for few other practical programs which focus on character building, personality development and soft-skills. With professional skills at higher education or at bachelor level, the roots of soft-skills should be based in the minds of students from the very first of their stepping into the various experiences of real world, irrespective of their branches or disciplines of study (i.e., Arts, Science, Commerce, Medical, Para-medical, Home science, Engineering, Management or any other).

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