Use of Participatory Teaching Methods at University and College level is a Need of the Hour

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Abstract - **The participatory methods used represent an important tool for ensuring the educational process. The selection of appropriate method is determined by the aim of the subject. However, the use of a suitable combination of mutual educational methods should be conditional on the individual needs of students and teachers, social needs and trends. The selection should respond to the current global trends in technical, economic, and educational research and development. The implementation of appropriate method is determined by various factors. It is based on the number of students in a group, their present and desired level of knowledge, skills, motivation to learn functional position. The level of expertise, ability to understand the minds of the students and experience of teachers and spatial capabilities are also important. The main aim of this paper is to demonstrate how it is possible to increase the efficiency and attractiveness of the subject at university using participatory methods.**

Index Terms - **Teaching Methods, Participatory Methods, Motivation, Evaluation, Facilitator.**

INTRODUCTION

Education is an important factor that brings about human resource development. Education enables people to build up their capabilities, there by broadening their entitlements, and facilitating expansion of freedom, which in turn is the primary and main means of development. Education is not mere acquisition of knowledge but attaining skills, acquisition of attitude and values, transmission of culture development of personality and liberalisation or self actualisation. Radical changes are taking place in teaching and learning process, especially with the advent of information and communication technology. Society has become more knowledge based and more technology intensive. In this situation teacher cannot rely on traditional ways of teaching. Students are need to be motivated only if the class room environment and teaching methodologies are properly aligned to meet the real life challenges. In order to make the class live and more tentative, teacher should not restrict himself for the subject but also teach live examples and make his teaching to more realistic one and students are able to think present scenario.

Teaching Methods:
The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. The choice of teaching method depends on what fits the teacher - educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or "approaches" — teacher-cantered and student-cantered
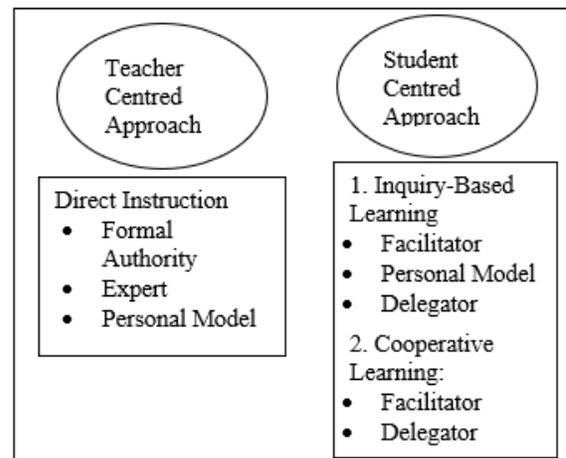

Figure: Teaching methods

Teacher-Cantered Approach to Learning - teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

Student-Cantered Approach to Learning - while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction. Teaching methods are an important tool for the implementation of the educational process. Selection and use appropriate methods should reflect the needs of students and respond to current global trends in technological and economic development. Choosing appropriate methods course is determined by various factors such as the number of students in the study group, spatial and technical capabilities, motivating students to learn, professional level and experience of teachers, as well as the quality and availability of teaching resources and supporting textbooks.

The most frequently used methods of teaching at universities are lectures and seminars. Lectures are suitable for the transmission of large quantities of information to large numbers of students, but this is missing the opportunity of interaction. Lectures are verbal presentations of a particular topic. They are suitable for the presentation of a large amount of information to large groups, but there is missing the opportunity to mutual interaction of a lecturer with participants. They are focused primarily on improving knowledge. They can be very impressive and imaginative using modern multimedia tools; however, in terms of preserving the information, they are not very effective.

Seminars realised as seminary works or discussions allow the exchange of information and views on certain issues, but the quality of learning depends on the knowledge level and responsible preparing of students. The advantage is the support and development of ideas, immediate feedback. However, the quality of learning depends on the knowledge level of the participants.

In the present Technological era, Technology becomes a more integral part of education more teachers want to use different forms of modern tools to help teach students. There are innovative and new teaching methodologies which incorporate the use of modern technology to encourage students to participate and take an active role in learning. Wafta &Audi (2015) presented for the first time three teaching methodologies:

1. Dynamic lecture notes using live student feedback.
2. An extension to the dynamic lecture notes that incorporates an online video repository to substitute some lecture presentations both during and after class.
3. 24/7 teacher-student portal using mobile social networking.

To achieve higher efficiency of education is necessary to use a combination of several methods. They should also include participative methods. Participative methods assume a high degree of student activities. Their advantage is that they support better remember learned. They represent the current modern methods, which is typical for active practice, experience, and direction to the learning of "learning by doing". They are thus based on the fact that people will learn more if you try to do something, than if they just read or listen to the new information, such as a lecture. Lectures prefer the content of learning; participative methods prefer the procedural aspect. Students can be activated using a combination of various participative methods such as group work, brainstorming, case studies, role playing, management games, and so on. An important part of this method of teaching is to provide feedback and evaluation of activities.

PARTICIPATORY METHODS

Participatory teaching approach is a form of a reflective teaching approach which is sometimes termed as interactive teaching method or learner cantered teaching method. This method stresses the subjectivity of learners and the self-construction of knowledge. It is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge (teach concept) to a belief that learners can construct knowledge and learn on their own if properly guided (learn concept). Participatory methods expect a high degree of activity and personal involvement of participants in the learning process. They are designed only for smaller groups of participants, but their advantage is that they encourage better retention of learned. They are contemporary modern methods of education. Some of the participative methods are.

1. Brainstorming: It is frequently used method to solve problems. It is necessary to respect the principle of non-criticism, fantasy release, mutual inspiration, and equality of participants.
2. Workshop: It is a popular method addressed to discuss specific situations and find possible approaches to their positive management.
3. Aquarium: Here, one group of students solves the problem the second group observes and then provides the feedback.
4. Solution to the incident: This method is similar to the case study. Enter the basic facts of the incident and the group decides what further information needs and what needs to answer questions.
5. Labyrinth: It is used in induced situation. At some point, students have to solve several tasks simultaneously and options identified consequences of one of the selected options. Proceed in this way until the successful solved task.

Depending up on the class environment teacher can use any one of the above participatory methods. The more efficient application of any method is supported by audio-visual device, such as flipchart, projector, overhead projector, whiteboard, various educational or amusing films, models, or support materials. Fashion hit is the use of computers and presentation of educated themes in PowerPoint Programme. The risk is that the interactivity is disappearing, and teachers and students often focus more on the visual aspect of the presentation when creating presentation, the content is underestimated. We should not forget the appropriate arrangement of the room where the educational activities are practiced. The arrangement is necessary to adapt to the main theme of activity, methods used, group size, room size, timing etc. Also, new technologies open new possibilities and opportunities in education. When using them, it is necessary to pay attention to that they can meet the expectations of students and make learning efficient enough. The conditions and approaches to learning, as well as specific conditions for learning support, are generally applicable and it is necessary to pay attention to them, even using the most modern technologies. The creation of more effective combinations of these methods and the ability to design new innovative methods of education will be important for the future.

EVALUATION

It is a final, but very important phase of educational process. Evaluating allows looking back on educational activities, successfulness and interest of students and provides information about what to do in other way in future activities, what improve, what topics omit, what complete etc. For this reason, it is also important to implement evaluation of the game after realization of role plays. Students will get a little feedback about how they worked in content and procedural aspects during the game from journalists/observers. It depends only on his facilitation skills, to what depth in the feedback he will go and what lessons he "pulls out" of the students.
Here, Teacher role is to identify the knowledge level of the students and where they commit mistakes and what extent they understood the subject. Usually in the classroom some students are very weak, at any cost teacher should not express it in front of them and motivate them to do better in the days to come. Teacher evaluation is based on certain principles but not on caste, gender etc.

CONCLUSION

Learning means a permanent change in the behaviour of an individual after undergoing a particular experience. As learners differ in their ability, interest, attitude, aptitude etc, there is no single method or strategy which can be applied to all for learning. Learners are interested in participating in learning activities rather listening to monotonous lectures. Participatory learning is a relevant approach in learning social studies as it provides opportunity for learners to interact, to critically analyze, to solve problems, to apply social studies problems to real world problems and also to develop a sound knowledge and understanding of some principles, models, concepts and skills. Learning strategies like cooperative learning, investigatory learning and collaborative learning can be used to teaching and learning of social study subjects. The study also revealed that the learners show a favourable attitude towards participation in activities inside and outside classrooms. Thus, content and methodology have an important role in bringing out an all-round development in an individual and make students more realistic to the present scenario.

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