



An Educational Revolution in India: From Listening to Paperless Teaching-Learning Method

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Abstract: The technological advances of the past two decades have changed the world, as well as the system of education has changed in India. There are a growing number of changes in the classroom, such as technology, teaching time, teaching styles, freedom of space, etc. Today's students have access to far more knowledge via the Internet. But there was a lot of difference from the beginning of education in India. This paper attempts to analyze the changeable teaching-learning Method in India from the Vedic period to the post-modern period. The study is based on purely secondary sources. The study concludes with an observation that Information and communication technology has made many innovations in the field of education and also made a drastic change from the old teaching and learning paradigm.

Keywords: Teaching, Learning, Information Communication Technology.

Introduction:

Many changes are being made to the education system, along with new items and teaching methods in the classroom. The school has many changes, such as technology, teaching time, teaching styles, and freedom of space. The technological advances of the past two decades have changed the world, and education is no exception. Today's students have access to far more knowledge than their parents once found in encyclopedias and on maps. With the click of a mouse and without leaving the classroom, they can access the collective wisdom of all mankind via the Internet. But there was a lot of difference from the beginning of education. This paper discusses the changing teaching-learning Method from the Vedic period to the modern period.

Concept of Teaching-Learning method:

The teaching-learning process is the heart of education. The aims & objectives of education depend on the teaching-learning process. It is the most potent instrument of education to bring about desired changes in the students. Learning can be defined as the relatively permanent change in an individual's behaviour or behaviour potential (or capability) due to experience or

practice. Teaching, then, can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. Teaching is attending to people's needs, experiences and feelings and making specific interventions to help them learn particular things. There are different types of teaching methods, which can be categorized into three broad types. The teacher-centred methods are lecture, demonstration, Memorization, reviewing, questioning, and discussion. Learner-centred methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. A content-focused method connects to project work, task-based learning and a holistic approach to language instruction.

Vedic Period: Lecture- Listening Method

The ancient system of teaching was listening. Perception was the direct Method of learning. Lectures, dialogue, debate, discussion, question-answer, sightseeing, etc., were adopted as teaching methods. Overall, intuitive and empirical Yogic and Scientific methods were assumed to acquire knowledge and skills.

There were mainly three steps of learning according to the Vedic system. Sravana, the first step, meant listening towards the texts as uttered by the teacher. By this Method of education, knowledge was conserved and transmitted to the oncoming generation. The second step was Manana, i.e., internalizing or assimilating what was given to the pupil. It is a process of deliberation and reflection on the topic. The third step was Nididhyasana (Meditation), by which truth is realized and attained. It was considered indispensable for the realization of the Supreme Reality. During this time, self-education was regarded as the proper Method of achieving the highest.

The methods of instruction generally consisted of recitation by the teachers and repetition by the pupil, followed by explanation by the teacher, questioning by the pupil, and discussion between the teacher and the pupil. The study method consisted of listening to the teacher, reflecting on what had been heard, and constantly revising and discussing.

Medieval Period: Reading-Writing Method

The medieval period covers the education system in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule. During those days, there were no printed books for the beginners. Wooden books (taktis) were used. Children were taught their basics, such as how to read and write. Oral education and Memorization of the assigned lesson were the chief teaching methods in the Maktabas. Akbar encouraged writing and tried to reform the scripts. He wanted the educational procedure to be systematic. So he urged that the student be given the knowledge of the alphabet, then word knowledge and, afterwards, sentence knowledge. Beautiful and delicate handwriting was an essential element of instruction.

Modern Period: ICT-based Method

The modern period began with the onset of the 19th century. The modern age can be classified into the British age and the period after Independence. The traditional "chalk and talk" teaching method continued in the British period. After that, lectures, dialogue, debate, discussion, question-answer, sightseeing, etc., were adopted as teaching methods. The Government of India assessed the importance of ICT intervention in education as early as 1984-85 with the introduction of Computer Literacy and Studies in Schools (CLASS). Information and communication technology has made many innovations in the teaching field and is a drastic change from the old teaching and learning paradigm. In the new paradigm of education, the role of students is more important than teachers. Paperless and penless classrooms are emerging as an alternative to the old teaching-learning Method.

Post-Modern Period: Paperless Method

Over the last two decades, the use of high-tech equipment in educational institutions has increased rapidly. Now, there are lots of modern gadgets which can be used to improve teaching in the classroom. A computer or laptop is the most essential tool of contemporary teaching methods. The teacher demonstrates the subject on his laptop/computer, which is connected to the students' laptops/computers through Wi-Fi. This type of teaching is seen mainly in higher education institutions with good infrastructure. The use of LCD screens in educational institutions is becoming widespread nowadays. A teacher prepares the PowerPoint slides, which are displayed on the LCD screen with the help of a projector. This use of technology can create a paperless classroom, although it doesn't mean that there is absolutely no use for paper, but it is pretty close to it.

Colleges, universities, and schools have different approaches when implementing the paperless classroom. One way is using iPads instead of books, paper and pens and supplementing the iPads with blackboard software and using an overhead projector. All textbooks, lecture notes, and students' work can be stored on the computer. Teachers can upload the course content to the computer, and students can access and work on course content wherever and whenever they wish and interact with their teacher by email. Manipal Digital, a premier IT solutions firm, has initiated a paperless classroom initiative for Indian colleges by introducing an e-textbook distribution system. According to The Times of India, Babasaheb Bhimrao Ambedkar University (BBAU) is the first paperless university in India. The paperless education system is one step ahead of Digital India.

Conclusion:

I think the main objectives of education should be to build the overall character and bring the student's all-round development. There is no point in discussing which teaching method is better. We can only develop a better education system if we combine traditional and modern teaching methods.

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