

# Technical Up-Gradation of Education System: Teacher Focused Learning to Student Focused Learning

Anupam Sharma, Aashna Gupta

**Abstract:** *The professional and academic development of staff has significant contribution in making the education system effective. While student focused learning has been advocated in higher education in recent years, teacher focused learning styles may be still dominant in actual practice in the universities. Stemming from the constructivist sight of learning, a “learner-centered approach” has been encouraged in higher education throughout the last few decades (McCombs & Whistler, 1997; Weimer, 2002; Pillay, 2002)<sup>1</sup>. In the twenty first century world is undergoing many transitions so as teaching practices too. Learning and lectures delivery activities are also undergoing the process of paradigm shift. This research paper has focused upon determining the need for the change from teacher focused learning (TFL) to student focused learning (SFL). Teacher focused learning has actually emphasizes on attainment of knowledge outside the framework in which it will be used and Knowledge is communicated from professor to students. On the other hand student focused learning imparts freedom of self-learning to student. By opting this methodology Students have been involved in knowledge construction through data gathering and constructing problem out of solution that’s completely opposite of traditional learning approach where student construct solution out of problem, so synthesizing and blending information inversely and integrating it with the broad-spectrum skills of analysis, statement framing, critical thinking, and finally problem solving. So this teaching pedagogy is leading towards overall development of student.*

**Keywords—** *Keywords: teacher focused learning (TFL), student focused learning (SFL), teaching pedagogy, paradigm shift*

## I. INTRODUCTION

Learning is defined as the transformative process of gaining knowledge and skills through study, experience or being taught. It is one of the most treasured values that impacts nearly every facet of one’s existence. Bloom (1956) in his work ‘Taxonomy of Educational Objectives’ identified two styles of learning, namely, ‘surface’ learning, which entails simply understanding and recounting knowledge and will likely be forgotten soon after the class is completed and ‘deep’ learning that requires higher order of thought to incorporate their new ideas with prior knowledge and experiences. These learning styles offer less of a measure of intelligence but moreover they serve as a process by which the individual organizes and processes information (Targamadze et al., 2005).

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Higher education refers to that process of learning that occurs at universities and affiliated colleges after the completion of primary education and schooling. Higher education goes beyond teaching and comprises of research, consultancy as well as initiatives for the betterment of the society on the whole. In last two decades, increased competition and technology development has called for the need of India to become epicenter of a knowledge- based economy. India has transformed its higher education landscape tremendously by creating access to low-cost-high-quality university education. Large scale reforms have been undertaken to improve faculty-student ratio by making teaching an attractive career option and enhancing enrolment number.

This change in teaching methods suggests nourishing reform of the preliminary and of the continuous training of teachers and academic trainers to prepare them for their new responsibilities.<sup>4</sup>

The main objective of the paper is indulge teachers in promoting collaborative work and creating a community of practice with focus upon engaging academia staff in the enhancement of teaching and learning practices. From the literature author has tried to enhance the knowledge about difference between existing pedagogy and proposed paradigm shift. Results indicate that most academicians still uses and are comfortable with traditional approach that is teacher-focused learning in university. Despite the call for a paradigm shift to student focused learning. Among the different factors, personalizing tutoring and flexibility for individual progress are the least practiced by university staff. Reasons stated for the discrepancy have been approach difference between theory and practice curriculum subjects as well as lack of openness towards individual growth based projects. Further reasons and conflicts for the discrepancy between theory and practice as well as positive implications for teacher training for enhancing student focused learning are discussed.

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Table 1: Discipline Comparison in Teacher-Centered Learning and Student-Centered Learning

TEACHER-CENTERED LEARNING	STUDENT-CENTERED LEARNING
Teacher is the sole leader	Leadership is shared
Management is a form of oversight	Management is a form of guidance
Teacher takes responsibility for all the paperwork and organization	Students are facilitators for the operations of the classroom
Discipline comes from the teacher	Discipline comes from the self
A few students are the teacher's helpers	All students have the opportunity to become an integral part of the management of the classroom
Teacher makes the rules and posts them for all students	Rules are developed by the teacher and students in the form of a constitution or compact
Consequences are fixed for all students	Consequences reflect individual differences
Rewards are mostly extrinsic	Rewards are mostly intrinsic
Students are allowed limited responsibilities	Students share in classroom responsibilities
Few members of the community enter the classroom	Partnerships are formed with business and community groups to enrich and broaden the learning opportunities for students

### II. ROLE OF TEACHER AS A FACILITATOR

An instructor (professor or teacher) plays a crucial role in the process of imparting knowledge to the students. With the changing trends, there is need for shifting the role of lecturer from just a disseminator to proactive facilitator. Lecturer should build a conducive learning environment for students where each participant is given equal opportunity to actively participate in open-ended discussions, assignments, presentations. Lecturer must explicitly inspire and encourage student ownership of learning and motivates students to accept responsibility for their own learning.

Table 2: Teachers' conceptions of the model

I do	We do	You do
Responsibility on teacher to provide clear explanations: -with good examples	-Involvement of students through pair/group work -Students given a chance to work	Students think and do on their own -Differentiate tasks -provide work that students can do

-in the easiest way -short and simple	together and share ideas -Teachers plan challenging tasks -Teacher need to give clear instructions	including worksheets, challenging and interesting tasks -Check understanding through written work
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### III. RESULT

Three following shows the overall result of choosing new education trends.

Figure 1: The most popular trends in education

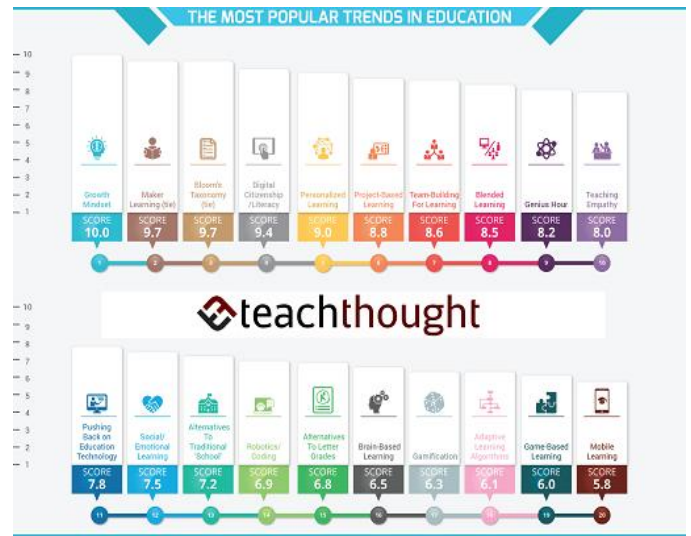


Figure 2: Transforming learning for the smart learning paradigm

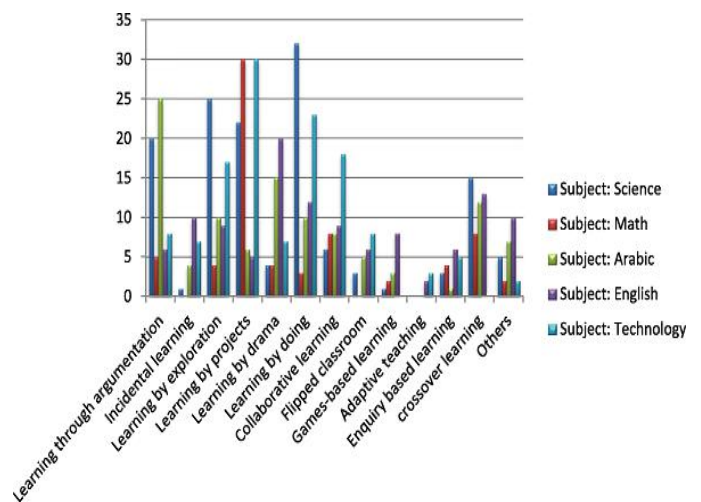


Figure 3: Project based teaching practices



#### IV. CONCLUSION

Majorly research studies have focused on role of Teacher centered learning and Student centered learning in primary education but there is a lot of scope for research in the area of higher education. There are not enough studies that have considered role of a lecturer in facilitating education in universities of India. Since, government has taken steps to enhance student centered learning in government schools but there is equivalent need for expanding this SCL approach to Indian Universities also. So, keeping in mind the current study endeavors to examine the role and importance of student centered learning approach in Indian universities

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