

A Paradigm Shift in Best Practices adopted in Teaching- Learning and Evaluation.

Prof. Chaitanya Sakhare¹, Prof. Bhavini Patel²

¹M.Com, MBA, M.A.(Eco), M.Phil(Com), PGDBM, NET(Com), NET (Mgmt)

Kamla Nehru Mahavidyalaya, Nagpur

chaitanya.dbm@gmail.com

9923281160

²B.Com, MBA, M.Com, NET (Com), SET (Com)

Govindrao Wanjari College of Engineering and Technology, Nagpur

bhavinipatel293@gmail.com

9890135201

Abstract: Teaching and Learning are to join hands and have a synthesis to bring about desired changes in the behavioural pattern of the learner. The evaluation tests are designed to test the cognitive skills, the rote memory but not the creative abilities of the learner. Pedagogy is by far the most indispensable factor in the success of an educational effort. The teacher-dependant pedagogy of the past has to be necessarily transformed into learner- centric as the learner has to face the challenges of a more competitive and complex world than before and also because of the advancement of technology which has made available several devices for the teacher to actively use for the benefit of the learner. The paradigm shift from teacher-dependant protective learning often manifested in reproduction of ideas borrowed or stored, to learner-centred independent inquiry is a welcome change. It is greatly facilitated by sharing a large quantity of information at the quickest possible time through information technology (IT) devices such as the internet. Innovation proneness in an institutional ethos encourages teachers to try and develop breakthroughs in academic as well as other aspects of functioning. The way institutions are coming to terms with these is remarkable. The paper deals with the framework outlining the new paradigm and some of the best practices to be found useful for higher learning institutions of this country.

Key words: Pedagogy, learner- centered, protective learning, information technology.

I. INTRODUCTION

Teaching is an intricate process for it transcends from the classroom to the real-life situation (Palmer, 1997).

Andy Hargreaves and Michael Fullan share their definition for "best practices," which they define as existing practices that already possess a high level of widely-agreed effectiveness.

In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus, there is a close relationship between evaluation and aims.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and helps in forming the values of judgement, educational status, or achievement of a student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgements need to be made.

The Teaching-Learning process has four components: *teacher, student, learning process and learning situation*. Teaching and learning are interlinked. Teaching remains central to both learning and evaluation. There is an