ISSN: 2321-7782 (Online)
e-ISJN: A4372-3114
Impact Factor: 7.327

Volume 6, Issue 5, May 2018

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

Training beyond the Class Room: A Case Study

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Abstract: ***This contextual analysis inspects how understudies in a higher education program utilized an undertaking interpersonal organization framework to take part in learning activities inside its community. In this research describes the present higher education system in India and also describers the curricula structure. After that different types of teaching and learning methods are analyzed. Finally a case study is conducted what are the training conducted beyond the class rooms and their impact.***

Keywords: Class Room, Training, Education, Curriculum, UGC, MOOC.

I. INTRODUCTION

Education is a dynamic power in the life of each person, impacting his physical, mental, passionate, social and moral advancements. "The procedure of training is a persistent procedure of alteration, having as its go for each phase of advancement and included limit of development". "Education implies reproduction (or) rearrangement of experience which adds to the significance of experience and which expands capacity to coordinate the course of consequent encounters". In India the third multiyear plan underlines the instructive job in the accompanying words. "Instruction is the most significant single factor in accomplishing quick financial advancement and innovative advancement and it is making a social request established in the estimations of opportunity, social equity and equivalent chance". The objective of training is to shape individuals with the goal that they create vital multi-feature characters and can do completely their social job by building up their erudite person, physical and otherworldly limits and empowering expel raised degree of human inclination and stylish taste, subsequently transforming the ideological standard into individual associations and propensities for conduct. Education is the intentional and precise impact applied by the nature upon the youthful, through guidelines, disciplines and amicable advancement of physical, scholarly, stylish, social and profound forces of the person, as indicated by the individual and social needs and coordinated towards the association of the informed with his maker, as the last end [1].

II. HIGHER EDUCATION SYSTEM IN INDIA

Education in ancient India was highly advanced as evident from the centres of learning that existed in the Buddhist monasteries of the 7th century BC up to the 3rd century AD Nalanda. In these centers, gathering of scholar's gurukula used to be engaged in intellectual debates-- parishads-- in residential campuses. A few of these centres were large and had several faculties. Historians speculate that these centres had a remarkable resemblance to the European medieval universities that came up much later. The ancient education system in India slowly got extinguished following invasions and disorder in the country. Till the eighteenth century, India had three distinct traditions of advanced scholarship in the Hindu gurukulas, the Buddhist viharas, and the Quranic madarasas, before the British set up a network of schools to impart western education in English medium. The First such College to impart western education was founded in 1818 at Serampore near Calcutta. Over the next forty years, many such

colleges were established in different parts of the country at Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam. In 1857, three federal examining universities on the pattern of London University were set up at Calcutta, Bombay and Madras. The existing 27 colleges were affiliated to these three universities. Later, more universities were established. At the time of independence in 1947, there were 19 universities and several hundred affiliated colleges. The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions. The number of institutions in India more than four times the number of institutions both in the United States and entire Europe [2].

III. Academic Structure

Higher education in India covers all post-secondary education beyond class twelve in different subject areas including all professional streams such as engineering and technology, medical, agriculture etc. It comprises three levels of qualifications - Bachelor's or undergraduate degree programmes, Master's or post graduate degree programmes and the pre-doctoral and doctoral programmes [Master of Philosophy (M.Phil.) and Doctor of Philosophy (PhD)]. Normally a bachelor's programme in India requires three years of education after twelve years of school education. In some places honours and special courses are also available. These are not necessarily longer in duration but indicate a greater depth of study. The bachelor's degree in the professional fields of study like agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while for architecture and medicine, a bachelor's degree takes five and five and a half years respectively. There are other bachelor's degrees in education, journalism and librarianship that are treated as second degrees. A bachelor's degree in law can either be taken as an integrated degree programme lasting five years or a three-year programme as a second degree. The master's degree is normally of two-year duration. It could be based on work without a thesis or on research with a thesis. The M.Phil. Degree is a pre-doctoral programme taken after completion of the master's degree. This can be either completely research based or can include course work. A PhD degree is awarded two years after the M.Phil. Degree or three years after the Master's degree. The students are expected to write a substantial thesis based on original research for the award of a PhD degree [3].

IV. Teacher Professionalism and Classroom Process

In the long run what is important is that educator demonstrable skill expands learning in the study hall. Study hall procedures mean every one of the procedures which occur in the study hall. The essential procedure which occur and which ought to occur in the homeroom is instructing learning. This includes conveyance of the expected educational program through exercises in a proper manner. In spite of the analysis of the Herbartian system of the exercise conveyance, specialists have not recommended something that is extremely an option. Overseeing study hall condition is the following significant procedure which can help or frustrate learning. Hence study hall procedures are fundamentally instructing learning and making favorable conditions for educating learning. The last goes before the previous. The first includes study hall condition the executives and the second includes academic methodologies. There are three components of homeroom condition - the physical measurement (the material request of things), the human measurement (the human on-screen characters for example the instructor/s, kids), and the social measurement (the cooperation among the on-screen characters). Study hall the executives includes dealing with this condition in the entirety of its measurements for the objective of learning. The other significant part of study hall procedures is suitable learning techniques to show every one of the constituents of proficiency at the essential level perusing, composing and science/numeracy.

V. TEACHING STRATEGIES

Observation: Teachers and students will definitely learn many new things just by observing and responding to the changes that are taking place in the global world. Many a times it is better to speak less and observe more. Observation will be a silent teacher.

Education Modeling: Education modeling means giving students a demonstration or example of a process or a product that is representative of the skill or content they are expected to perform themselves. For example we can ask them to create a detail working model on say Green Revolution or White Revolution. This visual presentation will give better understanding of the concept. Modeling as an effective strategy will develop several skills among student, whether it is reading in the class, giving speech, discussion on new ideas or changes. In simple 'showing' and 'experimenting', rather than only 'telling' will make wonders in the whole process.

Providing variety and Explanation: When a teacher gives examples the sharing a variety is always a plus. It is always important to give the examples of the good as well as bad character. It will develop the skill of reasoning. Students will learn the art of choosing the right path.

Daily Life Stories: These stories deal with people, places, things, events which are similar to those which are experienced by many of us. For example we can tell them the stories related to the institution, teachers, alumni etc. Sometimes it is essential to teach subjects like history in story format rather than as a purely academic experiment.

Industrial Visits and Field Trips: These techniques are essential as the students will get a chance to see the actual processes and procedures. Visit to forts, banks, industries mints, etc. will help them to relate the theory with practice.

Provide Variety and Explanation: In this the teachers can ask the students to make presentations on their visits. Teachers can ask the students to prepare say the cost report, advertising campaign, for a particular product.

Preparation: It is always essential to give some background of your future course of action. For example, in a subject like economics, after teaching them the concepts of price discrimination or product differentiation, we can ask the students to make presentation on case studies which will explain the concepts.

Organization: Organization and time management are very much essential in the entire teaching and learning process. It is essential at every stage of this process from preparation to teach and learn to experiment on what is taught and learnt.

Story Telling: This is another important strategy in teaching and learning process. We can explain several concepts in economics, sociology, management, with the help of stories. We can use any form like allegory, fables, fairytales, folktales, sagas and epics, legends, parables etc.

- The application of above stated strategies has several advantages.
- The method are tried and tested. Thus the chances of failure are lea.
- These strategies are economical in nature.
- They help to develop personal relations between a teacher and a student.
- These strategies are interactive in nature.
- They create and develop the skill of cooperation and coordination.
- It will help to have a perfect blending between C-Learning to E-Learning.

VI. Objectives of the Study

- To study the training available to the students beyond classroom
- To study the industrial visit of the student beyond classroom
- To examine the influence of training and opinion on industrial visit of the student in the study area.

VII. The Training Available to the Student beyond the Classroom

What are Open Educational Resources (OERs)? OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge[4]. In the present knowledge economy, Information and Communication Technology is a key driver. The introduction of Web 2.0 helps learners (especially adult learners) learn in a constructive environment. They are also co-creators of knowledge. Open Education Resources can be created by such learners. Open Education Resources (OERs) refer to digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research. OER includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licenses. In 2005 the UNESCO International Institute for Educational Planning (IIEP) launched a discussion forum on OER wherein Prof. John stone provided an overview of the OER movement existing then by saying that the OER movement would require many creative people willing to contribute and to use the resources. It can be seen to represent a grand, but achievable undertaking to share intellectual capital. In his letter dated 2 November 2007 Sam Pitroda, Chairman of National Knowledge Commission Ltd said "Our success in the knowledge economy hinges to a large extent on upgrading the quality of, and enhancing the access to, education. One of the most effective ways of achieving this would be to stimulate the development and dissemination of quality Open Access (OA) materials and Open Educational Resources (OER) through broadband internet connectivity. This would facilitate easy and widespread access to high quality educational resources and drastically improve the teaching paradigm for all our students." OERs include textbooks, course readings, and other learning content; simulations, games, and other learning applications; syllabi, quizzes, and assessment tools; and virtually any other material that can be used for educational purposes. OER typically refers to electronic resources, including those in multimedia formats, and such materials are generally released under a Creative Commons or similar license that supports open or nearly open use of the content. The Five Rs of OERs David Wiley proposed the five Rs of OERS.

1. Retain: This includes the right to make, own, and control copies of the content including the right to download, duplicate, store, and manage the resources.

2. Reuse: this includes the right to use the content in a wide range of ways e.g., in a class, in a study group, on a website, in a video

3. Revise: this includes the right to adapt, adjust, modify, or alter the content itself e.g., translate the content into another language or add to/ delete from the original content.

4. Remix: This includes the right to combine the original or revised content with other open content to create something new e.g., incorporate the content into a mash up. 5. Redistribute: this includes the right to share copies of the original content, your revisions, or your remixes with others e.g., give a copy of the content to someone else.

A. Massive Open Online Courses

Just like OERs, Massive Open Online Courses (MOOCs) too have opened new doors to faculty, students and professionals. A MOOC is a web based, distance learning programme designed to include students spread over a geographical expanse. Some MOOCs are free others may be paid courses. Some MOOCs offer academic credits. The word MOOC was coined in 2008 by Dave Cormier, from the University of Prince Edward Island for a course offered by the University of Manitoba entitled 'Connectivism and Connective Knowledge'. In 2011, the Massachusetts Institute of Technology (MIT) Open Courseware (OCW) became the first largest collection of MOOCs offered by a University.

In the following year MIT and Harvard spearheaded the edX initiative to promote MOOCs. MOOCs could be classified as c-MOOCs (Connectivist MOOCs) and x-MOOCs (Instructivist MOOCs). In c-MOOCs, discussions and networking are very important. Stephen Downes, a Canadian specialist in online learning technology, identified four key principles for c-MOOCs. These include openness (in terms of access, content and assessment), autonomy of learner, diversity (in terms of tools and content) and interactivity (in terms of co-operative learning, communication between participants, resulting in emergent knowledge) as vital elements of c-MOOCs. In case of x-MOOCs, transmission of information with focus on high quality content delivery and computermarked assessment seem to be more important than interactivity. There could also be task MOOCs, where a learner has to indulge in tasks to successfully complete the course. A laudable initiative in MOOCs was the launching of SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds) in August 2016. The website of SWAYAM indicates that the platform is 'designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality.

The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.' The courses hosted on SWAYAM are be in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) selfassessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Presently, courses in SWAYAM are monitored by seven national coordinators that include NPTEL for engineering, CEC for undergraduate education, UGC for post graduate education, NCERT and NIOS for school level education, IGNOU for out-of-school students and IIMB for management education. While students can avail of free courses, a nominal fee is charged for certification.

At the end of each course, students are assessed through an examination and the marks/grades secured in this exam can be transferred to the academic record of the students. UGC has issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done through SWAYAM[5].

B. Excursions as an aid to learning beyond classrooms

Excursions are a perfect way to expand one's horizons. Many students often have very little experience of the wider world and require practical exposure. Excursions aim towards creation of long term memories and knowledge in place of short term factual knowledge. Students are able to relate what they have learnt in course of lectures during field trips and vice-versa. Most teachers agree that outdoor interactions and experiences promote learning. It also helps in cultivating appreciation of cultural and historical heritage. The students also develop sensitivity and appreciation for natural heritage.

It also provides an opportunity for teacher student bonding and offers a break from hectic schedules. Choice of Venue: Different subjects have to choose venues to make the field trip relevant to the subject of study. The respondents to our questionnaire affirmed that the venue chosen by them helped to enhance learning in their subject area and to develop an interest in the subject. Science departments often take their students to laboratories, science centers, natural history museums and exhibitions like Nehru Science Centre or Homi Bhabha Centre in Mumbai. They also visit industries to illustrate the application

of scientific principles and concepts. Chemistry and Physics students learn much from such industrial visits. Students of biological sciences can visit herbariums, aquariums, wildlife sanctuaries, flower valleys and other scenic natural destinations where they can explore flora and fauna.

Students of Political Science and Civic administration benefit from rural visits where they interact with the headmen of the village and understand governance and administration at the grass root levels. They can also be taken to the Vidhan Sabha, Mantralaya for a visit to understand it's working. Commerce, Economics and Finance departments also have a variety of options such as visiting small scale business units to understand entrepreneurship, procurement of goods, marketing, inventory management etc. They may also visit industries, self-employed groups, Export Marketing Organizations, Packaging industries, Stock exchange, Monetary Museums etc. Geography department may take students to places with environmental issues or natural environment. Philosophy departments may visit art galleries, meditation and yoga centers or Caves expounding Buddhist or Shaivite philosophy such as Kanheri or Elephanta caves in Mumbai. Language departments can organize visits to Literary Festivals such as Sahitya Sammelan, Times Literary Festival, Book Release functions, poetry recitals or Radio-stations. They can also organize visits to libraries or to serene destinations and have a nature-inspired writing session. History department can choose venues with historical and cultural significance such as monuments, caves, museums. Heritage walks are also ideal to understand local history and cultural heritage. Thus there are a plethora of options for organizing field trips relevant to the subject. Inter-departmental field trips can be arranged when the venue has multi-disciplinary relevance. Many departments in our institution often get together for field trips and choose locations having relevance to many subjects[6].

For example the hill station of Matheran, which is close to Mumbai can be chosen to study various aspects of tourism and commerce. The place also has a rich colonial history. Interactions with horsemen, shopkeepers, hoteliers, chikki making units, to understand their problems and the seasonal nature of their employment can be useful to economics, commerce, sociology and geography departments. The rich flora of Matheran also makes it an ideal destination for biology department. History and English Department may find it fruitful to have a joint visit to an old theatre or opera house. The American Center is another interdepartmental trip venue for English, History and Political Science students. Politics and Sociology departments may jointly visit NGO's. Multi-disciplinary field trips are useful to classes which have not yet selected their area of specialization. Accessibility, safety, budget, students' interest, are also considerations in choosing a venue. Many educational institutions do not arrange overnight trips if parents do not give consent. Overnight excursions involving hotel stays and outside food escalate the cost of field trips and therefore do not take up such exposures, several departments particularly, if their students are from a marginalized socio-economic background. Safety of students is a major consideration. Several accidents have taken place in beach areas or waterfalls and therefore only low risk areas are approved by authorities for field trips. The venue should also stimulate students and interest them or there will be few takers. A combination of learning, fun and leisure will be more productive rather than a fieldtrip with too much to absorb.

Educational material available at venues- maps, audio-guides, brochures, maps also score as venues for field trips. A guided tour by the curator of the museum or an audio-guide giving intricate details and history of exhibits at a palace or museum enhances the whole experience. Some venues also help to understand Career opportunities associated with a subject. An ideal venue coupled with adequate preparations can make the whole exercise a fruitful venture.

C. Making Field trips more effective:

Excursions can become a powerful medium of learning. To make excursions more meaningful, they have to be effectively integrated into the teaching curriculum. It is necessary to have a pre-excursion orientation about the place that is to be explored. Through a lecture or power point presentation before the trip, the students can be briefed about what they will be able to observe during the field trip. For historical monuments, giving a brief history of the place and explaining its importance in class before the actual field trip can be very fruitful. Circulating notes or brochures, directing students towards web links, giving information on the place can be part of the preparation. To involve the students in a more active manner, on site presentations can be allotted

to students. Recapitulation sessions over campfire during long excursions also can prove effective. The students can also be involved in organizing treasure hunts, crosswords and games which can aid learning during the visit and also make it more interesting. Briefing parents and authorities also helps in establishing its relevance to learning and securing permissions. A Follow up with Projects or report writing related to the excursion is also recommended. Wherever there is scope, a field trip must include interaction with a local guide or resource person who can explain the site or exhibit. In case of Industrial visits interaction and guidance from the industry experts is vital. The effectiveness of a field trip can be enhanced by adequate preparation and follow up and absence of the same can dilute the quality of learning.

VIII. Examine the Influence of Training and opinion on Industrial Visit

A. Study area Profile

The Tamil Nadu Government has announced Krishnagiri as a new district of Tamil Nadu on Feb-8 in 2004. The study area, Krishnagiri is a medium type district of Tamil Nadu State. The region has important mountainous range and plant us demarcated with valleys and forests.

Krishnagiri refer to 'black' and 'giri' refers to 'hill' This district is gifted with black granite hillocks and named as "Krishnagiri". Krishnagiri District is bounded by Vellore and Thiruvannamalai Districts in the East, Karanataka State in the West, State of Andhra Pradesh in the North, Dharmapuri District in the South. Its area is 5143Sq.Kms. This district is elevated from 300 m to 1400 m above the mean sea level. It is located between 11 Degree 12'N to 12 Degree 49'N Latitude, 77 Degree 27'E to 78 Degree 38'E Longitude at a distance of 262 Kms from Chennai, the capital of Tamil Nadu State[7].

B.Samples

The purpose of the study to industrial visit and training influence the krishnagiri district under graduate student. The samples are collected from different 100 arts and science college student.

C. Data Analyze and Interpretation

An attempt has been made in this section of the study to present and analyse various socio-economic profiles of the respondent's viz., Age, Sex, type of college, opinion of industrial visit. Socio-economic profile is an analysis of the respondents who are representing their views for the study.

Table 1 Socio-Economic Profile Of The Student

S.No	Particulars	Details of Particular	Respondents	Percentage
1	College location	Urban	23	23
		Semi-Urban	28	28
		Rural	49	49
2	Gender	Male	44	44
		Female	56	56
3	Age	18	27	27
		19	5	5
		20	18	18
		21	31	31
		>21	19	19
4	Family Type	Nuclear	93	93
		Joint Family	7	7
5	Type of College	Govt	43	43
		Govt Aided	57	57
		Self Financing	0	0
6	What degree you are studying?	UG	49	49
		PG	21	21
		M.Phil	19	19
		Ph.D	11	11
7	Influence of Theoretical	EI	8	8
		VI	47	47

	Knowledge	SWI	29	29
		SI	8	8
		NI	8	8
9	Influence of Practical Knowledge	EI	45	45
		VI	54	54
		SWI	0	0
		SI	0	0
		NI	1	1

IX. Conclusion

Higher Education is defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education. This research describes the higher education of India and their structure. And also describes the various teaching and learning methods involved in Indian Education system. Finally express the various MOOC course and their usages and show cased that how the theoretical and practical knowledge influence the student.

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