Adoption Of The Teaching Tools And Techniques For Improving The Quality Of Lectures Of The Department Of Education Of Banaras Hindu University Teachers: A Case Study

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Abstract
The article has highlighted on the teaching tools and techniques that is adopted in teaching by faculties members . The study focused the assessing constraints and difficulties which are faced by faculties members which using teaching tools and techniques. For the study survey research approach has adopted and questionnaire was used a tools for getting primary data. Total 22 respondents have taken for the study. The findings of the study most of the faculty's members are aware about to teaching tools. The study reveals that majority of the respondents has facing constraints and difficulties while using teaching tools.

keywords: Education, Tools , Technique , Faculty, Teaching.

1.Introduction

Communities and schools are facing new and difficult difficulties as a result of a quickly evolving technology-based economy and an increasingly complex society. It is expected of school systems all around the world to create frameworks that place a strong emphasis on acquiring the abilities, know-how, and attitudes required for success in the twenty-first century. In any particular period and place, the political, social, and economic realities are both shaped and reflected in educational institutions. It should come as no surprise that throughout the Industrial Revolution, there were significant changes in schooling as well as significant changes in the economy and society. During the Industrial Revolution, new industries and technologies emerged, commerce and urbanisation increased rapidly, and manual production methods were replaced by machines. The development of public education was facilitated by these changes, which also raised the demand for technical and scientific knowledge as well as literacy and numeracy abilities. Insofar as it increased students' chances of finding profitable employment, parents and students believed that education added value.

2.Review of literature

Teaching tools help students achieve the cognitive processing levels required for college and careers in the twenty-first century, according to researchers and practitioners (Association

for Supervision and Curriculum Development (ASCD), 2012; Barron & Darling-Hammond, 2008; Boss & Krauss, 2007; Boss et al., 2011; Ross, 2012). When using PBL in the classroom, secondary school instructors have the ability to boost interest and engagement among students while offering challenging academic material along with practical applications of that knowledge in a certain industry field. Although integrated projects are examined in some publications "as an indicator of the rigour of teaching and learning" (Warner et al., 2015,), little is known about how well this strategy is in academies with a professional focus. Furthermore, no study explains how educators create. A course on Curriculum, Instruction, and Assessment was completed by sixteen in-service teachers as part of the M.A. programme in Curriculum and Instruction, and they were among the participants. The analysis's participants were selected with purpose, taking into account only those who successfully completed a curriculum design ((Creswell & Clark, 2011; M. Q. Patton, 2002,).

3.Objectives of the study

Teaching application tools and techniques are significantly role played in enhancing student interest in classroom . Without its not possible to given outstanding lectures in classroom. For the study , the following objectives has formulated-

1. To know the awareness about to teaching tools and technique among faculties members.
2. To find out the usage of various teaching applications.
3. To explore the constraint and difficulties while using technological tools

4.Research Methodology

For the study survey research method has adopted and questionnaire were used a tools for getting primary data.   The study is based on primary data and for gathered data through using structural and non- structural questions . In this study 22 faculties members has taken for data collection out of 24 faculties members. After the gathered primary data MS.Exel 10.0 version has used for analysis of data. The analyzed data has presented in both table and figure.

5.Scope and Limitation

The conducted study is covered the department of education, Banaras Hindu University, Varanasi. The study is limited to faculties members of the department of education.

6. Data Analysis and Interpretation

Table no. 1.Response rate of respondents

Distribution of questionnaire	Received of questionnaire	Percentage
24	22	91.67

Table no. 1 shows the response rate of respondents of the department of education to the Banaras Hindu University. The above table clearly presented that 24 questionnaires was distributed among faculties of education out of them 22 questionnaires were received i.e. 91.67%.

Table no. 2 Gender wise respondents

Respondents	Response	percentage
Male	17	77.27
Female	5	22.73
Other	0	0.00
Total	22	100

Table no. 2 presented the ender wise response rate of respondents. The primary data clearly indicated that 77.27% male respondent s were response while 22.73% female respondents were responses.

Table no. 3 Awareness about educational tools for teaching

Awareness about educational tools		
Respondents	Yes	No
Male	17(77.27%)	0
Female	5(22.73%)	0
Other	0	0
Total	22(100%)	0

Table no. 3 shows the awareness among faculties members the department of education. The above table reveals that 77.27% male faculties were awareness about to educational tools whereas 22.73% female responspents.

Table. 4 Types of education application used for teaching

Educational application use	Yes	No	Yes%	No%
Edmodo	21	1	95.45	4.55
Socrative	18	4	81.82	18.18
ClassDojo	22	0	100.00	0.00
Animoto	17	5	77.27	22.73
Toppr	13	9	59.09	40.91

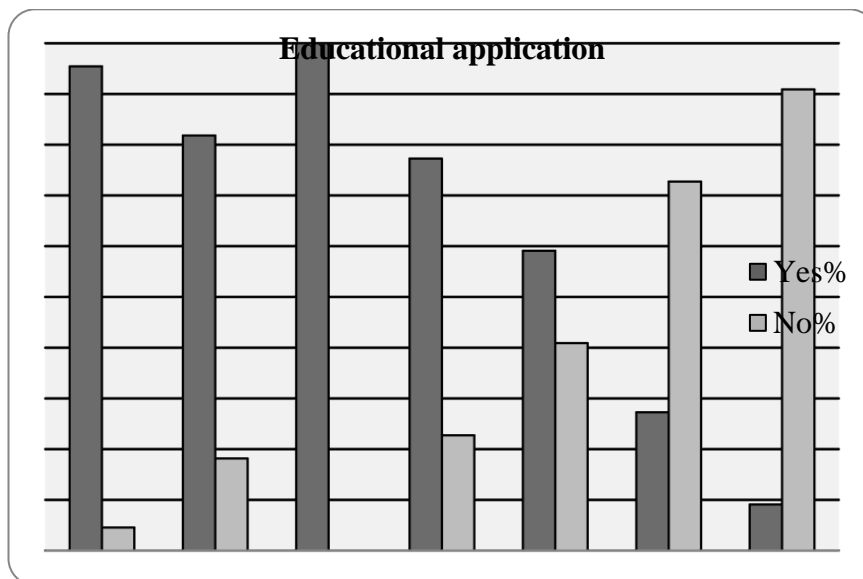|				
Google Classroom	6	16	27.27	72.73
Quizizz	2	20	9.09	90.91

- Multiple answer are allowed.

Fig. no. 1

Table no.4. and figure no.1 shows the which types of educational tools has used by faculties members for teaching. The analyzed data revels that 95.45% respondents has used Edmodo application followed by 81.82% respondents has used Socrative; 100% used ClassDojo; 77.27% used Animoto; 59.09% used Toppr; 27.27% used Google Classroom; 9.09% used Quizizz application for teaching.

Table .5 Usage of educational tools on teaching

Types of technological tools used in teaching	Average no. of Yes answer	Percentage of use	Degree of use
YouTube	22	100	High
Internet	22	100	High
LCD projectors	21	95.45	High
Microsoft Word, PowerPoint, Excel, databases	19	86.36	High
Social media networks	22	100.00	High
3D printing	8	36.36	Moderate
Augmented reality	11	50.00	Moderate

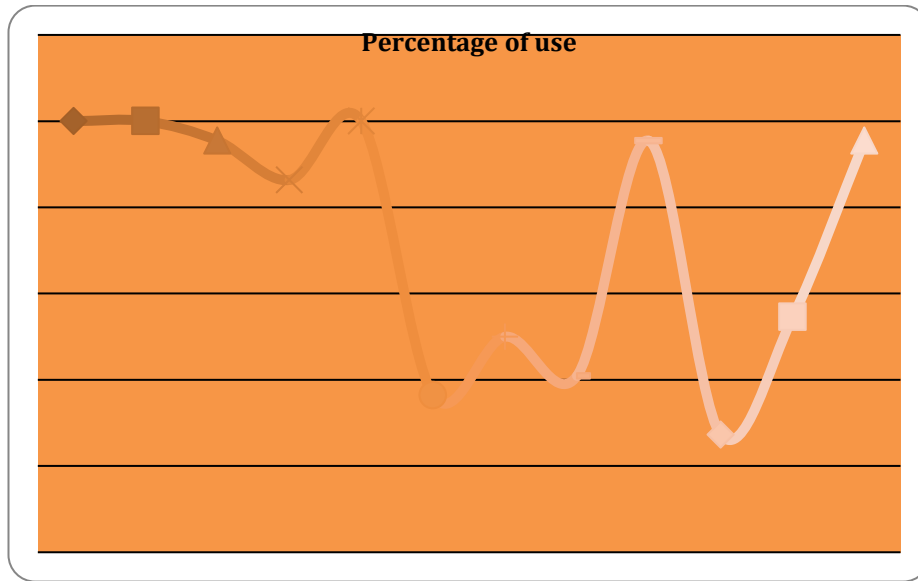| Moodle	9	40.91	Moderate
Mobile applications	21	95.45	High
Interactive projectors	6	27.27	Low
Tablets and iPads	12	54.55	Moderate
Smartboards	21	95.45	High

● Multiple answer are allowed.

Fig. no.2

Table no.5 and figure no. 2 presented the types of technological tools used in teaching by faculties members. The analyzed data clearly presented that 100% faculties members were users Youtube , Internet and Social media networks for teaching . Followed by 95.45% faculties members were used LCD projectors , Mobile applications and Smartboards; 86.36% used Microsoft Word, PowerPoint, Excel, databases; 36.36% used 3D printing tools ; 50% used Augmented reality; 40.51% used Moodle; 27.27% Interactive projectors; 54.55% Tablets and iPads.

Table no.6 Constraint and difficulties while using technological tools

Statement	Average no. of Yes answer	Percentage of use	Degree of use
Internet speed is a major challenge	21	95.45	High
The use of technological tools has not been properly taught in class	19	86.36	High

Many technical problems arise when using technological tools in class	18	81.82	High
There is a significant lack of education technology experts	17	77.27	High

Table no. 6 shows the constraint and difficulties while using technological tools by faculties members. The analyzed data clearly presented that 95.45% respondents has Internet speed is a major challenge followed by 86.36% respondents has not have technological tools properly taught in class; 81.82% respondents has faced many technical problems arise when using technological tools in class; 77.27% respondents has a significant lack of education technology experts.

7. Conclusion and Suggestions

Teaching tools and techniques play a leading role in the classroom for learners due to their clarity, understanding presenting and adopting the easy way of complex concepts of a particular topic. Its is an essential part of teaching and to made highly influence the teaching method. The study reveals that significant respondents have known about to teaching tools and techniques and majority of the faculties has adopted them when their lectures delivers in the classroom. The findings of the study clearly presented that widely teachers are using several teaching application for improving the quality of lectures. The study also reveals that majority of the teachers face problems to low internet speed; technological tools not properly doing work and the majority of the faculties are faced constraints and difficulties due to less technological expertise. The core fraternity of this study is widely beneficiated for educational scientists, professionals, learners, policymakers. The study suggested that the University Grant Commission and other similar agencies should be mandatory for universities to provide technological skills and competencies to the faculties members.

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