INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

The manuscript should preferably be in *2000 to 5000 WORDS*, But the limits can vary depending on the nature of the manuscript.

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- Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.

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BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.

- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

UNPUBLISHED DISSERTATIONS

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

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CHALLENGES AND STRATEGIES OF TEACHING LARGE CLASSES: STUDENTS AND TEACHERS PERSPECTIVE

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ABSTRACT
Make in India initiative has provided Indian production facilities a limelight in world map. The initiative also triggers issues associated with the skills enhancement and role of higher education. Large class room is a need a higher education in country like India where literacy rate is still close to 75 %. Large class rooms have several great benefits for teachers and students. The present study is attempt to explore challenges and strategies of teaching large classes from the perspective of students and teacher. The study is limited to b school students and teachers. The study is based on primary survey and secondary data. It will benefit academicians and administrators to be better prepared for challenges.

KEYWORDS
large class, higher education, pedagogy.

INTRODUCTION
*L*arge class is not a very new phenomenon in today's higher education system. This issue has its global presence. Then why do we study the Large Class Problems? Does the size affect quality of education? Today we all agree that the large classes in higher education generally result in low levels of student motivation, attention and engagement. Before we discuss the challenges associated with the large classes primarily we need to focus on what do we signify to the large classes. How do we define 'large class'? There is no established definition of a large class. A large class may have 80- 100 students or more. In some cases, large may imply a class of 50-70 students, in others, it may be meant even for less or more students in a single group depending upon the learning goals. Large classes are most seen in the first year of the higher education system. Though teaching large classes require a variety of skills and strategies. There are many challenges in dealing with large class and fulfilling learning goals.

The large classes offer higher group dynamics and provides exposure as many people are involved in the teaching learning process. Having said that the growing pervasiveness of large class teaching and learning environment in higher education is adversely affecting the quality of the learning experience along with the student performance, motivation and engagement.

The present study is an attempt to review the available knowledge in this area so as to suggest a framework to manage large class problems in higher education. This piece of work also highlights the challenges faced by the teacher, students as well administrator to deal with the issues arising due to large class problem.

LITERATURE REVIEW
While there has been substantial research regarding the significance of class size in relation to effective teaching in primary and secondary schooling (Benbow, Mizrachi, Oliver & Said-Moshiro 2007), very few studies have been conducted in higher education (Toth & Montagna 2002). However, there is no definite substantiation from research to indicate clearly that large classrooms always negatively affect a student's learning. Some empirical findings have been presented here that investigated the relationship between large class and its effect on the learning effectiveness.

McKeachie (1986) summarized that small classes offer more cognitive and problem solving skills development. Feldman (1984) conducted a comprehensive study on the impact of large classes and he concluded that large classes decline the relationship between students and teacher which is big hindrance of the learning process.

One more study conducted by Lindsay & Saltzberg (1987) in this area. They scientifically tested several hypotheses and it was found that there is a negative relationship between increasing size of the class and quality of education. Jungic, Kent and Menz, (2006) in their paper stated that Teaching a large group of students can be intimidating for both students and lecturers. At the same time authors pointed out towards the excitement level of the students of the diverse groups

Papo (1999) found the reverse result as there is not negative relationship between classes size and teaching effectiveness. He conducted the study on large class teaching at one of the South African universities and he found strong evidence that revealed that the size of the class did not have an impact on teaching effectiveness and choice of teaching strategies used by instructors. According to him, facilitators can be effective in their teaching approaches regardless of the class size because large class teaching does not negatively affect students' learning.

Some researchers also argued that large classes are perceived by the instructors as troublesome, difficult and problematic as compared to smaller classes (see, e.g., Coleman, 1989). Research further indicated that the majority of universities in South Africa shared the most stereotyped view that class size plays a decisive part in teaching and learning success among students and lecturers (Papo, 1999).

The findings of the available literature have been presented as follows in three segments.

CHALLENGES OF TEACHING IN THE LARGE CLASS IN HIGHER EDUCATION
1. Large classes do not allow the visible level of diversity among students in terms of gender, race and class than often occurs in small classes.
2. Selecting the appropriate pedagogical approach in accordance with learning goals, ensuring that students achieve a minimal level of competency is difficult with the large classes.
3. Students struggle in the large to remain engaged, to perform well and to develop important skills like critical thinking.

4. In the large classes teachers face constraints in terms of conducting group activities, one to one discussion and furthermore ascertaining that all the students are on the same wave length of the learning process.
5. Teacher confronts issues in maintaining desired motivational level, engagement, attention amongst large number of students in the class.
6. In the large classes teachers find themselves to be driven back to the traditional methods of teaching and assessment which is not effective for adult learners
7. Teachers feel tremendous stress due to lack of flexibility in teaching the larger group hence the quality of teaching goes down.
8. Large classes obstruct the flow of effective communication and time management in the class room.

PROBLEMS IN ASSESSMENT OF STUDENTS IN THE LARGE CLASS
1. As class size goes up, and the staffing remains the same and the same assessment methods continue to be used, the effect is likely to detrimental on students.
2. The communication of clear assessment criteria to students may get obstructed, hence resulting as a sub-par performance of students.
3. The continuous refinement and dissemination of assessment is challenging among the large student groups.
4. Large classes have limitation to provide high quality feedback to individual students.
5. Facilitators taking large class invariably undertake an informal, qualitative weighing-up of the efficiency of assessment tasks, due the heavy workload of assessing large group.
6. Teachers find paper correction job very tedious if the class length is so high.
7. Ascertaining the fairness and checking plagiarism is very difficult in the assessment of the large group which in turn results in a shallow assessment.
8. Teaching Assistants may be required to manage the huge amount of grading in the large classes.

ADMINISTRATIVE PROBLEMS OF THE LARGE CLASS
1. If the class size is too large, sometime they are to be divided into 2-3 divisions. This can take the form of repeat lectures, where the same lecture is repeated several times for the difference divisions, either by the same lecturer or by several different lecturers.
2. Literature suggests that it is difficult with the large classes to maintain discipline, keeping record including attendance and coordinating between students and facilitator.
3. Courses where Project Based Learning (PBL) approach is used, more support staff may be required to help students in conducting the projects alongside the logistic requirement to execute such project.
4. In higher education it's difficult to search and retain faculty with relevant experience and expertise to teach larger group while marinating teaching effectiveness.
5. Management of large classes requires more preparation, more structure, more formalized procedures and more rules than small classes.
6. Maintaining discipline in the large classes is again a challenge because students have the tendency to lose interest after a while, when the group is more than 50 or so and they may start making noise, talking trickling in slowly, using mobile phones, disturbing other etc.
7. Taking attendance is time consuming in the large classes and may take away the limited time available for teaching. Also it increases the chances of proxy attendance which is difficult to monitor in the large class.

STRATEGIES TO EFFECTIVELY MANAGE THE LARGE CLASS
We have seen the challenges associated with large classes through the review of available knowledge in this area. However, available literature also suggests various strategies to overcome the problem induced by the large classes. After having understood the nature of large class problems here some strategies are suggested to manage or overcome the problems of the large classes.
1. Organizing and presenting effective lectures. Including more discussion and question in the lecture and motivate all students to take part. Encourage them to ask questions.
2. At the end randomly Ask students to summarize information or knowledge imparted in the class.
3. Practice collaborative approach of learning and foster group based learning.
4. Assign weightage to class participation in grading. The participation can be in form of asking or answering questions, taking part in relevant discussions, giving demonstrations on board etc.
5. Faculty can move around the class during teaching, discussing rather than standing at front all the time. This increases the approachability of the faculty.
6. Adopt case based teaching to enhance problem solving skills of students in the large class, which may generate multiple views and thoughts to the problem. It also increases attentiveness of all the students and they engage themselves in meaningful thought process.
7. Plan in class assessment and application oriented exercises and provide prompt feedback to engage students.
8. Establish ground rules for communication, dealing with plagiarism, assessment policies etc. Communicate these details along with details of course learning objectives, assessment plans, study material, resources, etc.
9. Make students aware about the vices and consequences of cheating and plagiarism. Emphasize on consequences.
10. Fixed seating arrangement can be made for the students. Arrangement may be alphabetical or by roll numbers. Students sit on the designated seats. Attendance taking may be reduced to marking of empty seats.
11. Learning Management systems, online course portals can be used to facilitate the large class. Extensive use of the course website e.g. availability of the entire course material, broadcasts related to the program, online assignment submissions and student discussion forums can be helpful

NOTE ON METHODOLOGY USED FOR PRESENT STUDY
Present study has been taken by the teaching professionals in higher education with the aim of improving teaching and learning process.

RESEARCH STATEMENT
"To Study the challenges and strategies in dealing with Large Class in Higher Education from student and faculty perspective."

OBJECTIVES
1. To highlight the challenges or difficulties associated with the large class in higher education.
2. To identify the perspective of students on the large class in higher education
3. To understand the perspective of faculty in teaching large class in higher education
4. Highlight the gaps in students and faculty opinion in large class

METHOD OF DATA COLLECTION
The present study used primary and secondary data to fulfil the objectives.
Secondary data was used to review the available literature, knowledge, content on the large class problems in higher education was done. It was used to construct questionnaire to elicit information on large classes.
The questionnaire was framed to understand the perspective of students and faculty about challenges and strategies of large classes. The questions asked were based on the pedagogy, engagement and evaluation. Questionnaire was prepared using likert scale from strongly agree to Strong disagree.

Questionnaire was floated to 300 students and 50 teachers using Google document online. The same questions were asked to both teachers and respondents. Number for responses included 90 students and 25 teachers of MBA institute.
The analysis of these questions were done using excel and graphs.

LIMITATIONS
Present study has following limitations:
1.   Not enough respondents from faculty side.
2.   Analysis could have used better tools.

FINDINGS AND INTERPRETATION
Graphs are used to present the responses and views of teachers and students about each question. Questions were asked to seek the opinion and perspective of faculty and students on 1. Learning and Teaching methods
2. Evaluation Techniques
3. Teaching Skills
4. Challenges of large classroom teaching and learning
Large Class Room Issues
1.   What number according to you make a large class:
STUDENT RESPONSE

FIG. 1
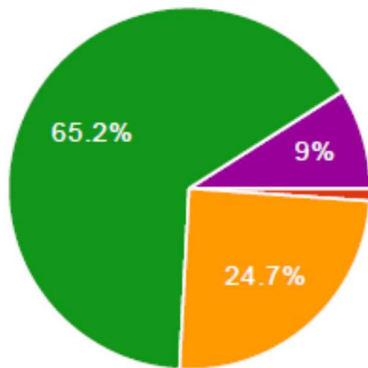
300 and more	0	0%
150 and more	1	1.1%
100 and more	22	24.7%
50 and more	58	65.2%
30 and more	8	9%

FACULTY RESPONSES

FIG. 2
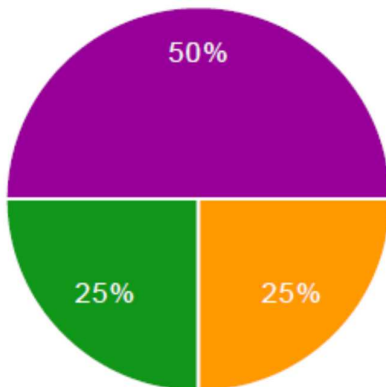
300 and more	0	0%
150 and more	0	0%
100 and more	1	25%
50 and more	1	25%
30 and more	2	50%

Interpretation:
More than 65 % of students think 50 and more make large classes.
Whereas Majority of the faculty think 25 and above make large classes.
2.   Which method you consider effective for learning / Teaching during large class (please rate)
A)   [Lecture / Presentation]
Both students and teachers agree that lecture / presentation method is effective to teach in large classes.

TABLE 1

Sr. No	Questions	Agree	Neither Agree nor disagree	Disagree
1	Does the faculty gain attention before the start of the class by wishing, showing video etc	69	23	0
2	Faculty informs about the objectives of the session etc.	70	22	0
3	Faculty helps you connect session with prior learning (revision of prior class)	63	27	2
4	Faculty provides study material for reading	68	21	3
5	Faculty provides information about the topic during session / Makes presentation to explain theory	77	13	2
6	Faculty uses following pedagogy on a topic role plays/ case study/ activities/ discussion/ videos for a topic	10	19	2
7	Faculty provides feedback on activity/ role play/ case solution in class	64	27	1
8	Faculty provides feedback on activity/ role play/ case solution in class / provides conclusion to discussion	66	25	1
9	Faculty provided marks for one of the evaluation conducted	68	22	2
10	My knowledge about subject HRM has improved	62	30	0

B.   [Video]

Majority students appear in favour of the video method. Though majority faculty also agree this as appropriate method for teaching but a good number is neither agreeing nor disagreeing to it.

C.   [Group Activity]

Group Activity are based on the principles of cooperative learning. Student and faculty both in majority agree the method is effective for large classes

D.   [Tutorials]

Tutorials are more of student centric learning strategy. Though majority students find it effective way of learning but a good number disagrees and is not in position to agree or disagree. However majority faculty agree it is effective way of teaching but few of them disagree. This is the only method of teaching and learning where faculty and student both unanimously don't agree in large percentage.

E.   [Case Study]

Case study method is popular for b school teaching and learning. Students have majority in strongly agree and agree category. A small proportion disagree and strongly disagree to this method of learning. Faculty opinion is not clear for this aspect as majority faculty are not able to agree to disagree to case study as effective way of teaching.

This question was asked to know the effective method of teaching and learning from the view of teachers and students. The options provided were popular method used in MBA classroom. The lecture and presentation along with group activity are preferred by faculty and student both. Other methods are also agreed in majority number.

TABLE 2

Sr. No	Questions	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
1	Which method you consider effective for learning during large class (please rate) [Lecture / Presentation]	19	45	16	8	2
2	The most suitable way of evaluation in large class (please rate) [Student Presentation]	18	44	14	9	5
3	The most suitable way of evaluation in large class (please rate) [Viva]	11	35	22	14	8
4	The most suitable way of evaluation in large class (please rate) [Tutorials / Assignments]	16	37	21	14	2
5	Which method you consider effective for learning during large class (please rate) [Video]	39	34	9	7	1
6	Which method you consider effective for learning during large class (please rate) [Group Activity]	38	32	13	7	0
7	Which method you consider effective for learning during large class (please rate) [Tutorials]	13	34	30	13	0
8	The most suitable way of evaluation in large class (please rate) [MCQ / Online]	24	43	14	5	4
9	The most suitable way of evaluation in large class (please rate) [Peer Evaluation]	14	30	28	13	5
10	The most suitable way of evaluation in large class (please rate) [Projects]	28	50	10	2	0
11	The most suitable way of evaluation in large class (please rate) [Problem Solving Questions]	19	54	13	4	0
12	The most suitable way of evaluation in large class (please rate) [Open Book Test]	27	26	18	12	7
13	The most suitable way of evaluation in large class (please rate) [Viva]	15	36	21	10	8
14	What are major challenges in large class (please rate as per below scale) [Objectives of the session are not made clear]	12	34	25	17	2
15	What are major challenges in large class (please rate as per below scale) [Less Interaction with the faculty]	36	45	4	5	0
16	What are major challenges in large class (please rate as per below scale) [Less participants Interaction]	27	38	11	12	2
17	What are major challenges in large class (please rate as per below scale) [Evaluation is not done properly]	27	39	18	4	2
18	What are major challenges in large class (please rate as per below scale) [Doubts are not solved in the class]	23	39	13	14	1
19	What are major challenges in large class (please rate as per below scale) [Don't get to learn much]	12	23	30	21	4
20	What are major challenges in large class (please rate as per below scale) [Technical clichés create problem in conduct (audio, visual, mike etc)]	18	38	14	16	4
21	What are major challenges in large class (please rate as per below scale) [Lack of administrative support (attendance/ allocation of venue etc)]	19	30	29	9	3
22	Faculty needs following skills to be effective in large class (please rate) [Presentation]	50	38	1	1	0
23	Faculty needs following skills to be effective in large class (please rate) [Technical (audio/visual / LCD/ Mike etc)]	43	31	11	3	2
24	Faculty needs following skills to be effective in large class (please rate) [Social Media]	26	25	22	15	2
25	Faculty needs following skills to be effective in large class (please rate) [Student control]	38	38	8	5	1
26	Faculty needs following skills to be effective in large class (please rate) [Evaluation Techniques]	40	37	10	2	1
27	27. Faculty needs following skills to be effective in large class (please rate) [Mix of Teaching methods]	52	34	3	1	0
28	28. Faculty needs following skills to be effective in large class (please rate) [Time Management]	44	40	5	0	1
29	29. Faculty needs following skills to be effective in large class (please rate) [Ability to Handle Questions]	54	30	4	1	1
30	30. Faculty needs following skills to be effective in large class (please rate) [Understanding audience/ Students]	50	34	4	2	0

3.   The most suitable way of evaluation in large class (please rate).

Questions were asked to students and faculty on appropriateness of evaluation techniques. Evaluation always remains a challenge for large class for faculty and student a piece of discontentment on how they are being ranked.

A.   [Student Presentation]

All faculties rated students presentation as appropriate method for evaluation and students in majority agree to this method of evaluation.

B.   [Viva]

Students in majority agree to the viva as method of evaluations however there is spread of opinion with good number not been able to agree or disagree and disagree. Faculty agree in majority but small proportion also disagrees to viva as appropriate method of evaluation.

C.   [Tutorials / Assignments]

Tutorials and assignments are considered appropriate by almost all faculty however students have majority agreeing and still big proportion not been able to agree / disagree or disagrees to this method of evaluation.

D.   [MCQ / Online]

MCQ and online test are considered to be appropriate method of evaluation by faculty and students.

E.   [Peer Evaluation]

Almost equal number for students agree and neither agree/ disagree for peer evaluation. Interestingly faculty share the similar opinion.

F.   [Projects]

Students project are considered good way of evaluation by both faculty and student with minority not in agreement to the same.

G.   [Problem Solving Questions]

It is interesting to know 100 percent faculty agree that problem solving is appropriate way to evaluate students. Same is agreed by students in majority with minor disagreement and not been able to agree or disagree.

H.   [Open Book Test]

Open book test are supposed to be the popular among students but in this survey students had diversified opinion. Students have agreed to open book test in majority though, Faculty have close to equal divide about the same.

4.   What are major challenges in large class (please rate as per below scale)

This question was asked to know the faculty and students opinion about the challenges of large classes.

A.   [Objectives of the session are not made clear]

It is agreed in majority that objectives of the lecture or lesson is not clarified in the large class.

B.   [Less Interaction with the faculty]

The challenge is often discussed in the literature about the less interaction of students and faculty is agreed by student and faculty in majority. Negligible number from students disagree with this fact.

C.   [Less participants Interaction]

Students and faculty both have opinion in large majority that interaction among student is also a challenge for the large class.

D.   [Evaluation is not done properly]

Student and faculty both agree that evaluation is constrain for the large class. It is also substantiated in the literature that lack of individual attention leads to difficulty.

E.   [Doubts are not solved in the class]

Both faculty and student are of the opinion that doubts are not cleared in the large class. However, a minority students disagree to the statement. Whereas few faculties are not able to agree or disagree.

F.   [Don't get to learn much]

Few students agree that they don't get to learn much in large class but a big number disagrees to the statement and bigger proportion is not able to disagree or agree. Faculty opinion is not clearly indicating on the learnability of the student in the large class.

G.   [Technical clichés create problem in conduct (audio, visual, mike etc)]

Technology is boom where student to faculty ratio is huge. Majority of the student and faculty are of the opinon that technical clichés like audio visual aid are a challenge for the large classes.

H.   [Lack of administrative support (attendance/ allocation of venue etc)]

Academic institute require a lot of administrative support that includes scheduling of the classes, allocation of classroom, attendance etc. All faculty agree to the statement. Students agree to administrative challenges but a good number is in neither agree or disagree category.

5.   Faculty needs following skills to be effective in large class

The question was asked to know the skills required by the faculty in the opinion of students and faculty.

A.   [Presentation]

Both student and faculty agree in majority that presentation skills is important for the success of the large class.

B.   [Technical (audio/visual / LCD/ Mike etc)]

Technical skills and understanding of audio visual is important skill as indicated by both faculty and students.

C.   [Social Media]

Social media is impacting almost all areas of functioning even learning and teaching. The teacher under the survey feel that social media is not so important for teaching as they opted neither agree nor disagree.

D.   [Student control]

Handling of the large class requires command over handling different types of students. Both students and faculty agree to the skill of students control on large class.

E.   [Evaluation Techniques]

Evaluation of students is important aspect of learning and teaching. Both student and faculty agree that knowledge of evaluation technique is required to manage large class.

F.   [Mix of Teaching methods]

Knowledge and mixing of teaching methods is required by the faculty. The same is agreed by students and faculty in this study.

G.   [Time Management]

Time management includes starting the lecture on time and ending it on time. Effectively cover the syllabus. Faculty and Student are of the same opnion.

H.   [Ability to Handle Questions]

Faculty and student both are of the opinion that faculty should be able to handle questions and reply them to the students.

I.   [Understanding audience/ Students]

Faculty should understand the types of students and their learning styles for being effective in the large classroom. The student and faculty both are of the opinion of the statement.

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6.   Large class rooms are requirement for effective teaching and learning resource for any institute (please rate below points from 5 Strongly agree to 1 Strongly Disagree)

I. STUDENTS RESPONSES

CHART 1
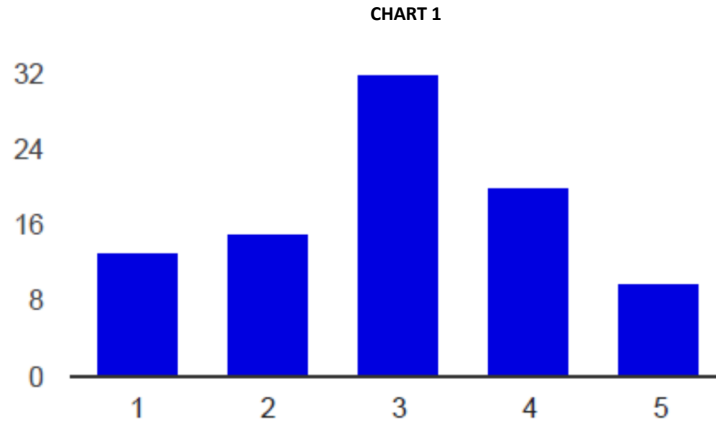
II. TEACHERS RESPONSES

CHART 2

Interpretation: Both faculty and student have mixed view on the requirement of large class

SUGGESTIONS

Some suggestions which are based on the discussion with teachers and students are mentioned below:
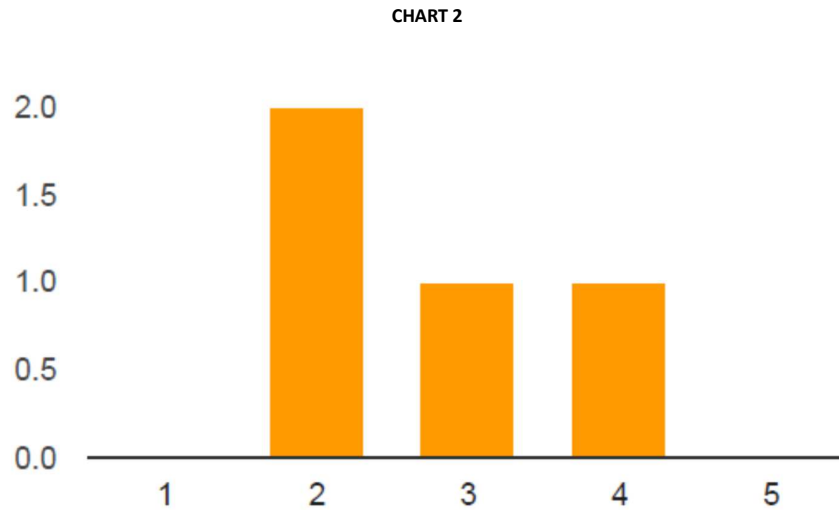1.   Student Faculty Relationship: Interactive, knowing background, relate to students are some of the basics that can help faculty success in large class.
2.   After class mentoring can bridge the gap of interaction with the students.
3.   Use of Interactive Computer Technology in classroom can help faculty engage students in large classroom
4.   Pedagogical and Team Activity, good mix of various teaching methodology can lead to effective learning. Team activity based discussion in class can provide student opportunity to interact with each other.
5.   One-minute paper during/ at end of the session are good to summarise the session in large class. This also leads to reinforcement of learning.
6.   Continuous Evaluation and Fair evaluation, evaluation is what students are sensitive about and its important aspect of learning and teaching process. Faculty must engage in continuous evaluation and that must be conduct in fair manner by providing each student equal opportunity to perform.
7.   Inform about objective and interrelationship with other subjects, helps faculty integrate learning of students and better understanding of the subject. It's difficult to establish shared responsibility of faculty and student in large class but faculty must aim to have that done in the large class.

SIGNIFICANCE OF THE STUDY

Study presents interesting insights on the handling of the large classes. It can help faculty decide strategies to deal with large classes. It presents point of view of faculty and students and hence gaps in the opinion.

CONCLUSION

The study revealed faculty and students are almost at the same understanding of large class. Today's MBA students believe in shared responsibility with faculty in the entire learning process. The gaps are mainly in the area of use of pedagogy and evaluation techniques. Faculty having correct expectation setting will be able to overcome the challenge.

It has been seen that class size is a major concern to any higher education system. And the above report on the large class problems elicits that teaching a large class requires hard work, effective planning in terms of logistical arrangements and provision of learning activities, robust assessment plan instead of relying on straight lecturers, which according to empirical evidence are not highly effective. It is clear from the review of literature and feedback presented in the report that there are many significant issues have been noticed with large classes. The above report also emphasizes on the various strategies in dealing with the large class problems which can enhance the continuous professional development activities in order to deliver meaningful learning activities in such settings. Teachers in higher education must continuously be engaged in action research to bridge the gap in teaching and learning.

To quote Dr. Sallie M. Ives, Director, UNC Charlotte Faculty Center for Teachingfrom her handbook, "There is nooneway to teach a large class. We have to take into account our teaching style, the characteristics of our students, and the goals and objectives of our course. Decide which one or ones are most likely to work for you, and try them"

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