IMPORTANCE OF INNOVATIVE TEACHING METHODS AN EVALUATIVE STUDY OF TRADITIONAL AND MODERN TEACHING TECHNIQUES - A SURVEY

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Abstract:
Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeablity and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. In this paper an attempt is made to evaluate the advantages and disadvantages of both traditional and modern teaching methods. A survey of 100 students has been done to collect their opinion and analysed. The traditional and innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

Index Terms: Human Capital, Technological Innovation, Social Upliftment, Multimedia Teaching & Knowledgeability

1. Introduction:

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeablity and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than

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to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

2. Objectives of the Study:

The purpose of this paper is to evaluate the traditional methods of teaching as well as innovative teaching and to suggest useful teaching methods that can be attempted in imparting knowledge to the students.

▸ To develop and standardize a measure to evaluate perception towards teaching method.

▸ To identify factors underlying perception towards Modern teaching method and traditional teaching method.

▸ To compare the perception of students regarding traditional with modern method of teaching.

3. Methodology:

Primary Data: Questionnaire survey and Direct face - to-face interview. Data collection involved face-to-face questionnaire administration to students. A total of 100 students were interviewed using the questionnaire. The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge are suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested. Simple analysis is done by using Likert's five scales Model.

Secondary Data: Articles, journals, Magazines, different websites.

4. Literature Survey:

In ancient times, the traditional approach of teaching was considered as formal teaching method, it involves the direct flow of information from teacher as sage to students as receptacle. That was the time of '*guru-shishya parampara'* in India when classroom put students at the centre. The effectiveness of this transmission has been tested by posing various exercises to the students (Derek & Collett, 2003).

Use of modern ICT in teaching develops higher order skills such as collaborating across time and place and solving complex real world problems (Bottino, 2003; Mason, 2000; Lim and Hang, 2003). It improves the students' perception and understanding of the world. Thus, ICT can be used to prepare the workforce for the information society and the new global economy (Kozma, 2005). There are at least two fundamental reasons that justify the use of ICT. The first is that university education has a responsibility to ensure the future graduates. The second reason is that ICT may contribute to more and better learning; i.e., they may improve the effectiveness of university education (Francesc, 2005). It is widespread belief that use of ICT in teaching can empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation results in increased learning for students. On the other side Nickerson (1995) pointed out that technology does not promote understanding in and of itself, it is a tool that can help students view learning as a constructive process and use simulations to draw students' attention. It provides a supportive environment that is rich in resources, aids exploration, creates an atmosphere in which ideas can be expressed freely, and provides encouragement when students make an effort to understand (DelMas, Garfield, and Chance, 1999).

5. Traditional and Modern Teaching Methods – An Evaluation:

5.1 Traditional Teaching Method:

There are many arguments on whether or not traditional or modern teaching is better. A lot of people lice the hands on approach that traditional teaching offers, while others think that modern teaching should be introduced to our children. Either way, schools are starting to get an earful from parents on how their child is learning. In traditional teaching teacher's control what the students are doing. Students are putting pencil to paper instead of typing on computers. Teachers stand on the front of the classroom, give lectures and have the students take notes.

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

5.2 Modern Teaching Method:

The rapid growth of Information and Communication Technologies (ICT) has challenged the traditional method of teaching and changed the educational landscape globally. The teaching method is now divided into two different ways of thinking on education, one is traditional and other one is ICT Method*.* Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. Modern Teaching Methods are:

A) Multimedia Learning Process:

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

B) Mind Map:

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, color, even touch and smell play a part in our learning armory will help to

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recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.

C) Teaching With Sense of Humour – "Humour An Effective Medium of Teaching":
Everyone loves a teacher with an infectious sense of humor. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication.

D) Z to A Approach:
This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject – motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping.

E) Mnemmonics Words- Words –Words Approach:
Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language
Courses this technique can be used as an effective medium by the teacher to develop word power.

F) Role Playing And Scenario Analysis Based Teaching:
Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical knowledge. Similar kind of technique can be applied in management, engineering and science courses.

6. Analysis of the Survey:
6.1 Table showing the opinion of the students about Traditional Teaching Method

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The learner is dependent	60	30	-	10	-
2. Learners place their trust on their teachers--- sequential learning	80	20	-	-	-

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3. Learning is subject-centered	60	30	-	10	-
4. Motivation drives from external sources	70	20	-	10	-
5.Teachers only designs the learning process	60	20	-	10	10
6. Emphasis on confirming to the group	60	20	-	10	10
7.Emphasises on grades punishment or rewards as motivating factor	70-	10	-	10	10
8. Subjects are taught in lesson form	70	20	-	10	-
9.Students grouped chronologically to suit teachers pre-planned class lessons	80	10	-	10	-

Source: Survey
Findings:

60 percent of the students agreed that in traditional teaching method learner is dependent and learning is subject oriented; teachers only designs the teaching process and teachers addressed the group only. More than 70 percent of the students responded that always learners trust on their teachers, motivation drives from external sources, subjects are taught in lesson form to the group only. But 10% of the respondents disagreed the above matters

6.2. Table Showing the Opinion of the Students about Modern Teaching Method:

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Learners are independent- problem finders and problem solvers	60	30	-	10	-
2. Learners seek guidance/Mentorship	60	20	-	10	10
3. Learner is goal driven- Focusing on tasks seeking further complexity	70	20	-	10	-
4. Motivation is intrinsic, experiencing and learners enjoy the challenges	60	10	-	20	10
5. Facilitator sets tasks but encourages diverse routes to solutions	70	20	-	10	-
6. Respect for individual difference	60	30	-	10	-
7. Self motivation	60	20	-	10	10
8. Study through observation techniques	70	10	-	10	10
9. Knowledge is acquired through the material	60	20	-	10	10

Source: Survey:

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7. Findings:

More than 60% of the students are strongly agreed that students are independent and problem finders and they will seek guidance from themselves, motivation is intrinsic, they respect individual differences and they are able to study through observation and thereby they can acquire knowledge through the study materials. 10% of the respondents disagreed all the above and opined that in Modern teaching methods also there are some difficulties to learn and they have to face the challenges in modern competitive world.

8. Suggestions:

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. It is believed that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching. Ultimately the teaching people are satisfied when they could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

9. Conclusions:

We can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

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