

TRADITIONAL TEACHING METHODS V/S INNOVATIVE METHODS AND ATTITUDE OF TEACHERS: A STUDY WITH SPECIAL REFERENCE TO KODUNGALLUR AREA

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Abstract

“Teacher was a sage on the stage but he is now only a guide on the side”. The position of teacher has totally changed and given a place of facilitator , guide , leader , councilor and philosopher as well as the role of students turned up into ‘constructor of knowledge’. Concept of teaching as it is an art of transmission of knowledge has changed at global level .Modern world and contemporary countries have been adopting innovative concepts of teaching and modern methodologies of transaction. There are innovative teaching methodologies adopted in the field of education .In India especially in Kerala, Govt has been implementing these innovative methodologies by providing in service training courses and management training courses for teachers. Information and communication technology has made many innovations in the field of teaching and also made 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 traditional teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of a facilitator. This study revealed that the attitude of teachers towards innovative teaching technologies at Higher secondary level.

Key words: *ICT, Traditional Methods, Innovative Teaching Technology.*

Introduction

Modern world and contemporary countries have been adopting innovative concepts of teaching and modern methodologies of transaction. teachers should have a healthy attitude towards the concept of teaching and methodologies .education as we know is not only the transmission of knowledge to the children but also the process of enriching of comprehensive growth and development in the children .In India there was a system of “Guru Kula” which was traditionally rooted in ancient periods , in the modern world the father of nation mahatma Gandhi envisaged, A vocational, moral and ethical concept of teaching and learning that was called “basic education”. All educationists have developed different aspects of education as it is the process of Manifestation of all the talents and skills that are already in man. According to swami Vivekananda” education is the perfect manifestation of the talents, skills, competencies already in man “. To realize the aim of education we have to adapt some innovative methodologies in and outside the classrooms. So the methodologies adopted by the teachers today may not be sufficient or useful for the realization of the objectives and aims meant by the education. There are innovative teaching methodology adopted in the field of education .In India especially in Kerala, Govt has been implementing these innovative methodologies by providing in service training courses and management training courses for teachers in addition teachers are being given special training in counselling and career guidance.. This study aims at investigation of the attitude of teachers towards those innovative teaching methodologies in the area of Kodungallur taluk in Thrissur district.

Objectives

1. To know about Traditional system of teaching -learning.
2. To know about innovative teaching methods
3. To Identify the attitude of teachers towards innovative teaching methodologies’

Importance

The educational scenario is different from that of past. Teaching and teachers must be sufficient and resourceful enough to meet all the needs of children today. Strategies have a major role in fulfilling the aims and objectives of teaching process. Without innovative methodologies being used no education process is completed in the modern world.

Methodology

Both primary and secondary data are collected for this study. The primary data are collected from 50 teachers of different higher secondary schools in Kodungallur Taluk of Thrissur district, with the help of questionnaire and survey. The secondary data are collected from journals, websites .and related research reports.

Traditional Teaching Method – An Evaluation

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 (Skinner, 1938) 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. Some limitations which may prevail in traditional teaching method are,

1. Teaching in classroom using chalk and talk is “one way flow” of information.
2. Teachers often continuously talk for an hour without knowing students Response and feedback.
3. The material presented is only based on lecturer notes and textbooks.
4. Teaching and learning are concentrated on “plug and play” method rather than Practical aspects.
5. The handwriting of the lecturer decides the fate of the subject.
6. There is insufficient interaction with students in classroom.
7. More emphasis has been given on theory without any practical and real life time situations.
8. Learning from memorization but not understanding.
9. Marks rather than result oriented.

Innovative Tools

I. 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 students who are creative; think critically and analytically, to solve problems. This paper focuses on using multimedia technology as an innovative teaching and learning strategy in a problem based learning environment by giving the students a multimedia project to train them in this skills. Currently, many institutions are moving towards problem-based learning as a solution to producing students who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge, problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Various Multi-Media Tools

Tools	Methods	Metaphors
MS PowerPoint, Astound Graphics and Flash Slide Show Software	Easy to prepare and it can be prepared with many of the popular multimedia elements like graphs, sound and video.	SLIDE BASED
Macromedia, Flash Author ware, BPP I Learn and I Pass	Presentation is created using icons to represent different media elements and placed in a flow line.	ICON BASED
Windows Movie Maker, Winaampp, Macromedia Director	Presentation is created using Moviemaking concepts of casts, sounds, pictures and scores.	MOVIE BASED
Adobe Acrobat Reader	Easy to prepare and with word documents if you have Acrobat Reader with many popular multimedia elements like graphs sound and charts.	BOOK BASED

Other Innovative Tools Suggested

1. 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. Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. 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 re-collect 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. As the recent research point that any particular information explained with the help of graph ,charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to pasteurized the concepts and show the same to the students.

2. Teaching With Sense Of Humour – “Humour An Effective Medium Of Teaching”

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progression 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 humors 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. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements. It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals’ use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.

3.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 promotions and awards are. 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.

4. 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 an effective medium by the teacher to develop word power.

1. Dictionary must be used widely
2. Word power increases
3. Teacher also gets to know many words pertaining to a particular concept.

5. 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. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment. 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.

For this study primary data were collected from 50 respondents those who are belonging to the higher secondary teachers in Kodungallur area.

Table-1 The teachers who believe that the innovative teaching methodology which can influence teaching learning process.

Attributes	Number of respondents	Percentage
Strongly agree	32	64
Agree	15	30
Neutral	0	0
Disagree	2	4
Strongly disagree	1	2
Total	50	

Source: Primary data

From the table it is clear that 47 teachers believe that the innovative teaching methodology can influence teaching learning process.

Table-2 Teachers who believe that innovative teaching methodology can overcome the drawbacks of traditional teaching methodology.

Attributes	Number of respondents	Percentage
Strongly agree	12	24
Agree	18	36
Neutral	4	8
Disagree	5	10
Strongly disagree	11	22
Total	50	

Source: Primary data.

This table shows that 30 teachers opined that innovative teaching technology can overcome the drawbacks of traditional teaching methodology.

Table-3 Teachers who agree with the statement that innovative teaching methodology is more effective than traditional methodology.

Attributes	Number of respondents	Percentage
Strongly agree	21	42
Agree	14	28
Neutral	9	18
Disagree	6	12
Strongly disagree	0	0
Total	50	

Source: Primary data.

From the survey it is clear that 35 teachers agreed that the innovative teaching methodology is more effective than traditional methodology.

Table-4 Teachers who concluded that innovative teaching methodology is flawless.

Attributes	Number of respondents	Percentage
Strongly agree	15	30
Agree	17	34
Neutral	5	10
Disagree	13	26
Strongly disagree	0	0
Total	50	

Source: Primary data

32 teachers reported that the innovative teaching methodology is flawless.

Table-5 Teachers who believe that innovative teaching methodology can pave a new way for teaching process as a creative experience rather than cognitive exercise.

Attributes	Number of respondents	Percentage
Strongly agree	10	20
Agree	38	76
Neutral	2	4
Disagree	0	0
Strongly disagree	0	0
Total	50	

Source: Primary data.

The study revealed that 48 teachers believed that the innovative teaching methodology can pave a new way for teaching process as a creative experience rather than cognitive exercise.

Table-6 Teachers who agree with the statement that the new innovative teaching methodology will create a comfortable teaching learning process

Attributes	Number of respondents	Percentage
Strongly agree	18	36
Agree	28	56
Neutral	4	8
Disagree	0	0
Strongly disagree	0	0
Total	50	

Source: Primary data

From the table it is clear that 46 respondents reported that innovative teaching technology will create a comfortable teaching-learning process.

Limitations

1. Lack of training to the teachers through innovative teaching aids.
2. Inadequate infrastructural and technological environment.
3. Lack of orientation programs and workshop.

Suggestions

1. To provide training programs to the teachers through innovative teaching aids.
2. Educational institutions should provide proper infrastructural facilities for the effective implementation of innovative teaching methodologies.
3. Educational institutions should conduct workshop and orientation programs for the teachers updating and acquiring innovative teaching methodologies.

Conclusion

Information and communication technology has made many innovations in the field of teaching and also made 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 traditional teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of a 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. 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. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth.

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