

# A Study on Innovative Methods in Classroom Teaching – Issues and Challenges

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## **Abstract**

*Traditional methods has shown an unsuitable match between what is taught to the students and what is the desire of the society we live. As such many institutions are moving towards competition, innovative methods takes up its place at this point. Innovations are not the objectives but only the ways and means to attain them. The true objective is the change we make for the educational development. Innovation are developed more in divergent thinking than convergent thinking. Quality is the act of inhaling for excellence from the average to the higher domain of living.*

**Keywords:** *awareness, interest, evaluation and adoption of quality in education.*

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## **1.1 Introduction**

Education is essential to strike a new path towards a known destination, to find out a new approach towards realizing a committed objective. The economic development and improved standard of living of any nation, depends upon effective and efficient teaching. Innovative teaching is important because teaching lies in bring the improved standard of living of moving forward from lower to higher in a more club able mutual condition and to be free from external control and constraint (**Muijus and Reynolds, 2005**). Improvement and capacity to produce the power to be effective in teaching does not mean being perfect or an event that accomplishes its intended purpose but bringing out an incomparable outcome in students.

Quality Education is the need of the hour. Quality in education is based not only on ambiance of infrastructure but more on the innovation in teaching by the college teachers. The students of this generation are demanding and their expectation from the teachers is high. Traditional lecture is not the only source of knowledge delivery. They acquire knowledge from various sources like internet, television, mobile phone and various other modes. They are in pace with the current trend technologies. Thus the teacher has to create interest to the student to learn and teach lively and

efficiently with her teaching style, skills and abilities. Innovative methods in classroom teaching have a great impact on student's success in mentoring and managing them inside and outside the classroom.

Education at present has reached the peak of progress. The methods of education met various changes at different levels right from the traditional method. Innovation in education is inevitable as a result of changes taking place in the classroom activities, administration etc., day by day. This qualitative study seeks to explore how innovative teaching of learning is useful in classroom learning.

### **1.2 Statement of the problem**

Knowledge acquired by learning and instruction is disintegrating rapidly and this has been a great concern to the educational institution, ministry of education, parents, teachers and others concerned. It was in this light that the researcher deemed it fit to investigate the varying influences of the classroom innovation by comparing traditional and modern methods of teaching on students' academic performance.

### **1.3 Importance of the study**

1. To make appropriate alteration in any field to cope up with the ever increasing knowledge as a result of scientific and technological advancement.
2. To cope up with the rapid advancement in classroom teaching.
3. Innovation in education is essential to utilize the resource of the society for the sake of educational development.
4. To meet the increase in the needs of people day by day, innovation in education is essential.

### **2.1 Review of Literature**

**According to India Today report dated May 13, 2016,** The Academic Performance Indicators that have been a controversial topic of discussion since 2010 in the teaching community has undergone certain changes. The changes have been incorporated with regard to the responsibility on teachers along with changing norms under research sub categories. The measure that gives away the growth of a student, teacher or an institution. This was introduced by the UGC in 2010 The API has always been a contentious topic of discourse, ever since its introduction.

Changes to be implemented (Teachers context):

- Introduction of students/ evaluation of teachers
- Only students with more than 75 percent can evaluate their teachers
- Under teaching/learning/evaluation, a teacher is expected to have 100 points as an assistant professor
- Associate professors are expected to have 90 points in the same category
- Professors are expected to have 80 points

Changes to be implemented (Students context):

- Evaluation of co-curricular and research work will be carried out individually. No annual  
Evaluation will be done
- Simplification of the evaluation process is required
- Overall scores in co curricular activities and research have been reduced
- New fields for evaluation have been introduced such as NSS, NCC and field trips

Apart from these changes, significant changes have been introduced in terms of research and submission. Research papers will not be published in shady journals, and the papers will be introduced in various Indian languages as well.

The research studies reveal the requirements of Higher education and the qualities needed to be an effective and efficient teacher. Hence, in teaching it is not sufficient to present content which is somehow taken in by the students and later reproduced for examinations upon the teacher request. Instead, teaching and learning have to go beyond declarative knowledge and lead to procedural competences of problem solving. This necessitates the commitment and accountability for results by both teachers and students in a sustainable learning process.

**David A. Boley, Professor at John Hopkins University.** Using innovative methods in mind mapping the learning community was divided into any number of entities and considered as a unit for getting expertise in planning the subjects and the other was given on their own method of learning methods. The study revealed :

- The technique of representing the real world.
- Higher order thinking
- Improved test results.

**Havelock (1973)** has given seven characteristics of innovations, classified under intrinsic and extrinsic types as important. They are:

1. Scientific status of the knowledge
2. Value loading or acceptance as per social and cultural values
3. Divisibility
4. Complexity within manageable limits
5. Communicability
6. Compatibility with the adopter system and
7. Relative advantage over the substituted practice.

### **3.1 Approaches / methods**

#### **3.1.1 Traditional method of teaching**

Traditional methods of teaching is when a teacher directs students to learn so as to be able to remember verbatim and repeated from memory thereby not developing their analytical evaluation, cognitive psychology and decision making skills ( **sunal et al 1994**) **traditional method of teaching is teacher-placed in centre and are brassbound.** Lessons are usually imparted by the teacher introducing skills using a chalk and blackboard escorted by a communication in the form of words, explanations or lecture.

#### **Limitation**

The traditional method of teaching in the classroom is one way flow of information. Teachers often continuously talk for an hour without knowing student's reaction and respond to an outcome. The mode of presentation is only based on lecture and text books. There is depleted interaction with students in classroom and more emphasis has been given on theory without any practical and real life time situations.

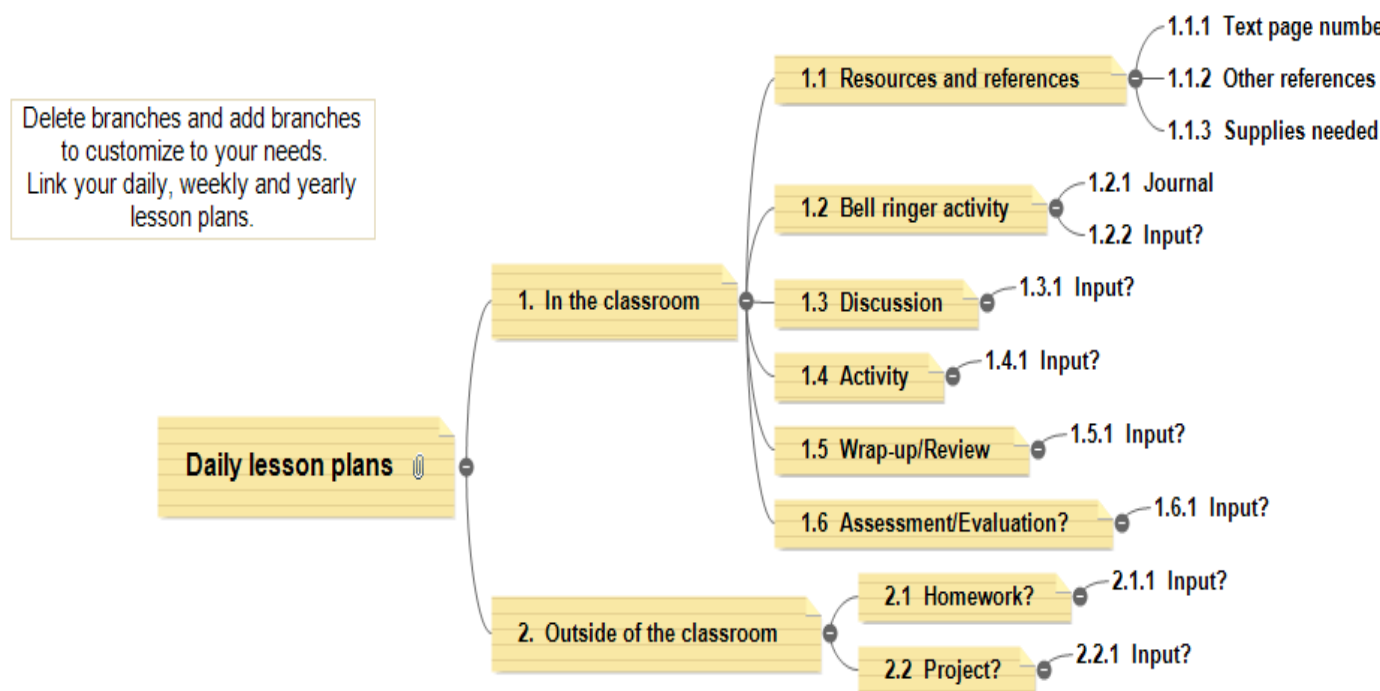
### **3.2 Modern methods of learning**

#### **3.2.1 Mind map**

Mind map is a visual presentation technique, described as "universal key to unlock the potential of the brain ( Barry Mapp, map trainer). The technique was introduced in late 1960s

by Tony Buzan as a note taking technique. It was taught as an innovative system for making the notes as brief as possible. Mind mapping helps the brain create associations by utilizing the full range of cortical skill – word, image, number, logic rhythm, colour and spatial awareness. The open-ended nature of the map enabled the brain to make new connections between the associations for more readily.

### An example of mind mapping to customize students need by Tony Buzan.



Innovation through Mind mapping is ever growing and cannot be end in itself. The goal is represented by change. Innovation is sought and introduced to produce some desired change in the situation, usually regarded as change in the relationship of learners and others involved. The acronym IDEAS as represented below can be taken as the ideology for the whole process.

I – Identify a need for change

D – Determine one or more new practices that seem likely to meet the need

E – Evaluation of the chosen innovation in a tryout situation

A – Activate the findings of the tryout; adopt or reject the innovation, or modify and try it again

S – Stimulate continuation of this process of innovation and change

**(Johanna Brams, MSED, Lehigh University)**

### **3.2.2 Teaching with Creativity**

Creativity is considered to be as the necessary condition to promote generation of innovations. The main resource for innovation thus is creativity, a rare mental faculty evidenced by open mindedness and receptivity, to ideas and thinking styles marked more by divergent rather than convergent mechanism. While convergent thinking may help solve problems in a conventional way, it is only the divergent thinking which will facilitate generation of unconventional, more useful and novel solutions to defiant problems. Therefore divergent thinking with creativity is essential for innovation.

Problem solving ability is an elementary form of creativity. Techniques of solving problems depend upon creative thinking, critical thinking and discovery learning. These divergent thinking as well as the convergent thinking is of immense value to develop the problem-solving techniques among the students.

### **3.2.3 Role playing and scenario analysis based teaching**

Role-play is a practical teaching approach and because the theory is supplemented by practical and more over it requires no particular instrument or technocrat. Flexibility is allowed in pace of role playing learning and this is a boon. A certain level of flexibility must be available for the occasional re- grouping of students. The practice of forcing students to compete and ranking them according to their performance is shunned by most enlightened educators and role playing analysis based learning is quite student friendly in this respect. Here it is important to see that having student of the same age together in an activity does not necessarily entail competition without hurting anyone, a strategy which has been tried with success.

### **Mastery Learning – Reinforcement**

Mastery learning is defined as a teaching learning approach which asserts that under appropriate instructional conditions, all students can learn most of what is taught in

classroom. Appropriate instructional condition and mastery learning includes reinforcement technique, remedial and individual learning errors. The teaching content is divided into learning units. In every learning unit, the instructional objective are identified or it is determined that what objective is to be achieved in which learning unit are evaluated. After remedial teaching and instructions, the students are given performance test, and then the graduation of the pupil is done.

### **3.4 Conclusion**

Traditional teaching emphasis the presentation of the content only while in innovative learning strategy the weaknesses of the students are focused and their elimination is tried. Innovation in classroom enhances the focus from the teacher to the student and from delivery of subject content by teacher to active engagement with the material by the student. Through appropriate inputs from the teacher, students learn and practice how to apprehend knowledge and use them meaningful.

### **3.5 Suggestion**

1. It is important for the teachers, the administrator to have adequate knowledge about the innovation. Many innovations become failures, as the personnel do not have sufficient knowledge about them.
2. There should be close link with educational journals, researchers, creators of the theories, creative thinker to develop the opportunities of knowing various innovations.
3. Teachers should have to analyze the merits or the demerits of the innovation in an unbiased nature
4. The innovation should be experimented for a period of time before implementing it completely
5. An innovation in classroom can be promoted successfully only after it is assessed and experimented properly.

### **References**

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