

A STUDY OF INNOVATION MODERN APPROACHES AND ITS INSPIRATION ON STUDENTS' PERFORMANCE OF CLASSROOM TEACHING IN GADCHIROLI CITY

Ganesh Gopalrao Dandekar

Kewalramji Harde Mahavidyalaya

Chamorshi, Gadchiroli

Abstract:-

In this paper the researcher present "A Study of Innovation Modern Approaches and its Inspiration on students' Performance of Classroom Teaching in Gadchiroli City". The results of this study indicate that although student performance is independent of the mode of instruction, certain courses (such as Research Methods in Administration) are more challenging to students who persist in the Modern environment than in the classroom. Furthermore, participation may be less intimidating and the quality and quantity of interaction may be increased in modern classroom study.

Introduction

Web Based Training and its newer and more general synonymous term modern are two of today's buzz-words in the academic and business worlds. Decision-makers associate with them new ways of learning that are more cost efficient than traditional learning strategies and which allow students to better control the process of learning because they can decide when, where and how fast to learn. However two questions immediately arise:

- What exactly does modern mean?
- Is it really the best way to acquire new knowledge?

The first question can only be answered partly and vaguely because it is still under heavy discussion what exactly modern should look like and different opinions even exist about what components it consists of.

The evidence of web-based learning taking place in virtually every corporation, how effective is this type of training? For example, research has shown that unless the teaching has relevance, meaning and emotion attached to what is being taught, the learner will not learn (Barkley, 2001). Training needs to be learner centered and meaningful to the adult learner. "Andragogy," the concept and theory of adult education, emphasizes techniques that assist adults with their own learning. It requires learning to be experiential with immediate

application, consequence and participation and it underscores the need for training to be self-directing and respectful to the learner. Web-based learning requires time spent at a computer with loads of content. Thus, despite the growing trend of web-based learning, is e-learning really better for the millions of adult learners out there? Due to the recent explosion of modern, empirical studies that explore working adults and modern usage are difficult to find. Some studies have been recently conducted that compares the traditional classroom to a class taught on line. However, there is an unmet need for studies of the "effectiveness" of modern, per se. The implications of studies analyzing **classroom** versus online education have some important connections to the world of e-learning. The present study has been conducted in response to this need. Education in the general sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.

Etymologically, the word education is derived from educare (Latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and ducere, "to lead". Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning. There is also education in fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is an array of education possible at the informal level, such as in museums and libraries, with the Internet and in life experience. Many non-traditional education options are now available and continue to evolve. One of the most substantial uses in education is the use of technology. Classrooms of the 21st century contain interactive white boards, tablets, mp3 players, laptops, etc. Teachers are encouraged to embed these technological devices in the curriculum in order to enhance students learning and meet the needs of various types of learners.

What is education? The answer is, all elements in the opening paragraph and more, relate to education and all

should be considered. This would be ideal and sounds good, but "all" is not possible where performance must be measured. Only what can be measured will be selected and the measuring tool is the written test. Anyone who does not have the ability to put clear

thoughts on paper is labeled a failure. All natural skills, including knowledge processing, does not count. The fact is, what is exercised grows stronger, what is ignored stays dormant. The classroom exercises the collection of academics leaving all other natural skills in the closet.

Table no. 1 Modern class room teaching Approach of School level

Teaching Approach	Increases creativity		Creates interest in the subject		Curious to do and practices		Improves overall performance		Total	
	F.	%	F.	%	F.	%	F.	%	F	%
Audio clip	35	27%	29	22%	32	25%	34	26%	130	100%
Video clip/Films	39	30%	38	29%	22	17%	31	24%	130	100%
Internet	17	13%	27	21%	39	30%	47	36%	130	100%
Language lab	39	30%	36	28%	37	28%	18	14%	130	100%
Total	130	100%	130	100%	130	100%	130	100%	130	

The above table shows that the Modern class room teaching Approach of School level in which highest percentage of 30% Increases creativity of the respondents in Video clip /films and, 29%

Creates interest in the subject in Video clip /films which agrees the respondents, 30% of the respondents Curious to do and practices in Internet, 36% of the respondents Improves overall performance in Internet.

Table no. 2 Modern class room teaching Approach of college's level

Teaching Approach	Increases creativity		Creates interest in the subject		Curious to do and practices		Improves overall performance		Total	
	F.	%	F.	%	F.	%	F.	%	F	%
Audio clips	26	20%	33	25%	43	33%	28	22%	130	100%
Video clips/ Films	42	32%	36	28%	21	16%	31	24%	130	100%
Internet	32	25%	25	19%	35	27%	38	29%	130	100%
Language Lab	30	23%	36	28%	31	24%	33	25%	130	100%
Total	130	100%	130	100%	130	100%	130	100%	130	

Modern class room teaching Approach of colleges level in which 32% of the respondents Increases creativity in video clips/films 28%, of the respondents Creates interest in the subject in

video clips/films and language lab, 33% of the respondents Curious to do and practices in Audio clips, 29% of the respondents Improves overall performance in video clips/films.

Table no. 3 kinds of inspiration given to students to participate in different activities

Sr. No	Inspirational models	Demonstration				Reading books				Gifts			
		Schools		Colleges		Schools		Colleges		Schools		Colleges	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	If not used	14	11%	17	13%	17	13%	20	15%	18	14%	21	16%
2.	If daily	20	15%	18	14%	15	12%	22	17%	21	16%	19	15%

3.	If for some specific topic	26	20%	20	16%	21	16%	18	14%	23	18%	21	16%
4.	If once in a week	17	13%	17	13%	18	14%	20	16%	20	15%	22	17%
5.	If once in month	22	17%	20	15%	25	19%	17	13%	17	13%	18	14%
6.	If once in a term	18	14%	17	13%	22	17%	20	15%	18	14%	21	16%
7.	As and when required	13	10%	21	16%	12	9%	13	10%	13	10%	8	6%
	Total	130	100%	130	100%	130	100%	130	100%	130	100%	130	100%

The above table shows that the kinds of inspiration given to students to participate in different activities like if not used, if daily, if for some specific topic, if once in a week, if once in month, if once in a term, as and when required. In school 20% of the respondents agree with demonstration if for some specific topic and in colleges 16% of

the respondents also agree with if for specific topic. In school 19% of the respondents agree with reading books once in the month and in college 17% of the respondents agree with reading books daily, in school 16% of the respondents agree with gifts daily, in colleges 17% of the respondents agree with if once in a week.

Table No. 4 kinds of inspirational given to students participate in different activities on Modern class room

Sr. No	Inspirational models	Animated Video				Short films				Usages of language lab			
		Schools		Colleges		Schools		Colleges		Schools		Colleges	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	If not used	14	11%	17	13%	17	13%	20	15%	18	14%	21	16%
2.	If daily	20	15%	18	14%	15	12%	22	17%	21	16%	19	15%
3.	If for some specific topic	26	20%	20	16%	21	16%	18	14%	23	18%	21	16%
4.	If once in a week	17	13%	17	13%	18	14%	20	16%	20	15%	22	17%
5.	If once in month	22	17%	20	15%	25	19%	17	13%	17	13%	18	14%
6.	If once in a term	18	14%	17	13%	22	17%	20	15%	18	14%	21	16%
7.	As and when required	13	10%	21	16%	12	9%	13	10%	13	10%	8	6%
	Total	130	100%	130	100%	130	100%	130	100%	130	100%	130	100%

The above table shows that the kinds of inspiration given to students to participate in different activities in modern classroom like if not used, if daily, if for some specific topic, if once in a week, if once in month, if once in a term, as and when required. In school 20% of the respondents agree with animated video if for some specific topic and in colleges 16% of the respondents also agree with if for some specific topic and also with as and

when required. In school 19% of the respondents agree with short films once in the month and in college 17% of the respondents agree with short films daily, in school 18% of the respondents agree with language lab, in colleges 17% of the respondents agree with if once in a week.

Finding

The Modern class room teaching Approach of School level in which highest percentage of 30%

Increases creativity of the respondents in Video clip /films and, 29% Creates interest in the subject in Video clip /films which agrees the respondents, 30 % of the respondents Curious to do and practices in Internet, 36% of the respondents Improves overall performance in Internet. In school 19% of the respondents agree with reading books once in the month and in college 17% of the respondents agree with reading books daily, in school 16% of the respondents agree with gifts daily, in colleges 17% of the respondents agree with if once in a week.

Conclusion

Teaching became as important as tools of teaching in the past that you could not think of classroom without a teacher standing at the blackboard with chalk in hand, drawing diagrams and pictures or writing the points, notes on the blackboard which the students busily copied in their notebooks. Though the same methods are continuing in most of the Indian schools, but most of the schools have changed to the modern methods of teachings as explained above. The best is to make use of both the traditional as well as the modern teaching methods.

References:-

1. Ashby, C. M. (2002) *Distance education: Growth in distance education programs and implications for federal education policy (GAO Report GAO-02-1125T)*. Washington, DC: United States
2. Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.*
3. Carnevale, D. (2005, June 28). *Online courses continue to grow drastically, enrolling nearly 1 million, report says. Academe Today: The Chronicle of Higher Education's Daily Report for Subscribers. Retrieved April 10, 2007, from <http://chronicle.com/daily/2005/06/2005062802t.htm>*
4. Deci, E. L., & Ryan, R. M. (2000). *The support of autonomy and the control of behavior. In E. T. Higgins & A. W. Kruglanski (Eds.), Inspirational science: Social and personality perspectives. Key reading in social psychology (pp. 128-145). Philadelphia, PA: Psychology Press/Taylor & Francis.*

5. Eccles, J. S. (1983). *Expectancies, values and academic behaviors. In J. T. Spence (Ed.), Achievement and achievement motives: Psychological and sociological approaches (pp. 75-146). San Francisco: Freeman.*
6. Feasley, C. E. (1983). *Serving learners at a distance: A guide to program practices. ASHE-ERIC Higher Education Research Report No. 5. Washington, DC: Association for the Study of Higher Education and ERIC Clearinghouse on Higher Education. (ERIC Document Report No. ED238350)*
7. Grow, G. (1991). *Teaching learners to be self-directed: A stage approach. Adult Education Quarterly, 41(3), 125-149.*
8. Hardy, D. W., & Boaz, M. H. (1997). *Learner development: Beyond the technology. In T. E. Cyr (Eds.), Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs (pp.41-48). San Francisco: Jossey-Bass.*
9. Klesius, J. P., Homan, S. P., & Thompson, T. (1997). *Distance education compared to traditional instruction: The students' view. International Journal of Instructional Media, 24(3), 207-227.*
10. Merisotis, J. P., & Phipps, R. A. (1999). *What's the difference? Outcomes of distance vs. traditional classroom-based learning. Change, 31(3), 12-17.*
11. Ponton, M. K. (1999). *The measurement of an adult's intention to exhibit personal initiative in autonomous learning (Doctoral dissertation, George Washington University, 1999). Dissertation Abstracts International, 60, 3933.*
12. Rogers, E. M. (1995). *Diffusion of innovations (4th ed). New York: The Free Press.*
13. Ryan, R. M., & Grolnick, W. S. (1986). *Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. Journal of Personality and Social Psychology, 50, 550-558.*
14. Schwittman, D. (1982). *Time and learning in distance study. Distance Education, 3(1), 141-156.*
15. Seligman, M (1975). *Helplessness: On depression, development, and death. San Francisco: W. H. Freeman. Terrell, S. & Dringus, L.(1999). An investigation of the effect of learning style on student success in an online learning environment. Journal of Educational Technology Systems, 28(3), 231-238.*