

**A COMPARATIVE STUDY ON INNOVATIVE METHOD AND
TRADITIONAL METHOD IN SIMULATION TEACHING OF B.ED. CBCS
COURSE TEACHER-TRAINEES**

Ms. Deepti Khanna

Research Scholar
Department of Education
Sardar Patel University
Vallabh Vidya Nagar,
Anand (Gujarat)

Introduction:

Teaching and learning now comes in different styles and forms. Educators are now experimenting on the new methods on teaching and learning which aim at improving the quality of education and the quality of citizens produced by schools. As new styles and forms of teaching and learning arrive, it also comes with pros and cons, or in short, it has advantages and disadvantages as well. Educators nowadays devote themselves on assessing the efficiency of these new styles in teaching and learning. The purpose of this paper is to evaluate the traditional methods of teaching as well the new methods of teaching that can be attempted in imparting knowledge to 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. 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 efforts to achieve the human development goal for the country.

In the present study, comparison is done between Lecture-cum-Demonstration method (traditional method) and Comparative method (innovative method) by commerce method-subject trainee- teachers and between Lecture-cum-Demonstration method (traditional method) and Advance organizer approach (innovative method) by science method-subject trainee-teachers.

Lecture Method:-It is oldest teaching method given by philosophy of idealism. As used in education, the lecture method refers to the teaching procedure involved in clarification or explanation of the students of some major idea. This method lays emphasis on the penetration of contents. Teacher is more active and students are passive but he also uses question answers to keep them attentive in the class. It is used to motivate, clarify, expand and review the information. By changing voice, by impersonating characters, by shifting his posing, by using simple devices, a teacher can deliver lessons effectively, while delivering his lecture; a teacher can indicate by his facial expressions, gestures and tones the exact slode of meaning that he wishes to convey. Thus we can say that when teacher takes the help of a lengthy-short explanation in order to clarify his ideas or some fact that explanation is termed as lecture or lecture method and after briefing about lecture method.

Demonstration method:-The dictionary meaning of the word "demonstration" is the outward showing of a feeling etc.; a description and explanation by experiment; so also logically to prove the truth; or a practical display of a piece of equipment to show its capabilities. In short it is a proof provided by logic, argument etc. To define "it is a physical display of the form, outline or a substance of object or events for the purpose of increasing knowledge of such objects or events. Demonstration involves "showing what or showing how". Demonstration is relatively uncomplicated process in that it does not require extensive verbal elaboration.

Now it will be easy to define what is lecture cum demonstration method. To begin with, this method includes the merits of lecture method and demonstration method. The teacher performs the experiment in the class and goes on explaining what she does. It takes into account the active participation of the student and is thus not a lopsided process like the lecture method. The students see the actual apparatus and operations and help the teacher in demonstrating experiments and thereby they feel interested in learning. So also this method follows maxims from concrete to abstract wherein the students observe the demonstration critically and try to draw inferences. Thus, with help of lecture cum demonstration method their power of observation and reasoning are also exercised. So the important principle on which this method works is "Truth is that works."

One of innovative method for teaching commerce is comparative method. Comparison is the fundamental tool of analysis. It sharpens the power of description, and plays a central role in concept-formation by bringing into focus suggestive similarities and contrasts. It also contributes to inductive method of theory development in students.

Another innovative approach to teach science is Advance organizer. According to Ausubel, advanced organizers represent one strategy to address subsumption theory. Subsumption theory suggests that learning "is based upon the kinds of superordinate, representational, and combinatorial processes that occur during the reception of information." When new knowledge is created that is substantive and non-verbatim, and is related to existing knowledge, retention and learning are primed. Forgetting occurs when new knowledge becomes integrated into existing knowledge, and loses its individual identity. Ausubel's advance organizer can best be classified as a deductive method. Deductive methods or reasoning provide the rule to follow then the example leading to the correct answer or learning. Advance organizers are also highly useful in the process of transferring knowledge.

Objectives:

- To study the comparison between innovative practices (method) and traditional method in simulation teaching of B.Ed. CBCS course.
- To study the analytical reviews of the teacher-trainees involved in innovative practices (method) during simulation teaching.
- To study the further ingraining of innovative practices (method) in real life teaching of teacher-trainees of B.Ed. CBCS course.

Hypothesis:

- HO1 There will be no significant difference between innovative practice teaching and traditional method of teaching in simulation teaching of B.Ed. CBCS course.
- HO2 There will be no significant difference between analytical reviews of teacher trainees involved in innovative practice teaching and traditional method of teaching during simulation teaching.
- HO3 There will be no significant difference in ingraining of innovative practices in real life teaching of teacher-trainees of B.Ed. CBCS course.

Sample:

The sample for the study is 25 teacher-trainees each of Commerce method and Science method studying in English medium B.Ed. College having CBCS course under affiliation of Gujarat University through Purposive sampling method.

Research methodology:

In the present study the investigator has used survey method.

Tools:

Self-made opinionnaire is used by the investigator. The investigators has prepared self-made questionnaire, in which there are six multiple-choice questions and a subjective question; so in total there are seven questions.

Limitations:

- This study is limited to English medium B.Ed. College having CBCS course under affiliation of Gujarat University.
- This study is limited to Ahmedabad city.
- This study is limited to Science method and Commerce method teacher-trainees.
- This study takes in consideration only three methods practiced in simulation teaching i.e. lecture-cum-demonstration method, comparative method and advance organizer approach.

Analysis and Interpretation:

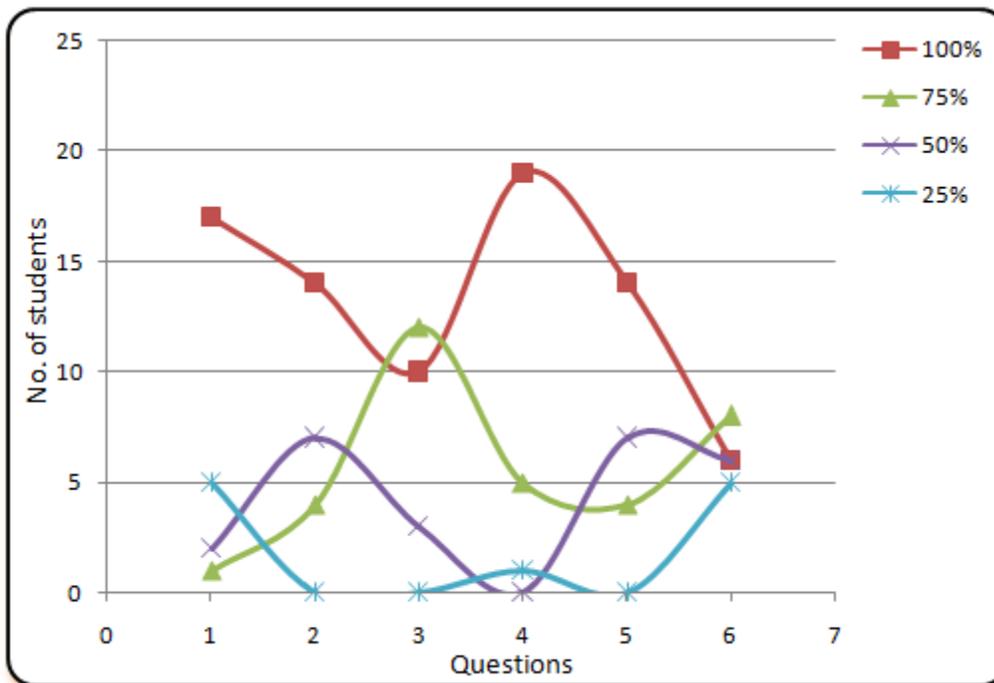
The Self-made questionnaire was given to 25 teacher-trainees each of Commerce methods and Science methods. The responses given were evaluated on percentage basis i.e. 25%, 50%, 75% and 100% respectively on the basis of appropriateness of answers.

Table-1: Self-made opinionnaire depicted in percentage form, this table represents a comparative study of simulation method teaching (Lecture cum Demonstration Method and Comparative Method) in Commerce method

QUESTIONS	PERCENTAGE			
	25	50	75	100
Which components of Comparative method do you feel is proper justification to the topic?	5	2	1	17
Do you think over-all presentation brings clarity to the entire topic taught?	0	7	4	14
To certain level, innovativeness is brought in comparative method through?	0	3	12	10

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Comparative method can be justified on which subject?	1	0	5	19
Lecture cum Demonstration method is justified on which subject?	0	7	4	14
In which topic is most justified in teaching through Comparative Method?	5	6	8	6



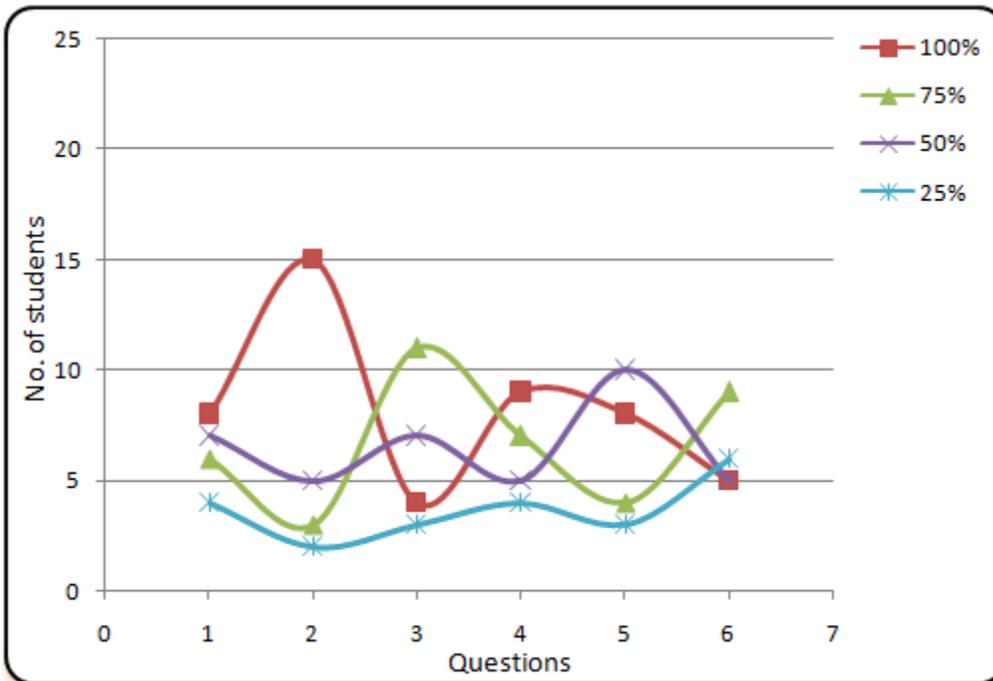
From the above table, it can be interpreted that out of 25 teacher-trainees from commerce method. In question one, 5 teacher-trainees believe that correlation in comparative method is properly justified to the related topic and 17 teacher-trainees believe that differences in comparative method are properly justified to the related topic. Only, 2 students believe analytical reasoning is properly justified to the related topic in comparative study and similarities are least related component to the related topic in comparative method in simulation teaching. In the second question, 14 teacher-trainee believe that over-all presentation brings clarity to a certain extent, 7 teacher-trainees have the opinion that over-all presentation to any topic is mandatory and only 4 teacher-trainees have the opinion that over-all presentation is inclusive for the entire topic to be taught. In third question, 12 teacher-trainees believe that logical attitude brings the innovativeness to certain topic to be taught through comparative method. Further, 19 teacher-trainees strongly believe that comparative method is justified for BOM subject but on the other hand 14 teacher-trainees believe that for BOM subject can be best justified when taught with lecture cum demonstration method. On extending the opinion on the topic that is most justified to be taught through comparative method, 5 teacher-trainees believe warehousing, 6 teacher-trainees in each believe that company and trade, and 8 teacher-trainees believe that insurance can be best taught through comparative method in commerce simulation teaching. Further, from the

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future perspective 23 students out of 25 have a positive opinion about innovative practices (method) i.e. Comparative method can be ingrained in their school teaching.

Table-2: Self-made opinionnaire depicted in percentage form, this table represents a comparative study of simulation method teaching (Lecture cum Demonstration Method and Advance Organizer Approach) in Science method

<u>QUESTIONS</u>	<u>PERCENTAGE</u>			
	25	50	75	100
Which components of Comparative method do you feel is proper justification to the topic?	4	7	6	8
Do you think over-all presentation brings clarity to the entire topic taught?	2	5	3	15
To certain level, innovativeness is brought in comparative method through?	3	7	11	4
Comparative method can be justified on which subject?	4	5	7	9
Lecture cum Demonstration method is justified on which subject?	3	10	4	8
In which topic is most justified in teaching through Comparative Method?	6	5	9	5



From the above table, it can be interpreted that out of 25 teacher-trainees from commerce method. In question one, 8 teacher-trainees believe that evident advance organizer in advance organizer approach is properly justified to the related topic and 6 teacher-trainees believe that clearly stated objectives in advance organizers are properly justified to the related topic. Only, 7 students believe proper use of transition is properly justified to the related topic and setting and gaining students attention are least related component to the related topic in comparative method in simulation teaching. In the second question, 15 teacher-trainee believe that over-all presentation brings clarity to a certain extent, 5 teacher-trainees have the opinion that over-all presentation to any topic is mandatory and only 3 teacher-trainees have the opinion that over-all presentation is inclusive for the entire topic to be taught. In third question, 11 teacher-trainees believe that logical attitude brings the innovativeness to certain topic to be taught through advance organizer approach. Further, 9 teacher-trainees strongly believe that advance organizer approach is justified for life science subject but on the other hand 10 teacher-trainees believe that for life sciences subject can be best justified when taught with lecture cum demonstration method. On extending the opinion on the topic that is most justified to be taught through comparative method, 9 teacher-trainees believe plant tissues, 6 teacher-trainees believe that motion, and 5 teacher-trainees each believe that cell and cellular organisation and atomic structure can be best taught through comparative method in science simulation teaching. Further, from the future perspective 23 students out of 25 have a positive opinion about innovative practices (method) i.e. Advance organizer approach can be ingrained in their school teaching.

Conclusion

From the above study it could be concluded that, Innovative practices i.e, Comparative method and Advance organizer approach when used at simulated teaching level for teaching Business organisation and management and science respectively provides with better results and learning satisfaction to trainee teachers of commerce and science subjects respectively

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