

An Analytical Study of Innovativeness of Innovative Teaching Methods for Stress Free Education

Mohan Lal 'Arya'

Nikita Bindal

Department of Education
IFTM University, Moradabad

Abstract:

In this world each and every person from child to old aged enter in a rat race of competition and tries to prove his identity. It is a need of time to create, able, creative, intellectual young generation which will lead the country towards success. But because of too much expectations of Parents too much pressure of studies & network of competition many of students get stressed and most of them commit suicide. The question arises who is responsible for such situation? The answer will be present system of Education. A changes need to be brought to minimize the stress & get better result that as a teacher we have to use innovative method should be planned while teaching. An experiment is carried out by me in teacher Education College in which power point presentation is used and student's participation through group interaction is done by making students learning enjoyable and stress free. This method got a good feedback by many students which proved its effectiveness. Such innovative method are used for teaching then the students intellectual and self confidence will increase & they will use to knowledge attained by them for their own progress & ultimately for the progress of nation or world.

Key Words: Innovative Teaching, stress, teacher education, Innovativeness.

Introduction:

In modern society everywhere is competition. Its competition of knowledge, success, achievement of something, that's why we need to develop our Childs skill and knowledge with the help of Innovative learning strategies. In the sense of that we have to develop skill and knowledge of student teacher because they are our future teacher. Student teacher are to quality and be fit to practice of how to use of effective learning strategies. Learning strategies need only show that the skill of student teacher has improved but that their skill has been retained. Learning strategies are given as: Self learning, Group learning, Research Method, Discussion, Teaching by observation, Use of ICT for Teaching (PPT, use of OHP etc.) and M-learning.

Statement of the Problem:-

“An Analytical Study of Effectiveness of Innovative teaching methods for stress free Education”.

Definition of the specific terms: -

Innovative Teaching Method: - Usually we used the traditional method in classroom (Lecture or Explanation method,) instead of we should use some new or innovative teaching methods (Discussion, observation, use of ICT, Interactive teaching, Collabration in students, M Learning etc.) to make the teaching more enjoyable & stress free.

Stress free Education:- Education without stress or tension, pressure.

Effectiveness:- To know the Innovative teaching method after teaching students with new techniques and then we take feedback of each student for their response about teaching and their progress.

Objective of the Study:

The major objective of the study is to establish Study of Innovative teaching methodology for stress free Education in Moradabad district. The other minor objectives are formulated such as:

1. To study the Comparison between traditional way of teaching and innovative teaching method in teacher education.
2. Using stress free innovative teaching method to know the effectiveness of students about Achievement and Response.

Hypothesis:-

To know the effectiveness of stress free Innovative teaching method. There is some important Hypothesis:-

1. We saw the difference between pretest and post-test marks.
2. Using this marks the median we saw the effective growth on 0.01 level.

Delimitations of the Study:-

1. This study is delimited to Moradabad district.
2. This study is delimited to Teacher Education Institutions.
3. This study is delimited to Hindi medium Students.

Methodology of the Study:

Sampling: -

Sampling selection by using incidental sampling method. In this research I selected 60 students for sampling from Department of Education, IFTM University, Moradabad.

Treatment and Data Gathering Instruments:

In the present study the effectiveness of Innovative teaching methodology for stress free Education in Moradabad District has been defined as a set of desirable Innovative teaching methods as perceived by the teachers in the teacher education institutions. These desirable innovative teaching methods include various aspects of teaching such as individual guidance to students, adopting innovations, ensuring high standards of teaching-learning process etc. Descriptive statistics of frequencies and percentages were used to analyze the demographic data while t-test was used to determine the significance of the results and Qualitative information analysis after observation of students and feedback form. We choose need to prepare Questionnaire for conducting pre-test and post test. Innovative teaching method for stress free Education learning by power point presentation, co-operative learning, Interactive teaching & learning by doing. Feedback form to know their response.

Conclusion:-

We saw the effective growth by using stress free innovative teaching method in the students that means teaching was most effective. All the students mostly liked innovative teaching method in comparison to traditional teaching method. Students like the activities included during teaching, they gave positive response contribution of research to Educational System In modern education if we want to make student qualitative then we used difference techniques of teaching method to make their learning process easy & stress free.

References:

1. Carter V. Good, "Dictionary of Education", 2nd ed., New York: McGraw Hill Book Company, 1959.
2. Charless Lauis Deros, "A study of competencies Required by Connecticut High School Principals as Perceived by the High school Principals and Those ithin the School system who Influence his Role", D. A. I. 36:7, 1976, PP-41-50.
3. Chester I. Barnard, "The Function of Executive", Cambridge, Mass, Harward University Press, 1964, P.-60.
4. Dominic J. Brewer, "Principals and student outcomes: Evidence- High schools", Educational Administration Abstract, vol-29, n0-1-4, 1994, Pp-356.
5. G. N. McAnineh, "Relationship between selected principal characteristics and pupil Achievement in title I elementary schools", D.A.I. vol-43, N0-4, Oct.1982, Pp-997-A.
6. Lec. C. Deightan, "Encyclopedia of Education." Editor- in- chief, Vol.-3, The Machmillan Company & the free press, USAS, 1971.
7. Y. M. Kim, "The relationship of principals' Instructional Leadership to student Achievement in Academic Private High schools in Seoul Korea", D. A. I., Vol-49, N0-8, Feb-1989, Pp-2047-A.
8. Rena, Ravinder (2003). "Marks Vs. Knowledge – A Shift in Students' Objective in Eritrea", Asmara: Eritrea Profile, Vol. 10, No. 21, (5th July,), p. 5.
9. Robert John Parry, "Elementary School Principals Effectiveness Perception of Principals and Superintendents", D. A. I. - A, 38:11, 1978.
10. शर्मा, डॉ० आर० ए०, "शैक्षिक प्रशासन एवं प्रबन्ध", आर० लाल बुक डिपो, मेरठ, 2008।
11. 'आर्य' डॉ० मोहन लाल, "शैक्षिक प्रशासन एवं प्रबन्धन", आर० लाल बुक डिपो, मेरठ, 2014।
12. 'आर्य' डॉ० मोहन लाल, "शैक्षिक प्रशासन एवं प्रबन्ध", आर० लाल बुक डिपो, मेरठ, 2016।
13. 'आर्य' डॉ० मोहन लाल, "अधिगम और शिक्षण", आर० लाल बुक डिपो, मेरठ, 2017।
14. 'आर्य' डॉ० मोहन लाल, "ज्ञान और पाठ्यक्रम", आर० लाल बुक डिपो, मेरठ, 2017।
15. 'आर्य' डॉ० मोहन लाल, "अधिगम के लिए आंकलन", आर० लाल बुक डिपो, मेरठ, 2017।
16. 'आर्य' डॉ० मोहन लाल, "शिक्षा के ऐतिहासिक एवं राजनीतिक परिप्रेक्ष्य", आर० लाल बुक डिपो, मेरठ, 2017।
17. 'आर्य' डॉ० मोहन लाल, पाण्डे डॉ० महेन्द्र प्रसाद, कौर भूपेन्द्र एवं गोला राजकुमारी, "सामाजिक विज्ञान का शिक्षणशास्त्र", आर० लाल बुक डिपो, मेरठ, 2017।
18. 'आर्य' डॉ० मोहन लाल, "शिक्षा के ऐतिहासिक राजनीतिक एवं आर्थिक परिप्रेक्ष्य", आर० लाल बुक डिपो, मेरठ, 2018।