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AN EVALUATION OF INNOVATE TEACHING TECHNIQUES AMONG EDUCATIONLIST IN ARTS AND SCIENCE COLLEGE OF KANYAKUMARI DISTRICT

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ABSTRACT

Education is the process of facilitating the development of one's knowledge, abilities, convictions, and routines. It's essential that the two fundamental components of education—transmitting and absorbing information—be equal in importance. A good teacher tries his or her utmost to convey material in the same way in which the instructor has learned it. The purpose of school is not only to teach pupils to read and write, but also to develop in them the skills they'll need to succeed in the real world. The effectiveness of a teacher and the cutting-edge techniques they use in the classroom determine a student's success. In addition to improving education, the adoption of innovative techniques in educational institutions has the potential to enhance governance, empower individuals, and energise efforts to meet the nation's human development objective. This study examined teachers' views on the innovative techniques, for that 90 Assistant Professors opinion has been collected and analyzed by researcher. For that Percentages and t-test were applied.

Key words: Education, Teaching methods, Learning, Innovative techniques.

INTRODUCTION

Education is a beacon that points humanity in the proper way for growth. The goal of education is to help students develop their knowledge, reasoning skills, and sense of independence in addition to their literacy. There is potential for advancement in any subject

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when there is a desire to adapt. It is possible to cultivate creativity, and both students and instructors gain from innovation. The educational landscape is evolving quickly. Numerous new social phenomena, including industrialization, globalisation, modernization, and scientific and technological development, have evolved. Education is a discipline that equips people to take on the difficulties of living purposeful lives. To be able to thrive gracefully, today's generation requires adaptable abilities, current knowledge, and the most recent information on changing societal requirements, technology, and attitudes. The contemporary world requires lifelong learning in order to empower the next generation. There is hence a necessity. Strong Educational System.

Scope of the Study

This study examined teachers' views on the innovative techniques for effective teaching and learning in Arts and Science College of Kanyakumari District. The study focused specifically on the Self-motivation, observation techniques, Knowledge is acquired through the material, Mentorship and Individual difference and PowerPoint to enhance teaching and learning.

Review of Literature

Prof. Hemant Lata Sharma and Priyamvada (2022), "Innovative Teaching Strategies to Foster Critical Thinking: A Review", They concluded that critical thinking is essential in the real world, and that it is especially important in the field of education. Critical thinking in education is the mental process of making decisions based on various foundations such as evidence, methods, criteria, context, conceptualization, and relevant sources of information. Teachers should involve actively, need time to design content, have the patience to tackle the problems of students, and the deliberate creation of classroom exercises that enable students to Foster Critical Thinking. Critical Thinking takes time to teach and learn, and it must be a continuous practice. Because the development of critical thinkers capable of making successful decisions is vital, teachers must use innovative teaching strategies that encourage cognitive and affective thinking advancement.

Christian Basil Omeh (2021), "Assessing the Effectiveness of Innovative Pedagogy and Lecture Method on Students Academic Achievement and Retention in Computer Programming", By showing how effective IP and LM are in improving academic performance and keeping students in CP, this research contributed to the corpus of knowledge. The findings of the research support the claim that innovative teaching methods have a positive effect on the learning outcomes and persistence rates of undergraduate students studying computer programming. Consequently, there is a justifiable need for IP in the teaching and learning of CP in universities because CP involves practical training, the application of knowledge and skills to

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real-world situations that are relevant to employment, and a self-reliant and independent individual who can efficiently and effectively programmer and create basic applications. Therefore, professors in computer science at the university level in Nigeria are encouraged to use innovative pedagogical methodologies that may be effectively paired to promote active learning in all learning scenarios.

Innovations and Education

In education, the word 'innovation' is used to describe a deliberate attempt to improve educational practices. Innovations do not come out of despair - they are first conceptualized in the need situation and then are implemented after long testing. The process of innovation includes activities like - a felt need, analysis of the present situation, planning of innovative/changed situation, testing and validating of innovation and finally implementing to find out how much improvement can be brought. Thus it becomes a model of educational change. It can be said that innovation is a change which is planned and formulated for the betterment of the system on which it will get implemented. Education is a process that involves from time to time as the practices of teaching and learning get affected by a variety of factors. Innovations in the field of education are purposeful changes which are brought in to make the process function at the desired level.

Process of Adoption of innovation

According to Roger (1983) there are various stages of adoption of innovative practice which adopters follow to adopt the particular practice i.e. awareness, interest, evaluation, trial and adoption. The person or institution first becomes aware of the particular innovative practice which already exists or newly introduced. Interest in the particular practice will lead to evaluation of innovative practice in terms of objectives of the programme. On finding it useful, it may be tried out in the concerned programme and if found suitable may be adopted, permanently.

Process of Adoption of Innovation

- **Awareness**
- **Interest**
- **Evaluation**
- **Trial**
- **Adoption**

Awareness:

At this stage the potential adopter is passively exposed to the innovation with varying degrees of acquisition of information and motivation. The initial awareness tends to snowball gradually, owing to increasing exposure to multiple media or heightened interaction leading to development of need. The new knowledge, that go through the shell which envelop educational

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systems, originates from various sources i.e. books, journals, media, abroad visit, professional meetings, other colleges, universities, Seminars, Workshops, University Grants Commission, change agents, discussion with colleagues etc. Some new idea may evolve from the experiences, reflections and insights of creative educationists.

Interest:

The realization of the need and the growing motivation prompts the adopter to the next stage of interest and he/she begins to seek more information regarding the innovation. However, the person may still be undecided about the utility and desirability of the innovation at this stage. At this stage, his/her search for information becomes more purposive and selective and the degree of psychological involvement increases.

Evaluation:

At this stage the potential adopter considers the pros and cons of adopting the innovation in his/her context and conducts a trial, and searches new ideas possible.

Trial: This is a crucial stage at which the innovation is partially tried out in the local context or personal situation of the user. Its usefulness and functionality are closely observed and judgments are drawn about its potential benefit or harm to the system. The outcome of this trail will either inhibit the user, with regard to the final installation of the innovation.

Adoption:

After the trial is evaluated the final decision is made either to practice or not to practice innovation, resulting in its adoption or rejection. At this stage appropriate adaptations or modifications of the form and content of the innovation may be effected to suit local conditions. Adoption leads to the internationalization and institutionalization of the new concept or procedure or practice in the user system. In this study the process of innovation was not studied since the survey did not aim at it. But the investigator has tried to study about the details of a particular innovative practice and the factors that are facilitating and impeding on it.

Objectives of the Study

- To know the Process of Adoption of innovation
- To understand the Educators' Attitude towards Innovative Practice
- In order to assess the value of cutting-edge pedagogical methods and resources.
- For the purpose of gathering the views of students on cutting-edge pedagogical strategies

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Research Design

The nature of the current research is descriptive. The 90 respondents selected in the Kanyakumari District. The method of convenience sampling was used to choose the respondents. For analyzing the data, Percentages and t-test were applied.

Limitations of the Study

- This study is restricted to the Kanyakumari District only.
- Time may play vital role but within time limit everything regards with subject Matter cannot be exposed.

RESULTS AND DISCUSSIONS

Table 1: Respondents' demographic characteristics

VARIABLES		No of Respondents	Percentage
Gender	Male	58	64
	Female	32	36
	Total	**90**	**100**

Primary Data

Table No.1 depicts the respondents' distribution in terms of their demographics. According to the explanation, female responses are less numerous than male respondents.

Table No.2

OPINION OF THE STUDENTS ABOUT INNOVATIVE TEACHING TOOLS AND TECHNIQUES

Statement	Strongly agree	Agree	Neutral	Dis Agree	Strongly Dis agree	Total
Self-motivation	31	24	17	11	7	90
Study through observation techniques	14	36	18	12	10	90
Knowledge is acquired through the material	29	23	16	14	8	90
Facilitator sets tasks but encourages diverse routes to solutions	35	22	21	7	5	90
Learners seek guidance/Mentorship	30	35	21	3	1	90

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Primary Data

From the above table it can be observed that 31 respondents were Strongly agree for Self-motivation, 36 respondents were agree for Study through observation techniques, 29 respondents were Strongly agree for Facilitator sets tasks but encourages diverse routes to solutions, experiencing and learners enjoy the challenges and 35 respondents were agree for Learners seek guidance/Mentorship.

Table No. 3
INNOVATIVE TEACHING STRATEGIES

Statement	No. of Respondents	Percentage
Personalized Learning	26	**29**
Project-Based Learning	18	**20**
Jigsaws	6	**7**
Asking Open-Ended Questions	12	**13**
Flipping the Classroom	5	**6**
QR Codes	4	**4**
Culturally Inclusive Teaching	8	**9**
Flexible Learning Environments	11	**12**
Total	90	**100**

Primary Data

The above table stated that the Innovative Teaching Strategies. In which 26 respondents were Personalized Learning, 18 respondents were Project-Based Learning, 12 respondents were Asking Open-Ended Questions, 11 respondents were Flexible Learning Environments and 4 respondents were QR Codes using the Strategies.

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Table No. 4

EDUCATORS' ATTITUDE TOWARDS INNOVATIVE PRACTICE

Statement	Strongly agree	Agree	Neutral	Dis Agree	Strongly Dis agree	Total
Use of Information and Communication Technology increases the quality of teaching and learning.	35	24	22	5	4	**90**
Orientation programmes develop self confidence in teacher educators.	47	32	6	3	2	90
Organization of refresher courses provides opportunities to teacher educators to acquire new knowledge.	58	21	7	3	1	90
E-learning (Electronic-learning) does not help to discover knowledge.	1	3	8	31	47	90
Question Bank is not effective for the preparation of exams.	1	2	22	35	30	90
Seminar method in teaching is waste of time.	2	3	44	21	20	90

Primary Data

The above explained that the Educators' Attitude towards Innovative Practice. Where 35 respondents were Use of Information and Communication Technology increases the quality of teaching and learning, 47 respondents were Orientation programmes develop self confidence in teacher educators, 58 respondents were Organization of refresher courses provides opportunities to teacher educators to acquire new knowledge, 47 respondents were E-learning (Electronic-learning) does not help to discover knowledge, 35 respondents were Question Bank is not effective for the preparation of exams and 44 respondents were Seminar method in teaching is waste of time.

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COMPARISON OF GENDER AND EDUCATORS' ATTITUDE TOWARDS INNOVATIVE PRACTICE

The comparison of gender and educators' attitudes toward innovative practise is done using the t-test.

Table 5: Calculation of t-test

Factors	Variables	df	Table Value	Calculated Value	Result
Gender and Educators' Attitude	Male	148	1.645	-0.3014	**Accepted**
	Female				

Computed Data

The independent sample t-test is shown in the table. The table clearly shows that the computed value for the comparison of educators' attitudes toward innovative practise by gender is lower than the value shown in the table. There is no significance different between namely Comparison of Gender and Educators' Attitude towards Innovative Practice. Hence the null hypothesis is accepted.

Findings

- Female respondents are lower than male respondents.
- 26 respondents were Personalized Learning.
- 18 respondents were Project-Based Learning.
- 12 respondents were Asking Open-Ended Questions.
- 11 respondents were Flexible Learning Environments.
- 4 respondents were QR Codes using the Strategies.
- 31 respondents were strongly agreed for Self-motivation.
- 36 respondents were agreeing for Study through observation techniques.
- 29 respondents were strongly agreeing for Facilitator sets tasks but encourage diverse routes to solutions.
- 35 respondents were agreeing for Learners seek guidance/Mentorship.

Suggestions

- To achieve utilization, a variety of messages, must be generated pertaining to the same innovation and directed to the potential user in a purposeful sequence on a number of different channels in a number of different formats.

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- QR Codes is very useful to people. So printer should be attached QR Codes with book when print the books.

CONCLUSION

It follows that any teaching strategy that doesn't compromise the goal might be deemed an innovative teaching strategy. This study suggests that student-centered methods of teaching and learning, such as mind maps, case studies, problem-based learning, and collaborative teaching, would make teaching and learning extremely effective and innovative. These methods include the use of computers, screencasting, and other modern multimedia tools by the teacher. The researcher compares with gender and Educators' Attitude towards Innovative Practice, there is no significance different between them.

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