

# An Innovative Teaching Method: Teaching Through Doing

*Dr. Preeti Maiyani*

*Principal*

*Snatak Naitalim Mahavidyalaya,  
Lokbharti, Sanosara.*

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## ABSTRACT

The programmes of student teaching in nai talim based three institutions which have some innovative features like teaching learning through activity. It may have flexible time duration, verbalism in classroom has been replaced by an activity, text-book is thus replaced by work-centered education. The teacher works along with the children. The authoritarianism is replaced by a democratic approach. An important educational feature of this work-centered correlated lesson is that actual work situations are created. The children are provided real experience of work and later on they will correlate the work. There are 20 steps of Activity Lesson describes in this paper. I also co-relate Activity Lesson with 18 measures to bring excellence in education. Our education system have not been able to take advantages of the possibilities that Activity Lesson offers for improving the quality of education, for promoting nai talim and the education philosophy of Gandhiji worldwide, deriving social, cultural, political and economic benefits.

**Key words:** Teaching through doing.

## Introduction

Chattopadhyaya Commission notes, "If school teachers are expected to bring about a revolution in their approach to teaching... that same revolution must precede and find a place in the Colleges of Education. The National Curriculum Framework (2005) also emphasized on innovation and good practices in teacher education. No doubt, many innovations have been conducted in the past particularly after independence which has brought our significant changes and improvement in the field of teacher education for the sake of interactive, interesting and innovative teaching learning process. For that we have to reform our teacher training programme which will be fruitful for society. According to Manubhai Pancholi, "Gandhi's

education philosophy has many things which are either revealed (said) by one thinker or another". But the idea of co-relation education was Gandhi's original thought, which leads us towards some innovative features. One of it is the teaching through doing.

## Teaching Through Doing

Teaching Through Doing may have flexible time duration. Such a lesson may have duration of 90 minutes or even more. In this, verbalism in classroom has been replaced by an activity. The centrality of the text-book is thus replaced by the centrality of work-centered education. The children irrespective of their socio-economic status but their shoulders with one another, castism

vanishes. Not theoretical knowledge but practical skills also get developed. The teacher works along with the children. The authoritarianism is replaced by a democratic approach. An important educational feature of this work-centered correlated lesson is that actual work situations are created. The children are provided real experience of work and later on they will correlate the work activity with selected units from other disciplines like : planting of a tree is correlate with various types of trees and their places in the national economy. The spinning is correlated with clothing and textile industries etc.

### **The steps of Teaching Through Doing**

1. Classroom arrangement/management
2. Introduction of both sides – teacher and children
3. Preface / Preamble
4. Statement of aim / Statement of activity
5. Showing the model
6. Discussion of material
7. Reading theory of making model
8. Making a group and select a leader of group
9. Discussion of time management
10. Demonstration of making a model / Doing activity by the teacher
11. Divide children in groups
12. Distribution of materials
13. Making a model – Activity starts by children

14. Teacher's observation and guidance
15. Collection of ready models and remaining materials
16. Discussion on time management
17. Evaluation of ready models and motivation
18. Discussion and solution of convenience while making models
19. Tentative cost / expenditure.
20. Work – reporting / Activity reporting

Then the teacher will co-relate this activity towards the textual items. Thus Gandhi's education is 'for life', 'education through life' and 'education throughout the life'. "By education I mean an overall around drawing out the best in child and man, in body, mind and spirit. Through teaching by doing the Snatak Nai Talim Mahavidyalaya prepare teachers who are suited to our educational needs, requirements, genius and aspirations for the future. It is the unique identity of creativity thought.

### **Outcomes of Teaching Through Doing**

To bring innovation in education, we should have to take some measures which already involved in “Teaching Through Doing” are as following:

#### **Quality**

Quality is the first step towards Excellence in Teacher Education. Depth of teacher education is quality and length and breadth are the quantity in the process of education. It is not sufficient to 'cover' the number of subjects prescribed in the syllabus.

But it is essential to ensure their study in depth. Real Quality is the depth of understanding that is reach amongst the learner. This can be achieved by the activity.

### **Completeness**

Completeness makes the education a total process. Half knowledge is dangerous. For completeness in education, teachers themselves should be equipped with latest information and details and should share these details while carrying out this type of teaching process.

### **Defectlessness**

Defectlessness ensures perfectness. Even a small defect can destroy. But teaching through doing is defectless. It is essential that teachers themselves search and identify the gaps in their own knowledge.

Teachers can achieve the perfectness by putting their preachings into practice through experimentation and application in the field of reality.

### **Accuracy**

Accuracy ensures excellence in terms of actual usefulness of knowledge and information. It is only availing by teaching through doing.

### **Cleanliness**

Cleanliness is the divine aspect of excellence. Sanskrit has a word "Shuddhi" which involves true spirit of cleanliness. It is essential that the premises of education centres should be clean and simple. When the purpose of education is not only to impart

knowledge but also to inculcate knowledge, skill, values and spirit, and this method of teaching also inculcate these.

### **Effectiveness**

Effectiveness is the right thing to do whereas efficiency is the right way to do it. Effective education means the right education. This concept make education effective by activities. Teaching through doing base teacher education programme generates contribution-oriented citizens rather than job-oriented salary earners. It also generates citizens who can date to stay in rural areas and generate wealth at the place where they are, rather than rushing to cities to earn the livelihood (upadhi). It also generates citizens who live in urban centres but are fully aware of potentials, opportunities and responsibilities of rural India, and they can contribute to the harmony between man and nature.

### **Economy**

Economy is the essence of excellence. Excellent education is that which is qualitative, complete, perfect, accurate, clean, effective and economic. Economy of education is disturbed when teachers and students indulge in non-educative activities. But in activity based education is economic because it is efficient and effective.

### **Order**

Order is the arrangement aspect of excellence in education. The right thing in the right place is order. Orderliness of premises,

orderliness of conducting the learning sessions and orderliness of timings of beginning and conclusion of terms all reflect the overall orderliness and excellence in education. By teaching through doing we can bring orderliness in the students.

### **Appropriateness**

Appropriateness is doing right things – at right time – in right measure. What is proper is appropriate. Matching different aspects to right measure is appropriateness. Teaching through doing things is the right way to ensure proper development of both, smart and apparently not so smart learners. Teaching through doing is the appropriate way to transfer the knowledge and information of different areas.

### **Simpleness**

Simpleness leads directly to excellence. Complication leads to confusion. Simpleness ensures sweetness. It costs less. Actually most of the processes of life are simple. But man complicates them with mindless intervention of his mind. Gandhiji was a simple and great teacher, educating millions of Indians through simple truths and nai talim. And nai talim includes teaching through doing.

### **Timeliness**

Timeliness is the excellence of doing right things at the right time. Education should be right for the right age (both chronological and mental) of learners. The

learner should be stimulated and given inputs as per his 'stage' rather than his 'age'.

### **Reliability**

Reliability is the step that takes to the stage of faith in excellence in education. People become dependent on those who are kind. People become inter-dependent with those who experience empathy. Experience empathy rather than expressing sympathy. Then there is total reliability.

### **Brevity**

Brevity is the excellence because it is economy of words. Long lectures are less effective than brief but intensive interactions. Our Rishis have mastered the excellence in brevity. They packed entire volumes of philosophy into few brief. In brief, be brief. In teaching through doing teacher speaks less and instructs more but in brief.

### **Meaningfulness**

Meaningfulness means what is understood and retained by the learners. It is not what the teacher intends to convey. Usually there are deviations from what we intend to say, what we say, what is heard and what is understood. Teaching through doing is total when what we intend to say is the same as what is understood and retained. With this practice, the transmitters (teachers) and receivers (learners) will improve their communication skill. Meaningfulness of teaching through doing is assured by a two-way process. One way can be meaningless and two-way is meaningful.

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**Informativeness**

Informativeness is excellence in education when each session enhances the levels of information available with the receivers. In teaching through doing the principle of learning by doing is present, so the levels of receivers are automatically enhances.

**Awareness**

Awareness is being conscious at all levels of thought. Awareness is the result of education. Teachers themselves have to be continuously aware of the totality of events consisting of time, place, situation and person, so that the learners become aware. Being alert is to know what are the environment and situation and relationship between various elements. Being awake is 'seeing'. Being alert is to know what is happening now and to know what is changing. Being alert is 'sensing'. This thing exactly happened in teaching through doing. Thus teaching through doing creates an environment of awareness all around you.

**Concentration**

Concentration is aligning body, mind and intellect to inner signals and being attentive and intensive to the "One" objective. When based on the bow of body, and the string of mind, the arrow of thought is pointedly directed to target at self which is concentration (Dhyanam). In teaching through doing the teachers become masters by the practice and perfection of this

concentration and only then can they lead the learners through the ocean of learning.

**Clarity**

Clarity is the supreme goal of all teaching and learning processes. Clarity is absence of confusion, doubt or question mark. Encourage learners to ask "Why?" and "Why?" till this "Why" disappears. When "Why" disappears, the learner is high on the clear sky of clarity. In teaching through doing when a teacher participates in the process of lifting himself and the learners to this state of "Whylessness," the difference between teacher and learners disappear and all become the representation of the ultimate master.

**Conclusion**

From quality to clarity the teaching through doing is in the centre of the whole education process in the classroom. When the purpose of education is not only to impart knowledge but also to inculcate knowledge, skill, values and spirit, and teaching through doing also inculcate these. To bring innovations in education we must have to bring teaching through doing which included in Nai Talim in our teaching learning system. Through this concept we could bring innovations in education.

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**Success usually comes to those who are too busy to be looking for it.**

**~ Henry David Thoreau**