A comparative study of traditional method of teaching and digital technological based teaching.

Bageshwari Tripathi* & Dr A.K Lodi**

*Research Scholar, Integral University, Lucknow.
**HOD, Department of Education, Integral University, Lucknow.

ABSTRACT   *It is education that determines the level of prosperity, welfare and security of the people on the quality and number of person coming out of our schools and colleges depends on the success of efforts made on national development and raising the standards of living of the people. Traditional method relies mainly on textbooks, chalk duster and blackboard while the digital method relies on film, video, OHP, PPT, animation etc... Classroom teaching-learning process is advanced with various technologies as computer, E-learning, smart phones, tablets, laptops and desktop PC's etc. This paper has attempts to compare the traditional method of teaching and digital technological based teaching.*

Keywords: *Traditional teaching method,digital technological based teaching method*

Introductions

Education is an important activity of every society. Education is that the solely mean through that a society adjusts with its wants. Therefore, a society will ne'er exist while not education. Education is important to the pace of the social,economic and political development of any nation; therefore effective teaching is extremely essential. Effective teaching is very important as a result of teaching is predicated on serving to kids progress from one level to a different during a lot of sociable interactive setting and to induce the approach right to induce students to be independent learners.

Basically there are two types of process of teaching

- Traditional process of teaching
- Digital technological based teaching

Traditional method and digital based method

Traditional technique depends principally on textbooks whereas the digital technique depends on film, video, OHP, PPT, animation etc... In ancient technique, presentation of materials starts with the elements, then moves on to the total whereas within the trendy approach, presentation of materials starts with the total, then moves to the elements. ancient technique emphasizes on basis skills whereas digital technique emphasizes on huge concepts.

Technology, in one type or another, has continuously been a part of the teaching and learning setting. It's a part of the teacher's skilled tool cabinet. In different words, it's among the resources that lecturers use to assist facilitating student learning.

Technology has modified dramatically over recent decades. The increasing selection and accessibility of technology has enlarged the tool cabinet and therefore the opportunities lecturers have to be compelled to use technology. pc devices square measure additional powerful and are available in numerous forms, from those who sit on our desks to those who sit within the palm of our hands. the net connects those devices and connects students to every alternative within the room, through the college and around the world.

Objectives

- To compare the traditional method of teaching and digital technological based teaching method regarding brainstorming dimension of CBSE school students.
- To compare the traditional method of teaching and digital technological based teaching method regarding discussion dimension of CBSE school students.
- To compare the traditional method of teaching and digital technological based teaching method regarding brainstorming dimension of ICSE school students.
- To compare the traditional method of teaching and digital technological based teaching method regarding discussion dimension of ICSE school students.

Hypothesis

- There is no significant difference of brainstorming dimension of control group and experimental group of CBSE school students.
- There is no significant difference of brainstorming dimension of control group and experimental group of ICSE school students.
- There is no significant difference of discussion dimension of control group and experimental group of CBSE school.
- There is no significant difference of discussion dimension of control group and experimental group of ICSE school.

Research questions

- Is there any influence of digital technological based method on teaching process of CBSE board students?
- Is there any influence of digital technological based method on teaching process of ICSE board students?

Methodology

The present study adopted experimental pre-test post-test two group design, wherein a control and an experimental group were employed. To assess the methodof teaching rating scale constructed with dimensions of brainstorming and discussion. Two group control and experimental has taken from CBSE boardstudents as well as ICSE board school students.Control group students taught by traditional method and experimental group students taught by digital technological based method. Here videos and power point presentation used as in digital technological based method.24 students has taken from CBSE board from each group i.e control and experimental group as well as 24 students has taken from ICSE board from each groupi.e control and experimental group

BOARD	CONTROL GROUP	EXPERIEMENTAL GROUP
CBSE	24	24
ICSE	24	24

Analysis and Interpretations

Through percentage(%) each item of rating scale calculated. Control and Experimental group of CBSE and ICSE boards students gives their opinion about their teaching method by filling rating scale. By obtaining their marks assign to each item of rating scale percentage has calculated shown on below table.

1.The analysis of the brainstorming dimension of control group and experimental group of CBSE board school.

Brainstorming on control group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This process develops my own idea.	12%	10%	18%	24%	36%
This process of learning promotes deep learning.	11%	15%	15%	21%	38%
This process helps me to think better and to think more critically about the subject matter.	15%	12%	18%	12%	43%
It enhances my reasoning.	12%	25%	15%	16%	32%
Brainstorming on experimental group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This process develops my own idea.	9%	10%	15%	18%	48%
This process of learning promotes deep learning.	4%	4%	21%	19%	52%
This process helps me to think better and to think more critically about the subject matter.	8%	12%	15%	10%	55%
It enhances my reasoning.	9%	13%	17%	8%	53%

The above analysis revealed that students of experimental group students strongly agree (approx. 48%) %and strongly disagree (approx. 9%)that taught with digital technological based method shows brainstorming dimension is more favourable in compare to control group students strongly agree (approx. 32%) and strongly disagree (approx. 15%) that taught with conventional method.

2.The analysis of the discussion dimension of control group and experimental group of ICSE school board.

Discussion on control group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can give the opinion regarding the subject matter taught	10%	19%	14%	20%	37%
Was there anything I confused about	14%	21%	14%	19%	32%
Discussion on experimental group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can give the opinion regarding the subject matter taught	3%	3%	15%	20%	59%
Was there anything I confused about	5%	9%	12%	23%	51%

The above analysis revealed that students of experimental group students strongly agree (approx. 51%) and strongly disagree (approx. 5%)that taught with digital technological based method shows that discussion dimension is more favourable in compare to control group students strongly agree (approx. 32%) and strongly disagree (approx. 14%) that taught with traditional method.

3.The analysis of the brainstorming dimension of control group and experimental group of CBSE board school.

Brainstorming on control group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This process develops my own idea.	12%	16%	16%	22%	34%
This process of learning promotes deep learning.	10%	14%	15%	22%	39%
This process helps me to think better and to think more critically about the subject matter.	14%	14%	18%	12%	42%
It enhances my reasoning.	11%	28%	15%	16%	31%
Brainstorming on experimental group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This process develops my own idea.	7%	11%	16%	18%	48%
This process of learning promotes deep learning.	3%	5%	21%	19%	52%
This process helps me to think better and to think more critically about the subject matter.	6%	11%	16%	12%	55%
It enhances my reasoning.	7%	15%	17%	8%	53%

The above analysis revealed that students of experimental group students strongly agree (approx. 48%) and strongly disagree (approx. 7%)that taught digital technological support shows that brainstorming dimension is more favourable in compare to control group students strongly agree (approx. 31%) and strongly disagree (approx. 10%) that taught with traditional method.

4.The analysis of the discussion dimension of control group and experimental group of ICSE board school.

Discussion on control group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can give the opinion regarding the subject matter taught	15%	21%	11%	21%	32%
Was there anything I confused about	12%	21%	16%	10%	32%
Discussion on experimental group	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can give the opinion regarding the subject matter taught	6%	5%	14%	22%	53%
Was there anything I confused about	8%	8%	9%	17%	58%

The above analysis revealed that students of experimental group students strongly agree (approx. 53%) and strongly disagree (approx. 8%)that taught with digital technological based method shows that discussion dimension is more favourable in compare to control group students strongly agree (approx. 32%) and strongly disagree (approx. 15%) that taught with conventional method.

Findings

- The above analysis revealed that students of experimental group of CBSE board students taught with digital technological based method shows that brainstorming dimension is more favourable in compare to control group of CBSE board students. Students that taught with traditional method.
- The above analysis revealed that students of experimental group of ICSE board students taught with digital technological based method shows that brainstorming dimension is more favourable in compare to control group of ICSE board students. Studentsthat taught with traditional method.
- The above analysis revealed that students of experimental group of CBSE board students taught with digital technological based method shows that discussiondimension is more favourable in compare to control group of CBSE board students. Students that taught with traditional method.
- The above analysis revealed that students of experimental group of ICSE board students taught with digital technological based method shows that discussion dimension is more favourable in compare to control group of ICSE board students. that taught with traditional method.

References

1. SEEJA, K.R (2016) "A study of influence of active strategies on critical thinking styles and achievements in physical among secondary school students." Ph.D (EDU) thesis.Aligarhmuslim university.
2. MANOJ PRAVEEN, G (2014) "effect of mastery learning strategy on Problem   solving ability in physics of secondary school students". Ph.D. (edu) thesis University of Calicut
3. JOSHI, SARITA (2014) " effectiveness of mastery learning model concept attainment model and traditional Methods in teaching science in context self-efficacy persistence and study habits" Ph.D. (edu) thesis Kumaun University.
4. SARASWATHI R (2013) "learning of environmental education concepts by secondary school students through specific instructional strategies." Ph.D(edu) thesis, Avinashilingam Deemed University for Women"
5. MANOJ, T I (2013) "a study on the effectiveness of selected learning strategies on achievement in biological Science at secondary level in relation with certain variables" Ph.D. (edu) thesis, Bharathidasan University