

# Innovative Educational Practices in Teaching, Learning and Evaluation

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**Abstract:** Educational process incorporating teaching, learning and evaluating during the outbreak of the pandemic of Covid 19 amply demonstrated that on-line processes are neither effective nor productive even for a short period while teaching should be assured as the human process of input-output of knowledge in a specific field, the learning is equally a human process dependent upon the human behavior and attitudes. Moreover, the evaluation system must be holistic and compatible.

**Keywords:** Teaching, E-Learning

## I. INTRODUCTION

It is extremely imperative to day to discuss thread-bear, these three predominant phases of education against the experiences we as teachers and academicians gained from the prevalent state of affairs in education during the period of epidemic Covid 19. The fall of desperation covering all the sections of the society associated with educational systems had been unimaginably horrible and troublesome. We all conclusively realized that the modern electronic audio-visual gadgets, howsoever perfect and accurate, rather failed to create, what to talk of sustain, even normal positive environment Electronic systems demonstrated their limitations, K.S. Bhandari said Every educational system is subject to constant change many a time not fairly compatible with the purpose or performance.

This apart, while focusing the attention on all the three processes of education, the objectives and recommendations of the National Educational Policy initiated by the Government. However, in this paper, the candid attempt has been made to highlight the fundamental propositions, which hither to could not be explored deeply in any manner whatsoever.

### 1.1 Objectives

This paper aims to discuss the following objectives namely.

- To explore the unorganized propositions concerning the phase of teaching,
- To throw light upon the situational aspects of learning,
- To examine the process of evaluation

### 1.2 Functional Proposition of Teaching

James Harrington(2) had long ago enunciated the educational proposition what is usually known as “The Harrington Law of Additive transmission of knowledge”. Before deliberating on the law he defined knowledge as that part of information received by brain as the input for certain dormant cognitive thoughts as productive cells. In other words knowledge is proactive while the information is mentally inactive. Hence the knowledge gets additional doses from the thought process. In this context, Harrington proposed the following reflective formula.

$$\text{Input (k)} = \text{Output(k)} + x(\text{Ak} + w) - y(\text{K})$$

Where K=cognized part of information

AK= additions to knowledge arising from self mental exercises

W=any kind of work generated as a result of knowledge

Y= co-efficient of natural losses.

**The above equation explains the following facts namely**

1. The process of teaching transmits knowledge in the minds of the students as the input knowledge
2. The input knowledge courses to invoke the cells in the brain which get developed into reactive thoughts
3. The resultant thoughts create as a consequence of cognitive process internal knowledge



4. The resultant consequential internal knowledge which the brain generates is called output knowledge
5. The output knowledge in the brain is the causative factor that depends upon capacity of an individual person
6. The creative output knowledge is highly useful for the furtherance of the new ideas and views as the original concepts
7. The output knowledge has the immense potential for undertaking the work with new direction

In this manner, the process of teaching alone creates knowledge that ultimately cause to undertake new assignments. Debika Saptarishi (3) has discernibly demonstrated this fact in these words, “Teaching and training are not the luxury of idle time, but the indispensable and most valuable creative functions that ameliorate the quality of work”.

Similarly, V.N.S.Venketraman(4) observes, “The industrial, commercial and equally cultural development of the countries owe excessively to transmission of knowledge in the absence of which new technologies and techniques could not been emerged, however, the transmission process has always been hard but silent and knowledge is the power that activates work further.”

It would not be irrelevant here to quote Shrimadbhagvadgita which tells” Gyane pari samapyate”. i.e that ultimately everything ends in the knowledge,”

Teaching i.e.” transmission of knowledge” according to Chester Barnard(5) “ is obviously not a mechanical or mercantile activity, as has been unsalutarly recognized by some scientists, that causes improvement in knowledge, on the other hand, it is largely a psychological and behavioral respect and devotion between each other.”

Thus, with a view to making the teaching process highly productive and purposeful its undoubtedly learnt that computers, internet connections and other electronic instruments and devices are observed to be less useful than what was considered before the outbreak of Covid 19. Teachers, students, guardians etc, all now realized the limitations of those devises in the transmission of knowledge if not information.

What has been veritably astonishing is the fact that even in the National Policy of Education no reference was made regarding a teacher- centric schools – the practice which was in vogue in ancient India. It was the prestigious system of “Gurukul” where highly devoted and interested pupils joined to seek knowledge from the reputed teachers in a particular field. Private coaching classes, as it were, are extremely corrupt and debilitating commercial proprietary shops i.e., teaching shops and not schools. They are growing leaps and bounds even without making use of common electronic gadgets. Educational serenity and decorum demand immediate closure.

### **1.3 Innovative Teaching Practices**

Keeping in view the future needs, objectives enunciated in the NPE and the present constraints and compulsions, the following steps are recommended, namely

- Reduction in teacher-taught ratio,
- Adoption of reflective teaching whereby students would be encouraged to take greater initiative to obtain further knowledge from their own efforts; and
- Creation of zeal for linking the different field of knowledge because after all knowledge cannot be segmented into pieces it is holistic,

## **II. LEARNING**

Shrimad Bhagvadgita makes a significant mention in the following verse underlining the need of attitudinal traits to be ingrained among the learners:

Idam te natpaskya nabhaktayay kadachan;

Na chashu shrushave vachyam na cha man yobhyasuti;

Chapter 18/7

The above verse specifies four most essential attitudes that should have been inculcated by students for effective learning:

- He should not be a shirker,
- He should not be a person without devotion,
- He should not be a heedless person, and
- He should not have distrust in his teacher.



Devotion diligence, faithfulness and interest in learning cannot be undermined.

In this context, S.P.Shrivastav(6) a renowned educationist from the Patna University remarked, "Without positive and benevolent application of body mind and intellect, it would be preposterous to expect the good receptivity of knowledge with appropriate cognizance.

"he further added, "Time, language tone etc., are immaterial in learning process.

Donald Peterson(7) an eminent psychologist and consultant has formulated "General of Receptivity among Human beings. Learning is product of receptivity. His law states that "the receptivity of human brain varies inversely to the rate of vibrations in the brain".

This clearly explains that the higher the rate of vibrations the lower would be the receptivity of brain. The rates of vibrations according to the degree of mental tension are given below:

S.NO.	MODES	ROV	DEGREE OF MT
1	GAMA	40-80	HYPER TENSION
2	BETA	13-40	RELATIVELY LOWER TENSION
3	ALFA	13-Aug	FAIR TENSION
4	THETA	7-May	NO TENSION
5	DETA	5-Feb	TRANQUILITY

**ROV: RATE OF VIBRATION PER SECOND**

**MT:MENTALTENSION**

The highest level of receptivity is acquired when the rate of vibrations are in the delta level.

In the ancient system of the Gurukul students were asked to undergo the practice of the breath control before attending the classes.

In the light of the above for the purpose of improving learning capability the students may be disciplined in physical and mental exercises. Prayers is one the most effective method of such control.

**III. EVALUATION**

K. Parthsarathi(7) of the Institute of Education, University of Madurai commented on the current practices and methods of evaluation of student in higher education " The present trend in securing 99-100 percent of marks is an evidence of perfection ? – is it meaningful and authentic evaluation of their intellectual capabilities? Had it been so most of them would not have gone into the wilderness?

As a matter of fact, the practice of multiple choice questions demonstrates the memory but not the intellectual capability moreover, this commonly used practice does not reflect the personality of the students as well as pattern of behavior.

Examination is never deemed as evaluation. The objective or the purpose of evaluation is to evaluate the total personality of a student which discernibly includes physical, mental and intellectual capabilities. The system of evaluation ought to holistic and humanistic. In order to undertake evaluation system in its appropriate and judicious manner one would like to propose the following recommendations.

1. The student should be assigned the work of preparing case studies relating to their specific field of study. It would certainly throw light upon th capacity of communication level of cognition and the depth of knowledge in the particular field. They should be asked to develop such case studies in every subject they choose.
2. Every student of graduate standard should be assigned to prepare a comprehensive essay on any specific topic in the subject demonstrating the new developments in the world relating to the subject such practice would likely to encourage them to seek further opportunities.
3. In addition, they should also be evaluated on the basis of seminars and group discussions regularly arranged by the college /department.

**IV. SUMMARY**

To sum up, the system of education cannot be meaningfully effective and productive, unless commercial and technical aspects are increasingly replaced by human considerations.

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