

TRADITIONAL LEARNING: STUDENTS INSIGHTS

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Abstract

A teaching technique is a tool used to successfully provide instruction to participants. It is made up of the ideas and methods of education. Class involvement, demonstration, recital, memory, case study, presentations, or a mix of these are common teaching approaches. The choice of teaching technique or methods to be employed is mostly determined by the material or skill being taught, and it may also be impacted by the students' ability and passion. Traditional teaching methods are employed in most of our country's educational institutions. In this manner, teachers demonstrate the concept of the lesson using chalk and a chalkboard, or by using assistance materials such as lessons printed on paper, power point presentations, case studies. Debates, field visits, Practical sessions etc. A typical classroom consists of a normal curriculum presented in person by a teacher. Standardized examinations are given to pupils at regular intervals to assess their comprehension. This paradigm maintains students' time, location, and speed of learning consistent. This study attempted to investigate the students' perceptions on traditional learning. A questionnaire was developed, and around 168 responses were gathered from Mumbai, Maharashtra. The acquired data was evaluated using the mean, frequency, percentage, and Standard deviation. According to the data, students believe that traditional learning is an active learning approach in which they prefer the Chalk and board method, practical sessions, and interactive sessions more and that it is more successful than any other way. It was suggested that there should be more emphasis on the present scenario in the curriculum rather than past learnings, that there should be a good understanding between teacher and student for more interactive sessions, that every module concept should be related to daily life examples, which will make that topic much easier to understand for all students.

Keywords: Education, Teaching methods, Traditional learning, Students Perception.

Introduction

Education is a tool for both individual and national development. It is the most important investment any country can make for long-term growth. According to Rabindra Nath Tagore, "The finest education is that which does not just provide us with information but brings our lives into harmony with all reality." "Education is the process of bringing forth the potential that is dormant in every human being," said Swami Vivekananda. He realized that the core of education is mental concentration, not the accumulation of data. Furthermore, until curiosity is acknowledged and valued, creativity will take a back seat in the educational process. Thus, the goal of any teaching approach should be to cultivate focus and curiosity for autonomous and logical thinking, which will eventually lead to higher levels of research, which is also part of education.

According to Mahatma Gandhi, "Illiteracy is a scourge on our country," and the absence of widespread illiteracy is one of the key issues impeding overall progress in India since independence. Literacy and education have been described as a society's strongest protection against expanding population, bad health, social friction and tensions, poor economic situations, greater child mortality rates, and education. Education, in our national image, is vital for all and fundamental to our whole growth, whether material or spiritual. Education accelerates and refines sensitivities and perceptions that contribute to national cohesiveness, a scientific temper, and mental and spiritual independence, so advancing the aims of socialism, secularism, and democracy established in our constitution.

Students' poor performance has been blamed on a failure to recognize the learning process that underpins topic education. In other words, the topic of how to teach and the identification of specific teaching tactics that might strengthen instruction to allow students to gain from a study and improve their performance must be completely addressed. Furthermore, the insufficiency of teaching tactics makes concept understanding harder and the linkage of ideas in distinct perceptions from reality; that is, a teacher's teaching strategies have an influence on student performance.

Traditional (Face-to-Face) education (also known as in-person, F2F) focuses on a variety of components, such as lectures, capstones, team projects, labs, and studios. Teaching is done synchronously in a physical learning environment, which means that the students are "traditionally" at the same place at the same time. Face-to-face interaction between student and teacher as well as amongst students, is a key asset of the conventional classroom. Students are motivated by both the teacher and their classmates. It is a strategy in which a teacher moderates and controls the flow of information and knowledge. Students are required to continue strengthening their topic knowledge outside of school by completing homework activities. Students' sole resource in this situation is their instructor, who only teaches them face-to-face.

Traditional learning methods are mainly divided into three categories,

Direct Instruction and Lectures: This teacher-centered technique always encourages learning with the teacher's leadership. Students are required to listen to and learn from lectures.

Seatwork: Tests are the most accurate predictors of student performance and learning. Students from the same class sit down and take a single set of exams, which they must pass.

Observation and listening: Teachers communicate to pupils about the subject matter and expect them to learn everything through classroom lectures. Traditional techniques carried too much responsibility since professors ensured that their pupils comprehended all they taught.

Objectives

1. Understanding the significance of traditional learning.
2. To learn about the student understands of old and modern conventional learning techniques.
3. To investigate the value of traditional learning techniques for pupils in Mumbai, Maharashtra.
4. To comprehend the student's viewpoint on traditional learning techniques.
5. Be aware of any improvements that kids may require under various sorts of traditional teaching approaches.

Research Methodology

Both primary and secondary data were gathered; secondary data were gathered through various resources such as online articles, research papers, journals, and so on; and for primary data, a structured questionnaire with four sections was created; the first section was on dichotomous questions, the second section was on questions related to their level of education, stream of study, and specialization, the third section was on questions about their knowledge of traditional learning and at the end fourth section was on students perception about traditional learning. A total of 168 replies were collected from students in Mumbai, Maharashtra.

Sample Design

The population for the study was students studying in Maharashtra state, and the sample was students studying in Mumbai, Maharashtra.

Research Technique

The study employed a convenient sampling approach.

Sample Size

Around 168 students from various institutions, particularly students from Somaiya Vidyavihar in Mumbai, Maharashtra, comprise the sample for the study, and data was collected between August 2022 and September 2022.

Results and Discussions

Section 1: Demographic Data

The demographic data was designed by considering the variables like Name, Gender, and Age group. The data incorporates responses from students of Mumbai, Maharashtra.

Table 1: Demographic data

Gender	Percentage	Age group in years	Percentage
Male	51.2	15-17	0.6
Female	48.8	17-19	51.8
		19-21	41.1
		21-23	6
		Above 23	0.6

The demographic data as shown in Table 1 reveals that there were around 51.2% of male and 48.8% of female respondents responded out of 168 respondents and the maximum respondents were from the age group 17-19 and 19-21 years.

Section 2: Education related questions

Under this section, the questions like current level of Education, Stream of study, Specialization were covered.

Table 2: Education related Questions

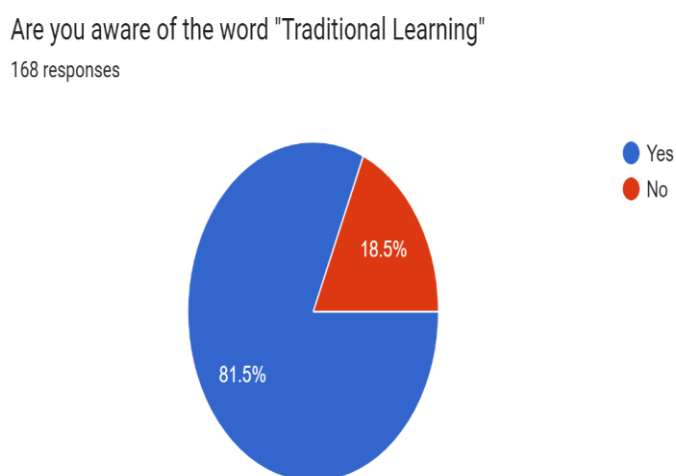
Current level of Education	Percentage	Stream of Study	Percentage	Specialization	Percentage
School	---	Arts	---	Finance	56
SSC to HSC	1.8	Commerce	97	Marketing	10.1

Undergraduate	87.5	Science	0.6	Management	10.7
Postgraduate	9.5	Any other	2.4	Education	6
Research	0.6			Literature	0.6
Any other	0.6			Mathematics & Statistics	1.8
				Law	---
				Psychology	---
				Philosophy	---
				Any other	14.9

Table 2 reveals that out of 168 respondents, maximum respondents were the undergraduates and postgraduates from commerce stream with specialization in finance, marketing, and management.

Section 3: Knowledge of Traditional Learning

Figure 1: Awareness of Traditional Learning

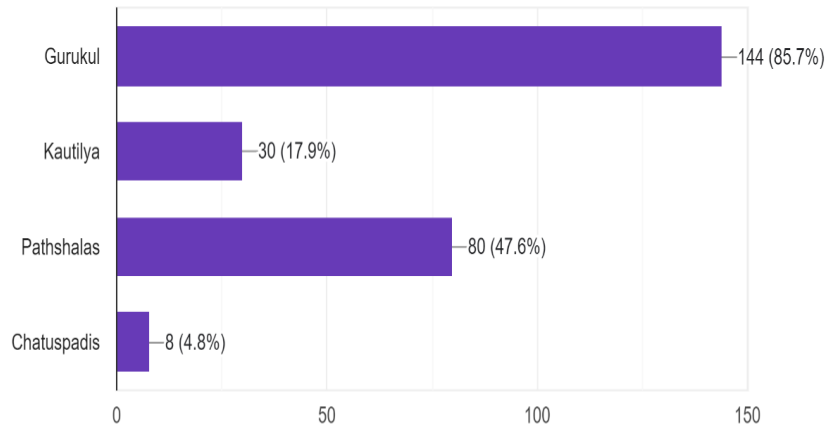


From figure 1 it is very clear that 81.5% of respondents from 168 respondents are familiar with the word traditional learning and the rest 18.5% of them were not at all aware about it.

Figure 2: Familiarization of ancient traditional learning

Are you familiar with any of following ancient traditional learning methods

168 responses



Regarding familiarization of ancient traditional learning, from 168 respondents, 144 were familiar about Gurukul system, 30 were familiar about kautilya system, 80 knows about pathshalas and the rest 8 were familiar about chatuspadis.

Figure 3: Number of years spent under traditional learning

For how many years you were under traditional learning method

148 responses

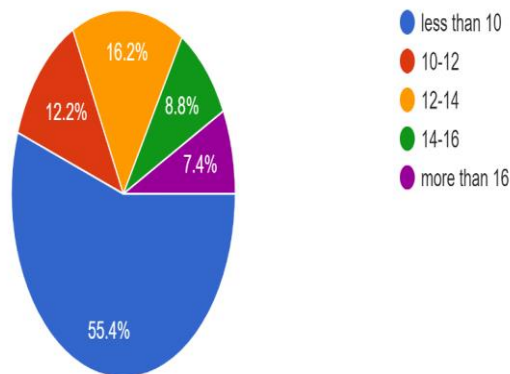
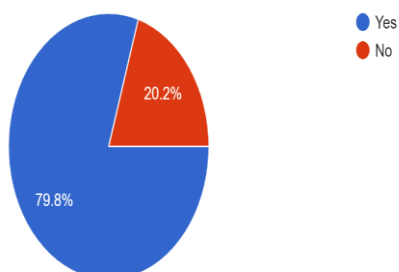


Figure 3 indicates that from 168 respondents 55.4% have spent less than 10 years under traditional learning, 12.2% spent 10 to 12 years for the same, 16.2% spent 12 to 14 years, 8.8% of them spent 14 to 16 years and 7.4% of them spent more than 16 years under traditional learning system.

Section 4: Perception about traditional learning

Figure 4: Traditional learning is active learning?

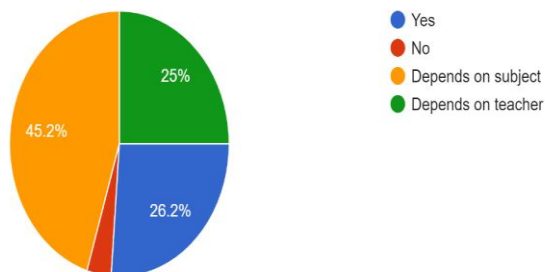
Do you feel traditional learning is active learning?
168 responses



About opinion on traditional learning as it is active learning or not, from 168 respondents 134 felt that it is an active learning and the rest 34 of them felt that it is not at all an active learning.

Figure 5: Enthusiastic before going for a class

Are you always enthusiastic before going for a class
168 responses



Concerning enthusiasm before going for class, out of 168 respondents, 44 of them replied that they are very enthusiastic before going for class, 6 of them said they are not at all enthusiastic before going for class, 76 of them said that it all depends upon the subject and at the end 42 of them replied that it all depends on teacher.

Figure 6: Liking of traditional learning

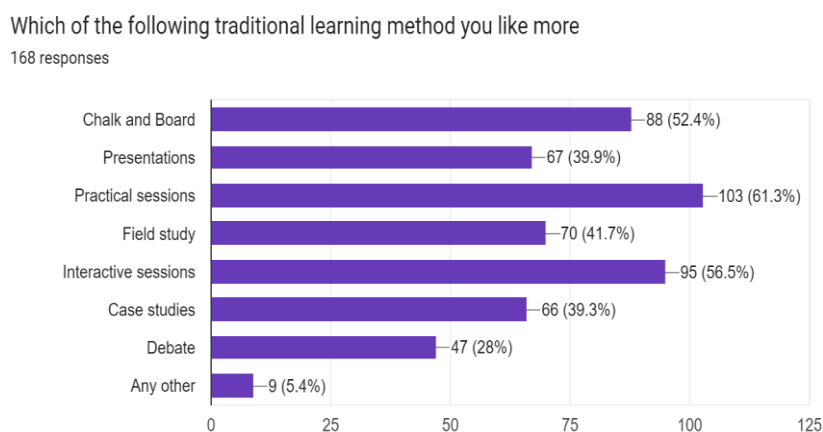


Figure 6 indicates that from 168 respondents, 88 likes the chalk and board method, 67 prefers presentation technique, 103 are more interested in practical sessions, 70 likes field study, 95 of them would like to go for interactive sessions, 66 wants to move for case study pattern, 47 of them likes debates and lastly 9 respondents are interested in any other kind of traditional learning methods.

Figure 7: Effectiveness of traditional learning

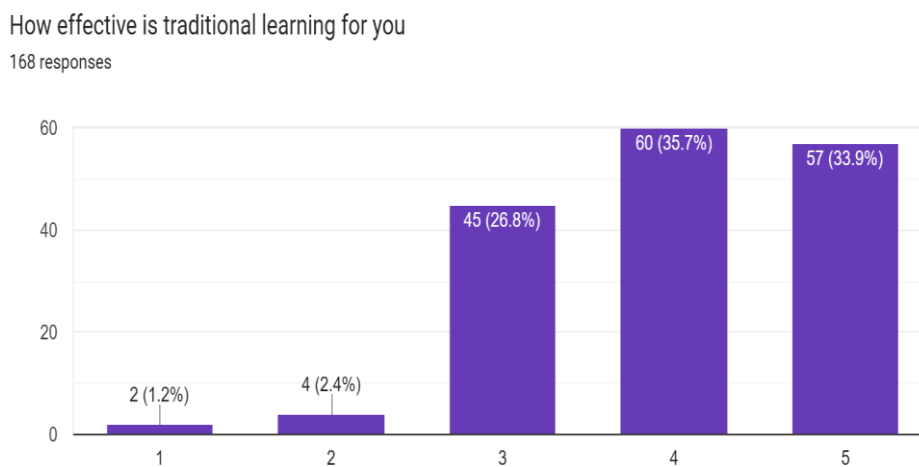
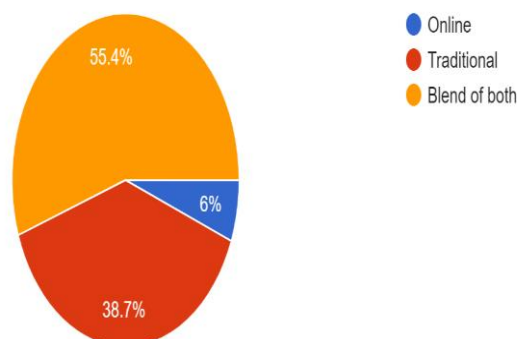


Figure 7 represents the effectiveness of traditional learning on respondents via likert scale from 1 to 5 where 1 indicates not at all effective and 5 indicates extremely effective. From 168 respondents 2 of them opted number 1(not at all effective), 4 went for number 2 (somewhat effective), 45 shown their interest in number 3(Neutral), 60 of them were interested in number 4 (effective) and lastly 57 of them have shown their interest for number 5 (extremely effective)

Figure 8: Online v/s Offline

Due to Pandemic, online learning was started, what is your opinion, which learning is better?

168 responses

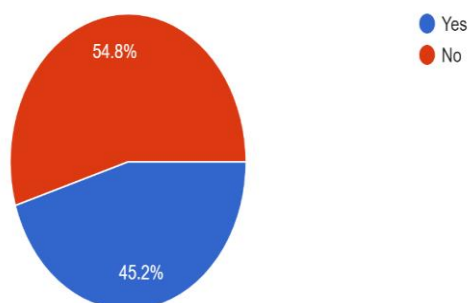


When asked about an opinion between online and offline learning, from 168 respondents 10 students responded for online as better method, 65 of them said that offline traditional learning is better and 93 of them replied that a blend of both will be better for their education.

Figure 9: Any improvement in traditional learning

Do you feel any improvement is required under Traditional learning method

168 responses



When it was asked about any improvement required under traditional learning, out of 168 respondents 76 of them responded that there is a need of improvement in traditional learning and 92 of them responded that there is no need of any improvement in traditional learning methods.

Further after getting an opinion about improvement in traditional learning, an open-ended question was asked as what kind of improvements the students require as a response of this question various replies were obtained some of them are,

- The sessions could be more interactive and interesting if there is an understanding between the teachers and the students.
- Its more bookish knowledge it should more be practical.
- There should be more room for discussions and conversations. Students should be given opportunities to present their ideas and views about a particular topic or subject. Even feedback from students can help in

improving or modifying current curriculum and syllabus which they think is important for them and help them shape their career.

- There should not be a concept of exams of just writing the, but the exams should be such to check the level of understanding a student have regarding the concept.

Finally at the end a likert scale question regarding liking of various traditional learning methods was analyzed and the result is as shown in table 3,

Table 3: Statistical calculation for effectiveness of traditional learning methods

	Chalk and Board	Presentations	Practical sessions	Field study	Interactive sessions	Case study	Debate
Not at all effective	1	0	0	0	0	1	0
Somewhat Effective	2	0	0	1	0	0	0
Neutral	27	10	3	5	7	4	4
Effective	50	17	13	14	14	12	12
Extremely Effective	63	19	9	14	10	8	8
Total	143	46	25	34	31	25	24
Mean	4.23	4.57	4.24	4.21	3.12	4.04	4.17
(Mean)^2	18.37	18.19	18.4	18.32	17.32	17.16	16.83
Standard deviation	3.76	3.69	3.76	3.75	3.76	3.62	3.55
Rank	1	3	1	2	1	4	5

It can be concluded very easily from table 3 that amongst various methods of traditional learning the most liked methods are chalk and board, practical sessions and interactive sessions followed by presentations, case study and debates.

Conclusion

Education is a never-ending process that aims for general growth and knowledge. It is a process that assists in the development of human values and the acquisition of knowledge, providing children and adults with new ideas and experiences. It helps a person become civilized, cultured, educated, and a great human being. As a result, there is a need for education; to educate ourselves and others, we require teachers and their various teaching techniques; traditional teaching is one of the most common types of all teaching methods. According to the present study, traditional learning is an active learning with many techniques such as chalk and board, practical sessions, interactive sessions, debates, case studies, field studies, and so on. Among all these traditional learning approaches, it was discovered that chalk and board, practical sessions, and interactive sessions are the most popular. These strategies are more concentrated, less interrupted, more dependable, more participatory, and keep students always engaged. Finally, it is recommended that various aspects of the educational system require

improvement. Overall, the learners believe that the knowledge provided is obsolete and less practical. Furthermore, students should be given what they deserve and not anything else.

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