

FROM CHALK TO CLICKS: INNOVATIVE TEACHING STRATEGIES IN MODERN EDUCATION

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Abstract

The changing educational landscape in India, guided by the National Education Policy (NEP) 2020, emphasizes learner-centred pedagogy, experiential learning, technology integration, and holistic development. In this context, innovative teaching strategies play a vital role in preparing future teachers. The present empirical study investigates the awareness, use, and perceived effectiveness of innovative teaching strategies among B.Ed. students. A descriptive survey method was employed, and data were collected from the B.Ed. students using a structured questionnaire. Percentage-wise analysis was used to interpret the data. The findings indicate that innovative teaching strategies such as ICT-based instruction, collaborative learning, experiential learning, and flipped classrooms significantly enhance conceptual understanding, engagement, and teaching readiness of B.Ed. students. The study highlights the relevance of NEP 2020 in teacher education and underscores the need for systematic training and institutional support to strengthen innovative pedagogical practices.

Keywords: Innovative Teaching Strategies, B.Ed. Students, NEP 2020, Teacher Education, ICT Integration.

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1 Introduction

1.1 Background of the Study

In a B.Ed. classroom, a teacher educator writes the word “*Learning*” on the blackboard and begins a lecture. While some student-teachers listen attentively and take notes, others struggle to relate theoretical concepts to classroom realities. In a subsequent session, the same topic is introduced through a short video, group discussion, and a micro-teaching activity supported by digital resources. The classroom atmosphere changes noticeably—student-teachers participate actively, question ideas, reflect on practice, and collaborate with peers. Learning moves beyond chalk marks on the board and becomes an engaging, meaningful, and interactive experience.

This shift from traditional instruction to innovative teaching strategies reflects the evolving nature of modern education. The transition *from chalk to clicks* is not merely technological but pedagogical, emphasizing learner engagement, experiential learning, and teaching readiness—principles strongly advocated by the National Education Policy (NEP) 2020. Teacher education occupies a central position in shaping the quality of school education. In recent years, the teaching–learning process has undergone significant transformation due to technological advancement,

globalization, and changing learner expectations. Although the chalk-and-talk method has long served as a foundation of classroom instruction, it is no longer sufficient to address the diverse needs of 21st-century learners. Contemporary classrooms demand innovative, learner-centred, and technology-enabled pedagogical approaches. NEP 2020 strongly emphasizes experiential learning, competency-based education, digital integration, and reflective practices within teacher education programmes. B.Ed. students, as prospective teachers, must therefore be equipped with innovative teaching strategies that foster active learning, critical thinking, creativity, and holistic development. In this context, it becomes essential to empirically examine the extent to which innovative teaching strategies are adopted and how they influence the professional preparedness of B.Ed. students.

1.2 Need of the Study

The National Education Policy (NEP) 2020 emphasizes experiential learning, digital integration, and learner-centred pedagogy in teacher education. Despite these policy directions, traditional instructional methods continue to dominate many B.Ed. classrooms. There is limited empirical evidence regarding the extent to which innovative teaching strategies are actually adopted and how they influence teaching preparedness among student-teachers.

As future educators, B.Ed. students must develop pedagogical competence, digital literacy, and reflective skills aligned with contemporary educational demands. Therefore, it becomes essential to systematically examine the awareness, usage, and impact of innovative teaching strategies in B.Ed. programmes. The present study seeks to address this need by empirically investigating their role in enhancing teaching readiness.

1.3 Scope of the Study

The present study focuses on examining innovative teaching strategies adopted in B.Ed. programmes. It is confined to selected B.Ed. students from a teacher education institution and explores their awareness, usage, and perceptions of strategies such as ICT-based teaching, collaborative learning, experiential learning, and flipped classrooms.

1.4 Statement of the Problem

The problem of the present study is stated as: “From Chalk to Clicks: An Empirical Study of Innovative Teaching Strategies and Their Impact on Teaching Readiness among B.Ed. Students.”

1.5 Operational Definitions

For the purpose of the present study, the following terms are defined operationally:

- 1. From Chalk to Clicks:** “A conceptual phrase used in this study to denote the shift from traditional lecture-based (chalk-and-talk) instruction to innovative, technology-supported, and learner-centred teaching practices within B.Ed. classrooms.”
- 2. Innovative Teaching Strategies:** “Teaching methods adopted in the B.Ed. programme that include ICT-based instruction, collaborative learning, experiential learning, micro-teaching,

flipped classrooms, and project-based approaches aimed at enhancing active learning and professional competence.”

3. Modern Education: “The contemporary educational system characterized by digital integration, learner-centred pedagogy, competency-based approaches, and alignment with current educational reforms such as NEP 2020.”

4. B.Ed. Students: “Student-teachers enrolled in the Bachelor of Education (B.Ed.) programme in the selected teacher education institution and participating in the present study.”

1.6 Research Gap

While innovative teaching strategies and ICT integration have been widely discussed in general education, limited empirical research examines their implementation in B.Ed. programmes, particularly in the context of NEP 2020. Existing studies are largely conceptual and do not sufficiently explore their impact on teaching readiness among student-teachers. Therefore, there is a need for empirical investigation to assess how innovative teaching strategies influence the professional preparedness of B.Ed. students.

1.7 Aim of the Study

The aim of the present study is to examine the adoption of innovative teaching strategies and their impact on teaching readiness among B.Ed. students in the context of modern education.

1.8 Objectives of the Study

1. To examine the level of awareness and use of innovative teaching strategies among B.Ed. students.
2. To analyse the impact of innovative teaching strategies on teaching readiness.
3. To identify the challenges faced by B.Ed. students in implementing innovative teaching strategies.

1.9 Hypotheses of the Study

1. A majority of B.Ed. students demonstrate awareness and use of innovative teaching strategies.
2. A majority of B.Ed. students perceive that innovative teaching strategies enhance their teaching readiness.
3. A considerable proportion of B.Ed. students face challenges in implementing innovative teaching strategies.

1.10 Limitations of the study

The study is limited to selected B.Ed. students and therefore the findings cannot be generalized to all teacher education institutions. It is based on self-reported data and percentage analysis only, which restricts deeper statistical interpretation. The study also focuses on perceived use of innovative teaching strategies rather than direct classroom observation.

1.11 Delimitations of the Study

1. The study is confined to B.Ed. students.
2. It adopts a descriptive survey method using a questionnaire.
3. Data analysis is limited to percentage analysis only.

2 Review of Related Literature

2.1 National Studies

Bhogare and Singh (2025) examined innovative teaching pedagogies in the Indian educational context and reported a significant shift from teacher-centred to learner-centred approaches. Their study emphasized interactive strategies such as simulation games, small group activities, and individualized learning as effective tools for enhancing student engagement and classroom participation.

Rudupra (2025) analysed teacher education reforms aligned with the National Education Policy (NEP) 2020. The study highlighted the growing use of blended learning, structured mentoring, video-based microteaching, and reflective portfolios in B.Ed. programmes. The findings indicated that such innovative strategies contribute to improving instructional competence and professional preparedness among student-teachers.

2.2 International Studies

Bergmann and Sams (2012) introduced and popularized the Flipped Classroom model, demonstrating how digital tools can transform traditional lectures into interactive learning experiences. Their work showed that flipped learning increases student engagement and active participation.

Hattie (2009), through a meta-analysis of educational research, identified that innovative and evidence-based teaching strategies have a strong positive impact on student achievement, particularly when teaching is interactive and feedback-oriented.

3 Research Methodology

3.1 Research Design

The present study adopted a descriptive survey method to examine the awareness, impact, and challenges related to innovative teaching strategies among B.Ed. students. This design was considered appropriate as it helps in collecting data from a defined group to describe existing practices and perceptions.

3.2 Population of the Study

The population of the study comprised all B.Ed. students enrolled in teacher education institutions.

3.3 Sample of the Study

A sample of 50 B.Ed. students was selected from the population using a simple random sampling technique. The sample included student-teachers undergoing professional training in teacher education programme.

3.4 Tool for Data Collection

A self-structured questionnaire was developed by the researcher to collect data. The questionnaire included items related to:

- Awareness and use of innovative teaching strategies
- Impact of innovative strategies on teaching readiness
- Challenges faced in implementation

The tool consisted of close-ended questions with multiple-choice responses.

3.5 Statistical Technique

Percentage-wise analysis was employed for data interpretation.

4. Data Analysis and Interpretation

4.1 Analysis of the data

Objective 1: To examine the level of awareness and use of innovative teaching strategies among B.Ed. students.

Table 1: Awareness and Use of Innovative Teaching Strategies (N = 50)

S.No	Statement	Agree	%	Neutral	%	Disagree	%
1	Awareness of innovative strategies	38	76%	8	16%	4	8%
2	Use of digital tools in micro-teaching	35	70%	10	20%	5	10%
3	Adequate ICT training provided	30	60%	12	24%	8	16%
4	Preference for learner-centred methods	40	80%	6	12%	4	8%
5	Institutional encouragement	33	66%	9	18%	8	16%

Interpretation

The data indicate that a majority (76%) of B.Ed. students are aware of innovative teaching strategies. About 70% reported using digital tools during micro-teaching. A high percentage (80%) preferred learner-centred methods over traditional teaching. This shows a strong orientation towards innovative pedagogy among student-teachers.

Objective 2: To analyse the impact of innovative teaching strategies on teaching readiness.

Table 2: Impact on Teaching Readiness (N = 50)

S.No	Statement	Agree	%	Neutral	%	Disagree	%
6	Improves teaching confidence	37	74%	9	18%	4	8%
7	Enhances classroom management	34	68%	10	20%	6	12%
8	Strengthens lesson planning	36	72%	8	16%	6	12%
9	Promotes creativity & critical thinking	39	78%	7	14%	4	8%
10	Improves professional preparedness	38	76%	6	12%	6	12%

Interpretation

The findings reveal that 74% of students believe innovative strategies improve their teaching confidence. A majority (78%) agreed that such strategies promote creativity and critical thinking. Overall, the results show that innovative teaching practices positively influence teaching readiness among B.Ed. students.

Objective 3: To identify the challenges faced by B.Ed. students in implementing innovative teaching strategies.

Table 3: Challenges in Implementation (N = 50)

S.No	Statement	Agree	%	Neutral	%	Disagree	%
11	Lack of technological resources	32	64%	10	20%	8	16%
12	Limited ICT training	30	60%	14	28%	6	12%
13	Time constraints	28	56%	11	22%	11	22%
14	Technical issues	31	62%	9	18%	10	20%
15	Traditional evaluation system	29	58%	10	20%	11	22%

Interpretation

The data show that 64% of respondents identified lack of technological resources as a major challenge. About 60% reported insufficient ICT training. These findings suggest that while innovative strategies are positively perceived, infrastructural and systemic constraints affect their implementation.

4.2 Major Findings of the Study

1. A majority of B.Ed. students demonstrate awareness and usage of innovative teaching strategies.
2. Most respondents prefer learner-centred and technology-supported teaching methods over traditional approaches.
3. Innovative teaching strategies significantly enhance teaching confidence, creativity, and professional preparedness.
4. Despite positive perceptions, challenges such as lack of technological resources and limited ICT training hinder effective implementation.
5. The findings support the objectives of NEP 2020, which emphasize experiential and technology-integrated teacher education.

4.3 Contribution to the Field of Education

1. The study provides empirical evidence on the awareness and use of innovative teaching strategies among B.Ed. students.
2. It highlights the positive impact of innovative teaching methods on teaching readiness, confidence, and professional preparedness.
3. The research identifies key challenges in implementing innovative strategies, offering practical insights for improvement in teacher education institutions.

4. The study supports the objectives of NEP 2020 by emphasizing learner-centred, experiential, and technology-integrated pedagogies.
5. It contributes to bridging the gap between theoretical discussions of innovative teaching and actual classroom practices in teacher education.
6. The findings may assist curriculum planners, teacher educators, and policy makers in strengthening B.Ed. programmes.

4.4. Suggestions for Future Research

1. Similar studies may be conducted with a larger and more diverse sample to enhance generalizability of findings.
2. Comparative studies may be undertaken between government and private teacher education institutions.
3. Future research may employ advanced statistical techniques to examine relationships between innovative teaching strategies and academic performance.
4. Experimental studies may be conducted to measure the actual effectiveness of specific innovative methods such as flipped classroom or blended learning.
5. Longitudinal research may explore how innovative teaching practices influence the professional growth of teachers over time.

Conclusion

“When future teachers learn to teach beyond the blackboard, they begin to design learning that truly transforms lives.”

The transition from chalk to clicks reflects a meaningful pedagogical shift in teacher education. The empirical evidence from the present study confirms that innovative teaching strategies enhance teaching readiness, engagement, and confidence among B.Ed students. Strengthening innovative pedagogical practices in alignment with NEP 2020 will contribute to the preparation of competent, reflective, and future-ready teachers.

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Section A: Awareness and Use of Innovative Teaching Strategies

No.	Statements	A	N	D
1	I am aware of various innovative teaching strategies such as flipped classroom, blended learning, and project-based learning.	☐	☐	☐
2	I use digital tools (PPT, videos, smart board,) during Internship.	☐	☐	☐
3	My B.Ed. programme provides adequate ICT training.	☐	☐	☐
4	I prefer learner-centred methods over traditional lecture methods.	☐	☐	☐
5	My institution encourages innovative teaching practices.	☐	☐	☐

Section B: Impact on Teaching Readiness

No.	Statements	A	N	D
6	Innovative teaching strategies improve my teaching confidence.	☐	☐	☐
7	Innovative methods enhance my classroom management skills.	☐	☐	☐
8	Use of digital tools strengthens my lesson planning ability.	☐	☐	☐
9	Innovative strategies promote critical thinking and creativity.	☐	☐	☐
10	Innovative practices make me better prepared for real classroom teaching.	☐	☐	☐

Section C: Challenges in Implementation

No.	Statements	A	N	D
11	Lack of technological resources limits innovative teaching.	☐	☐	☐
12	Limited ICT training makes implementation difficult.	☐	☐	☐
13	Time constraints restrict innovative teaching practices.	☐	☐	☐
14	Technical issues discourage the use of digital tools.	☐	☐	☐
15	Traditional evaluation systems discourage innovation in teaching.	☐	☐	☐