

Classroom Innovations for Quality Education

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ABSTRACT

After so many years of usage of innovated technologies in the area of education .We still find ourselves roaming for creativity and innovations. We still have progressed very little in creativity and innovations in educational areas. Quality education is something far enriched concept of education. If the education is not learner centered, nothing will work this way. The classroom is a center of learning. Innovations at this level will create quality education for the learner. This research paper is a study of responses by various graduate and post graduate students along with the teaching staff over the concept of Innovations in quality education. The questionnaires method is used to collect their responses. The whole study focuses on the ways to incubate creativity in classroom education, new ideas for the use of innovated technologies, ways to gain enrichment in learning and so on

Keywords:- Creativity, Innovation, Quality education, Enrichment.

INTRODUCTION

“Learning and innovation go hand in hand”

After so many years of usage of innovated technologies in the area of education. We still find ourselves roaming for creativity and innovations. We still have progressed very little in creativity and innovations in educational areas. Quality education is something far enriched concept of education. If the education is not learner centered, nothing will work this way. The classroom is a center of learning. Innovations at this level will create quality education for the learner. The dynamicity of the today's era calls for innovation which gives the outcome of remarkable progress in the field in which the innovation has been taken. Before going so far in these areas one need to first understand the meaning of all these basic concepts i.e education, Quality education, innovation and so on. All these terms are inter-related and plays vital role in developing an individual's personality. . To fulfill the agenda of quality education, in addition to govt. initiatives, there must be fusion between teacher's commitment on innovative methods and learners will to learn in a creative way. The researchers also on the basis of data analysis tries to give suggestions to make classroom teaching more effective through innovative and creative teachers as well as learners. Quality Assurance Agencies in Higher Education (Like NAAC) have occupied prime place in the area of Quality Education. The need of the hour is that educational institutes along with the teaching community should respond to the call of quality education in India.

OBJECTIVES OF STUDY

1. To study the ways by which we can incubate creativity in the classroom education.
2. To study the ways by which learners can gain enriched quality education.
3. To study the new and innovated methods of learning at classrooms.
4. To give suggestions to make classroom teaching more effective through innovative and creative teachers as well as learners.

MEANING OF EDUCATION:-

According to the definition given by American dictionary

“Education is the act or process of acquiring knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life.”

Thus from the above definition one is clear that the education is related with the wholesome development of an individual well being. A teacher is a nation builder. The role of teacher in the area of education need to be emphasize here. The tasks of teacher are to prepare young human beings for an adult life in their social communications. Teaching is about passing our culture heritage from our older to younger generations. Whereby culture is essentially environmental surroundings whereby an individual resides in as an individual or as a member of the group etc. The challenges of changing world ask for a dynamic culture which enables human beings to survive. A teacher needs to stimulate young people not only to know knowledge, but also to understand knowledge.

MEANING OF QUALITY EDUCATION:-

According to UNICEF, A quality education is defined by five elements: the learner's outside experiences, learning environment, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learner and presented in a well managed classroom.

Thus from the above definition of Quality Education as given by UNICEF, the quality education is something a far enriched concept of education. The quality education revolves around the learner centered education. The instructors are the center, the content is the center, the learner is not the center, the web, of course, doesn't work this way. The quality education should be followed by 6 principles including Interest powered, openly networked, academically oriented, shared purpose, peer- supported, production centered etc. thus from this one is clear about the difference between the traditional concept of education and the concept of quality education. The former is the narrow concept of the later.

MEANING OF INNOVATION IN EDUCATION:-

Innovation is defined as “the process of making changes to something established by introducing something new”. It applies to radical or incremental changes to products, processes or services. Innovation is basically of two types' incremental innovation and disruptive innovation. These two types are completely different from each other and can't take place simultaneously.

Now here the point is how the innovation is related to classroom and quality education. Innovation at classroom level is linked with the use of various technological advanced equipments for the purpose of quality learning. It includes the use of computers which provide both audio and visual aids to learning. It also includes extended use of PowerPoint presentations at big projectors display. It will essentially enhance the quality of learning and will put more powerful impact over the learner's memory and their learning experience. Smartphone, Tablets, e-books, open sharing resources, digitalized libraries etc are some of the new advancements in the field of education that has facilitated the learners of today's time.

The role of the real nation builders' i.e teacher can't be pinpointed here. No doubt the technological advancements have really changed the educational scenario of today's time a lot. But still the teacher plays a most important role in the classroom sessions. The teacher is the one who acts as a transactional leader and gives directions to their students.

HOW TO INCUBATE CREATIVITY IN STUDENTS:-

Here the teacher plays a vital role. Innovation and creativity are almost linked with each other. Motivation plays a key role in the process of incubation of creativity in students. As a transactional leader a good teacher also uses a policy of reward and punishments to be used for the purpose of motivating their learners.

Innovation does not only restrict to the use of technology in classrooms. But the same is used by the learners for the purpose of their own enrichment. A motivated individual can only be a creative and innovative individual. Various brain storming techniques of discussions, organizing

quizzes, rewards and prizes at the classroom level can create a desire of maximum participation in these events. Personal sharing of ideas is essential for diffusion of innovation among individuals. At classroom level when there is maximum sharing of individual ideas, it provides numerous opportunities as well as numerous no. of skill development options.

Basically classroom innovation for quality education is a wider concept. Classroom is an area where individual study, learn, share their ideas and knowledge. Innovation at this level means imparting a type of education that tries to maximize the individual outcome. Individual productivity is directly linked with their motivation level. Higher the level of motivation, higher will be the output of an individual. Innovation in classroom strike to achieve maximum idea sharing and diffusion of ideas, so that the others are benefited from same .

REVIEW OF LITERATURE:-

Omahamarian organization said, In classrooms across the country, from small rural schools to those at prestigious universities, teachers use technology. Some have followed the vision of education futurist Dede (1990) that technology empowers an evolutionary educational infrastructure for learning and that advanced information technology is essential to success. But, as indicated in this study's problem statement, technology has caused a restructuring of some classrooms and has actually changed what and how students learn (Sheingold 1990). Many teachers use traditional text-based technologies such as Xeroxed copies and overhead projectors (Gordon, 1989) on a daily basis. Some may use integrated student learning labs for word-processing, mathematical calculations, scientific experiments or multimedia presentations. Teachers use video clips and audio recordings to supplement curriculum. They may use tutorials, educational games or simulations as student enrichment activities. Others may use technology as a tool for instructional situations as in databases, spreadsheets, graphing packages, calculators, desktop publishing and telecommunication opportunities. Technological access and networking beyond the classroom may be possible with an Internet connection making technology a process, a product and a tool for problem-solving in "real world" issues.

TEACHING WITH TECHNOLOGY

Computers can be the ideal education tool. Teachers use computers to prepare notes for lecture, create handouts and exams and for grade recording. They may even use computers for research and for professional writing, but do they use the computer in the classroom, with the students? Less than 10 percent of the faculty surveyed at Stanford do (Cuban, 1999). The use of technology in the classroom necessarily depends on the ability of the teacher to integrate it (Kent & McNergney, 1999). Ten years later, the "new" technologies were abundant in the classroom, but were not used effectively either. Chin and Hortin (1993), for example, surveyed elementary teachers on their perceptions of technology and used the information to make recommendations for inservice. They found that more than 50 percent of elementary teachers in a Kansas urban school district used technology less than 30 minutes in a school day with their students. Wigmore (1988) studied high school science classrooms and determined that of the teachers, who did use a computer in the classroom, the computer was used at an average of 2.6 hours a month. Wigmore also found that teachers with a master's degree spent less time with technology than teachers with a bachelor's degree.

Elizabeth Leu, Academy for Educational Development (AED) said Educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality (or reverse the decline of quality) in the context of quantitative expansion of educational provision . Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers. Within this context, three issues frame much of the present discussion of education quality: (I) exploring the meaning of educational quality in particular country contexts; (ii) locating the engines of quality in complex processes at the school, classroom, and community levels; and (iii) recognizing and strengthening the key role of teachers in promoting quality.

EXPLORING THE MEANING OF QUALITY OF EDUCATION

Despite the prominence of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, “quality” is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries' policies and programs.

RESEARCH METHADODOLOGY:-

To achieve the various objectives of the present study on quality education a survey questionnaire has been administrated to various respondents. The collected data is analyzed to review the scenario of quality education and to find out ways and means to make teaching-learning more innovative and creative.

Source of Data collection: - Primary as well as secondary data.

Statistical Method Applied: - Questionnaire analysis as well as descriptive analysis.

This research paper is based on the analysis of responses collected from the sample of 50 students along with 30 people from teaching faculty from the area of Khanna, Mandi Gobindgarh, Ludhiana and Sirhind for the purpose of study of their valuable response.

Hereby both digital and non digitalized methods are used to collect the responses of the questionnaires. The digital method includes use of electronic mail, use of social networking site i.e Whatsapp etc. The non digitalized method includes personal interaction with the sample person for collection of responses. Thus the digital method of collection of responses is itself an innovative method of learning in this research work.

ANALYSIS OF QUESTIONNAIRES:-

For the purpose of this research questionnaire was prepared and sent to sample people through e-mail for getting their responses. The analysis of the questionnaire is as follow:-

- 100% of the sample people are in favor of innovations at classroom level. Whereby the same people agree about the role of teacher in classroom learning and have the common view that the teacher can never be replaced by technological advancements in classrooms.
- 89% of the sample people feel that the use of information and communication technology must be present at the classroom level. Others are in favor of using digitalized media sources. Less than 10% think that social networking sites are useful for educational purposes. And thus the maximum responses are in favor of maximum use of ICT technology for the educational purposes.
- Among the student sample 100% responses are in favor of carrying mobile phones in classroom. Whereby some responses include the condition that the phones must be switched off. On the other hand the sample taken from the teaching staff opposed the response and among them 78% (approx) is in favor of not carrying the phones in classroom.
- Each and every sample people responded in the same way at the question of inclusion in classroom session. Maximum responses are in favor of including assignments, brain storming sessions and quiz sessions in classroom learning.
- Instead of knowing the fact that the new technological advancements in classroom educations is really a costly affair. Everyone is in the favor of same due to its quality in imparting Quality Education.
- On an average less than 40% sample people responses say that the online education has created a non human atmosphere (feeling of detachment which lack personal touch). While other responded in the opposite side.
- The ratio of learner centered and both centered education (learner and instructor centered) is 60:40. Thus very clearly everyone is in favor of learner centered education whereby other extended this by adding the instructor centered education as well.

LIMITATIONS:-

- Use of innovation in classroom learning is needed to be accompanied by installation of computers, big screen projectors, and many other equipments of digitalized learning. Even it requires full training to the instructors as well as learners to effectively devise these equipments to be used for the process of quality learning.
- Technological innovations require handsome processes which are essentially required to provide electricity and broadband access for all educational institutes including school, colleges, higher educational institutes, universities etc.
- It also requires the educational management authority's to search for the various other alternatives that are required in case of deficiencies that use to arise due to poor electricity supplies.
- Even the cost of installation of such technology is really huge. Thus there is a need of large investment in these advancements which sometimes become a constraint in the path of installation and acceptance of these technological advancements.

SUGGESTIONS:-

- As the whole system of quality education revolves around the capability of teacher to impart education. There is a need of a teacher who is network centered. A teacher needs to be an all rounder. A teacher is a nation builder who must be capable of using innovated technology for the education purposes. Use of computerized technologies including use of projectors, power point presentations, video conferencing, blogs, wikis, print and digital resources, quizzes, feedback and prizes, videos presentations and interactive applications are some of the examples of the advancement of technology in the area of learning.
- In our country the whole system of education is theoretical in nature. It lacks practical approach of learning. There is a need of innovation in the practical fields of learning. A combination of theoretical and practical approach is needed so that the students will be able to gain perfection in their respective fields of study.
- An innovation in classroom sessions requires the innovative and creative learners. The education system must be learner oriented. The education system must identify the needs and values of learner. The whole system should be modified in a manner that focuses on the creative approaches of study. It will result in the enrichment of learner through the path followed in way of Quality Education

CONCLUSION

The world is moving towards a globalized economy that is knowledge driven, based on attainment of professionals and social skills through education. To participate and benefit from this global movement, it is necessary for India to adopt higher education systems that will enable its large demographic dividend of employable youth, to benefit from the global employment market. India attends to produce 'global citizen' who can adapt to different social, cultural, economic and political situations of the global employment market. India has an ambition of supplying educated manpower not only to its own need but also the needs of the developed and developing countries of the world. The new initiative and approach of India's National Education policy 2016 has also outlined India's Policy towards International Collaboration in the realm of quality assurance.

Thus from the whole research study based on classroom innovations in Quality education it can be concluded that:-

- The concept of innovation in the area of quality education is wider concept which covers the area of innovations in technology as well as innovation is required in the method of teaching as well. The quality education is really a learner centered education. The teaching methods play a vital role in classroom session. Quality assurance agencies (NAAC) has really played a vital role in assuring quality in the area of higher education
- Various technological advancements are playing a very vital role in enhancing the quality of education. Maximum use of information and communication technology (ICT) should be encouraged to enhance the level of education.

- The classroom sessions should be conducted in the way so that it becomes the combination of theoretical as well practical concepts. In this way the learner's will be benefited to the maximum extent. Thus the innovation in the classroom sessions is really the need of today's era.

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