



Chief Editor

Dr. A. Singaraj, M.A., M.Phil., Ph.D.

Editor

Mrs.M.Josephin Immaculate Ruba

Editorial Advisors

1. Dr.Yi-Lin Yu, Ph. D
Associate Professor,
Department of Advertising & Public Relations,
Fu Jen Catholic University,
Taipei, Taiwan.
2. Dr.G. Badri Narayanan, PhD,
Research Economist,
Center for Global Trade Analysis,
Purdue University,
West Lafayette,
Indiana, USA.
3. Dr. Gajendra Naidu.J., M.Com, LL.M., M.B.A., Ph.D. MHRM
Professor & Head,
Faculty of Finance, Botho University,
Gaborone Campus, Botho Education Park,
Kgale, Gaborone, Botswana.
4. Dr. Ahmed Sebihi
Associate Professor
Islamic Culture and Social Sciences (ICSS),
Department of General Education (DGE),
Gulf Medical University (GMU), UAE.
5. Dr. Pradeep Kumar Choudhury,
Assistant Professor,
Institute for Studies in Industrial Development,
An ICSSR Research Institute,
New Delhi- 110070.India.
6. Dr. Sumita Bharat Goyal
Assistant Professor,
Department of Commerce,
Central University of Rajasthan,
Bandar Sindri, Dist-Ajmer,
Rajasthan, India
7. Dr. C. Muniyandi, M.Sc., M. Phil., Ph. D,
Assistant Professor,
Department of Econometrics,
School of Economics,
Madurai Kamaraj University,
Madurai-625021, Tamil Nadu, India.
8. Dr. B. Ravi Kumar,
Assistant Professor
Department of GBEH,
Sree Vidyanikethan Engineering College,
A.Rangampet, Tirupati,
Andhra Pradesh, India
9. Dr. Gyanendra Awasthi, M.Sc., Ph.D., NET
Associate Professor & HOD
Department of Biochemistry,
Dolphin (PG) Institute of Biomedical & Natural Sciences,
Dehradun, Uttarakhand, India.
10. Dr. D.K. Awasthi, M.SC., Ph.D.
Associate Professor
Department of Chemistry, Sri J.N.P.G. College,
Charbagh, Lucknow,
Uttar Pradesh. India

ISSN (Online) : 2455 - 3662
SJIF Impact Factor :4.924

EPRA International Journal of
**Multidisciplinary
Research**

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 3 Issue: 11 November 2017



Published By :
EPRA Journals

CC License





INNOVATIVE APPROACHES IN TEACHING STUDENTS

V.S.Sheela¹

¹Assistant Professor,
Faculty of Management Studies,
SCSVMV University,
Kanchipuram-631561,
Tamil Nadu, India

ABSTRACT

High youth unemployment, large numbers of disengaged learners, and inequality in both access and learning outcomes are persistent challenges to education systems around the world. We know that all young people can be successful in the 21st century, but only if we radically change how the students learn, how their learning is assessed and how the educational institutions are organised so as to enable the students to embrace their passions in the present scenario. The study is to evaluate the innovations in teaching field which can be adopted for imparting knowledge to the students.

KEYWORDS: Innovation, Innovative teaching and learning

INTRODUCTION

Innovation is the process and outcome of creating something new, which is also of value. Innovation involves the whole process from opportunity identification, ideation or invention to development, prototyping, production marketing and sales, while entrepreneurship only needs to involve commercialization (Schumpeter).

Innovation - the ways ideas are made valuable - makes an important contribution to economic and social development, and is an increasingly topical issue.

Not so long ago, there were no information technologies, commercial airlines, or television companies. Our parents were born into a world very different to today's, where television had yet to be invented, and there was no penicillin or frozen food. When our grandparents were born there were no internal combustion engines, aeroplanes, cinemas, or radios. In the last 150 years our world has been transformed - largely in part due to innovation. One predominant challenge is now coming to the fore in public awareness: We need to recreate just about

everything. Whether technological advances, technology insight, new governmental and worldly structures, environmental solutions, or an updated code of morality for 21st century life, everything is in state of flux—and everything demands innovative, out of the box intellection.

The concern of reinvention, of course, falls on today's generation of pupil. So it follows that instruction should focus on upbringing innovation by putting curiosity, deprecative thinking, deep perceptive, the rules and tools of inquiry, and creative group action at the center of the curriculum.

INNOVATIVE TEACHING

Before giving the importance of innovation teaching I would like to put in front of you some beautiful quotes of Swami Vivekananda.

“Education is the manifestation of perfection already in man”

If poor boy cannot come to education, education must go to him. (Swami Vivekananda)

One predominant challenge is now coming to the fore in public awareness: We need to recreate just about everything. Whether technological advances,

technology insight, new governmental and worldly structures, environmental solutions, or an updated code of morality for 21st century life, everything is in state of flux—and everything demands innovative, out of the box intellection.

The concern of reinvention, of course, falls on today's generation of pupil. So it follows that instruction should focus on upbringing innovation by putting curiosity, deprecative thinking, deep perceptive, the rules and tools of inquiry, and creative group action at the center of the curriculum.

1. Sense of Priority:

First and foremost, there needs to be a sense of priority. What's most important? What must the pupil learn? What must the teachers use? What must they achieve? And note that priority here doesn't mean "rhetorical image." Real priority requires a kind of honesty that can look at a large list of domain standards and say, "Yeah, but . . ."

Innovation requires that kind of honesty, the kind of priority that allows the team of teachers or pupil to see what's most crucial in any given context, and cultivate what's required from there.

2. The Desire Method:

Its challenging now-a-days to grab the attraction of the pupil as the teachers make the classic "About a topic" mistake. The result is not to teach 'About A Topic' but instead to teach 'For The Student'. Meaning, the Pupil needs to immediately feel the benefit of the content the teachers are instructing. When they show a benefit, they make over desire. And where there's desire, the teachers hold attention. Its always advisable to start the class with a headline that will be helpful to catch the attention of the pupil.

3. Usage of Educational videos:

Use of education videos during lectures has changed the engagement levels of pupil and has created a greatly increased learning experience. Through the use of video during lectures, students are more open-eyed, intended and concentrated on the topic in hand. There are recognized link between visible content, memory knowledge and students' ability to sustain new information. Watching video coverage transports the student into the world of the theme under discussion, with expert interviews or demonstrations to bring the substance to life. Students also gain visual sense relating to skills needed for interrogation and benefit from increased team working and human activity skills. The growing use of videos during lectures is a key feature of successful active learning.

4. Smart Boards:

While the orthodox white board already has everyone's attraction, the electronic instrumentation is a new technology that is slowly gaining popularity

due to its reciprocal power. Smart Boards are becoming an necessary constituent of every classroom. Some reasons for this trend are that:

- It can adopt different acquisition styles.. Tactical learners can use the display and learn by touching and marking at the display board, audio learners can have a communication and visual learners can observe the instruction on the board.
- It is tidy and does not have the cleanliness hassle and is therefore easier to maintain.
- All forms of media– videos, photographs, graphs, maps, examples, games, etc. – can be used on the board, making it believably dynamic in nature. This enlarges the range of content that you can use for instruction or presenting new information.

Using smart boards in your classroom can help us to stay ahead with technology that could make the teaching process plain and perhaps even more fertile.

5. Cool Gadgets for Classrooms:

Smart pens are one of the cool-headed gadgets. Smart pens are able to capture transmitted content, replay it and sent it. It is like wireless transfer of your thought anywhere, anytime and ready to part with pupil and vice verse. During public lecture smart pen helps pupil. When instructor talks fast, student can record and understand all the left out things. Smart pens can record video, audio and diagrams so that the pupil can focus and understand during lecture.

6. Active learning: Peer instruction, discussion groups and collaborative problem solving

Spending time to active learning projects is one way to get pupil thought process, talking and sharing content in the classroom. Students break into small groups to do investigation online, chart out ideas and discuss about ways to meet the challenge. Groups upload their work to a Blackboard site, where the instructor can review it. At the end of class, each class shares what they've learned with their peers.

7. Make skills as important as knowledge:

Innovation and 21st century skills are closely related. Teachers have to choose several 21st century skills, such as collaboration or hypercritical thinking, to concentrate on throughout the year. They have to incorporate them into object lesson. They have to use elaborated rubrics to evaluate and rank the skills.

8. Make reflection part of the lesson:

Because of the extent of coverage imperative, the attitude is to move on quickly from the last phase and begin the next phase. But reflection is essential to support learning and induce

shallow thinking and understanding. There is no innovation without rumination.

9. Get Hypothetical:

Creating theoretical situations is one way to get imaginative. When they consider what could occur, possible solutions and likely reactions, can open up whole new approach of thinking.

10. Social Media in to Education:

A social media is one where individuals are in gathering that share opinion and interests. Some popular communities are: Facebook, MySpace, YouTube, blogs and Twitter. Facebook and other social media have been hailed as delivering the hope of new, socially engaged educational experiences for pupil in collegian, autonomous, and other educational spheres.

11. Reward discovery:

Innovation is mightily pessimistic by our system of appraisal, which rewards the supremacy of known content. Step up the offer system by using rubrics with a blank column to acknowledge and reward invention and creative thinking

CONCLUSION

Innovation is more than technology and new ideas...it is a state of mind, particularly in education. The innovation state of mind is what drives you and allows you to finish the hard line of work that it takes to be innovative. It allows you to stick your cervix out for your innovation. It is what allows you to rely your pupil and innovation to bring more accomplishment and success. It is a shot in the arm to keep the teachers doing the difficult parts of innovation in the schoolroom. Teacher is the best innovator.

Anyone who stops learning is old, whatever the age may be. Anyone who continues learning are always young. To teach is to learn twice. Teachers should guide without dictating, and participate without commanding. The hypercritical factor is not class size but rather the quality of the teaching as it affects learning. **Learning never ends as there is no saturation point for learning.**

REFERENCES

1. <http://www.yourarticlelibrary.com>
2. [www.managementstudyguide.com/time management.htm](http://www.managementstudyguide.com/time%20management.htm)
3. www.innovativeunit.org
4. www.teachthought.com
5. [Download.microsoft.com](http://download.microsoft.com)
6. www.edsys.in