INNOVATIONS IN TEACHING AND LEARNING

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Education in these days is rapidly changing Different people have different thought about education. Some said that classroom teaching is sufficient because in past education and school system mostly emphasis it and the students are sitting quietly and neatly in their seats, while the teacher is up front pouring pearls of wisdom and knowledge into their brains is absurd. Mobiles should not be used in school and college. Student's area is only classroom study and he should learn from his teacher. These are common assumptions because in past education and school system mostly emphasis it and the students are sitting quietly in their seats, while the teacher is up front pouring pearls of wisdom and knowledge into their brains is absurd. According to NCTE (1998) teacher is the most important element in any educational' program. He plays a central role in implementation of educational process at any' stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years.

In this present century is quite a different story. Students seem to know that once a teacher stands up in front of the room and starts "teaching," not only is their life going to get very boring very quickly, the end result will be that there will be more quizzes and tests to fail and more opportunities to end up feeling dumber and dumber. So, how do they cope? They text their friends or get some sleep, or interrupt the teacher with a myriad of cleverly constructed distractions. The teacher who intends to stand in front of a high school or middle school class and "teach" is in a constant battle. The educational institutes have lot of problem to give better environment, well qualified teachers, skill based education ,practical's and better infrastructure that will meet both students and their parents requirement so that the students will impart their best to their nation and their family. But mostly Business and institutes have complained that they have no skilled people for work. They need to provide training people for their jobs. In the coming decades the changes in teaching as well as learning will became more and more.

Young generation have more and more curiosity about facts. Only classroom teaching cannot satisfy their curiosity. They needs more than classroom teaching. They needs a classroom which satisfy their curiosity that is nothing but they needs a environment which is healthy, a teacher who full fill their curiosity of knowledge, a space for their practical's and a platform to express their views.

To fulfil the above teacher also recognising the value of flexible, personalised learning, using technology like online teaching content where information is transmitted outside the classroom through online instructions , to provide real environment , Open learning lessons , Innovative classroom , To fulfil special educational needs of each children, real tasks , Emphasis on collaborative learning. Let's discuss them one by one;

- **Inquiry Based Learning**

Inquiry" is defined as "a seeking for truth, information, or knowledge -- seeking information by questioning." Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling. Understanding the phases and overall process of disciplined inquiry can help teachers and students in the pursuit of shared discovery and innovative research.

- **Problem Based Learning**

In problem-based learning (PBL), students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. These problems also help to maintain student interest in course material because students realize that they are learning the skills needed to be successful in the field. Serious thinking often begins with the mutual attempt to solve problems inside and outside of the classroom.

- **Active Learning**

Active learning is a process whereby students engage in activities, such as reading,   writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use

of case methods and simulations are some approaches that promote active learning. This section provides links to bibliographies, research summaries, articles, and other resources about active learning.

- **Smart Phone Should be Allowed to Students as a Learning Aid**

Smart phones are a valuable asset to us now-a-days as in our modern world. It helps us to sharpen the knowledge and at times of emergency, it would help us contact our parents or friends. Cell phones have many uses and they can help students complete their work and they can get apps to help them on lessons and help with future lessons in Maths. You can look up facts about anything for any subject, History, science, etc.

- **Students Should be Taught in Real Environment not Artificial Environment**

This is very important that a teacher provides an environment that should be related to reality and students learn through their own sight with the help of healthy environment.

- **Designing Your Own Action Strategies**

The results obtained from any learning-teaching process will largely depend on the success or failure of the application of each individual or combined method. Obviously, there are no easy "recipes" that can be applied mechanically to each and every process. The examples of teaching-learning methods presented in the following sections are intended to serve as no more than a rough guide. Each trainer should design his teaching strategy in accordance with his own style plus the dynamics of his group of students and each of its members.

- **Open Learning Lessons**

In this period 40-50 minute's teacher forces to deliver their lesson plan. Students understand s or not it does not matter. So open learning lesson should be done so that students also give their news about concept and think it in real world.

- **Teaching and Learning Process Should also Done in Both Classroom and Outside Classroom**

In traditional classroom students only sit in bench and hears the views of teacher this is done because the teacher can easily transmit the information to group of students. But 21st century requires. It collaborative problem solving technique etc.

- **Teachers' Role as a Guide**

Teachers' role in 21st century is not to import knowledge but to guide, measure the progress of students, fulfil the needs of students.

- **Innovative Classroom**

Innovative classroom should be designed with full IT to pursuit knowledge.

- **To Fulfil Special Educational Needs of Each Children**

Before tutoring, a teacher should have knowledge of its all special educational needs like his I.Q level, learning difficulties which he faces during previous year, his/her likes, dislikes so that he can give his best.

- **Proper Feedback**

Feedback allows teachers to qualify their own teaching performance by means of evaluations received from their own students. Participants express their opinion about the course's technical contents, its didactic qualities, the level of interactive communication achieved, etc. Course managers can then use the information obtained to reflect on and improve trainer performance.

- **Student-Centred Teaching and Learning**

Student-centred teaching methods shift the focus of activity from teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning*, and *just-in-time teaching*.

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- **Should Relate to Present Situation**

A good tutor is one who relates a problem to present real world situation so that outcome is effective. The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

- **Teaching with Sense of Humour**

"HUMOUR AN EFFECTIVE MEDIUM OF TEACHING" Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

- **Students Should be Given Real Tasks**

In the present bombarding situation of knowledge/research, the task which is given to student should be real and helpful in future for others also. The instructional activities teachers provide for their students play an integral role in shaping what is learnt in classrooms. These activities, often referred to as tasks, are what students do to learn academic content and skills. Tasks provide a structure and goal for learning in classrooms and require time to accomplish. They are meant to engage students in an action, or sequence of actions, that require the application and production of knowledge. Some types of tasks are authentic, which means they are situated in meaningful contexts that reflect the way tasks might be found and approached in real life. Authentic tasks can encompass everyday situations, such as organizing to make and sell t-shirts for a community fundraiser, or real-world activities undertaken in disciplines, such as conducting an historical inquiry into the Lewis and Clark expedition. Authentic tasks are not the norm in schools and classrooms, but research and contemporary perspectives on how students learn suggest that these types of tasks are powerfully effective for learning.

- **Students Should be Updated to Latest it and Digital Expertise**

The present and future world is fully IT world. So the students should give knowledge through IT. He should be digitally expertise so that he can made his steps to the world needs. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity—an activity in which the pace of technological change forces constant evaluation of the learning process itself.

- **Emphasis on Collaborative Learning**

Collaborative learning is based on the view that knowledge is a social construct. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. This often occurs in a class session after students are introduced to course material through readings or videos before class, and/or through instructor lectures. The benefits of collaborative learning include: Development of higher-level thinking, oral communication, self-management, and leadership skills, Promotion of student-faculty interaction, Increase in student retention, self-esteem, and responsibility, Exposure to and an increase in understanding of diverse perspectives, Preparation for real life social and employment situations.

- **Should Provide a Platform to Students to Express their Views and Knowledge**

An ideal teacher is supposed to be a friend, philosopher and guide. His intellectual egotism does not lead him to reject or discourage students' opinions altogether. Rather, his loving attitude towards students motivates him to be interactive in the classroom. He questions his students and encourages them to express their opinions. **Questions serve an important purpose**. They stimulate the student's to think, and thus serve as an effective way of animating their minds. In turn, the viewpoints of the students can stimulate new lines of thought in the teacher and offer him new insights. To teach is to learn. Hence, the ideal teaching-learning process is not a one-way traffic. It is intended for the welfare of both teacher and student.

- **Should Provide Life Skilled Knowledge**

Life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. World Health Organisation (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills. It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity. It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour. It promotes positive social, norms that an impact the adolescent health services, schools and family. It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.

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