AN INNOVATIVE STRATEGIES FOR ENHANCE PERFORMANCE OF INDIAN GOVERNMENT SCHOOL: A STUDY

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Abstract

Innovation in education is a highly antagonistic issue. Conversing with education pastors one rapidly gets the feeling that education systems all in all are hesitant to innovate, and that there is solid protection from a change among teachers. Education is now and then perceived as a standout amongst the most preservationist social systems and public strategy fields. In any case, conversing with teachers gives one the contrary thought – that there is an excessive number of changes forced on them absent much counsel or the fundamental preconditions for effectively executing change. In certain nations, innovative change has been actualized without the consideration and industriousness required or the proper earlier testing, experimentation, and assessment. This will prompt more productivity and improved results in the quality and value of learning openings. Over the most recent couple of decades, innovation, when all is said in done, has been progressively viewed as an urgent factor in keeping up aggressiveness in a globalized economy. Innovation can inhale new life into moderating dormant markets and go about as a mechanism to upgrade any organization's capacity to adjust to evolving environments.

1. OVERVIEW

Today, ICT is utilized over all divisions of the economy, and a significant number of the parts with high dimensions of ICT use, for example, money related administrations and wellbeing are additionally those that have expanded a lot of work in recent decades. Different parts of the economy that were protected from international challenge, for example, retail exchange or news scattering, have been changed by the ascent of the comparing on the web administrations. Whatever their ideal employments are, the point at which the present students leave school or college, they will in all probability look and apply for occupations online. As an outcome, a high dimension of recognition with ICT among the workforce can be an upper hand for nations in the new administration economy[1-6].

The classroom is the original cultivator of true learning and the green house that nurtures talent and creativity. The dynamics between a teacher and students define the essence of a classroom. A great teacher can transform the brick-and-mortar confinement and take students on a journey of pure learning, responding to their doubts and instilling an environment of curiosity and
interactivity. Hence, to optimize the learning experience, schools and colleges in India are vying to embrace innovative methods, installing the latest educational technology and encouraging teachers to be more creative than ever. Here's a glimpse of some of the innovative techniques that teachers are trying out to make learning effective, engaging, and fun.

- **Audio-visual (AV) supplements**

Many educational institutions in India have AV-equipped classrooms or venues to boost students’ learning and understanding. Teachers explain difficult subject like Physics/Mathematics/Chemistry through graphical representation of complex equations with the help of smart boards. For language learning, the audio-visual equipment is an indispensable tool. Teachers can play snippets of award-winning films, plays, and speeches of great orators, both in vernacular, English, or the target language to facilitate the skills of listening, speaking, and histrionics in Moradabad.

Subject teachers are utilizing AV offices in intriguing approaches to trigger the class' interest through designs, pictures, and riddles, in this manner driving them to thoroughly consider of-the-crate. Most importantly, it fulfills a student's have to see, hear, and have a total handle of what they are learning. This strategy, to put essentially, is to roll the duty of learning towards the students and make them dynamic members of the learning process. B-schools like SP Jain Institute of Management and Research (SPJIMR) and Indian School of Business (ISB) are a portion of the pioneers of flip classroom in India.

Here, teachers consign to the job of asset or material suppliers by means of email or intranet, while students take the center phase of social event ideas, building knowledge, and drawing derivations. Nonetheless, the other hugeperspective is that teachers line it up with a exchange session on the given theme on a stipulated day to guarantee students'support, earnestness, and by and large leaning. Other than talks, there are bunch introductions, discussions, and paper composing rivalries in Moradabad.
Teachers are implementing effective and interesting measures to evaluate students’ learning outcomes and the efficacy of the flip method. Surprisingly, when given responsibility, students take more interest, immerse themselves in the project, and deliver much better. Flip methodology promotes greater student involvement in the learning process and lays down the foundation of independent learning.

**Role play**

Role play brings in the element of entertainment into the classroom. As much as it is loved by students, this technique facilitates their understanding and appreciation of the characters that they read about. From pre-schools to Senior Secondary level, schools are implementing this method as it’s a great source to instill in children values and ideals as they play the roles of historical stalwarts like Mahatma Gandhi, Pandit Nehru, Nelson Mandela, and Martin Luther King, or legendary characters like Caesar, Mark Anthony, and Charlie Chaplin, to name a few. Students are encouraged to have their own version of the characters they are portraying and enact them with the context of the present times. Through role play, students also get to learn about various aspects of stage performance – from acting to voice projection – and discover their acting talent. This technique also helps teachers explore creativity and critical thinking in students. Role play is an impactful method to enhance learning that also lends learners opportunity to live the experience through empathy and internalising values.
Pear teaching

It is a standout amongst the best techniques to try and up the learning bend of a class. As a rule, teachers pair students who are high performers with those students who may battle in a branch of knowledge. Students are additionally urged to volunteer or are arbitrarily picked to take over as the subject teacher. It offers a stage of knowledge sharing among students, other than harboring solid challenge in Moradabad. The fascinating part of friend teaching is that students will in general react all the more effectively when one of them wears the mantle of the teacher. The class winds up mindful and intelligent in an offer to challenge each other in a productive way. With customary friend teaching sessions, students begin to grow better handle of the ideas, show development, will in general be increasingly taught, and furthermore grow better communication abilities.

Close to B-schools, this strategy is presently broadly utilized at all dimensions of education regardless of alliance, sheets, or educational programs. Kids learning at schools in rustic zones also are getting a lot of playing the teacher. Praise to Government Higher Primary School (GHPS) in KadasikaPupa in the KanakapuraTaluk in Karnataka for being a pioneer among government schools by effectively and deliberately actualizing companion teaching once a day. Moreover, to underline the gravity of friend teaching, teachers survey student's performance as a major aspect of constant assessment in Moradabad.

Throughout, teachers help students chalk out their plans, provide them key points, supervise their work, and build team spirit. Many schools have made collaborative project work a prominent part of the curriculum. Teachers are designing their lessons to allow time and resources for group activities, be it research or class presentation.

Education should make children aware of the world and themselves, widen their perspective, and make them seek the truth. Schools are embracing the trend of taking children outside the classroom. Whether on a nature trail, or visiting cottage industry, students now directly interact with what they read about in books. Children gain more knowledge when they see and experience history in museums than being taught the same in the class. Field trips are now an integral part of the CBSE curriculum. International boards too have made excursions compulsory.
in schools. Dr. Pillai Global Academy had recently arranged for an exciting field trip for students to Jim Corbett National Park, Uttarakhand.

2. DIGITAL TECHNOLOGIES IN EDUCATION

Computers and the Internet are progressively part of the environment in which youthful grown-ups develop and learn. Schools and education systems in this way need to receive the educational rewards of information and communications technology (ICT). Co-ordinated ICT approaches are regular at the school, local or national dimension. They help schools and teachers to stay informed concerning the consistent progression of a technological oddity, and to deal with the change and interruption that new tools may present. There are a few justifications for developing education arrangements that intend to insert ICT all the more profoundly into schools and teachers' practices.

3. INNOVATIVE TEACHING STRATEGIES THAT IMPROVE STUDENT ENGAGEMENT

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. When students are engaged with the lesson being taught, they learn more and retain more. Students who are engaged in the work tend to persist more and find joy in completing the work. You may ask the question, "What types of work are engaging?" We know from speaking to students that they prefer work where they can have hands-on activities and get to collaborate with their peers. They tend to be less engaged when listening to teacher lectures or doing repetitive tasks and "busy work." In this article, we will discuss five innovative teaching strategies that engage students:

(1) inquiry-based learning,

(2) QR codes,

(3) problem-based learning,

(4) Wisely managed classroom technology, and

(5) Jigsaws.

These teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning. Many of these strategies take
students to levels of learning they never thought possible. The students actively seek knowledge and don’t just sit and receive the knowledge from a lecture or worksheet.

4. STRATEGIES FOR GOVERNMENT SCHOOL EDUCATION

Few will argue that these gaps exist when it comes to the way education is delivered in this country. In what other industry would the majority of proven research be discarded in favor of an overused, discredited model? In education, the research unequivocally supports a student-centered model but schools and school systems overwhelmingly favor the older mass-production model of schooling. Where else is there such a gaping chasm between the stated goals of an organization and the policies that are adopted to accomplish those goals? In education, there is widespread support for the idea that every student is important and yet, in practice, systems are set up to favor a few at the expense of the many.

As for the gap between perception and reality, the perception among most parents, communities and policy makers is that failing schools can be "fixed" by doing more of what has failed. The reality is that failing schools need a completely new approach that engages students and co-opts them into the learning process. And what about the “successful” schools, those whose students rank high on standardized tests and go on to college in impressive numbers? These have an even lesser incentive to change even though they are better at selecting talent than at nurturing it. Why do these grosses disconnects exist? Mainly, the problem lies in the entrenched nature of bureaucracies. Systems designed for a different time and for a different set of needs have since become fragmented and deeply compartmentalized.

Even where there is commonality of purpose, the "systems" themselves remain hopelessly gridlocked. Communities need to bypass the system and focus instead on making a set of specific strategies happen. Systemic roadblocks can be more easily identified and overcome when they prevent some specific strategy from being implemented. This approach is more practical than wholesale systemic improvement which is nearly impossible to implement except in the most desperate of circumstances. Another attractiveness of this method of instituting change through the implementation of specific strategies is that it is very flexible and can be tailored to the needs of any given community. It permits districts with modest goals to begin with small victories and uses them to leverage more widespread change. For those with more ambitious expectations, change efforts can be focused on specific strategies.

5. CONCLUSION

Experimental proof demonstrates that most Government secondary schools students' performance in Moradabad is commonly poor. The pass rate of students in examinations in their
last year dropped continuously for a long time, from 73.3% in 2003 to 62.2% in 2008. This paints a miserable picture for the mainland and has prompted current reasoning; where there is a move from the idea of a highly qualified teacher to highly powerful teacher in each classroom. In any case, India has been in the front line in disturbing for the requirement for viable teaching and increment teacher viability to upgrade students' performance in Government secondary schools. Furthermore, experimental proof demonstrates that teachers have utilized an assortment of teaching procedures for students to improve in their performance in Moradabad (India).

India’s responsibilities to education change endeavors adapted towards accomplishment of Education for All (EFA) need activity focuses including; guaranteeing and enhancing administration and responsibility in schools, strengthening of teachers to oversee student practices and fortifying of teachers' abilities, a ton still should be done to guarantee its acknowledgment. Schools are presented with the obligation of guaranteeing classrooms are furnished with satisfactory teaching and learning offices, teaching-learning assets, teacher-student inspiration, helpful learning environment, and cooperation in co-curricular exercises while guaranteeing powerful teaching is occurring.

Students' performance is significant in any education system since it gives chances to youngsters to achieve their full individual possibilities, essential for accomplishing national goals of social, monetary and political developments. In any case, in spite of the well-expressed education objectives for secondary education in Moradabad, a few schools keep on posting poor students' performance. Empirical evidence and synthesis of literature shows that there are a number of factors contributing to poor performance by students both in local and national examination. The causes of poor students’ performance, especially in mathematics is due to poor planning by teachers, inadequate teaching and learning resources and teacher shortages. In addition, poor students’ performance may also be blamed on poor teacher preparation in teacher training. The challenges facing teacher education programme are to blame on inadequate human, material and financial resources which remain a hindrance to producing a quality and competent teacher. The historical limitations, where poorly trained teachers were appointed as teacher education administrators and graduates employed as teacher trainers were to blame for poor teacher preparation for secondary schools.

REFERENCES


