



INNOVATIVE PEDAGOGY AT UNDER GRADUATION LEVEL

Commerce

Dr. D. D. Kulkarni Assistant Professor, Shri L. K. Khot College of Commerce, Sankeshwar, Dist: Belgavi, Karnataka

KEYWORDS

INTRODUCTION:

There has been transformation in the profile of learners. Gurukul system of education has found place in the history. Students have become smarter in digital era. Students can retrieve information at the tip of finger in fraction of seconds. There is shift from teacher centric to learner centric. There is paradigm shift in education from classroom based teaching to anyplace, anytime learning. Information is growing at exponential rates and ability convert that information into useful knowledge and skills is being hampered.

As younger people are more likely to be familiar with ICT and are adaptable they are more likely to infuse ICT resources with pedagogy in their thinking. Therefore, they are most open to learning how to infuse technology into pedagogy. It is the need of hour that the academics blended with both the skills i.e. technological and the pedagogical transition process.

Objectives:

The paper gives the following insights:

- To ascertain the need for innovative pedagogy.
- To understand the role of teachers
- To discuss the various innovative pedagogy.

Need for innovative pedagogy:

Innovations are always needed because every problem needs its solution; so it becomes the need from time to time to discover something new and useful in education. Poet William Butter said "Education should not be the filling of a pail but the lighting of a fire." The usage of innovative teaching pedagogy helps to serve students in a better way and to teach them about the benefits of innovative thinking does so much than just 'fill the pail'. It ignites a passion for learning and provides students with the tools they need to succeed in the innovation economy.

Role of Teachers:

The role played by teachers is depicted in the following table:

From	To
Transmitter of knowledge	Guide and Facilitator of knowledge
Controller of learning	Creator of learning environment
Always expert	Collaborator and Co-learners
Learning to use ICT	Using ICT to enhance learning
Expository	Interactive/Experiential exploratory

These roles are to be played by teacher due to change curricula and delivery. The change is curricula and delivery is shown in below table:

From	To
Memorizing	Inquiry based
Artificial Teaching Exercises	Authentic learning
Rigid deliver (Fixed time & Space)	Open & Flexible (Anytime and anywhere)
Single path progression	Multi path progression

To discharge the role and delivery of curricula, the teachers have to engage the students. 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.

To keep the students engaged, there is need for innovative pedagogy in teaching.

Innovative Pedagogy: Inquiry based learning:

It is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning. It is about triggering curiosity. Teachers act as facilitators during the inquiry based learning process.

STEPS IN INQUIRY BASED LEARNING:

There are four steps in the process:

- Students develop questions that they are hungry to answer.
- Students research the topic using time in class.
- They present what they've learned.
- They reflect on what worked about the process and what didn't.

In a classroom where students research a topic then present their finding whereas inquiry based learning allows students to learn deeper and research and convert the information into useful knowledge. Thus, it is ramping up the level of students' engagement.

ICT Tools:

ICT Tools are used in education are:

Google form for quiz:

Google can be used to form quiz. Google forms can be used assessment.

You tube:

It can be used to watch prepared lectures etc.

QR Code:

Quick Response (QR) codes are easy to create and have multiple uses in classroom at all grade levels. QR codes can lead students to information just by scanning the code on a student's digital device. In the classroom, students can use QR codes to:

- Check their answers
- Vote on answers during classroom discussions
- Extend information found in text books.
- Get survey information for math units on data
- Participate in scavenger hunts.
- Access video tutorials on the material being taught
- Link students directly to Google maps.

QR code can be used to make the classroom greener. It enables to store resumes, provide assignments and make learning stations. It provides a service-integrate QR with service learning project where students can create the codes that will link to the content they create. They might put the codes around the school or in a parent newsletter.

JIGSAWS:

It is "tried and true". Co-operate learning strategy that helps students to create their own learning. Students are arranged in groups and assigned a different piece of information. In their groups, students learn the piece of information well enough to be able to teach it to other groups of students.

When using this technique, students become experts on the learning as they teach their peers. Once all groups have learned their information, they are placed into new groups with members from each of the small groups. Each group member shares the knowledge they gained in their

informal group. This technique brings lessons to life and challenges to students to create their own living. This challenge engages students and encourages them to share their learning with others.

ROLE PLAYS:

It is an active pedagogical approach where students engage in relevant scenarios in order to gain cognitive, affective and or behavioral understanding. They may "act out" imaginary characters or in some instance, pay themselves. Additionally, scenarios may be contemporary or historical. It supports the students by stimulating the, to understand the issue from various perspectives. Hence, it is performing an overall change of perspectives. This enables the students to create a collective understanding of the situation. It establishes a sense of community among students.

Role playing exercises can be hard work for the instructor, both in preparation and in execution but the work tends to pay off in terms of student motivation and accomplishment. As with any big project, its best to take it one step at a time, define objectives, choose context and role introducing exercise, student preparation/research, the role play concluding session and assessment.

DEFINING OBJECTIVE:

The objective of role play must be defined clearly. The topics must be obviously specified along with their role to be played by the students. The expectation of research, reports and presentation from students must be decided.

STEPS IN ROLE PLAY:

Decide on the problem or issue to be addressed:

Role playing is well suited for complex problems or issues with multiple perspectives and opinions. There is need to be choose a role play that will be particularly thought provoking or will cause students to engage in met cognition or deep reflection. It should also be relevant and relatable to students' experience and the content of the course.

DEVELOP CHARACTERS WITH SUFFICIENT DETAIL:

The students should be sure that they have access to background, goals, beliefs, purposes, and expectations of their character. This should be given in a description of the character. Teacher might direct students to resources that will aid them in understanding the perspectives of their characters.

INTRODUCING THE EXERCISE:

Students should be engaged in the scenario by describing the setting and the problem. They must be provided with the information prepared about their characters such as the goals and background information. It needs to be clear to the students how committed a character is to his/her goals. They must be delineated the relevance of role play with their learning. They are to be realized with the outcome of role play and their performance in relation to the award or reward. If there is an inquiry element, suggest a general strategy for research problem solving.

STUDENTS' PREPARATION/RESEARCH:

Even if there is no advance research assigned, students will need a few moments to look over their characters and get into their roles for the exercise. The questions of students should be answered such as why they are doing this in character? Why did teacher decide to make this a role playing exercise? Students may have reservations about the character that they have been assigned or about their motives. It is a good for the instructor to find out about these before the actual role play.

PROVIDE ASSESSMENT AND/OR REFLECTION OPPORTUNITIES THROUGHOUT THE ROLE PLAYING PROCESS:

To know if students are learning what they desire and how the role playing process is working, it can be as simple as taking a break in the middle of the role play and asking students what is the impact on them and it connects to the class content. Students develop a concept to show connections between various ideas. Additionally, teacher could ask students what they previously thought about the subject and what new thoughts have come as a result of role play. Finally, teacher may ask what they have learned.

MOVIE BASED TEACHING:

Movies and films were once considered to be entertainment and recreational activities whereas now, the new pedagogical techniques

which consider movies as an effective tool in imparting knowledge. It enhances emotions and lays foundation for conveying concepts. Movie experiences act like emotional memories for developing attitude and keeping them as reflective reference in the daily activities and events. Fostering reflection is the main goal in this cinematic set.

BENEFITS OF MOVIE TEACHING:

- The movie clip method can improve faculty teaching and stimulate their professional growth.
- It helps better communication with students.
- This methodology offers a special environment for fostering open hearted discussions and develops closer relationships with colleagues and students through the affective domain.

CASE BASED TEACHING:

Cases are narratives; situations select data samplings or statements that present unresolved and provocative issues or questions. The case method is a participatory, discussion based way of learning where students gain skills in critical thinking, communication and group dynamics. It is type of problem based learning.

It is an established approach used across disciplines where students apply their knowledge to real world scenarios, promoting higher levels of cognition. It is a method of negotiating and renegotiating meanings that allows us to enter into other's realms of meaning through messages they utter. It helps find out place in a culture and also allows us to explain and to interpret. The primary reasons for case study based are:

- Data driven decision making
- Complex real world scenarios
- Open ended problems
- Discussion and dialogues.

PROJECT BASED LEARNING:

It prepares students for academic, personal and career success and readies young people to rise to the challenges of their lives and the world they will inherit. It is becoming widely used educational setting with different varieties being practiced. Students can be given project on:

- Rural school library renovation.
- Rural school English training sessions
- Projects on swachach bharat
- Finding solutions for water scarcity.
- Traffic control measures
- Retail and event projects

CONCLUSION:

Students of 21st century are techno savvy. In order to engage students, teachers should have adaptability in use of technology. Innovativeness is necessity in the modas operandi of teaching. Innovativeness helps students to get ready to face their challenges.

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