IMPLEMENTATION OF INNOVATIVE EDUCATIONAL STRATEGIES FOR INDIAN GOVERNMENT SCHOOL CHILDREN: A STUDY

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Abstract

The objective of this study is to discover the use of innovative strategies by teachers to respond to the diversity of government students at the higher education level in the public and private sectors in India. The research is based on the premise that innovative teaching has a positive impact on the performance of student diversity. For the research, a survey of higher education teachers was conducted. Traditional teaching strategies clearly do not meet the needs of student diversity productively. School administration is the process whereby school heads coordinate the efforts and activities of both staff and students toward school goal achievement. It is the day-to-day performance of leadership roles of the school heads. For the school administrator to be effective and efficient in the discharge of his/her administrative functions, the person needs to be acquainted with the application of innovations in school administration.

1. OVERVIEW

Education includes a methodical training and instruction that readies a person for what's to come. It includes procurement of knowledge, capacity, aptitudes, development of character and mental power coming about because of such training and instruction. One significant reality in education is the structure of knowledge or creation and sharing of knowledge with the students so that toward the finish of schooling the individual secures the vital knowledge, ability, and skill that will empower the individual to create him/her and furthermore contribute helpfully to the development of the country (Akpan, 2015)[1]. The successful management of educational organizations relies upon the nature of the institutional directors, their capabilities, encounters and expert introduction. We are living in a knowledge-driven society in which technological development has transformed the world into a worldwide town.

The school is a microcosm (little association) existing in a cosmos (the general public). The progressions and development that happen in the general public invade into the school framework and impact the activities and exercises in the framework. The coming of new technology, especially Information and Communication Technology (ICT), has a critical effect on individuals' way of life, perspectives and getting things done and organizations. The development of present-day technology has acquired innovative practices Government School, business and education. As of late, educational foundations are confronting the test to accomplish more with fewer assets as they endeavor to meet the perplexing and changing requests of the general public (Akpan, 2008)[2]. This requires the utilization of ICT in the management of schools.

Information and communication technology (ICT) is a process of making, processing, stockpiling, recovery and dispersal of information and information utilizing PCs and telecommunications. It permits electronic communication through copy, email, phone message, video conferencing and has prompted the far-reaching utilization of networking advancements, for example, web, World Wide Web, intranet and extranet, online databases, a combination of information frameworks and versatile communication. In Education, ICT includes the application of computerized gear to all parts of school administration, teaching and learning. ICT includes a mix of advances for gathering, putting away, processing, imparting and conveyance of information identified with teaching and learning processes[3]. New and innovative methods are presently being utilized in educational administration and teaching. This examination hence centers on innovative practices in school administration, teaching, and learning. This exploration, the ideas of administration and innovation are dealt with. Innovative practices in school administration and teaching, method of reasoning for innovative practices in schools, difficulties of application of innovation in education and potential measures for development are talked about.

2. THE CONCEPT OF INNOVATION

Innovation is a purposeful organized and risk-taking change introduced into any work organization or school system to ensure efficiency and increased productivity. It is the introduction of new ideas, methods, strategies and techniques for doing things into the school system for the purpose of improving both internal and external efficiency of the system. The injection of innovations into school administration is in response to the technological development resulting in creative and innovative practices all over the globe. Innovation therefore, is the economic application of ideas, technology and processes in new ways to gain competitive advantage which could be in form of improved productivity, job performance, services and commitment. Innovation can be adopted or adapted. Uchendu (2015) describes innovation as a process in which new programmes or practices are put in place or injected into the operation of a system to replace old or ineffective ones[4]. Four types of innovations can be identified in research literature, which are applicable in school management. These include:

1. Service Innovation: This involves the introduction of a new service that greatly improves the management practices in schools. For example, the introduction of e-payment for the workers and online payment of school charges by students in higher institutions.

2. Process Innovation: This is the implementation of a new or improved service delivery. The process innovation in school is intended to reduce unit cost of service delivery and to improve or increase quality. Typical example of process innovation in school management include the use of new teaching methods, computer-based examination, use of ICT tools in teaching and learning etc

3. Marketing Innovation: Marketing innovation involves the implementation of a new marketing method involving significant changes in product design or product promotion or pricing Organizational innovation: This involves implementing a new organizational method in the school business management practices. This type of innovation is intended to increase workforce satisfaction and good human relations by reducing administrative bottlenecks. The ultimate aim is to increase productivity, commitment and involvement among employees. Other types of innovation are:

4. Incremental innovation: This involves a gradual improvement on existing knowledge in the organization. It involves a planned and orderly process of innovation implementation. The institutional administrator and the staff work together to put in place strategies for achievement. This innovation leads to small changes or improvements in service delivery or teaching and learning processes easier in school.

5. Radical Innovation: This is a type of innovation that results in fundamental changes in services or processes in the school system. This type of innovation results from careful research and development into a specific issue or problem in the organization and frequently makes use of new technology to solve them. This type of innovation is sometimes described as "breakthrough" innovation. Sometimes, the implementation of this innovation can completely change the way the organization operates and can result in new services and processes in the work organization. However, some scholars maintain that radical innovation is unplanned and no deliberate attempt is made to bring about its implementation. Nevertheless, due to the pressures continually converging inside and outside the school, radical innovations often, are as a result of coping reactions to the turbulence of events. For example, in 2004/2005 academic session in the University of Calabar, there was leadership crises in the Department of Educational Administration and Planning. To solve this problem, a new Head of Department was appointed from another Department to neutralize the leadership crises.

6. Disruptive Innovation: This is the type of innovation that can completely change the status quo of an organization. This type of innovation can even change the basis of society. For example, the transformation of the society, resulting from the use of modern computing technology has completely revolutionized the globe and changes the world into a "global village". This type of innovation is sometimes referred to as transformational innovation.

Information and communication technologies are now the mainstream issues in all facets of life including education. It is a well-accepted practice to integrate ICT into major logistical, organizational and educational processes. Information and communication are two important processes in the teaching/learning situation. In the classroom, it can be used to enhance teaching effectiveness. It can be used to prepare lesson plan, collect and analyze students' achievement (Onuma, 2007)[5].Curriculum contents can be enriched through search in the internet by teachers

and information and relevant school practices hitherto unknown to students and teachers that cannot be found in textbooks can be easily downloaded for use from the internet in Moradabad (India).

3. AN INNOVATIVE STRATEGY TO IMPROVE EDUCATIONAL PERFORMANCE THROUGH TEACHER SUPPORT

The ADEPT strategy establishes performance standards in four fundamental dimensions: cognitive, physical, social and organizational. Taking into account that these dimensions are based on school, the most challenging dimension is the "cognitive", in which the teacher must play an important role personally to reach minimum standards of minimum performance in class processes. The Greenwood Public School is one of the ten Rehmat Nagar schools in Moradabad, where the innovative tool with the support of UNICEF called "Advanced Educational Performance through Teacher Support" (ADEPTS) is put to the test. The ADEPT strategy establishes performance standards in four fundamental dimensions: cognitive, physical, social and organizational.

Considering that these dimensions are based on school, the most challenging dimension is the "cognitive", in which the teacher must play an important role personally to reach minimum standards of minimum performance in class processes. "Now we keep the individual profiles of all children regarding their performance, personal attributes such as punctuality, cleanliness, dress, interest in group work, group work, etc.

4. EDUCATIONAL INNOVATION IN INDIAN SCHOOLS

Educational innovation in India must be seen as an aspect of a multidimensional effort to transform Indian life from the achievement of independence in 1947. It is an extremely complex task to convert a traditional underdeveloped traditional society, which has been under colonial rule. The administrative structures and financial procedures inherited from the colonial government are aimed at maintaining the status quo and the stubbornly challenging attempts to inject some degree of flexibility or dynamism. Colonial administrative practices linked to the hierarchy support authoritarianism and severely restrict participatory decision-making. The promotion of democratic efforts and the exploitation of resources available for development purposes find very little space within this inflexible "steel frame", built for an exactly opposite purpose. In such a situation, the launch of innovations presents a knotty problem. During the initial stages of India's transition to democracy and modernity, sectors of society also resisted certain innovations in Moradabad.

Improving the Quality of Education

The 21st Century global economy can flourish in an environment that has center around abilities around inventiveness and creative energy, basic reasoning and critical thinking. Exact examination uncovers a solid positive relationship among education and financial development.

India has a substantial populace of 30.5 crore, in the school going age of 6-18, which is over 25% of the all-out populace. India has the maximum capacity to utilize this statistic profit to further its potential benefit if the youngsters can be bestowed education that sets them up to face this present reality with certainty. With the reception of Sustainable Development Goal 2030 the concentrate currently has moved to Quality with Equity up to the Secondary dimension of Education. Head administrator Shri Narendra Modi, a few months back, in one of his locations through Mann Ki Baat accentuated the significance of quality in the accompanying words: "Up until now, the administration's attention was on spreading education the nation over. Be that as it may, the opportunity has now come to move the emphasis on quality education. Presently, the legislature ought to stress more on learning as opposed to schooling," HRD Minister ShriPrakashJavedkar additionally reported that "Raising the quality of education in the nation will be the top need".

Online Learning Concept

Demand for online learning is largely driven by working adult students (WALs) willing to have broad access to education and, at the same time, to accommodate learning to their busy lives, rather than by its effectiveness as a cognitive tool, which is determined by its most attractive feature – convenience. In studies of student satisfaction, students commonly rate their online experiences as satisfactory, with convenience being the most cited reason. We observe students' preference for convenience as a consumer strategy, and regrettably, not only in online higher education but across the whole educational system (Kerby *et al.*, 2014) [6]. Convenience, along with comfort, helps reduce workload and complexity of learning, as well as the strain of face-to-face interaction with the class and instructor.

5. CONCLUSION

Therefore, ICT provides the needed information for the enhancement of academic development of both teachers and students. ICT provide access to current books, journals and other information resources held by global network or online libraries. Teachers can use ICT tools to give assignments to students and assess their performance and also send the feedback to them. In this way, workload and paper work is greatly minimized. Teachers should use modern technologies such as overhead projector, multimedia projectors, and power-point in classroom teaching. These tools help to stimulate and capture students' interest in learning. One outstanding innovative practice in the teaching/learning situation is "flipping the classroom". Increase access to technology and development of high quality online educational resources have promoted this teaching strategy. Flipping the classroom refers to a blended learning technique in which instructor-created videos are viewed by students outside the classroom.

The ability to measure innovation is essential for a strategy to improve education. How much practices are changing within the classrooms and educational organizations, and to what extent change is linked to improvements, reinforces the knowledge base of education that informs

decision-making. Innovation is an engine of growth and well-being. New technologies, products, services and organizations create jobs and rejuvenate industries, making them obsolete. To take advantage of the benefits of innovation, policy makers must understand how the way we innovate is changing and what it means for education and training policies. Harnessing the benefits of innovation within the education sector itself is a key challenge. To this end, effective and evidence-based governance mechanisms are needed to encourage, facilitate and help measure innovation in education systems in Moradabad (India).

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