



## CREATIVE LEARNING FOR GLOBAL COMPETITIVENESS

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Education is multidimensional process. It makes human being what they are today and would be tomorrow and shapes their entire thinking process. Kothari commission (1964) quoted "Destiny of India shaped in her classroom but now the concept of teaching and learning is based on the premise that teachers and students can and ought to cover the prescribed curriculum within the stipulated time. Accountability of the teacher is also assessed in terms of his or her capacity to cover the content. So little attention should be paid to needs, interest, creativity and aptitude of child in this system centered, content centered and teacher centered school system.

In the beginning teaching was viewed as philosophers and master teachers visualized it, because at that time child was considered as a blank state, over which teacher could imprint whatever he or she wanted to Rousseau pleaded for child centered education as operationalised in his classic treatise Emile. Dewey's approach in the first half of the century in the USA, Gandhi Ji's life centric basic education and Tagore's creative approach to child centered education at Shantiniketan are examples of this effort. One of the most serious side effects of the strong discipline centered approaches had been the lack of confidence in majority of school children. The goals are set so high that the fear of failure looms large before them. The self concept and self esteem are hurt. Even those who try hard to meet the challenge of competitiveness lose their joy and childhood.

In the era of globalization we need right type of grown up children who create novel ideas, which also known as creativity Drevdahl says it is a capacity of a person to produce composition, product or ideas which are essentially new or novel and previously known to the produced. In creative learning and teaching, a teacher cannot draw his security from following traditional rules, strict schedules, tested and practiced methods, or standard method of assessment. Creative learning creates excitement about learning and their progress in becoming human.

. So creative learning is any process by which something new is produced, an idea or objects including a new form or arrangement of old elements, the new creation must contribute to the solution of some problem. It involves problem solving ability as well as adjustment.

**Approaches for creative learning.**

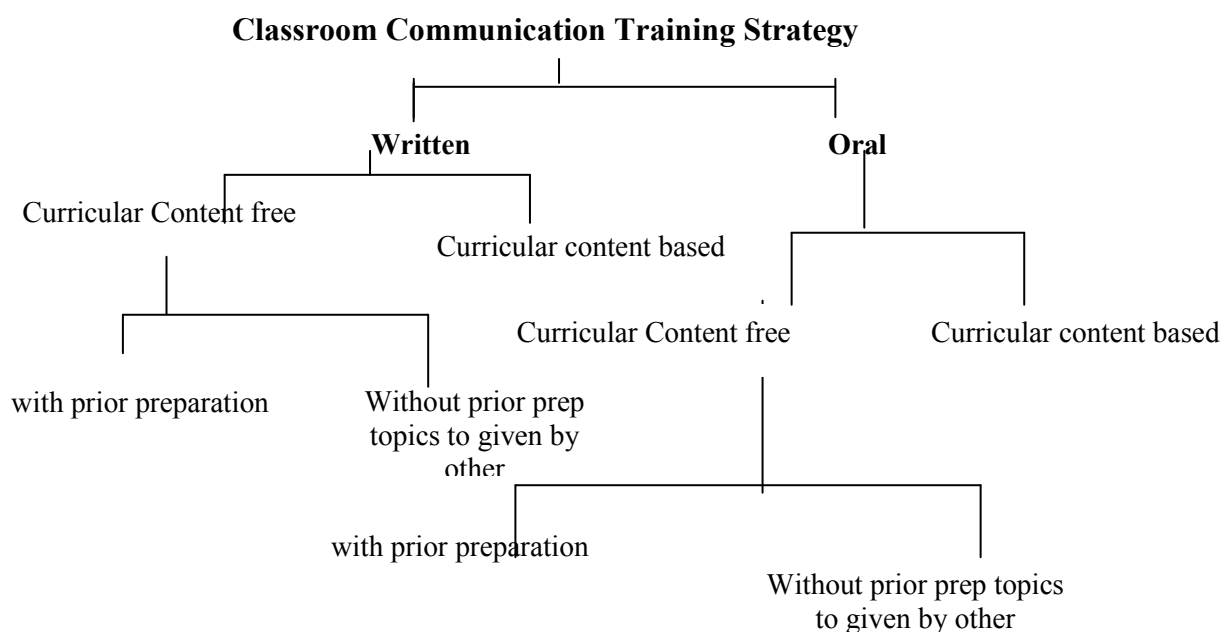
**1 Responsive Teaching**

Responsive teacher can be defined as the teaching which meets needs of each child is learning in the classroom. It increases child curiosity. Each child has an urge to know and understand environment, natural phenomena and events taking place in interactive social situations. By the responsiveness children are encouraged more to seek and think creatively.

Responsive teaching make students more confident to take responsibility for learning, learn and think independently. In this method children give ideas in the classroom. these explanation or ideas may be incomplete but it reinforces independent thinking and learning difficulties of children and find out tie to remove these difficulties through own effort. It motivates children to work further and achieve more and more.

**2. Classroom communication strategy (CCTS)**

This strategy is divided into two groups written and oral. It envisages a series of cycles of speech delivery in the classroom by the students. They have to select the topic for five minute speech. Both oral and written contains curricular content free and curricular content based topic. The next stage includes speech making on self selected topics with prior preparation and next stage envisages topics to be given by others.



This strategy increases students participation in the classroom, their creativity, thinking capacity, communication skill.

**3. Pupil's Training to question in classroom:** In order to provide training to pupil to question is classroom. Bottom in bottom out game can be designed. The main objective of the game is to provide opportunities to the students to ask questions, suspend and frame questions. Training of question on the response helps the players going deeper into the content on which the first question has been asked.

In this game class is divided into two groups a and B randomly. So that two groups are balanced. Pupils from one group. Say A, puts a question on any content he likes. The question is curricular content free to start with student from group B responds to the question asked. Another student from group A frames another question on the response of the pupil from groups B. The process goes on till motivation of the two groups lasts or time already decided is over.

**4. Project based learning:** Project based learning is a comprehensive instructional approach to engage students in sustained, co-operative investigation. It involves students in problem solving investigation and other meaningful tasks to construct their own knowledge and culminates in realistic products.

Features of project basic learning:

- a) It encourages active inquiry and higher level thinking.
- b) Develops critical thinking, problem solving and collaborative skills in addition to content knowledge through problem identification, formulation of hypothesis and data searches.
- c) It aligned with constructivist learning by which students are responsible for their own learning and feel excitement and pleasure.
- d) It fosters creative and active learning by asking and refining questions, developing new questions, debating ideas, making predictions, desgining plans, experimentation, collecting and analysing data, drawing conclusions, communicating their ideas and findings to others and creating artifacts.

**5. Inquiry classrooms:** There is a need to motivate children for creating new knowledge rather than memorizing already available knowledge. it demands for the inquiry approach in the classrooms. Students can be provided situations role, play exhibit or couple for contracting situations and they are asked to find solution or probe into a matter.

Teacher will not provide solution but can guide the inquiry soon to provide them motivation increase their confidence, and enhance their inquisitiveness.

**6. Roll Playing Method:** It is a technique of making dramatic presentation of experience to realize certain learning objective. This makes fun of situation when a person "gets into the

shoes of another person" and identifies himself with that person's characteristic actions and emotion. So it become enjoyable creative learning.

Features of Role playing method-

- a) In this method children learn most through activity.
- b) Self expression is one of the most significant features of this method. Children can express themselves adequately in the role playing method.
- c) Learning is creative and related to life in this method.
- d) In this method learning situation and the selected environment are provided by the teacher, but the main activity is managed by the teacher, but the main activity is managed by the children.

**Steps:**

- i. An appropriate problem or learning issue may be selected for role planning.
- ii. Suitable students need to be identified for acting out various roles and characters involved.
- iii. Students should be assigned the role and given some hints how to dramatize the problem.
- iv. Role playing may be done under the supervision of the teacher concerned.
- v. Role may be changed and another group of students may play the roles, if time permits. Students may give their views about role playing.
- vi. Teacher should give his observation and sum up.

The role playing should be done for 5 to 10 minutes by a particular group of students discussion may be allowed for 3 to 5 minutes. Areas of this method are literature, languages, History, Geography, Arithmetic and science.

**Suggestions:**

- 1) Teachers should use a balance of teaching strategies, including asking open ended questions, suggesting possible answers from which students might choose, checking with students to see if they understand what has been taught.
- 2) Create learning centers so that students can move around and have different learning experiences over the course of a day.
- 3) Allow students to create exhibitions of what they learn in different subject areas that can be shared with other students parents and members of the community.
- 4) Teachers should motivate student to ask question and discuss with other students.
- 5) There should be a creative learning environment in the classroom.

Effective relationship between students and teachers will prepare them for the world of future and strengthen their ability to think critically, carefully and creatively.

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