



EFFECTIVENESS OF FLIPPED CLASSROOM MODEL FOR KNOWLEDGE IN ENHANCEMENT

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Introduction

There is a growing interest in and awareness of the role and relevance of creativity and innovation in India.

It is recognised that India needs to strengthen its capacity for creativity and innovation to be able to respond effectively to the development of knowledge society and to become more competitive in economic and social terms.

Education is seen as central in fostering creative and innovative tools and techniques. Basically, teaching must include two major components: sending and receiving information. The use of innovative methods in educational institutions has the potential not only to improve education but also to empower people, strengthen governance, and galvanize the effort to achieve the human development goal for the country.

This paper provides an overview of the theoretical foundations for creativity and innovation in the context of education. It emphasizes the need to encourage the development of pupils' and students' creative and innovative potential for several reasons-

1. The upsurge of new media and technologies that learners use in their everyday lives can be exploited in creative and innovative ways and contribute to formal and informal learning.
2. The immersion in this media-rich environment leads new cohorts of students to learn and understand in different ways.
3. Creativity is a form of knowledge creation. Therefore, stimulating creation has a positive spill-over effect onto learning, supporting and enhancing self-learning, learning to learn, and lifelong learning skills and competences.

Creative and innovation can play an important role in the knowledge society as the fruit of a full interdisciplinary debate presented in this report demonstrates. Creativity is conceptualized as a skill for all.

This paper develops the notion of "creative learning and innovative teaching" creativity has been defined as a product or process that show a balance of originality and value. It is a skill and ability to make unforeseen connections and to generate new and appropriate ideas.

Creative learning therefore any learning which involve understanding and new awareness. Innovation is the application of such a process teaching. Therefore innovative teaching is the process leading to creative learning. The implementation of new methods. Tools and contents which could benefit learners and their creative potential creativity in education has more to do with the process than with the product and focus therefore on the development of thinking and cognitive skills.

Introduction-

The purpose of education is not just making a student literate but to develop rational thinking, knowledge ability and self sufficiency. When there is an unwillingness to change. There is hope for progress in any field creativity can be developed and innovation benefits both students and teachers.

"Education is the manifestation of perfection already in man"-

(Swami Vivekananda)

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

Education is an engine for the growth and progress of any society. It not only imparts knowledge. Skills and inculcates values but it also responsible for building human capital which breeds drives and sets technological innovation and economic growth. Knowledge and innovation are seen as the beating heart of Indian growth transversal skills such as problem solving-self-management or analytical skills are the back bone of new skills for new job. The provision of new basic skills has been identified as a priority from preschool age to post retirement (EC 2001- 2002). In the framework of lifelong learning eight key competences have been identified as being particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment these are-

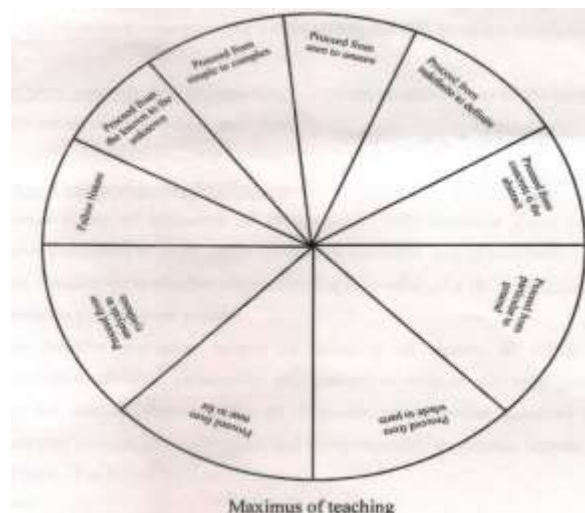
- Communication in the mother tongue.
- Communication in foreign languages.
- Mathematical competence and basic competences in science and technology.
- Social and civic competences.
- Sense of initiative and entrepreneurship.
- Culture awareness and expression.
- Learning to learn.

Innovative Tools-and-Technique

Maxim of teaching- to make the learners more active and alert in the teaching learning process maxims of teaching are very helpful. They quicken the internet of the learners and

motivate them to learn. They make learning effective, inspirational interesting and meaning full. Let us have a glance over the maxims of teaching.

1. **Proceed from the known to unknown-** Learning does not occur in a vacuum. The new knowledge should have a basis upon the previous knowledge. There should be a link between the two. When the teacher correlates the present knowledge with the past one it becomes effective and fruit full.
2. **Proceed from simple to complex-** So far as this maxims is concerned teacher should first categorize the things on the basis of level difficult. Simple and complex both should be well understood from the pupils stand point and outlook. Teacher should present the simple matter before the learner prior to the complex matter.
3. **Proceed from seen to unseen-** The teacher should use the seen on perceptual things in order to import the knowledge regarding imseen on non-perceptual to create interest of the learner this principle must be followed otherwise teacher will face failure.
4. **Proceed from concrete to the abstract-** A picture is worth than thousands words. The teacher should show concrete things first and then elaborate the abstraction. Things first ad words after.



5. **Encouragement of self-study-** Self study is very essential in this fast changing world. Every learner should be encouraged frequently to read by themselves at their own pace referring various sources.
6. **Follow nature** - Here nature means the inborn qualities, tendencies capabilities, likes and dislike of the learner. Every teacher should try to understand the nature of teacher fully. Education should be per do centric; everything should be natural but not artificial.

7. **Proceed from near to far** – Nearness has its own importance for the individual learner. A child learns well in the surroundings in which he reside. So he should be first acquainted with his in mediate environment.
8. **Proceed from whole to part** – According to gestalt psychologist we first perceive the object as a whole then its parts whole is meaning full the child than the part.
9. **Proceed from psychological to logical** – Logical approach as related with sequential and gradational style where as psychological approach looks at the child nature, behaviour traits tendencies qualities capabilities etc.
10. **Proceed from particular to general** - This maxims is based upon the e.g. - rule formula. The teacher should present examples first before telling the rule from the examples rules will be derived.
11. **Proceed from analysis to synthesis** – Analysis means breaking down of the complete whole it means the whole must be broken to parts.

Continuous and comprehensive Evaluation

National policy of education of 1986 (revised 1992). Mentions about continuous and comprehensive evaluation of pupil which cover both scholastic and co scholastic aspects of their development. Continuous evaluation emphasises the evaluation of a child on continuous basis as his development is continuous process.

Comprehensive evaluation relates to convening all aspects of child's development including academic, abilities personality etc. Evaluation include not only measurement of achievement but also development due to diagnosis and remedial measures taken dousing teaching-learning process. The continuous and comprehensive evaluation scheme indicated by the national policy has following dimensions.

Scholastic aspects:-

Curricular areas- Techniques of evaluation

1. Written examination
2. Oral examination
3. Practical examination

Total of evaluation-

4. Question papers
5. Unit test
6. Unit test
7. Surveys

Periodicity of evaluation-

8. Twice in an academic session, coverage
9. For all students.

1. **Non-scholastic areas**

Health status

techniques of evaluation

Height in relation to age

medical check-up

Weight in relation to height	observation by the teacher
Chest expansion	
Eye sight	machine
Hearing	measuring
	Periodicity of assessment
	Twice in an academic session
	Coverage
	For all students
2. Personal and social qualities	
Technique of evaluation	
Regularity	observation
Discipline	observation
Habits of cleanliness	anecdotal records
Initiative	anecdotal records
Co-operation	rating scales
Sense of responsibility	rating scales
Diligence	rating scales
Civil consciousness	rating scales
Sprit of social service	rating scales
	Periodicity of evaluation
	Twice in an academic
3. Interest	
(a) Literary interests	student chose any one
Recitation	
Debates	
Creative writing	

Extra reading

(b) Scientific interest

exploration

experimentation

science club activities

students is to be rated on all identified attitudes.

(c) Cultural interests

Music

Dance

on values a students will be evaluated only when evidences are available like videos, photo.

(d) Artistic interests

Drawing

in regards to co-curricular activities games and sports are to be compulsory for all.

Sculpture

students and they will be rated one of them selected by students.

Artistic embroidery

in addition a students can be choose any one other activity for evaluation available in school for being rated.

(e) Attitudes

Towards teacher

a students could participate in additional activities other than .

Towards school mates

those selected for evaluation.

Towards school property

shall these will not be rated his participation in them will be indicated in the certificate.

(f) Value

Dignity of labour honesty
courage.

Symposium Technique

One of the technique of higher learning. Symposium technique is also an instructional technique used to achieve higher cognitive and affective objectives. The word

symposium technique forum serves as an excellent device for informing an audience, crystallizing opinion and preparing the listener to arrive at decision policies value, judgment for understanding.

Workshop technique

The word, workshop has been borrowed work shop in engineering, there are usually workshop in engineering, where person has to do some task with their hand to produce something e.g., railway workshop similarly workshop are organized in education to prepare question on the subject such as in question bank workshop. The participants of the workshop prepare question on his subject.

Objective-cognitive objectives:-

1. To solve the problem of teaching profession.
2. To provide the philosophical and sociological back ground for instructional and teaching situation.
3. To develop understanding regarding the use of theme and problem.

Psychomotor objective

1. To develop skill to perform a task independently.
2. To determine and use teaching strategies effectively.
3. To provide awareness and training of new practice in education in service teacher.

Seminar Technique

Organized from memory level to reflective level teaching is a continuum from conditioning to indoctrination the present teaching is contend to memory level even at collage and university level. Instructional situation should be organized in such way so that teaching may be done at reflective level higher objectives of cognitive and affective domain should be achieved by creating proper condition of learning.

Conclusion

Across the world information technology is dramatically altering the way students, faculty and staff learn and work, intern ate-ready phones hand held computers digital cameras and mp.3 players are revolutionizing the college life. As the demand for technology continues to rise colleges and universities are moving all sorts of students services from laundry monitoring to snack delivery online.

The rapid development and take up of technology especially by young people has a significant impact on education, challenging educators and institutions to address the changed

learning patterns and needs of their students the emergence of social computing application in particular, allows for personalization of learning paths making learning opportunities tailored to the individuals needs a reality.

In conclusion this paper provides a theoretical grounding and working definition for maxims of teaching continues and comprehensive evaluation, multimedia learning process mind map, mnemonics words, Role playing and scenario analysis based teaching.

The analysis reveals some of the suggestions that teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So teaching depends upon successful mode of communication and innovation though we mean the changes that we propose to be include in our medium of communication or even inclusion of some other elements in communication information.

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