



A Comprehensive Study on Pedagogical Innovation For School Students In The Context Of New Education Policy With Special Reference To Coimbatore City

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ABSTRACT

It is imperative that educational innovations be effective in order to assist students learning in the classrooms. A group of students knowledge from before and after a pedagogical innovation was introduced in the class is included in the pretest-posttest design, which is being used for this purpose. The use of learning techniques, the current study investigated the model of the link between the variables of pedagogical innovation ability, teacher collaborations, and teacher-student interaction patterns and student learning success. Reforms are being made to higher education worldwide. It is well recognized that creative approaches to societal development can guarantee the emergence of a generation of individuals who will think and act in a innovative approach. The development of personality, cultural and language preparation, the capacity to autonomously learn and grow, the ability to form information, and social skills will therefore receive the majority of emphasis. In light of this, the article's primary goal is to examine the key components of innovative pedagogical technologies in the educational system.

Keywords: Higher education, Innovative achievements, Pedagogical technologies, Skills, Pedagogy.

I. INTRODUCTION

The incorporation of pedagogical innovations has become essential in the ever-changing landscape of higher education to ensure that students have meaningful and productive learning experiences. Effortlessly and thoughtfully altering teaching and learning approaches, procedures, and technologies in order to improve the educational process is known as pedagogical innovation. This examines the value of innovative teaching methods for students in higher education,

highlighting how they foster critical thinking, flexibility, and a passion for learning that lasts a lifetime. It becomes clear as we go deeper into the complex world of higher education that conventional teaching approaches would not be sufficient to satisfy the varied.

Furthermore, because societies are becoming more interconnected on a global scale, graduates must have a wide range of abilities, including communication, problem-solving, and cultural competency, in addition to their discipline expertise. Higher education's pedagogical innovations encourage multidisciplinary approaches, real-world applications, and practical learning in an effort to implant these competencies. Students are better prepared to negotiate the complexity of a quickly changing world and make meaningful contributions to their chosen fields when academic subjects are broken down.

In this investigation of innovative teaching practices for college students, we will focus on certain approaches, resources, and techniques that teachers are using to enhance the learning process. The talks that follow will highlight the various ways that innovation is changing the landscape of higher education, from project-based learning and adaptive assessment techniques to the incorporation of virtual reality and artificial intelligence.

SCOPE OF THE STUDY

A studying pedagogical innovation for students in education entails investigating and putting innovative techniques, approaches, and tools into practice to improve the quality of education as a whole. It involves students in the learning process, research and apply active learning strategies like case studies, problem-based learning, group discussions, and interactive exercises. It looks at initiatives and strategies to advance educators' professional development and make sure



they have the know how to apply the teaching techniques.

STATEMENT OF PROBLEM

The National Education Policy's implementation is causing a radical change in the higher education scene of today. In this dynamic and ever-evolving context, pedagogical innovation integration is essential to creating a productive and dynamic learning environment. Nonetheless, there is a lack of knowledge regarding the unique requirements and difficulties encountered by college students when adjusting to these cutting-edge teaching strategies. By performing a thorough analysis of pedagogical innovation for students in higher education within the framework of the National Education Policy, this study seeks to close this gap. The study will examine pedagogy as it is today, pointing out potential and obstacles while attempting to offer insights that can guide practice and policy. Thus, the study aims to contribute to the improvement of the experience in postsecondary education and the effective application of creative teaching strategies in accordance with national educational goals.

OBJECTIVES

- To study about teacher training and professional support in pedagogical innovation with special reference to Coimbatore city.
- To study the impact of student well-being and mental health with reference to Coimbatore city.
- To analyze the impact of globalization on the learning environment and experiences of education students in Coimbatore city.
- To know the challenges and solution of pedagogical innovations in implementing in NEP 2020.

METHODOLOGY AND TOOLS

This section contains the methods and techniques through which the research and analysis is carried out.

SOURCE OF DATA

Data is collected through both primary and secondary sources. primary data is collected in the form of questionnaire survey method from the respondent. secondary data is collected from various references of articles and websites.

SAMPLE DESIGN

In this research, I have used convenient sampling method to select the sample population.

SAMPLE SIZE

The study was conducted with a sample size of 270 respondents and I have taken only 263 respondents

for the study because 7 respondents was not properly answered the question.

TOOLS USED FOR ANALYSIS

The data gathered through questionnaire for the study were consolidated in relevant and classified under relevant headings. Those data were analyzed within the help of statistical techniques such as:

1. Percentage Analysis
2. Chi- Square Test
3. ANOVA
4. Ranking Analysis

LIMITATION OF THE STUDY

- This study is limited to 263 respondents.
- This study is based on the responses provided by respondents.
- This study is focused on Coimbatore city.

II. REVIEW OF LITERATURE

Sengupta, E. and Blessinger, P. (2022)¹: In their study it research about "The Introduction to Role of Education and Pedagogical Approach in Service Learning", Higher education goes beyond classroom teaching and emphasizes on community and democratic participation of students and teachers who are expected to practice inclusive education and support the needs of the community and a diverse group of stakeholders. In the 1990s a new form of experiential learning started evolving in higher education where students were given credits to become more empathetic and address the needs of humanity or their immediate community. Curriculum were improvised to include volunteering services, internships and integrating them to the existing teaching learning needs. However, a fine line does exist about how inclusive education should be and what dimensions of community services can be included in the curriculum. This book is a collection of case studies and interventions adopted by academics across the globe to explain and explore the concepts of social responsibility in education, social justice and civility. The current pandemic situation has made it increasingly difficult for students to explore gaps in society and work toward mitigating it. Academics have showcased that online learning doesn't mean an end to service learning, but it can be enhanced, and students can continue to be agents of social change.

Das, P. et.al (2022)² In this research study about "The emerging e-learning trends in education". In today's information and communication technology age, e-learning is critical to an individual's growth and, by extension, a nation's



future. Traditional education is teacher-centered, and teaching the same topic in the best possible way every time is challenging. Moreover, a skilled instructor cannot simultaneously teach in numerous places in traditional learning. However, e-learning overcomes this disadvantage of conventional education, becomes a powerful weapon for individual intellectual progress, and contributes to the development of an educated society. Apart from repetition, traditional learning has several disadvantages, including high costs, confinement to the classroom, set-time learning, fixed idea learning, and so on, all of which may be avoided by the current e-learning trends.

Tejashwini (2022)³In this research “The NEP directly contributes to the long-term transformation of the nation into a prosperous and knowledgeable society by providing high-quality education to everyone”. The Union Cabinet of India approved the new NEP on July 29, 2020, with a comprehensive framework starting with primary education, higher education, and vocational training in all parts of India. School education has a 100% gross enrollment ratio, and higher education should attain a 50% GER by 2025, as the new plan aims to establish universal pre-kindergarten through secondary education by 2030. The implementation of NEP 2020 presents the education community with a wide range of opportunities and challenges. The study reviewed the NEP in relation to HE, examined its effects on teachers, expressed the opportunities and challenges associated with its implementation, and outlined the path the NEP would take.

Montes-Martínez, R. and Ramírez-Montoya, M.S. (2022)⁴In their study his research about “The Systematic mapping: educational and social entrepreneurship innovations”. It aims to analyze recent publications (2015–2020) that refer to educational and social entrepreneurship to identify the primary emerging themes and gaps of entrepreneurship research and management that would be helpful for future studies and entrepreneurial ventures. The authors used systematic mapping to review 92 research articles that address educational innovation and social entrepreneurship.

Nousheen. A and Kalsoom, Q. (2022)⁵ In their study the research about "Education for sustainable development amidst COVID-19 pandemic: role of

sustainability pedagogies in developing students' sustainability consciousness". It aims to assess the impact of sustainability pedagogies on students' sustainability consciousness (SC) in the online instructional settings. A mixed-method, embedded research design was applied to conduct the research. The participants of the study were the pre-service teachers studying a course, namely, “Education for Sustainable Development” (ESD) in a public sector university of Pakistan. A total of 49 participants were divided into control and experimental groups. The experimental group experienced ESD-pedagogies in online teaching-learning (educational) settings, whereas the control group was taught through a lecture-based approach in online educational settings.

RESEARCH GAP

Not with standing the increasing focus on creative pedagogy in higher education and the recent enactment of the National Education Policy, there is still a significant research vacuum concerning students' perceptions and experiences of these novel techniques. The extant body of literature frequently overlooks the student perspective in favor of concentrating on the theoretical facets of teaching or the consequences for policy. By examining the useful effects of instructional innovation on students in higher education, this study seeks to close this gap. In particular, the National Education Policy's requirement for new teaching approaches must be examined, together with the attitudes, preferences, and difficulties faced by students in adjusting to them. The project intends to close this research gap and offer insightful information that will help institutions, educators, and legislators develop and modify pedagogical adaptations to the particular requirements of students in higher education.

ANALYSIS OF DATA

In research, data analysis is the act of examining, purifying, converting, and analyzing data in order to find relevant information, make inferences, and aid in decision-making. In many disciplines, including the social sciences, natural sciences, engineering, and business, it is an essential stage in the research process.



S.NO	FACTOR	NO.OF. RESPONDENTS	PERCENTAGE
1	GENDER (FEMALE)	144	55
2	AGE (26 – 30 YRS)	98	37.5
3	EDUCATIONAL QUALIFICATION (B.ED)	115	43.4
4	SUBJECT SPECIALIZATION (SCIENCE)	85	32.4
5	TEACHER STUDENT RATIO (1:30)	89	34
6	IMPROVE THE TEACHING PRACTICES (ENGAGING IN ONLINE COURSES)	81	31.3
7	INNOVATIVE PEDAGOGICAL APPROACHES (FLIPPING THE CLASSROOM)	104	39.7
8	WORK- RELATED STRESS WHEN DEALING WITH STUDENTS (LACK OF SUPPORT STAFF)	115	43.9
9	ENVIRONMENT SUPPORT IN MENTAL HEALTH AND WELL-BEING (INCREASING ACCESS TO MENTAL HEALTH PROFESSIONAL)	105	40.1
10	CHALLENGES FACED BY THE STUDENTS (SOCIO-ECONOMIC FACTORS)	104	39.7
11	ISSUES FACED DURING THE TRAINING PERIOD (PERFORMANCE OPTIMIZATION CHALLENGES)	133	50.8
12	GLOBALISATION HAS VALUES AND ATTITUDE OF STUDENTS (HEIGHTENED AWARENESS OF SOCIAL JUSTICE ISSUE)	88	33.7

- Majority 55% of the respondents are Female.
- Mostly 37.5% of the respondents are 26-30 Years.
- Mostly 43.4% of the respondents are B.Ed.
- Mostly 32.4% of the respondents are specialized in science.

- Mostly 34.0% of the respondents are 1:30ratio.
- Mostly 31.3% of the respondents are engaging in online courses.
- Mostly 39.7% of the respondents are flipping the classroom.
- Mostly 43.9% of the respondents are lack of support staff.



- Mostly 40.1% of the respondents are increasing access to mental health professional.
- Mostly 39.7% of the respondents are socio economic factors.

- Majority 50.8% of the respondents are performance optimization challenges.
- Mostly 33.7% of the respondents are heightened awareness of social justice issues.

CHI-SQUARE ANALYSIS

FACTOR	CALCULATED VALUE	TABLE VALUE	RESULT
LONELINESS DUE TO LIMITED IN PERSON INTERACTION WITH PEERS	0.311	16.919	ACCEPTED
EMOTIONAL WELL-BEING	0.608	21.026	ACCEPTED
ANXIETY RELATED IN ADAPTING LEARNING ENVIRONMENT	0.414	24.996	ACCEPTED
CHALLENGES OF THEIR EMOTIONAL AND COGNITIVE STABILITY	0.051	21.026	ACCEPTED
FEELING DISCONNECTED FROM EXTRA-CURRICULAR ACTIVITES	0.161	21.026	ACCEPTED
STRUGGLING OF CLASSROOM SETTING	0.000	28.869	ACCEPTED

Through chi-square analysis, the relationship between the two variables i.e. Age and the Motivation for the uses of innovative pedagogical is analysed.

There is no significant relationship between age with loneliness due to limited in person interaction with peers, emotional well-being, anxiety related in adapting learning environments, challenges eventually challenges of their emotional and cognitive stability, feeling disconnected from extra-curricular activities and struggling of classroom settings.

ONE-WAY ANOVA ANALYSIS

FACTOR	CALCULATED VALUE	TABLE VALUE	RESULT
COURSE/WORKSHOPS IN YOUR AREA OF INTEREST	0.005S	9.01	ACCEPTED
RESEARCH OPPORTUNITIES	0.869	9.01	ACCEPTED
DEGREE/CERTIFICATE PROGRAMS	0.264	9.01	ACCEPTED
PARTICIPATION IN STATE OR NATIONAL LEVEL CONFERENCES	0.201	9.01	ACCEPTED



Through ONE-WAY ANOVA analysis, the association of two variables i.e. Educational Qualification and the satisfaction level for the professional development is analysed.

There is no significant association between educational qualification with course/workshops in your area of interest, research opportunities, degree/certificate programs, participation in state or national level conferences.

RANKING ANALYSIS

S.NO	FACTORS	RANKING
1	USE OF PEER COMMAND	1
2	ADOPTION OF WELL-ESTABLISHED POSTURE	2
3	BEING AUTHORITARIAN	3

INTERPRETATION

The table depicts that the use of peer command shows first rank, adoption of well-established posture shows second rank, being authoritarian shows third rank.

III. SUGGESTIONS

As per the study, some suggestion for pedagogical innovation to improve the education,

- Teachers can create individualized learning plans for every student based on the assessment findings. According to the requirements and aims of the students, these plans would include certain learning objectives, materials, activities, and deadlines.
- To guarantee ongoing development and content mastery, teachers would routinely assess their pupils' progress, offer criticism, and modify the lesson plans as necessary.
- Collaborating with peers in virtual communities or small groups can also be advantageous for students as it allows them to solve problems together, exchange ideas, and encourage one another's academic progress.
- Different learning styles and preferences can be accommodated by teachers using a range of instructional tactics, such as multimedia presentations, lectures, discussions, hands-on activities, and educational technology tools.
- Instructors are free to choose a theme or topic that interests students and fits into the curriculum. This could be a problem facing society today, a historical occurrence, a scientific discovery, or a current worldwide concern.

IV. CONCLUSION

Summing up, it can be noted that with the introduction of innovative technologies into the pedagogical process of the educational system of higher educational institutions, there is an increase in pedagogical skills and professional competence of future teachers - participants in innovative processes, an improvement in the quality indicators of students' educational achievements. At the same time, the regional education system as a whole is being modernized, the development of universities is traced on the basis of the search, development, development and implementation of innovative pedagogical technologies; scientific and methodological support of the development of the educational institution is provided. At the level of the personality of a specialist, the formation of a modern style of thinking with its characteristic features is monitored: creativity, consistency, flexibility, dynamism, perspective, objectivity, conceptuality, etc.

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