

A Review of Creative, Innovative and Skill Based Education

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ABSTRACT

Creative or Innovative thinking is the kind of thinking that lead to new insights, novel approaches, fresh perspectives, whole new ways of understanding and conceiving of things. The role of education institutions has been questioned and blamed for spoon feeding and killing creativity. Creativity and Innovation have been highlighted as essential skills for the 21st century, especially if we consider that both skills can promote human potential by eliciting positive aspects of the individual. These skills have been valued in different contexts. The purpose of this text is to discuss the notions of creativity and innovation as independent constructs and to discuss the relationships between these concepts according to the scientific literature. Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching.

Keywords: Creativity, Innovative Teaching, Skill Development.

Introduction : Education is important but skill is necessary. Education is the process of teaching-learning the skill of each grade at a school or university, and this process takes place, from the teachers perspective, by promoting in students the use of their talents, skills, knowledge creativity and reinforcing them to its maximum potential. Information and communication technology have evolved and changed rapidly in the last few decades. Education needs to catch up with the new technology and integrate it into courses. Also, innovation in education needs to follow the changing world and solve educational problems effectively (Whattananarong, 2011). Good quality innovation in education could make learners learn more in a shorter time and could promote learning competence. Therefore, it is crucial and indispensable to create good quality innovation in education. Sintapanon (2009) mentioned that creating innovation in education is vital for learning because it helps learners understand content and lesson clearly. Learners develop their learning processes which affect their desirable characteristics. Hence, creating educational innovation needs to be studied in each type of innovation.

World Education Forum, 2000 Dakar Framework for Action: "The human right to benefit from an education that will meet their (youth's) basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be". The Four Pillars of Education: Learning to know: Developing Reasoning: It relates to cognitive life skills such as critical thinking. Problem solving and decision making skill.

Learning to Be: Enhancing Agency : It relates to self-management life skills related to self awareness, self esteem & self confidence, and coping skill.

Learning to Live Together : Building Potential through Social capital: It relates to communication skills, negotiation skills, Refusal skills, Assertiveness skills, Interpersonal skills, co-operation skills & Empathy skills.

Learning to Do: Functioning and Capabilities: It refers to central human functional capabilities of "life", "Bodily Health", "Bodily Integrity" and "control over one's Environment"

Innovation : Innovation is the act or process of introducing new ideas, devices, or methods. Innovation is about creating value and increasing efficiency, and therefore growing your business." Without innovation, new products, new services, and new ways of doing business would never emerge, and most organizations would be forever stuck doing the same old things the same old way". "Educational innovations include pedagogical innovation, scientific and methodological innovation, educational and technological innovation". It is substantiated that the education market is one of the most important elements of the national innovation system.

Creativity: The meaning of creativity is to think or do something differently. It is a kind of fantasy in which new ideas are promoted and that new ideas are essential to the advancement of human society creativity can be defined on a variety of levels: cognitively, intellectually, socially, economically, spiritually and from the perspective of different disciplines within the arts, science and humanities. All students in wisdom can develop their creative capacities if they have access to rich learning opportunities in environments that nurture and support their creative development. According to Kampylis and Berki (2014) 'creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, Experimenting with alternatives and to evaluating their own and their peers' ideas, final products and processes.

Creativity and Innovation in Education : Innovation and creativity are two words heard frequently in education system. Creativity and innovation is the essence of teaching and learning including in the sciences and social sciences disciplines. Creativity and innovation bring about interest and motivation to learners of English as well as English teacher-trainees, which eventually lead to learning. Gone are the days of a teacher delivering a lecture while standing behind a rostrum in a huge lecture hall in a one-way communication mode where his/her words are words of god, and students' sit quietly embracing his/her words, busy taking down notes; those days have long been over and they have been replaced with more innovation and creativity ways of disseminating, sharing and facilitating knowledge development in students. Our students are tired of the old school approach to learning a language they want something practical, relevant and useful for their professional life. With computer being their flesh and blood; and living in the era where they are allowed to question on things and they are empowered to be partly responsible for their learning, creativity and innovation have been incorporated in my teaching and learning assessment and supervision. In modern education systems there is a need for a balance between stability and innovation. Creative, imaginative, innovative elements of education systems often preserved for elitist parts of system. Innovative education that helps to foster a creative mindset from an early age can play a vital role in transforming many societies from low to high productivity, from poverty to prosperity from being consumers to being producers of idea.

Literature Review :

Creativity Innovation in Education: Kim smith studied on innovation in public education: Problem and opportunities. This study revealed that innovation is not merely about a final product, but also about the conditions that must be in place to allow innovation to see a problem in new light, create potential solutions. As a result, we have some fundamental barriers to innovation.

Lack of clarity on the problem to be solved, Lack of clear and common metrics. Local governance is not aligned to support innovation. Weak technology infrastructure: Most districts and schools plan only for technology acquisition and not upgrade or maintenance.

Research proves that non-creative behaviour is learned overtime. Young children are creative geniuses, and become less creative as they age. George study took a group of 1,600 five year olds and tested to see how creative they were. Ninety-eight percent were deemed creative geniuses, thinking in novel ways similar to the likes of Picasso, Mozart, Einstein and other creative personalities. He tested them again at 10 years old. That number dropped to 30 percent. By 15 years of age, it had declined to 12 percent. He gave the same test to 280,000 adults and found that only 2 percent were creative geniuses.

According to Pratham's Annual status of education 2013 report, close to 78 percent of children in standard 3rd and about 50 percent of children in standard 5th cannot yet read standard 2nd text. Arithmetic is also a cause for concern as only 26 percent students in standard 5th can do a division problem. Without immediate and urgent help, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for both the state and central governments.

Boccioni, Kampylis & Punie, (2012): educational organizations, from primary to higher education, are considered to be optimal environments for enabling experiences of innovation that learners can transfer to real-life settings through innovation and creative. The study result shows an agreement between students on the fact that their educational environment, including teachers, schools and the curriculum contributes positively in fostering their innovation and creativity skills ($m=3.95$, $sd=1.13$). This indicates that there is lack of awareness on innovation and creativity among school students.

Riana conducted a study on creativity in teachers. The major finding of the study was male pupils teachers were found more superior than female. Bhan studied on creative potential and the level of aspiration. The major findings were the level of aspiration in case of high creative group was high and creative people found to be self-actualizing. Gupta studied the role of classroom interaction between the teacher and pupils has also been found to be a very important factor affecting creativity.

Singh studied creativity in school teachers measured by Mehndi's test of creativity in relation to their self-concept, attitude towards teaching and classroom verbal interaction and found that there was a positive and significant relationship between the teacher's verbal and the student's talk in the classroom.

Strom studied the ways schools and families could provide greater support for creative behaviour. The rules guiding instruction at all levels of education should be revised. Some recommended changes implicate teachers training. Method for the evolution of learning. Use of technology tools expectations of students and adult willingness to take into account student impression about how to improve school.

Tingen et al. (2011) studied the classroom web sites have the potential to support and enhance student learning by targeting 21st century skill, such as, collaboration among teachers, students, parents, and other teachers, media literacy, and interpersonal and self-directional skill, as well as thinking and problem-solving skills. Web 2.0 tools such as blogs, wikis, and podcasts enhance teacher web sites to prepare students for the future. By making learning a social event, teachers help to keep students engaged with course material. In addition,

teachers are supporting 21st century skills through the posting of student work so that classmates may comment on and refine one other's products the study of classroom web sites to determine whether they specifically support 21st century skills.

Rank, Pace and Frase : studied on Creativity, Innovation and Initiatives. The results show that creativity, Innovation and Initiative are psychological processes that facilitate the transformation of individual work roles teams and organisations into desired future states. Second, the creativity and innovation research domain may benefit from an integration of recently developed proactivity concepts such as personal initiative and voice behaviour.

M, Aichouni, et al, studied on does our educational system enhance creativity and innovation among gifted students. Creativity the results shows positive trends towards the student's perception on creativity and innovation and highlights opportunities to improve the environment of creativity and innovation within the Saudi educational system.

Narayanan, S (2017) A study on the relationship between creativity and innovation in teaching and learning method towards students academic performance at private higher education institutions, Malaysia. The study found that creativity and innovation teaching methods make a particular concept clear to the students, students develop interest to know exactly the concept, create long lasting memory, correlation of concept and there is positive relationship with creativity, innovation with academic performance using various teaching methods.

Pisanu and Menapace studied on creativity & innovation four key issues from a Literature review : In this literature review a search of publications dealing with the issues of innovation and creativity and the links between this two issues has been made. They identified in the present study the creative process that leads to the stabilization of the innovation. Organisational Structures, individual characteristics, training methods and pedagogical practices and the training content can provide a specific map in which to understand and guide innovation processes in organizations.

Conclusion : Skill based education is not a choice but a need in India where the demand for skilled professional is still very high and the desire to get skilled is low. Learners, parents and society prefer socially acceptable qualifications in pure academic subjects. Youth in the country still incorrectly believe that skill based education leads to low paid jobs and it is perceived to be meant for only academically weak students, school dropouts and for people in the lower strata. Some techniques are used in education: Brainstroming, collaboration, discussion, team group work, project-based learning, or anything could stimulate critical ideas, such as using question technique and six thinking hats of Edward de Bono technique etc. Lecturers should provide feedback for learners regularly. Educational activities can be planned for exploring skills: writing skill- good writing skills allow you to communicate your message with clarity and ease to a larger audience than through face to face or telephone conversations. Management skill, decision making skill, presentation skill, problem solving skill, develop communication skills, leadership skill, for exploring the skills, the instructional process can be designed that involves students and provide opportunities to share their knowledge and experiences. Project-based approach, evidence-based approach, performance-based approach, research-based approach and inquiry-based approach could be used. website, online social networking sites, podcast and web 2.0 tools can also be used for exploring coping skills for 21st century. Development of skill demands flexible classroom setting. According to Prime Narendra Modi, there is much that India can learn from experiences in the United States. A shared agenda of helping identify and implement improved ways to develop skills and competencies even at the school level could be an important area for collaboration.

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