

## **INNOVATIONS IN TEACHER EDUCATION**

Dr. VENKATESHA.K, Dean and Chairman  
Department of Education, Davangere University,  
Shivagangotri, Davanagere, Karnataka-577007

### **INTRODUCTION**

Teacher Education discipline which educates the progressive generations on what has, where we are, and what we create, observing healthy, meaningful and long life. Areas where of innovative ideas tried out and practiced. Paper discusses about teacher education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses features of these innovative teacher and approaches and at suggests some innovative features of teacher.

Social relevance is quality parameters of education, various contemporary issues and emerging trends society are concerns of education. Liberalization, privatization, globalization, WTO, outsourcing, revolution of science and technology etc. are few among the contemporary trends influencing education. Liberalization, privatization, globalization, WTO, outsourcing etc. transform Knowledge longer generated for its own sake; rather its generation is for utilization of economic gains. Education faces the challenge of market forces; individual has the scope their worth. It undoubtedly increases accountability of any system. Revolution of science and technology transforms way of life. Under this contemporary context, new aspiration of the society, education system must undergo a revolutionary change through reconstruction. This reconstruction reflecting the metamorphosis from present practice to some new and hopefully better practice is termed as innovation.

Innovation essential of education program, education program predominantly on skill based practices, understanding school situations, inculcation of values etc. This program for preparing future teachers who will lead society. Role of

teachers confined to teaching by imparting mere information only. Strong professional commitment, to be acquainted thoroughly with content based pedagogy and various teaching skills, use of ICT in teaching-learning, various ethical and moral values etc.

In spite of innovations particular field abroad, situation in India , where teacher educators mostly impart their and experiences on their students (teacher trainees) without much concern to relevance contemporary context. Teacher education model followed in India is inherited from education. Therefore suffered its inability pace with time and to insecure necessary modification in conceptual based theory and practices. also been recommended that the program of teacher education for its various stages be restructured in its input, process and output to be more systematic, quality oriented, and relevant context Indian society. Innovation ensures quality and also helps overall efficiency of teaching learning process. Pursuit of excellence, satisfaction of client needs, optimum utilization of resources etc. are few among outcomes of innovation and field of teacher education particularly. But some obvious questions arise mind of researcher: the conceptual framework of innovation? How do different researchers have explained innovation? Is there any significant role of quality research in education to innovate the system of teaching-learning? These are explained step by step following sections.

## **INNOVATION CONCEPT**

The word ‘innovate’ comes from the Latin word ‘innovate’ to renew. By this definition, an innovation a renovation of variation of. Researchers whereas have defined it as “the channelling of creativity so produce novel idea and/ or product of high social value”. Innovation has also been considered in terms of its proximal, distal, and confluent properties. The proximal properties include those which conjoin to individual, and imply micro properties by innovation. Properties ascribe a community, or macro perception of innovation. Thus it argued that if learns or performs a task for time be considered innovative. This also includes tasks available to the individual yet unperformed. The distant element underscores of the perceived tasks within a community or other external validating entity. Additionally the confluents of the proximal and distal categories of innovation highlight a dynamic synergy for both

personal and public innovations. Particularly, field of education, any change considered as innovation if it helps in motivating students, keeping enthusiasm of teachers by encouraging them to use multiple methods of teaching, making assessment easier and comprehensive, reducing of learning and time the expected goals by optimum utilization resources, and also in generating new resources for further use. Though innovation implies a change; but a mere change for the sake of change only considered as any innovation. Innovations rarely exist on their own; rather arise in response to human needs. Emerging societal aspiration can only innovation. High social value is important quality indices of any innovation. An innovative action effective in one context be identically effective if the contextual parameters differ. Therefore, the concept 'innovation' is dynamic also impossible of uniform criterion for innovation context.

#### **DIFFERENT FACILITATIVE FACTORS ARE SPREADING INNOVATION.**

Also been identified that teacher's professional training, their interest in various academic activities in school are major promoters of spreading innovation. Another study has identified that acceptance of teacher's creative idea by the management, financial and physical support helping to implement the innovative thoughts, etc. are motivational factors. Successful outcome of innovative experiments provides satisfactory feeling to the innovator, which also favourable influencing role. Support from community, colleagues, and students are helpful for the spread and adoption of innovation. Effective leadership also plays role in accepting and implementing an innovative idea. Progressive, democratic, dedicated and transformational leadership most powerful facilitative this regard. The acceptance of innovation also depends on its intrinsic value. Likely to be more acceptable if it promises to bring some qualitative improvement and is line with the cultural aspiration of the context. SWOT (strength- weakness-opportunity-threat) analysis of innovative practice essential effectiveness of it particular context acceptance. The success of innovation to extent also depends upon the activities enthusiastically support the new product or process.

#### **CONCLUSION**

The challenges in the world as emerged from approach of require that teaching learning must undergo a revolutionary change the new aspiration of the society. It

demands almost compulsory use methodology and technology to match environment with global needs by stimulating culture by For promoting innovation in our system of education there are several techniques being developed by different educationists but all the techniques equally effective in any context. In fact, outcome of innovation needs investigation and constant monitoring before its final implementation. Action research is investigate this impact which might help policy makers to adopt any innovative strategy advancement of the system of education yielding the rich dividend in future.

## REFERENCES

1. Best, J.W. & Kahn, J.W. (1986). Research in Education, Prentice Hall, N.Delhi.
2. Boyer, E. (1997). Scholarship reconsidered: Priorities of the professoriate. (p.24)Princeton, NJ:The Carnegie Foundation.
3. Buch, M.B. (1972). An Inquiry into Conditions Promoting Adaptability in Indian Schools, Ph.D. Thesis, M.S. University, Boroda.
4. Carr, W. and Kemmis, S. (1986) Becoming Critical: Education, Knowledge and Action Research. Basingstoke: Falmer Press.
5. Chaliha, B. (2003). Factors Promoting Diffusion Of Innovation Secondary Teachers' Training Institutions in Assam, Unpublished Ph.D. Thesis, D.U.
6. Charles, L., & Ward, N. (2007). Generating Change through Research : Action Research and its Implications. Centre for Rural Economy Discussion Paper Series No.10, University of Newcastle
7. Clapham, M.M. (2003). of innovative ideas through creativity training. In L.V. Shavinina (Ed.), The International Handbook on Innovation pp. 366-376. London, U.K.: Pergamon.
8. Das, B.C. (2008). Facilitative Factors Spread of Innovations in Teacher Education, University News, 46 (37) 21-25.

\*\*\*\*\*