



## Prerequisites for Innovations in Teacher Education

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### Abstract:

*In the age of globalization there is need of innovations in teacher education. Teacher education plays an important role in shaping and molding the habits, manners and all the characteristics of pupils to become effective teachers. The global economy of twenty first century demands in its people a set of new competencies This will be possible only if they are imparted through our education by adapting innovative techniques in teaching and learning processes. The National Curriculum Framework (NCERT) 2005 highlighted that there is an urgent need to bring systemic and pedagogical reform in education system. Based on this vision document there is need to renovate the teaching-learning processes. This article describes meaning, characteristics, factors and prerequisites for innovation in teacher education.*

It will be of immense utility to teachers, student teachers and educationists. This paper also informs about teacher educators opinion about prerequisites for innovations in teacher education.

**KEYWORDS:** - Innovations. Teacher education, Prerequisites

Learning to learn is an important strategy for the 21st century. One of the major inputs towards enhancing the quality of teaching and learning would be the innovations utilized by the system. National Curriculum Framework 2005 under the heading Encouraging Innovations in Chapter 5 entitled Systemic Reforms has made the following observations: Individual teachers often explore new ways of transacting the curriculum in addressing the needs of students within their specific classroom context (including constraints of space, large numbers, absence of teaching aids, diversity in the student body, the compulsion of examination, and so on). Based on this vision document there is need to revamp the teaching-learning process.

### MEANING OF INNOVATION: -

Innovation is the introduction of a new idea, a process or technique and its adoption for wide-spread use to replace an existing practice or technique. It is not a change for the sake of change. It is controlled and regulated by testing and experimentation. There is first invention or research, and then it's testing out,

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evaluation and development, then diffusion and lastly adoption for use.

According to H. S. Bholra, an innovation is a concept, an attitude, a tool with accompanying skills, of two or more of these together introduced to an individual or culture that have not functionally incorporated it before. H. S. Barnette thinks that an innovation is any thought, behavior or thing that is new and is quantitatively different from the existing forms. E. M. Rogers states that an innovation is an idea perceived a new by the individuals. M. Miles writes that an innovation is a deliberate novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system. (Khanna, S. D, Lamba, T. P and etal, 1997: p 138)

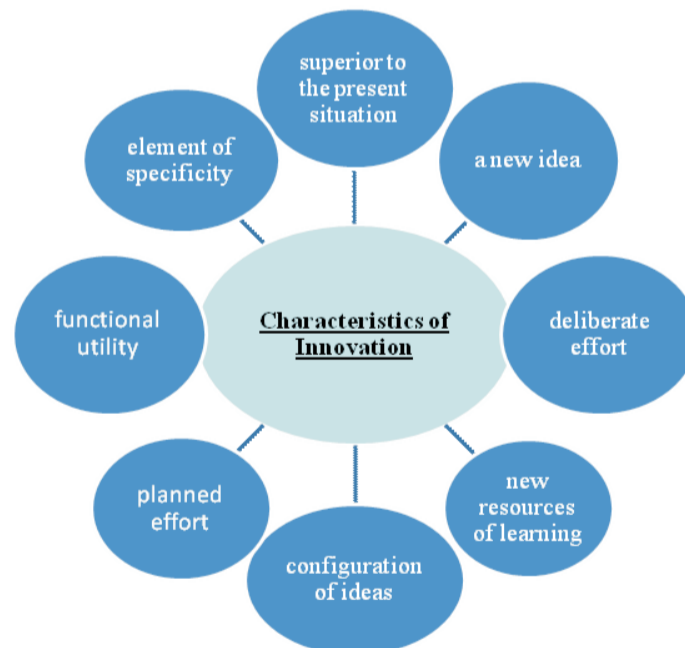
The term innovation is derived from the Latin word innovare that means to change something into something new. It is a promotion of new ideas and practices in education and training. It turns new ideas into useful, practicable and commercial services. It is an idea perceived as new by an adopter, though it may be an old one for others. Thus an innovation is a new idea. It is quantitatively superior to the present situation. It is a deliberate and planned effort. It has functional utility. (Hassan, D and Appa Rao, 2012: p 7)

Innovation is typically understood as the introduction of something new and useful, for example introducing new methods, techniques, or practices or new or altered products and services. Such definitions of innovation include:

- Process of making improvements by introducing something new
- Process of translating new ideas for improvement of teaching learning
- A new idea, method or device
- Successful operational of new ideas
- Changes that create a new dimension of performance
- A creative idea that is realized
- Capabilities of continuously realizing a desired change.( www.ncert.nic.in)

#### CHARACTERISTICS OF INNOVATIONS:

- Innovation is regarded as a new idea.
- Innovation is considered quantitatively superior to the present situation.
- Innovation is a deliberate effort.
- Innovation is a planned effort.
- Innovation has an element of specificity.
- Innovation has functional utility.
- Innovation is a configuration of ideas.
- Innovation results in new resources of learning.



**FACTORS OF INNOVATIONS: -**

1) Innovation in teaching methods: - There are different teaching methods. The success of teaching depends on how a teacher uses different methods. The effective teacher takes personal responsibility for students learning and has positive expectations from every learner. An effective teaching enables the child to learn for himself. It is an active and living process. Educational technology is considered to be a powerful tool to obtain effectiveness and efficiency in education and training.

2) Innovation in curriculum: - The purpose of teacher education is to produce teachers who have professional competencies. As teacher education is meant for preparing future teachers who will lead society and the nation, the teacher education must create necessary awareness among teachers about their new roles and responsibilities.

Today, meaningful, useful education is something all students need regardless of the career choices they will eventually make. Schools need to do more than just select students according to their cognitive abilities. They need to become places where diverse talents are recognized and nurtured, where every student is made to feel special, has an opportunity to realize his or her full potential and succeed on his or her own terms. So curriculum should be skill-based and socially relevant.

3) Innovation in new programs and new practices: - Micro teaching, simulation techniques, internship program etc are the new programs and practices.

4) Innovation in evaluation: - The Comprehensive Nature of Evaluation, Designing Instruments of Evaluation and Assessment, Preparation of a Scheme for Continuous and Comprehensive Evaluation are the main things to innovate immediately.

**EXPECTATIONS FROM TEACHERS/ PRINCIPAL FOR INNOVATIONS: -**

- Teachers/Principal should have the potential of innovative practices and experiments for improvement of teaching-learning.
- Teachers/Principal should have capacity to try out novel ideas and practices for improvement of different areas of school education and teacher education.
- Teachers/Principal should identify problems they face and adopt a realistic approach to find solutions, thereof.
- Teachers/Principal should create an environment in teacher education institutions by encouraging team work and total involvement of the entire staff in the implementation of the innovations so as to ensure their sustainability.
- Management should provide a forum to teachers and teacher educators to share their innovative ideas with all stakeholders

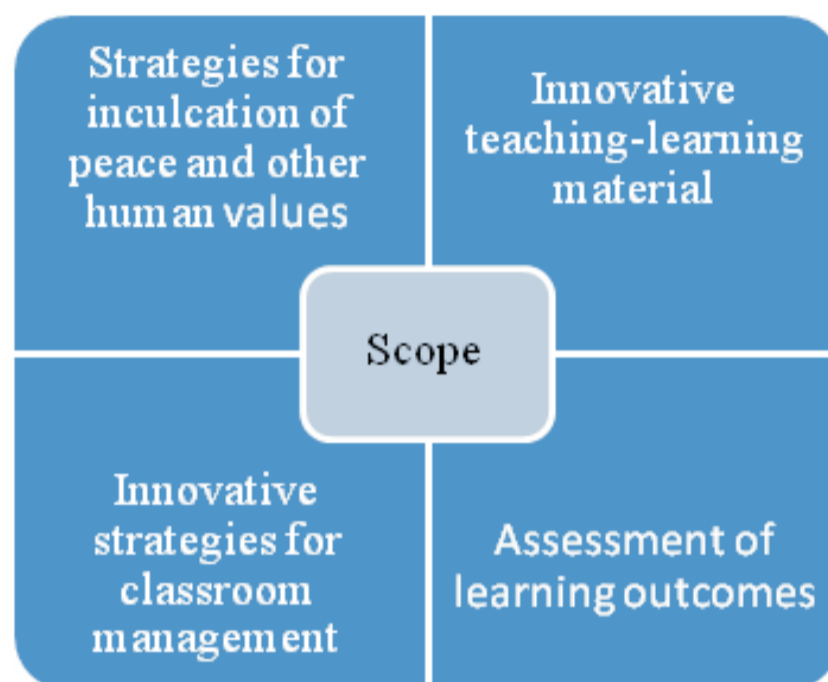
**.PREREQUISITES FOR INNOVATIONS: -**

- Need and usefulness: - One of the important factors of an innovation is need and usefulness of the consumers.
- Teaching technology: - It involves the know-how of teaching process. It includes the mechanism of instructional process in the classroom situation, level of teaching theories of teaching, teaching operations.
- Commitment to profession: - The role of teachers is no longer confined to teaching alone. They need to be thorough professionals, fully equipped with high academic standard, pedagogical and practical skills and ethical and moral values. Teacher education has to play a special role to prepare socially responsible teachers of high values and morality, conversant with unique features of cultural heritage.
- Service and support: - For the adoption of innovation, support from the management, community, colleagues, government, other agencies and students are necessary for the successful implementation of innovations.
- Decision making: - It is an act as well as the process. Decision making is the selection, from among the possible alternatives, of a course of action or idea. This factor is very important for innovations.
- Freedom: - There is no burden or pressure from authority/leader for specific function. The person can speak, act, move, take decisions according to his own will and wish. He is responsible for his own behaviour.

**SCOPE FOR INNOVATIONS: -**

Teacher education institutions can undertake innovations or experimentation on any aspect of their related work. A few examples are given below:





#### NEED OF THE PRESENT STUDY:-

- Our systems of teacher education are examination-oriented. There is a pressure on the teacher to complete the syllabus within the time frame. Consequently, the issue of preparing students for the examination comes to the forefront and innovations are neglected.
- There is lack of motivation on the part of the teacher educator to develop/implement innovations. One of the major problems is how to motivate the teacher educators?
- There is lack of cooperation from colleagues, the principal and the management to practice or implement innovations.
- In the classrooms, textbook-oriented teaching-learning is followed and teacher educators are not encouraged to go beyond syllabus.
- There is lack of appropriate training for the teachers and the principals to implement the innovations.
- The existing climate or environment of teacher education institutions are such that innovations are difficult to sustain for a longer period.
- There is little freedom for the teachers and the teacher educators to undertake experimentation.

Keeping the above facts in mind, the present study aimed at investigating the views of teacher educators regarding prerequisites for innovation in teacher education.

#### STATEMENT OF THE PROBLEM:

Pre-requisites for Innovations in teacher education

#### OPERATIONAL DEFINITIONS:-

**Prerequisites:** - required as a prior condition or course of study.

**Innovation:** - Innovation is the introduction of a new idea, a process or technique and its adoption for wide-spread use to replace an existing practice or technique.

**Teacher-education:** - A programme of education, research and training of persons to teach from secondary to higher secondary education level.



**OBJECTIVES OF THE STUDY: -**

1. To assess the views of the teacher educators regarding prerequisites for innovation in teacher education.

**SCOPE AND LIMITATIONS: -**

The present study will help teaching community for the understanding importance and implementation of innovations in teacher education.

The study is restricted to views of selected teacher educators.

The study is limited to one Teacher Education College in Pune city.

**POPULATION: -**

The Population of this study consisted of teacher educators.

**SAMPLE: -**

The sample consists of 10 experienced teacher educators from Adarsha Comprehensive College of Education.

**RESEARCH METHODOLOGY: -**

**METHOD:** Survey Method was followed. For this purpose open interview was taken from teacher educators.

**TOOL:** Open Interview

**FOLLOWING QUESTIONS WERE ASKED IN THE INTERVIEW.**

1. Are you aware of what innovation in teacher education means? Yes / No
2. What are the essential components (prerequisites) for innovations in teacher education?

- Adoption and cooperation of the members of the institution.
- Motivation and incentive
- Decision making
- potential of innovative practices

3. Innovations in teacher education is the responsibility of – management, principal, teachers or all of them?

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**4. WHAT ARE THE WAYS TO IMPLEMENT INNOVATION IN TEACHER EDUCATION?**

- Improvement in college environment/
- Curriculum development
- Identifying problems and adopt a realistic approach to find solutions

**5. WHAT SHOULD BE THE ROLE OF TEACHER IN INNOVATION IN TEACHER EDUCATION**

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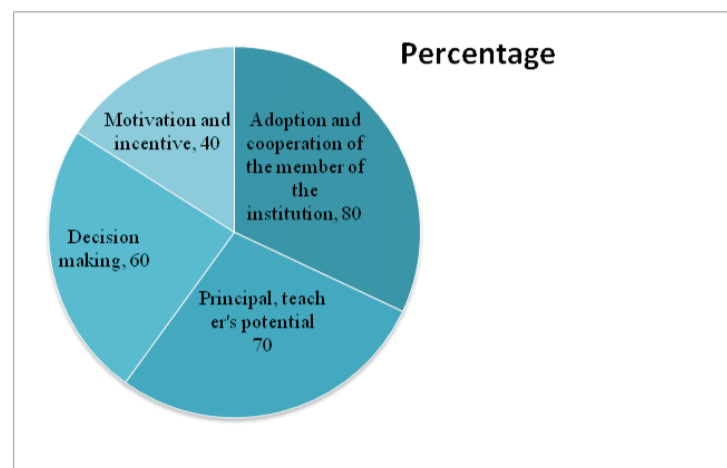
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**FINDINGS FROM THE SURVEY: -**

- ❖ All teacher educators are aware of innovations in teacher education.
- ❖ All teacher educators feel that there should be innovations in teacher education. Most of them feel that Adoption and cooperation of the members of the institution is the essential component for innovations in teacher education. Many of them feel that principal; teacher should have potential for innovations and also



have decision making power. Very few feel that motivation and incentive is the essential component.



Essential components of innovations in teacher education

- ❖ Most of them do not feel that innovations in teacher education is responsibility of teachers only. It is also responsibility of management, principal's also.
- ❖ Majority of teacher educators agree to that to implement innovations in teacher education teachers/principal should create an environment in teacher education institutions. There should be improvement in the school/college environment.
- ❖ All teacher educators feel that they should identify problems they face and adopt a realistic approach to find solutions, thereof. Leadership role is also important for the adoption of an innovative idea.

#### CONCLUSIONS: -

- ❖ Adoption and cooperation of the members of the institution is the essential component for innovations in teacher education..
- ❖ Innovations in teacher education is responsibility of not only teachers but also of management and principal.

#### CONCLUDING REMARK: -

In the age of globalization there is need of innovations in teacher education. Teacher education plays an important role in shaping and molding the habits, manners and all the characteristics of pupils to become effective teachers. The institutional climate of teacher-training institutions is dependent not only on teacher educators, but also on the principal, administration, infrastructure, quality and the background of pupil teachers.

Proper attitude and support from the institutions is necessary. They should have attitude and academic interest towards the innovations. Attitude and support from the institutions are contributory factors in the spread of innovations in teacher education institutions.

Teachers/Principal should have the potential of innovative practices and experiments for improvement of teaching-learning. Teachers/Principal should have capacity to try out novel ideas and practices for improvement of different areas of school education and teacher education.

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