
Innovation in Teaching and Learning Process

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Abstract

The education system of the country is in a transition stage with a large number of institutions adopting innovating teaching-learning practices from across the world. Innovation in teaching is indispensable to help students to achieve their full potential. Higher education should provide the long term intellectual needs of the students. Creativity and innovation bring about interest and motivation to learners. Every best practice was once an innovation as well, small innovations in practice happen daily in classrooms in order for educators to best serve students. Innovation is about improving the education delivery methodologies to a certain extent.

Introduction

Innovation in education is basic to achieve subjective changes in education, instead of the quantitative extension seen up until this point. These progressions are expected to build productivity and enhance the quality and value of learning opportunities. In spite of the fact that education isn't a change-disinclined division, with enhancements effectively occurring in classrooms, it has not figured out how to bridle innovation to increase positive

outcome, enhance effectiveness, increment quality and encourage. In the meantime education can likewise encourage advancement in the public arena everywhere by building up the correct abilities to sustain it. These aptitudes, including basic reasoning, innovativeness and creative ability, can be cultivated through suitable instructing, and practices, for example, business enterprise training. Governments ought to create

brilliant development techniques for instruction with the correct strategy blend to give significance and reason to advancement, including making an advancement agreeable culture.

Innovation is required in education to inculcate student love for knowledge. In education, students commitment, interest for the subject, faith within himself, and energy can be developed through innovation in teaching process. These quality are very necessary for student to grow. When students are engaged in with the exercise being instructed to understand the topic, they take in more and hold more. Students who are occupied with the work tend to keep trying increasingly and discover euphoria in finishing the work.

Governments have invested greatly in Information and Communications Technologies (ICT) in schools. The worth of schools educational resources, together with ICT and connectivity has

increased to a great extent in recent years. Though, international surveys have brought into being that digital technologies have not yet been fully integrated in teaching and learning. Teachers do not feel adequately skilled to use ICT efficiently, at best using digital technologies to complement prevailing teaching practices. As tertiary-educated professionals, teachers have comparatively good ICT skills, but these fall off sharply with age, especially among the large cohort of older teachers. This is one major hurdle in bringing improvement in education.

I Innovation in Education: Innovation in societies and Economies

Over the most recent couple of decades, innovation by and large has been progressively viewed as a significant factor in keeping up intensity in a globalized economy. Innovation can breathe new life into slowing stagnant markets, and act as a mechanism to enhance any organisation's ability to adapt to changing environments (Damanpour and Gopalakrishnan, 1998; Hargadon and Sutton, 2000). Both policies and theories on innovation have mainly focused on the business sector (Lekhi, 2007). Organizations need to develop to stay aware of their opposition by presenting new products or administrations, enhancing the effectiveness of their production capabilities and hierarchical courses of action, or upgrading the advertising of their exercises so as to ensure their survival. Innovation in the field of public sector in general, and in the area education in particular, could be a major driver for significant welfare gains. Innovation can add value in education. Innovation in education can enhance learning outcomes and also the quality of education. In most of the countries education is perceived as a means to

bring about equality and equity. Innovations could help enhance equity in the access to and use of education, as well as equality in learning outcomes. Public organisations are often under as much pressure as businesses to improve efficiency, minimise costs and maximise the “bang for the buck”. Mulgan and Albury (2003) argue that there has been a tendency for costs in all public services to rise faster than those in the rest of the economy, and education is no exception. While this could be attributed to Baumol's “cost disease”, inherent to any public-service provision which faces ever-rising labour costs and limited scope for transformative productivity gains, this may also be due to a lack of innovation, (Foray and Raffo, 2012). Innovation, then, could stimulate more efficient provision of these services. Education should be relevant in the modern era because of dynamic nature of society and economy.

II Strategies for Innovation in Education

Many countries have understood that they require specific policy and execution strategies to get better the contribution of education to their national innovation strategies and to innovate education systems themselves, and have started to build up specific national innovation strategies for the education segment. National education sector innovation strategies integrate specific strategies for research, development, targeted innovation and knowledge management in the education system. For example, the European Union has accepted the importance of specific education and skills oriented innovation strategies as a fundamental component of general innovation strategies. The 2009 Manifesto for the EU Year of Creativity and Innovation mentioned below includes a specific section on the strategies needed in education.

Schools and universities need to be reinvented in partnership with teachers and students so that education prepares people for the learning society. Retrain teachers and engage parents so that they can contribute to an education system that develops the necessary knowledge, skills and attitudes for intercultural dialogue, critical thinking, problem-solving and creative projects. Give a strong emphasis to design in education at different levels. Establish a major European-wide research and development effort on education to improve quality and creativity at all levels.

1. *Nurture creativity in a lifelong learning process where theory and practice go hand in hand.*

2. *Make schools and universities places where students and teachers engage in creative thinking and learning by doing.*

3. *Transform workplaces into learning sites.*

4. *Promote a strong, independent and diverse cultural sector that can sustain intercultural dialogue.*

5. *Promote scientific research to understand the world, improve people's lives and stimulate innovation.*

6. *Promote design processes, thinking and tools, understanding the needs, emotions, aspirations and abilities of users.*

7. *Support business innovation that contributes to prosperity and sustainability*

Source: European Ambassadors for Creativity and Innovation (2009), Manifesto, European Union

In Global Agenda Council of World Economic Forum on Education a recent white paper Unleashing Greatness. Nine Plays to Spark Innovation in Education, offers a series of “plays” on how to achieve holistic system reform in education

III World Economic Forum: Nine “plays” to spark innovation in education

- **Provide a compelling vision of the future:**

Educational leaders need to present a persuasive vision of how the future can be better. Systems stay stable because they serve some stakeholders well, but often not students. Leaders need to demonstrate that the current situation cannot endure and provide an alternate vision of the system's purpose and who it should serve. A compelling vision can align internal and external stakeholders around the need for change. It can also stimulate public demand for a more effective education system that meets the needs of all.

- **Set ambitious goals that force innovation:**

Setting ambitious goals, particularly nearly impossible ones, forces the entire system to innovate and drive toward those goals. Ambitious goals should be paired with enough flexibility to create room for new innovation. Compelling goals can align internal and external stakeholders around the importance of change, stimulate public demand for innovation and dramatically accelerate system progress.

- **Create choice and competition:**

Choice and competition can create pressure for schools to perform better. Choice can be created at many levels – students and parents can choose schools, or educators can have greater choice in where to

work. Better choice, however, depends on the availability of quality options and quality information on those options. Creating options can improve outcomes, but, when dealing with markets, special care should be taken to ensure that equity is not sacrificed for the sake of efficiency.

- **Pick many winners:** When launching competitions, or new service models, pick more than one winner. Supporting multiple ideas or approaches at once spurs all providers to continue to improve and compete .whether you are testing new technology tools or new school models. Systems that reward a single “winner” discourage further improvement and learning, and tend toward stagnation. As seen with challenge prizes, the goal should be to use funding or recognition to stimulate a wave of innovation, generating new ideas, patents and market participation

- **Benchmark and track progress:** High-quality data at the school and district level allows leaders – and everyone – to see progress towards the goals. It can also be used by leaders as a discussion point with principals and staff to identify and troubleshoot problems. No matter the quality and clarity of the data, the data only provides an imperfect representation of something even more important: the real world learning outcomes that matter to citizens.

- **Evaluate and share the performance of new innovation:** Innovations need to actually work. For education systems to encourage quality, there needs to be transparent information on how effective new innovations and technologies are – do they work, over what time period, and based on what criteria? Schools and education systems should invest in quality performance and impact

evaluations of new innovations and broadly share the results. the general public deserves accurate information on school performance.

- **Combine greater accountability and autonomy:** Devolving authority to the school level can remove barriers to innovation and allow school leaders the flexibility to explore new approaches. Increased autonomy needs to be paired with increased accountability, in which school leaders are accountable for the choices and results they deliver. This accountability requires greater transparency and clear performance metrics. Schools need both data and feedback, ministries need to assess the effectiveness of new approaches, and the general public deserves accurate information on school performance.

- **Invest in and empower agents of change:** New agents of change require support to make their ideas real and effective at scale. System leaders need to provide leadership development, coaching and mentorship and other support systems enabling innovators to succeed. These innovators can be both inside or outside the system; teachers and administrators may be sources of innovation inside while new charter school/ academy operators or social entrepreneurs may operate outside the system. Talent development needs to be carefully coordinated with policy, programmes and local communities’ needs.

- **Reward successes (and productive failure):** Public and private recognition makes it easier for existing innovators to take risks and encourage the emergence of new actors. Rewards also highlight models of success, giving them greater exposure and increasing the likelihood of expansion. System leaders should reward both successful models and ambitious failures that

support their goals and vision.

Source: World Economic Forum (2016), Unleashing Greatness. Nine Plays to Spark Innovation in Education, www3.weforum.org/docs/WEF_WP_GAC_Education_Unleashing_Greatness.pdf

Innovation Policies in Education: Key Messages

As a framework, Innovation would profit by having an all-around outlined development methodology. As opposed to basic conviction, education isn't innovation averse: the measure of progress in education is tantamount to comparative public sector, and education experts view their working environments as creative as the economy at large. Notwithstanding this, education has not figured out how to bridle innovation to raise profitability, enhance effectiveness, increment quality and encourage value in the manner in which other open segments have. Advancement strategies in education have regularly centered around divided issues or on the wrong objectives, without reasonable picks up over the long haul. All around outlined advancement systems in education could use the capability of new innovation and, with the correct sort of arrangement blend, can add to both more proficiency and better results for quality and value.

India, we are still far behind in developing a nationwide learning culture based purely on knowledge, innovation, and R&D. The schools and colleges still turn their heads away from daring innovative ventures of students. Students who are innovative and creative often may not always be good at a system of studying through books. We need to accept that and devise new ways to nurture and improve learning among a widely diverse types of students.

Our common mentality of a risk-averting community must also be put into check. Startup ecosystems and incubating centres springing up across the nation offers a huge support for young entrepreneurs. India one of the top countries to provide

generous R&D-related tax incentives. However, we lack innovation because this doesn't count to much in areas such as collaborative R&D tax credits (offered for spending to support research at universities, national labs, and research associations), and opportunities to commercialise innovation. Our innovation amounts to research and research only. Educational domain in India is experiencing a paradigm shift which if channelled correctly might improve the quality and standard in all areas. The impact of globalisation and exposure to international standards has created a positive vibe which has catered this shift. Educational institutions are opting to support the education with technology for better management and delivering techniques. Information and communication technology in education is opening up new doors for institutions to up their efforts and improve the overall quality.

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