



Promotion of Innovativeness in Students

Chitra Rajuskar

Karve Institute of Social Service, Pune

Abstract

The process of social change necessitates inventions, mechanical and social. These inventions in turn made change inevitable. Psycho-social principles responsible for developing creativeness in the students need to be looked into. The context of education offers enough scope for instilling lateral thinking in students through a study of inventiveness. No civilization is built in a short period of time. It is a gradual, continuous and discoveries of the society.

Introduction:

Innovation: Meaning and Principles

To innovate is to create; to tread a new path in an original mode. In education, as in other fields of applied knowledge, we have to be very sensitive to the many changes that are taking place in the knowledge and in its understanding and application as also in our social philosophy. Our practices in education are experimental and exploratory. As such they are subject to revision, re-evaluation and re-interpretation. When we look at the Indian scene, we are confronted with the thousands of schools and colleges in the post-independent era denoting tremendous expansion in educational system. The enrolment figures at all levels of education show a steep rise. With quantitative increase in student enrolment figures and number of schools, the question was raised about the quality in education. Research studies were undertaken to find out methods for maintaining and highlighting quality in education by organizations such as the National Council

of Educational Research and Training (NCERT).New Delhi and Educational Research Departments of the universities and colleges.

‘Innovation’ is an idea or a practice perceived as new by the adopter. It is created or transmitted by the resource system and through communication, which is the medium for its transmission, researches the adopter system which is the target of organization of change. Innovations are said to possess certain attributes or characteristics. The perceived attributes of innovations are important predictors of their success. An innovation requires widespread acceptance by groups or social system as also by individuals. Only then will it become successful and will put into practice by the organization.

Elements of the Change Process:

According to Havelock (1973) the change process consists of four elements or components. They are 1.Resource system 2.Innovation 3. Communication channel and 4.Adopter system.

Adopter system is the target organization of an innovative process. The adopter system adopts the innovation. Several barriers to change are perceivable here. The effectiveness of the adopter system depends on the factors such as individual characteristic, group characteristic, leadership behaviour of the head and the organizational behaviour of the institution.

The principal or the head of a college occupies a pivotal position in the designation hierarchy. Teachers as well as students look to him for direction and order. As a leader, it is left to him for direction, either to initiate an innovative practice or be indifferent towards it. The leader’s attitude to innovation is an important factor in the acceptance and practice of change. When the head is receptive and is willing to adopt an innovation half the barrier to change is overcome. The style of leadership is another factor which facilitates or impedes the adoption process. According to Fiedler (1957) the directive leadership was the most effective if the relation between the leader and the members was either very good or very bad. The classroom climate is determined by the teacher-student interaction in the class. Similarly, the organizational climate of an institution depends mainly on the leadership behaviour of the head and the human climate maintained by him in interaction with his colleagues and students.

Barriers to Change: Innovations lead to change and there are barriers to change in any system, which should be overcome if the institution has to practice the innovation with effectiveness. Barriers to change in the adopter system should be studied in relation to the social organization of the colleges and the innovation management procedures. A college will be most resistant to

change where its principal has low initiative and low source credibility such as lack of specialized training for adoption of an innovation, poor leadership qualities; the staff has low initiative, low professional awareness and poor communication with the principal. In most cases, the resistance is on the increase in case the principal's attempts to control and encourage the teacher fail. Teachers in such colleges have a tendency to form cliques and develop rival leadership to the principal. Teachers are 'arguing' and 'gossiping' and no innovation is attempted. Thus personal characteristics of personnel responsible for adoption of innovation play a very vital role in either facilitating the adoption of an innovation or acting as a barrier against it.

The principal's administrative and leadership behaviour, principal's and teachers, professional qualities such as initiative and awareness and communication between the hierarchies are essential determinants facilitating or hindering the practice of an innovation at colleges. Similarly, the social organization of a college characterized by poor leadership and administrative ability of the principal, absence of a second order leader (teacher leader) or presence of a rival leader and existence of rival groups among teachers contribute to change resistance.

Colleges where the barriers are encountered, successfully practice innovations and succeed with them. In certain colleges, the resistance appears to be suppressed. Yet in others the difficulties are not overcome and change resistance rather than change adoption succeeds.

Suggestions for the Promotion of Innovativeness in Students: Research studies show that the teacher can promote creativity and hence innovativeness in students. Any teacher can make an effort to recognize and reward creativity in students and can provide opportunities for it to occur. These valuable suggestions might be implemented in colleges. They are as follows:

1. Value creative thinking.
2. Make students more sensitive to environmental stimuli.
3. Encourage manipulation of objects and ideas.
4. Teach how to test each idea systematically.
5. Develop tolerance of new ideas.
6. Beware of forcing a set pattern.
7. Develop a creative classroom atmosphere.
8. Teach students to value their creative thinking.

9. Teach skills for avoiding peer sanction.
10. Give information about the creative process.
11. Encourage self- initiated learning.
12. Create awareness of problems.
13. Create necessity for creative thinking.
14. Make resources available for working out ideas.
15. Encourage the habit of working out the full implications of ideas.
16. Develop constructive criticism, not just criticism.
17. Encourage the acquisition of knowledge in a variety of fields.
18. Develop adventurous spirited teachers.

Conclusion: In principle we have planned for educational change. But in practice it has not been evident. The vigour of a growing system is hence missing. The authority should be decentralized. Even then effort should be taken to clarify the role of different organizations involved in the process and gear them together for effective coordination in bringing about positive and creative change in the college system.

