

## **A Critical Study of the Implementation of Innovations for Higher Education**

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**ABSTRACT:** The educationalists are trying to accelerate the pace of development in higher education in order to make it suit the changed circumstances of the country since independence. The question of higher education has become a controversial issue in the present day. The universities are multiplied in number, their academic standards are not improving. In the contrary, they are becoming targets for public criticism as their standards are lagging. The innovations that were floated in the field of higher education have been implemented by only a few. The aim of innovation is the change for the better. Change brings progress. The present investigator is proposing to study the implementation of some innovations in higher education. The curriculum should be designed to promote Entrepreneurship and Governance & foster Entrepreneurship in the Education Sector. The level of education, in turn, sets the extent of prosperity that may enrich aggressiveness. The competitiveness level additionally determines the rates of modification in academic structure obtained by academic policies, that successively are the elemental drivers of it's growth rates.

**KEYWORDS:** Innovation, higher education, institutions, aniversities, government, technology

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### **INTRODUCTION:**

*“Formal documentation of open innovation helps,  
but growing a culture that supports open innovation  
is equally important for its effectiveness”*

-Professor Henry Chesbrough

The British system of education, particularly the London University model of higher education, has been percolated into the Indian educational system. Still recently the Indian educational system, particularly the higher educational system, was a blueprint of a British education. But in this changing society, no longer people will attach importance to the age-old pattern of education and moreover, it will be less congenial for the development of a developing nation like India.

Nowadays we are everywhere struck up by a deep sense of general awareness of the importance of higher education for national welfare and an uneasy sense of the inadequacy of the present system. The major developments found for innovations during the first plan period as far as higher education is concerned. The government felt very much inconvenient about the expansion of higher education, due to public pressure they have to establish new colleges. But the expansion should be without sacrificing the standards.

In 1947, India had 19 universities. Within a period of 27 years, that is, at the end of the fourth plan period, their number increased to 95, together with 9 institutes deemed as universities and 9 institutes of national importance declared as universities under the Act of Parliament. It is observed that new universities were established every year from 1948 to 1977, except for one or two years, within an average of more than 3 universities a year. During the first, second, third, and fourth plans 6, 12, 18, and 19 universities were established respectively.

How to change our present system was rightly suggested by J.N.Kapur (1975) as, 'Every topic in a syllabus must be justified by its relevance to modern knowledge and needs of society and in each discipline through overhauling of syllabi from this point of view is necessary.

Innovation means an idea or practice perceived as new by the adopter. A working definition of innovation is given by Ivor Morrish (1976) as 'An innovation whether in education or in any other sphere is merely something introduced which is new and different. In itself, however, it may be good or bad or neither.

## **THEORETICAL REVIEW**

### *Indian Studies on Implementation of Innovations*

As this innovation is meant for the students, they are regular in their studies and get the benefits of the innovation. Teachers are also working hard to meet the academic requirements of the innovation in order to make it more functional. In universities, teaching and research must form an integral part of the activity of each faculty member. unless a teacher becomes a researcher, it would be difficult for him to impart quality education, to his students.

The main objective of correspondence education is to provide an alternative method of education to enable a large number of persons with the necessary aptitude to acquire further knowledge and improve their professional competence.

Today, technology has been incorporated into a decent variety of curricula even people who don't belong to the technology and laptop categories. Students create use of computers to come back up with displays and conjointly create use of the net to hold out analysis on a range of topics for these essays and papers. Students also get to understand the way to use the school ology out there within the world nowadays through the tech and computer classes. This offers the guarantee that following their graduation, the scholars won't have any difficulties with victimization technology after they are out there within the work, which could serve to form them additional competitive compared to a personal an agency has no access to an exact software system or technology in class.

#### *The education system in india*

In ancient times, India had the Gurukula system of education during which anyone an agency wanted to review visited a teacher's (Guru) house and requested to be schooled. If accepted as a student by the guru, he would than occupy the guru's place and facilitate altogether activities reception. This not solely created a robust tie between the teacher and therefore the student however also schooled the scholar everything regarding running a house. The guru schooled everything the kid wished to be told, from Indo-Aryan to the Holy Scriptures and from arithmetic to philosophy. The scholar stayed as long as she wanted or till the guru felt that he had schooled everything he might teach. All learning was closely connected to nature and to life, and not confined to memorizing some data.

*"By education I mean an all-round drawing out of  
the best in child and man, body, mind and spirit"*

*– Mahatma Gandhi.*

The role of education is that the most vital consider the event of a nation. Technology in Education Technology that's created use of within the classroom is extremely helpful in serving to the scholars perceive and absorb what they're being schooled. as an example, since there are variety of scholars UN agency are visual learners, projection screens connected to computers may well be place in school rooms to let the scholars see their notes as critical merely sitting down and being attentive to the trainer teach.

There may be a variety of superb software system that may be wont to supplement the category program. The programs create out their students quizzes, tests, activities, and study queries that would facilitate the scholars continue with the educational method after they are out of the schoolroom.

Article forty-five within the Constitution of India (1949) states "Provisions without charge and required education for youngsters - The state

shall endeavor to supply, inside a amount of 10 years from the commencement of this Constitution, without charge and required education for all kids till they complete the age of fourteen years”.

Secondary Education in India teaching may be a very important link between the first and better education systems and it holds the responsibility of nurturing the fundamental competencies gained throughout primary education and getting ready oneself for teaching. The discussion on teaching in India is split into two parts: Pre-Independence and Post-Independence.

**Pre-Independence** before British rule, there was no such formal system of teaching in India. It had been the minutes submitted by Thomas Babington Macaulay and future resolutions gone the Governor-General Lord William Bentinck in 1835 that junction rectifier to the institution of faculties teaching western literature and science. bit by bit western education became additional widespread as educated Indians were offered high posts underneath the govt.

In the history of Indian Education Wood's Despatch holds a singular position. It's contributed a lot of to organizing the current education system in India. As per the advice of Wood's sent in 1854, the Department of Education was created in every province. This shaped the premise for making a system of education, from grammar school to school. Since than serious efforts were created by the govt to push education the least bit levels. In 1882 Hunter Commission created vital recommendations on teaching. The commission suggested that Government ought to bit by bit withdraw from teaching, effort the responsibility to non-public enterprise. In every district, there ought to be one state high school may be a model for personal faculties. the govt ought to sanction grants-in-aid to non-public bodies for the enlargement of teaching.

**Post Independence:** The Central board of Education at its fourteenth meeting command in Jan 1948 suggested the appointment of a commission to look at the prevailing system of teaching within the country and to counsel measures for its reorganization and improvement. There were alternative issues conjointly before the govt of India originated a commission for teaching.

#### *Emerging issues and challenges*

Universalization of education has become the top priority for developing countries like India. But the extension of quality education to remote and rural regions like North East India with multi-lingual and multi-cultural populations separated by inaccessible hilly terrains becomes not only a difficult task but also involves a huge budget and a time taking process. The lack of adequate rural infrastructure and non-availability of good teachers in sufficient numbers is adversely affecting the teaching-learning process and hence the goal of quality education is far from reality in this region, especially in rural areas. Sufficient numbers is adversely affecting the teaching-learning process and hence the goal of quality education is far from reality in this region, especially in rural areas.

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*Education and modernization:*

The commission was of the assumption that associate degree education system that doesn't renovate incessantly becomes obsolete and puts a hindrance to progress. to stay pace with modernization the commission opined that "greater stress should be placed on line of work subjects, science education, and analysis."

Right to Education the bill for providing free and compulsory education to all children up to the age of 14 years was passed in the parliament in 2009 and "The Right of Children to Free and Compulsory Education" came into force in April 2010.

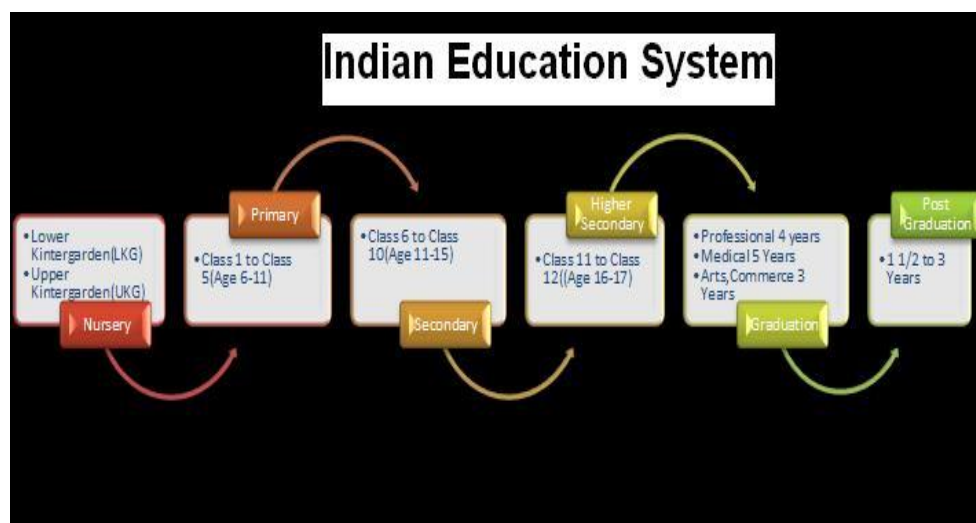


Fig 1. Facts about Indian Education System  
Source: <https://ugce.co.in/demo/>

How can Technology help you in Education? By using online collaboration tools (e.g. Google Apps) which, allows students and teachers to share documents online, edit them in real time and project them on a screen. This gives students a collaborative platform in which to brainstorm ideas and document their work using text and images. Digital learning is a catalyst for college and career readiness. As educators, we need to embrace the power of technology to make learning relevant for all students and adults. Using

technology effectively in everyday learning can help students to strengthen their learning experiences and build on their intuitive technology skills. Using technology thoughtfully for instructional purposes will allow us to stretch learners' thinking in ways that will lead to success in today's increasingly global economy and rapidly evolving digital environment. Blended learning and micro credentialing are key areas to consider. India is known as one of the world's top education destinations in the global education industry. Today India is one of the fastest growing markets for e-learning based products and services.

Nowadays technology has become an integral part of classroom based teachings. Today in many schools, colleges and universities in India instead of blackboard projector screens are used for teachings. Hand writings of teachers are replaced by power point presentation. Students experience a different kind of set up in today's technology based classroom. Gadgets like tablets and laptops are used to take down notes. Animated content is created on various subjects and in different languages so that students can have better understanding of a complex subject in a simple way.

**Implementation of the e-Learning Program:** During the implementation of the e-Learning program, the researcher tried to continuously interact with the participating principals whenever they required help and support. Often such discussions were held over the phone or emails. However, if felt necessary the researcher visited the participants to sort out their difficulties and in due process secure valuable information about the same.

e-Learning is the use of technology to enable people to learn anytime and anywhere. eLearning can include training, the delivery of just-in-time information and guidance from experts. e-Learning is also defined as the learning which takes place in an electronically simulated environment. e-Learning program so developed, may be classified into Synchronous and Asynchronous learning.



Fig: Smart Classrooms

Source: <https://dukeinfosys.com/smart.php>

Picture (1) shows the smart classroom technology to increase engagement through multimedia which providing hardware and multimedia content to make classrooms livelier, more interactive and to reduce dependency on quality of teachers as finding good teachers is one of the biggest challenges especially in rural areas.

*Emerging challenges in education (india)*

In the world that we currently live in, technology is a very vital factor. Technology is increasingly growing its importance in the education sector. The more technology advances, the more benefits it provides for students at every education level. Technologies offer educators and students alike opportunities for creating meaningful learning environments. Technologies enable different types of social interaction, provide ready access to information and can overcome some of the difficulties presented by time and space. Students can create new materials, artefacts and new knowledge with the media tools now available to them.

Lack of quality teachers is not a problem restricted to rural India. Even city schools have failed to provide quality teachers who can personalize learning, a scenario that has led to the rise of numerous coaching classes and private tuitions. To counter this, we need digital platforms that allow school teachers to conduct micro-tuitions for every student. Teachers need tools that help them create personalized assignments and tests or customize the curriculum to get the best out of every student.

Education is sometimes perceived as a sector which is resistant to change, while at the same time it faces a crisis of productivity and efficiency. Innovation could help improve the quality of education, as well as provide more “bang for the buck” in times of budget pressures and rising demand.

Not all students learn in the same way. Not every student’s weaknesses and strengths are the same either. Still, all modern education systems deliver the same content for everyone. This research includes investigating what types of teaching and learning support the development of foundation skills such as literacy, numeracy and technological literacy, and includes the generic capabilities of creativity.

**OBJECTIVES:**

1. To study the causes that contribute to the failure of implementing the innovations at the higher education stage.
2. To find the factors which come in the way of the successful implementation of the innovations in higher study.
3. To give constructive suggestions regarding the successful implementation of innovations in higher study.

**REVIEW OF LITERATURE:**

McCormick (1949) found out that public understanding of the power of education is closely related to the adaptability of innovations in schools. Miller (1965) observed that inadequate teacher education programs are great inhibiting factors than realized. He developed an inventory on change proneness feeling that change proneness is an important attribute for the success of innovation among the staff members particularly because they are the responsible persons to carry out the innovation successfully as far as the academic innovations are concerned. He observed that teachers are not prepared for change. They show sometimes a great amount of reluctance to

accept the existing challenge. He also found that inadequate knowledge about the process of change is a major obstacle to the implementation of innovations in education.

Joshi (1972) in the field of teacher education made a comprehensive study on innovation and change. He has tried to find out what types of innovations have been adopted by training colleges in India with regard to theory courses, practical teaching, and methods of teaching. He has made a comparative study between the colleges of the U.S.A., the U.K., and the South East Asian countries with the Indian teacher Education Institutions.

Tim Coffey, Dave Siegel, and Mark Smith (2009) think of innovation as the understanding and gathering of insights, needs, and opportunities. Then it is the idea generation based upon this understanding. It is the refining and sharpening of these ideas and the development of a go-to-market strategy.

International studies have documented the complexities faced by contemporary schools, noting high on list, issues of 'social and population mobility, technological advances and increased focus on schools to perform' (OECD, Vol 2, p.2).

Secondary Education including the Senior Secondary stage has been a crucial segment of Indian Educational Hierarchy. Secondary Education is the "lintel of the entire educational edifice of a country. It has remained largely unrecognized and under-provided among the various sectors and levels of education. This sector has grown much faster than all other sectors of education and is poised for a bigger leap with success in universal primary education. Greater the success in universalization of Elementary Education, greater will be the pressure on Secondary Education (Mukhopadhyay, 1999).

Vaidya (2010) in her study of the relationship between empowerment of secondary school teachers and their perception about leadership qualities of school principal found that in schools' where the principal's leadership qualities were higher, the teachers felt more empowered. Principals with leadership qualities were found to have a clear vision and mission for the organization.

Fadael (2011) conducted a study entitled "The relationship between school effectiveness and student achievement: A study of middle school performance in Palm Beach County, Florida since the implementation of NCLB". The purpose of this correlational study was to research the relationship between school effectiveness and student achievement among middle school pupils in a high-poverty, high-minority populated area in Palm Beach County, Florida. A five year school grade of A was benchmarked to identify the low performing and high performing schools. The study found that low performing minority schools had lower writing test scores than high performing mixed ethnicity schools and also had lower FCAT Math, Reading and Science scores than high performing minority schools. Teachers' perceived school effectiveness ratings were found to correlate significantly with student achievement. Opportunity to learn and time on task, frequent monitoring of student progress and positive home-school relation indicated significant positive relationships with making learning gains in reading and math.

### **STATEMENT OF THE PROBLEM:**

The importance of higher education is predominate in any society, notably in a very developing country like India. In India they aren't any researches done on the management of innovations, notably at the higher academic level. The studies are totally on one dimension conveyance into light the facilitating factors of innovation diffusion.

So as to grasp the factors answerable for the triumphant or unsuccessful implementation of innovations, it's essential to hold out an intensive study during this space. The researcher is farther actuated to check the causes that contribute for the failure of implementing the innovations at the higher academic stage. In India, it's clear, that no analysis has been conducted during this required area of higher education.

It is conjointly concluded that lack of enough library facilities, unfavorable monetary facilities, lack of specialization facilities, lack of in-service coaching facilities to the lecturers and lack of adequate laboratory facilities are contributory for the unsuccessful continuation of the innovation.

### **RESEARCH METHODOLOGY:**

The present study is based on secondary data. The secondary data has been collected from official website of, various books, journals, magazines, news papers, conference proceedings and internet sources.

### **THE PURPOSE OF THE STUDY:**

The present position of this innovation is in its trialing stage. Students have an interest in continued this innovation however the faculty isn't in a mood to continue it as they're feeling insecure during this system. The faculties and students are expected to be busy with their academic work as they are two university examinations in a very year. Educational innovation and creativeness will be lit, protected, and nurtured in order that they'll successively stimulate the scholars to inventive learning.

The purpose of education isn't simply creating a student literate however adding to rational thinking, knowledge, ability, and self-sufficiency. Creativeness and innovation inspire each student and lecturers to explore and expand new concepts and changes.

### **OBSERVATIONS:**

Human beings will become skilled innovators or inventive thinkers, like inventors artists, composers, authors however we have a tendency to all will participate within the team creativeness of innovation. Each part or role within the drama of turning concepts into helpful reality involves creativeness, imagination, expertise, and ingenuity.

The spirit of innovation is evolutionary rather than revolutionary. As the Japanese proverb puts it, "I would rather teach one hundred men, to take one step forward than teach one man to take a hundred steps."

Innovation isn't dependent only upon new inventions. Existing product and services, organizations and establishments, ought to conjointly bear modification meant to boost them. Education may be a powerful tool that

shapes the personality of the teacher, students and therefore the setting at giant. "A teacher affects eternity; she will be able to ne'er tell wherever her influence stops"

### **RECOMMENDATIONS & SUGGESTIONS:**

It is usually believed and expected that the university ought to give the most effective kind of teaching over the whole field of education. The university might not be in a very position to provide what the society desires, but a minimum of it's to supply what the society wants. However they're, it seems, failing in they are duty in providing either of them.

Education for rural area is meant to fill clearly evident void in India's present academic program. On the recommendation of the Rural Higher Education Committee, the Government of India established a Rational Council for Higher Education in Rural Areas in 1956. If peace is to come to our university campuses, education within the country ought to be created as socially relevant and helpful as doable. The UGC has floated many inventions, however they're suffering because of the dearth of adequate implementation.

### **FINDINGS :**

Teachers in these times got to be additional inventive and innovative. It's essential that they need the mental capacity, analyze and therefore the potential to teach their learners to be creative. In fact, an oversized variety of lecturers cherish what would possibly properly be referred to as 'creative thinking'. They produce concepts, creations or inventions that are hailed as each original and of long-lasting price to the society.

The younger generation learns future roles by means that of perception and identity formation each within the family and within the college. Extra-curricular activities within the college are necessary to develop individual variations and specific skills of the dedicands. As a social organization, the school is that the best place to show equality, liberty and fraternity to the younger generation. The varsity is a crucial center for promoting social quality (Lakshmi Narain Agarwal, 2005). In the words of Kabir, while paying reverence to the teacher quotes these lines:

*"Teacher and God Both are standing before me  
whom should I pay homage?  
I bow to you my teacher who guided me to God."*

The Secondary Education Commission remarks, "We are convinced that the foremost necessary think about the contemplated re-construction is teachers' professional training and therefore the place teacher occupies within the college in addition as within the society." Teacher plays changeable roles within the classroom. Having new concepts is best indicated by words like 'creation' or 'invention'. Lecturers are the key agents, to translate the

abstract into concrete and dreams into realities.

**CONCLUSION:**

Why aren't our institutions responding properly to the innovations? Why are they lagging behind? We have, though, not vast, adequate quantity of information gained through research for the development of higher education. on the contrary they are constantly rocking the educational institutions. Yet the institutions are not developing in step with the expectations. So, it's clear that the institutional lag in education isn't because of dearth of innovations, on the contrary they're constantly rocking the academic establishments. Teaching is that the noble profession and most suited to the innovative practitioners. The educational establishments aren't dynamical appreciate to understand desired results. It's conjointly being felt that the impact of recent programs and innovations isn't coterminous with the input in terms of resources and human efforts. It is concluded that lack of Inservice training facilities to the lecturers and lack of adequate specializations are considered to be the foremost necessary factors ordinarily contributory all told the schools for the unsuccessful functioning of the innovation.

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