

# Educational Innovations in India

S.K.Kataria

# Introduction

- ▶ The term Innovation or *navaachaar* is used for a new idea, method, or device or the introduction of something new. It is something a change in existing thing so it is different from the term ‘invention’.
- ▶ ***Baragheh and others*** say that innovation is the multi-stage process whereby organizations transform ideas into new/improved products, service or processes, in order to advance, compete and differentiate themselves successfully in their marketplace"
- ▶ In terms of administrative systems the term innovation is considered as a tool or technique of ‘administrative reforms’ under which the changes in structures, processes, rules and regulations or services are reframed, renovated or adapted with a new thing.
- ▶ Educational innovations are

# Types of innovations

The frameworks that is common in Innovation management courses is suggested by **Henderson and Clark**. They divide Innovation into four types-

- ▶ **Radical innovation-** which establishes a new dominant design and, hence, a new set of core design concepts embodied in components that are linked together in a new architecture.
- ▶ **Incremental innovation-** which refines and extends an established design. Improvement occurs in individual components, but the underlying core design concepts, and the links between them, remain the same.
- ▶ **Architectural innovation-** an innovation that changes only the relationships between them (the core design concepts).
- ▶ **Modular Innovation-** an innovation that changes only the core design concepts of a technology.

# Reforms and Innovations in Indian Education System

- ▶ India has created one of the largest education systems in existence today. However, despite the extraordinary developments in the last decades, further reforms are necessary. The Indian government, recognizing the true importance of education in the 21st century, has made a firm commitment to creating a knowledge-based society through legislation.
- ▶ India has promulgated National Education Policy in 1968/1986 and 2020.
- ▶ Education as a subject has been listed in concurrent list in 1976.
- ▶ Free and Compulsory Education to 6-14 year children is a right.

## Contd.-

- ▶ As per **Geo -Politica** a group of Hungary - 'Globalization brings numerous opportunities for India, which the South-Asian country could turn to its advantage due to its demographic and economic potential. More than half of India's population is of working age, and according to forecasts, by 2020 one quarter of the world's labor force will be made up by Indians. Job creation is of central importance to the government, for its success can become the engine of economic development at later stages. In the Age of Information society, however, there is only demand for a well-educated, professional workforce, therefore education is of paramount importance. The education system of the subcontinent's largest country attempts to adjust to the challenges, but there is no doubt about the need for reform. In the past years, India's governments have consciously striven to correct the errors of the old system, to adopt new developments, and to build a knowledge-based society that privileges creativity and innovation.'

## Contd.-

- ▶ In India's current education system both government and private sectors are represented, where maintenance of state institutions falls under the purview of the central government, single state governments, and local communities, in addition to numerous and varying kinds of private schools.
- ▶ Education is pursued on three levels: elementary, middle, and higher. The lower section of elementary education comprises five years, then follow three years of upper elementary, and four years of middle school (divided into two sections each lasting two years), then at universities and colleges there is three years of Bachelor's, two years of Master's, and in certain cases three years of Ph.D. training.

## Contd.-

- ▶ The most important government body that exercises oversight over public education is the Council for Education, Research, and Technical Training. Among others, it oversees the implementation of education policy in the country; furthermore, it determines teaching materials and the curriculum, while it also provides financial support to institutions. India boasts serious accomplishments in elementary education development.
- ▶ As a result, by 2011 the literacy rate among children aged 7-10 reached 75%. This had a positive effect on economic development as well. 80% of elementary schools are state-financed. Accordingly, in 1994 a new program was started to unify elementary education, which also contributed to the development of elementary education. The newest program that aims to provide unified education for all is *Sarva Shiksha Abhiyan*, which is currently one of the greatest educational initiatives in the world.

## Contd.-

- ▶ A characteristic feature of Indian high school education is that students must pass examinations after finishing each two-year section. In order to participate in an exam, candidates must have reached a certain age. In addition to high schools - with government incentive - a significant portion of middle institutions today also offer technical training to pupils, in order to foster their eventual later placement on the labor force market.
- ▶ Disadvantaged children enjoy special privileges in this area. The *Kendriya Vidhyalay Sangthan* program was initially created for the children of public servants, later however it became a networks of state schools engaging in unified education activity. Today high school education in India places strong emphasis on scientific and technical knowledge, but also on cultivating traditional arts.



## Contd.-

- ▶ As a result, yoga is an integral part of the curriculum. Despite the fact that in-state institutions' teaching is free of charge, a tendency can be observed that even the poorest strive to get their children into private institutions, primarily due to better infrastructural circumstances and better quality of education. Currently about 30% of all youth study in private institutions. Some of these institutions are indeed expensive and exclusive boarding schools, whereas others follow a special method (for instance Montessori schools), but there are also true international education.
- ▶ India's higher education system, following the United States and China, is the third largest in the world. Owing to the reforms and increasing investments it is continuously growing. Between 2001 and 2011 nearly 20,000 colleges were founded, the number of those pursuing higher education increased by 8,000 people. (As a principle, the generation aged 18-24 is considered to be students of higher education.) Currently there are 750 universities and 34,000 colleges in the country.

## Contd.-

- ▶ According to some opinions, India might become one of the world's largest higher education centers, which is counting ever more on the participation of foreign students in the system, primarily owing to distance education.
- ▶ Currently the Indira Gandhi Open University is the world's largest educational institution with nearly 3.5 million students. The most important coordinating body in higher education is the University Fellowship Committee - in subordination to the Ministry for the Development of Human Resources - which has the right of accreditation and thereby exercises de facto oversight over autonomous institutions.

## Contd.-

- ▶ India's education policy privileges modern scientific and engineering trainings. Therefore, primarily universities and colleges specializing in these subjects have gained greater prestige over the years. Mumbai University and Jawaharlal Nehru University have gained global recognition for their world-class programs. Nevertheless, amongst the 2015 global rankings two other Indian universities can be found among the top 200. The Indian Institute of Science in Bangalore was ranked 147th, Delhi Technological University 179th according to the survey. Among universities, state-financed technical universities are in the most advantageous position. As institutions of paramount importance, they are expected to deliver outstanding scientific developments. Accordingly, they have no shortage of financial sources. Institutions run by single states - their numbers are the highest in the country - are quite heterogeneous with regards to the quality of education delivered, and their financial means are limited.

## Contd.-

- ▶ During the past few years, the number of private universities grew further, increasing available options to future higher education students. A unique characteristic of Indian higher education is a quota system, which was introduced in the interest of historically marginalized outcast tribes and pariahs. Today there are more than 1,300 different outcast groups in the country. India's affirmative action policy, known locally as reservation, ensures that universities and colleges reserve at a minimum 50% of all places for the historically outcast, so that they can gain training and degrees as well.

# Evaluation

- ▶ Despite the last decades' tremendous development several problems are present in Indian education system, the handling of which is a matter of urgency. On the elementary level, primarily rural schools struggle with serious infrastructural shortcomings. The teacher per student ratio is far too low; as the teachers are unqualified, the quality of education delivered is not satisfactory.
- ▶ With regards to high schools, in the recent past the system has primarily been criticized due to outdated teaching materials. According to the critics, the materials did not develop problem resolution skills and did not prepare students according to the expectations of today's labor force market, but rather encouraged students to memorize outdated knowledge. In higher education, there were also issues related to quality, and as several institutions are operating without accreditation, there continue to be universities and colleges offering less valuable or even invalid degrees in the country.

## Contd.-

- ▶ The Indian government already recognized in the 1980s that moneys spent on education pays off in the future. Therefore, it planned to spend 6% of GDP on education. On the whole, however, by 1997-8 the government only succeeded in raising spending level to 3.6% of GDP from 1% in the 1950s. Up to 2014 there was hardly any change in this regard. Then, when Narendra Modi came to power the new government set 6% as target once again.
- ▶ In the past, government reforms focused fundamentally on the development of elementary education, by expanding the number of pupils participating in education. By the 2010s, this changed fundamentally, and the emphasis now shifted to higher education reform. According to a survey, higher education students studying abroad between 2000 and 2009 increased by 256%, which makes the difference in quality between Indian and foreign institutions palpable. Moreover, as part of brain drain, only slightly more than 5% of them return, or seek employment in India. Reacting to the shortcomings described, in 2013 India's president, Pranab Mukherjee named accessibility, affordability, and quality as the prime components of success in the course of education reform.

## Contd.-

- ▶ Manmohan Singh's government drafted the 12th strategic plan, which, in addition to supporting engineering training and research, wished to emphasize infrastructural development, modifying teaching materials and distance education. It is not unimportant that under the tenure of Singh's government technical training receive priority with the purpose that by 2022 India may have at its disposal a trained labor force numbering nearly 500 million.
- ▶ Mr. Narendra Modi's government has declared a new National Education Policy in July, 2020 which is very holistic and contemporary.
  - ▶ Courtesy- <http://www.geopolitika.hu/en/2017/05/09/education-reform-in-india-the-power-of-knowledge-and-information/>