



## In Higher Education, Innovation and the Best New Trends

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### Abstract

The two facets of the same coin are learning and evaluation. Learning that is better and more durable is always the consequence of an excellent evaluation approach. India's government has implemented Comprehensive Continuous Evaluation (CCE) in its school-level education system in order to meet international standards for educational excellence. The overall goal of this CCE is to evaluate students' learning at the micro and macro levels in both academic and extracurricular subjects. At the school level, the CCE is demonstrating its effectiveness in removing the stress associated with learning and promoting learning by doing; however, when it is discontinued at higher levels (technical, professional, and general education), previous learning is dilute and wasted effort. The continuation of CCE in higher education can produce the desired outcomes with the least amount of potential for resentment because the techniques, targets, and procedures have all been thoroughly examined and shown effective. In addition, the target group has already been exposed to the system.

**Keywords:** Higher education, development, technologies

### Introduction

Jawaharlal Nehru, our first Prime Minister, articulately stated the value of higher education when he said, "A university stands for humanism, for tolerance, for reason, for the voyage of the ideas, and for the pursuit for truth. It symbolizes the advancement of humanity toward even greater goals. It will be beneficial for the country and the citizens if colleges perform their tasks effectively. Given its impact on a nation's overall growth, it suggests that higher education plays a key role in its educational system.

After India gained its freedom from colonial authority in 1947, a multifaceted effort to modify the country's way of life began. Following the creation of India's constitution, democratic activities were encouraged, but the limited reach of the "steel frame" severely limits their application. With the creation of the University Education Commission in 1948, a critical assessment of the Indian educational system got underway. The Commission of Indian Education and many educational committees. And despite countless obstacles, educational innovations have been developing in India as a result of unfounded public expectations, the pressing need for rapid economic growth, and the requirement to uphold and defend democratic ideals as a way of life.

### Important Educational Development Needs

1. Universal primary education for children between the ages of 6 and 14;
2. Standardization improvements,
3. Modifications to the curriculum that better align with national values and aims and increase productivity,

4. Enhanced administration and planning of schooling.

And in response to these demands, brand-new areas—which we may refer to as innovations in education—have evolved in the field of education. These include resource mobilization, structural adjustments, curriculum development, the adoption of new teaching and learning methods, the use of technology in the classroom, etc. Every person involved in education who cares about the future of education should be aware of the current trends and concerns in the field.

#### A. Resource Mobilization

For poor rural India, mobilizing educational resources is a major challenge. The following dimension can be used to define this characteristic.

- i). **First, the School Improvement Movement:** Tamil Nadu was the place where school improvement first began. Economic development is lacking in rural India. So, there is hunger among children in rural India. They have little. Therefore, providing midday meals in schools has been emphasized as a key strategy for enrolling kids in the elementary stage. A public movement was started in Tamil Nadu in 1956 by the education department to provide free lunches, and a pilot project was started in 1958 in the National Extension Srulee Block of Kadambattur that included elementary school buildings, blackboard painting, a small library, and the provision of clean drinking water. The community was able to raise both the quantity and quality of students enrolled and present thanks to the three-fold program. The

neighborhood and school now have a rapport that was lacking in the past. The Director of Public Instruction stated: "The school improvement movement concentrated upon the creation of a self-confident, self-reliant, and self-sufficient rural society, vigilant about and actively participating in the promotion of educational activities, rather than amassing wealth for the school." The success of the school improvement program is attributable to careful planning and execution, the community's, teachers', and parents' beneficial contributions.

**ii). Building Multiple Better and Cheaper Structures:** In India, approximately 30% of school buildings are specifically designed for educational reasons, with the remaining 70% being provided by private homes, temples, village panchayat offices, and other available structures a community may have. To address this issue from a technical and pedagogical standpoint, the Central Buildings Research Institute in Roorkee has taken the initiative. The CBRI has looked at the anatomy of the kid, the need for individual space, the best classroom sizes and forms for the shifting patterns of the curriculum, storage space, furnishings, fixtures, and lighting, as well as the need for optimum lighting and ventilation. Due to the high cost of materials, CBRI is currently looking into how they might be able to use local resources that are available across the nation and adapt their design.

**iii). Cheap Pre-School Facilities:** Some states have implemented cutting-edge strategies for the delivery of preschool services, particularly pre-school education. The centers are referred to as "balwadi." Their goals are to increase the population's overall health productivity and to lay a solid foundation for elementary education for all children. For deserving and capable village women, this initiative also provided an employment chance.

## B. Structural Changes

Some structural changes have made which may also be considered as a trend in Indian Education.

The National Council for Educational Research and Training is one source.

**National Council of Educational Research and Training:** (NCERT) was founded in 1961 to support a massive initiative for the development of school education and is an example of structural innovation within the educational system. Numerous publications have been created by the NCERT, which has also made a substantial contribution to the construction of curricula, particularly in the areas of science and social studies. The NCERT's global connections have grown, which has benefited the caliber of work it produces.

**STE, the State Institute of Education:** When the State Institutes of Education program was introduced in 1963, the federal government provided full financial support to the ministry of education in order to make it available to the states. This was viewed as a step toward improving education, which was supposed to start with the fourth five-year plan. It was focused on the area of developing and carrying out programs for improving the quality.

**3. The State Board for Teacher Education (SBTE):** In 1967, the Maharashtra district saw the establishment of the State Board of Teacher Education, which for the first time brought together educational specialists and teacher educators from the pre-primary, primary, and secondary stages. The pre-primary, primary, and secondary teacher tests and curricula

have been considerably modernized by the Board of Constructs.

**Central Institute of Indian Languages:** Mysore was founded. A significant innovation backed by the Indian government is the Central Institute of Indian Languages. The institute is meant to perform new actions and hold training sessions for creating strategies, resources, and tools for scientifically instructing Indian languages. It also placed a focus on the study of various Indian language facets as a research field. It is a compelling illustration of the requirement for non-traditional structural arrangements for the execution of new programs like India's National Policy on Education and Policy on Languages.

## C. Modernizing Traditional Instructional Practices

In order to better serve the needs of the student, the teaching-learning process has been altered. The results of study have been used to create new methodologies and procedures. current teaching and learning The psychology of teaching and learning, or psychological principles of instruction, are applied after the techniques. The key ideas are to build complexity from the simple to the complex, from concrete to abstract to complex, from known to unknown, from induction to deduction, and to plan periodic reinforcement. There have been many developments in instructional technology, instructional media, and innovative methodologies. Current trends in teaching-learning include computer-assisted instruction, personalized systems of instruction, and learner-controlled instruction.

## Emerging Technologies

The growing level of computer, internet, and telecom network penetration in the nation supports the use of ICT in education. The first education tablet made in India by iProf Learning Solutions is an example of how students are getting access to technology at ever-lower costs. Many education initiatives that use technology are geared toward rural students. Reaching out to the rural areas is the goal of HP's Lab-in-Box, a technologically advanced classroom housed in a shipping container with 15 HP PCs. The potential of technology-enhanced education is best demonstrated by Chaitanya Gurukul Public School, where teachers communicate with pupils via Skype. The Jharkhand Government's adoption of the Child Tracking System is an effort to find the kids who dropped out and boost retention. In the Development of Ecosystems

Projects like SWAN, SDC, and CSC are examples of how the government is bringing network infrastructure to the lowest levels. Across all of their branches, educational institutions are examining connectedness and networking. Together with Intel India, UNESCO New Delhi intends to assist interested states in creating ICT in Education legislation and train more teachers. The majority of state governments, including those in Uttar Pradesh, Kerala, and Haryana, are putting computer labs in public schools. Governments are hiring companies that supply IT education solutions. For instance, Educomp Solutions would collaborate with the governments of Gujarat and Assam on projects costing US\$1.6 million to create multimedia content for state level schools, and on a US\$15 million project for the Maharashtra government to install ICT in 540 secondary schools.

## Increased Availability of Content

As part of the National Mission on Education through Information and Communication Technology (NME-ICT), the

government is digitizing information to build online libraries. Software development and online learning are being entrusted to businesses like TCS and others. To make IT accessible and inexpensive to an increasing number of people, the government is making a major push in the direction of FOSS development, support, and promotion. A single source of real-time, genuine information is made available to all stakeholders via state government websites like The State Education Portal of Madhya Pradesh.

### Multimedia in Schools

Around USD 309 million in revenue was earned by multimedia in private schools in FY11. On college campuses, multimedia devices are used, and broadcast media such as BBC, MTV, NBC, and ABC are integrated with teaching. This includes content that is accessible not only through computers but also through TVs and smartphones. provider of private content years to com Utilizing the greater reach of TV in India, Sundaram will offer comparable education through its E-class offering for the K-10 market. Young brains are being shaped by technologies like digital classrooms and interactive white boards (IWB) in both private and public schools, like Kendriya Vidyalas and The British School of Delhi.

### Virtual Classrooms

With new ideas like Khan's Academy's virtual classroom, traditional classrooms are evolving. The academy's video library, which has had over 42 million visits and more than 2,200 micro lecture films, enables students to learn at their own pace. With increased peer tutoring, project-based learning, and one-on-one coaching, the instructor takes on the role of a coach or mentor. Tutor Vista, a company that offers a variety of coaching programs, uses VOIP to link North American high school and college students with instructors in India. By providing digital platforms and content to private and public schools in India, it also reaches 3,300 classrooms, fusing the traditional educational model with cutting-edge teaching aids and digitized content. Everonn's i-school program offers digitized content that adheres to the CBSE curriculum, live and interactive satellite sessions, virtual laboratories, a VSAT technique that enhances peer learning across the nation, among other things. Higher education institutions now have new places to hold lectures and study, new ways to transmit curriculum, and new opportunities for online video growth and podcasting thanks to virtual reality websites like Second Life.

### Conclusion

India's entire ecosystem is motivated to improve the educational system because the country's consumer class is anticipated to grow by a factor of ten by 2025. The nation's education infrastructure is being developed in large part thanks to revolutionary government efforts and proactive private sector involvement.

The importance of science and technology-related research projects is increased by the fact that China has the third-fastest expanding economy in the world. The goal of both the public and private sectors is to draw students into research, basic science, and related fields. The government is also searching for ways to draw investors and exploring the potential for boosting research through private, public, and private-public partnerships in order to ensure that funding does not operate as a barrier on research programs. The

market for higher education as a whole is anticipated to be worth USD 115 billion over the next 10 years as a result.

Foreign players' participation has furthered the introduction of best practices, enhanced competition by establishing benchmarks, and forged partnerships with Indian players. The most significant barrier in the country's rural areas is the lack of teachers. E-learning, web-based teaching, and technology-enhanced learning in public and private institutions are all helping to close that gap.

The emphasis continues to be on constant learning and the formative assessment process, which results in less stressful learning and evaluation. India is positioned to become a top choice for high-quality education in the coming years thanks to investments from private parties, international organizations, and the government to ensure successful implementation.

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