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Innovation And Best Emerging Trends In Higher Education**Krishna.G***Sri Vidhyodaya College of Education, Villupuram*

The importance of higher education has been clearly expressed by our first Prime Minister Mr. Jawaharlal Nehru in the following words: "A university stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it well with the nation and the people". It indicates that higher education occupies a crucial position in education system of a nation as it affects the overall development of a country

A multidimensional effort for the transformation of Indian life starts 1947, after the achievement of independence, which has been for a long period under colonial rule. After making of the constitution of Indian democratic efforts were promoted and available resources find very little scope within the inflexible 'steel frame'. A critical evaluation of the education system in India began, with the appointment of the University Education Commission in 1948. Several Educational Committees and Commission of Indian Education. And in spite of innumerable limitations educational innovations have been emerging in India under the impact of unrelating expectations of the masses, the urgency for rapid economic growth and the necessity to strengthen and protect democratic values as a way of life.

Major needs for educational development

The major needs for educational development in India are – (1) universal elementary education for the age group 6 to 14 years, (2) improvements of standards, (3) Curricula changes which would meet the national values and goals and improves productivity, (4) improvement in educational planning and administration.

And in respect with this needs new areas emerged in the educational field which we may call an innovations in education. These are resource mobilization, structural changes, curriculum development, introduction of new teaching learning technique, technology based educational system etc. For an integrated development of education system every person concerned with education should have knowledge about the emerging trends and issues in education.

Resource Mobilization:

Mobilization of resources of schools is an important concern for poor rural India. This aspects may be described through following dimension

1. School Improvement Movement – The school improvement were first started in Tamil Nadu. Rural India is economically underdeveloped. Therefore children in rural India are hungry. They are poor. Therefore, arranging for midday meals in schools has been emphasized as a major method for including children at the primary stage to enroll in a school. In Tamil Nadu a public movement be organised in 1956 by Education Department to supply free mid-day meals and a pilot project was initiated in 1958 in the National Extension Srulee Block of Kadambattur which includes elementary school buildings, painting of blackboard, a small library and provisions of pure drinking water. The threefold programme enabled the community to increase not only the levels of enrolment and attendance but also the quality of education. A rapport was made between the school and community which was missing in the past. The Director of Public Instruction noted : "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'. careful planning and implementation of the school improvement account for its success. The successful efforts made by the contributions of teachers, parents and community.

2. Constructing better and low cost several buildings – around 30% of school buildings in India were constructed for school purposes and remaining 70% are provided by private houses, temples, village – panchayat offices and available structures a village can offer. The Central Buildings Research Institute in Roorkee has undertaken to tackle this problem both from technical and the educational view point. The child anatomy, the individual space required, the shapes and sizes of classroom most convenient for the changing patterns of the curriculum, storage space, fixtures and furniture, proper lighting and ventilation have been examined by the CBRI. Due to expensive material CBRI is now investigating the possibility of utilizing local materials available in different parts of country and making their design more flexible.

3. The Gram Shikshan Mohim – The Gram Shiksha Mohim is another effort by villages and community started in Satara district of Maharastra in 1960 for village education movement. Each village was encouraged to appoint a special Gram Shiksha Committee composed of representatives from many local interest such as social and political leaders, officials, co-operative society farmers' unions and teachers. A door to door census was conducted to find out of illiterate, adult men and women. The reading materials for the classes are provided by the State Govt. and these consist of charts, strips and booklets which consists simple lessons on matters of daily life, agriculture, health information about their state etc.

4. Inexpensive Pre-school Centres – Some state have taken innovative approaches to the provision of pre school services particularly pre-school education. The centres are called 'balwadi'. Their view point are to improve the health productivity of the population as a whole and for preparing a strong base for universal primary education. This programme also laid the opportunity for a job for needy and able village women.

Biography

Krishna has expertise in evaluation and passion in improving the health and wellbeing. He open and contextual evaluation model based on responsive constructivists creates new pathways for improving healthcare. He has built this model after years of experience in research, evaluation, teaching and administration both in hospital and education institutions. The foundation is based on fourth generation evaluation (Guba& Lincoln, 1989) which is a methodology that utilizes the previous generations of evaluation: measurement, description and judgment. It allows for value-pluralism. This approach is responsive to all stakeholders and has a different way of focusing.