CHAPTER I
INTRODUCTION

1. Background of the Study

During the four decades since Independence, Indian education underwent phenomenal expansion in institutional and quantitative terms. Between 1950-51 and 1982-83, the number of the colleges increased from 796 to 5246; the universities from 27 to 140; the total students from 28 millions to 114 millions and the total teachers from 7.5 lakhs to 32 lakhs. During this period, the educational context, processes, inputs and outputs at various levels were characterised by problems relating to equity, equality and quality in terms of the needs and aspirations of millions of citizens for educational opportunities that were hitherto denied or unavailable to them; the compulsions of equality among various groups, classes, communities and regions; and the need for internationally comparable academic standards which would help mould the manpower required for the scientific, technological, social and economic development of the country.

In the search for comprehensive changes in the educational system, various Commissions and study teams were appointed from time to time. The first was
the Indian Education Commission (1882) which was chiefly concerned with school education, reviewed the educational scene since the Educational Despatch of 1854 and proposed policy guidelines for the development of education. This was followed by the Indian Universities Commission (1902) which conducted a study of higher education subsequent to the establishment of the first three universities of Bombay, Madras and Calcutta in 1857; and suggested recommendations for the reorganisation of university education. The Calcutta University Commission (1917-19) was concerned with educational development in Bengal. The next was the first to function in free India, the University Education Commission (1948-49) which made comprehensive proposals for improvements in higher education. The Secondary Education Commission (1952) devoted its attention to the reform of secondary education. The Education Commission (1964-66) was the sixth such body to be appointed. It had the mandate to review the entire gamut of education in India, except medical and legal education, and its special features were its comprehensive approach to educational reconstruction and its endeavour to project a blueprint for a national system of education for India.
The Commission's recommendations for the transformation of the educational system included education for the people, work experience and social or national service, emphasis on character formation, new language policy and the common school system. For qualitative improvement the Commission made comprehensive proposals relating to the status, functions, training and service conditions of teachers, an integrated school system, a nationwide movement for improving standards, promotion of a new work ethic, identification and development of talent, improved teaching and learning materials, improved methods of teaching, reform of examinations, and major universities. It recommended various steps for the expansion of educational facilities at different levels. The Commission's Report was released in June 1966. Before December 1966 copies of the Report were sent to the State Governments, universities and other related bodies for study and action. The implementation of the Report began in 1967.

Naik (1982) has pointed out that some the recommendations of the Commission attracted wide attention; some were opposed and rejected or just ignored. The recommendations that attracted wide attention related to
use of regional languages as media of instruction at the university stage; non-formal education; education for the people; common school system; 10 + 2 + 3 pattern for school and college classes; and teachers' salaries. The recommendations which were opposed and rejected included new priorities in educational development; selective admissions at the higher secondary and university stages; major universities, selective improvement of schools; differential systems of grant-in-aid; and continuance of Education as a subject in the State List. Naik (1982) has remarked that many other recommendations such as work experience, vocationalisation, qualitative improvement, student welfare and improvement, character formation, autonomous colleges etc. were either ignored or were implemented only indifferently.

During the two decades following the Commission's Report, various voluntary organisations and institutions attempted to implement some of its recommendations, especially those relating to the preferential admission of students from the underprivileged sections; application of science to the needs of society; linking education with productivity and rural development; remedial education for under-achievers; value-education;
review and planning for development of educational institutions; and college autonomy. Such efforts were undertaken by colleges in various parts of the country, some on the initiative of concerned educators and some on the advice of agencies such as the University Grants Commission. This is the background of the enquiry involved in the present study of the innovations introduced in colleges.

2. **Statement of the Problem**

The problem under investigation is - "A Study of Educational Innovations in the Affiliated Colleges of India". It seeks to identify and study the objectives, life cycle and consequences of some selected innovations adopted in the arts and science colleges in various parts of the country, with special reference to the recommendations of the Education Commission Report (1964-66). The theme of the study is, how the innovations were accepted, implemented and institutionalised, in reality, in college systems.

3. **Significance of the Problem**

Some of the recommendations of the Education Commission (1964-66) became the objects of adoption and implementation by some of the colleges in the country.
during the seventies. It was a decade of considerable educational ferment generated by continuing discussion on the proposals of the Commission. A considerable number of innovations were diffused by the University Grants Commission. Some were developed by individual colleges. Some such change efforts attained the stage of institutionalisation. Understanding the rationale, conceptual basis, objectives, mode of implementation and outcomes of such innovations and awareness of the factors which influenced or inhibited them will be of advantage to educators with zest and motivation for experimenting with new ideas and practices. The insights emerging from such a study might be interpreted and put to use for staff development, institutional development or policy planning in education. The experiences of pioneers and pathfinders guide those/tread the difficult track of educational change.

4. Purposes of the Study

The objectives of the study were the following:

(1) to examine the conceptual basis and objectives of selected innovations in colleges;

(2) to find out by whom and how they were developed and diffused;
(3) to find out how they were adopted and implemented;

(4) to identify the factors which facilitated or constrained them;

(5) to study related aspects such as the evaluation, personnel, cost, consequences, change agentry and dissemination of innovations.

These objectives were supplemented by certain specific questions regarding the process of innovation:

(i) What were the rationale, conceptual basis and objectives of the innovation? (ii) What was the need/problem to be met/solved by the innovation? (iii) What were the sources of awareness of the innovative ideas? (iv) How was the innovation developed and diffused? (v) How and by whom was the decision for adoption taken? (vi) How was it planned and shaped? (vii) What was its personnel and cost structure? (viii) What were the activities involved in the implementation process? (ix) What strategies of change were employed by the adopter group? (x) What were its consequences, both functional and dysfunctional? (xi) Was the innovation evaluated? (xii) Which factors helped or hindered its passage from concept to reality? (xiii) Did the adopters
help other colleges in replicating it? (xiv) How were the outcomes of the innovation communicated to other systems and official agencies? (xv) What model of change did the innovation represent?

5. Delimitations of the Study

The scope of the study was bounded by the following delimitations: (i) The study was limited to innovations which were adopted by institutions at the tertiary level of higher education. (ii) The study was limited to educational innovations i.e., those change efforts which were consciously planned and implemented to improve the quality and/or relevance of educational practice. (iii) The study covered only those innovations which were reported to be institutionalised in colleges and were successful "to a considerable extent" in the estimation of the adopter group. (iv) Each innovation was studied in the context of a single college which had adopted it. The colleges selected for this purpose belonged to a national network of higher educational institutions, which had a common historical background, shared objectives and convergent values. (v) Another delimitation was related to the category "affiliated college". It covered those tertiary level institutions of higher education which, (a) functioned on their own respective campuses;
(b) were under the jurisdiction or supervision of the parent university, with respect to courses, curricula, examinations, staff pattern, rules of admission etc. The parent university awarded the degrees to their students on the basis of results in common examinations. However the four autonomous colleges, included in this study had freedom in framing courses and curricula, conducting examinations and admitting students. The parent university awarded degrees to their students. They were autonomous colleges affiliated to the respective universities under whose jurisdiction they functioned. The 'Constituent' colleges were integral parts of the university and had closer links with the latter. However basically they belonged to the same genre of 'affiliated colleges', especially those constituent colleges managed by voluntary agencies. These facts account for the presence of four autonomous and two constituent institutions in the sample of colleges selected for the study. These were other delimitations of the study.

6. **Definition of Important Terms**

In the context of the present study, some important terms are defined as follows:

(i) **Innovations** - Ideas, practices, programmes or activities perceived as new, and are adopted/implemented in a planned manner in social systems, in order to achieve desired objectives.
(ii) **Educational Innovations** - Innovations which have an educational value, content or orientation, in terms of the teaching-learning process, institutional renewal or contribution to the integrated development of the student's personality.

(iii) **Adoption** - The decision to make full use of, or implement, an innovation in a user system.

(iv) **Diffusion** - The communication of new ideas in a social system.

(v) **Innovativeness** - The degree to which an individual or a group or system is earlier to adopt a new idea.

7. **Scheme of Chapters**

Chapter I describes the background of the study, states the problem and highlights its significance. The objectives of the study are mentioned and delimitations specified.

Chapter II outlines the theoretical framework of the study. The concepts of change and innovation, models of the change process, strategies for change, stages of implementation and the related aspects of personnel, cost, evaluation, dissemination etc. are referred to. Special
attention is given to factors responsible for resistance to innovations, the role of the change agent and the evaluation of innovations.

Chapter III makes an overview of related literature including previous studies on innovations in general and those introduced in higher education in particular.

Chapter IV describes the design of the study including the methodology used, sampling, sources of data, methods of gathering data and the procedures used for analysing and interpreting the data.

Chapter V includes eight case studies on innovations, prepared on the basis of a scheme of characteristics and dimensions. Each case study begins with a description of the concept and features of the innovation and the characteristics of the adopter institution. A critical appraisal of the innovation concludes each study.

Chapter VI analyses the case studies on the basis of the selected dimensions. How the dimensions affect or operate with respect to each innovation is analysed. The relationships and inter-dependence of the various dimensions are also examined. This chapter also includes the findings drawn from the analysis of the case data.

Chapter VII contains the summary of the study, conclusions and some suggestions for further research.