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 trans-
formation 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 atten-
tion; 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 educa-
tional 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; applica-
tion 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 develop-
      ed 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 innova-
tions.

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 delimita-
tion 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 universtiy 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 intergral 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 orienta-
tion, in terms of the teaching-learning process,
institutional renewal or contribution to the
intergrated 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 character-
istics 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.

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