

**Prof. (Dr.) Deepak Jain (Ph.D.)**

Founder Chairman, Amity College (Florida)

Founder and General Secretary, Innovation Society

**DON'T KILL INNOVATION**

**CHANGING EDUCATION PARADIGM**

**CONCEPT TOWARDS A NEW ACADEMIC WORLD**

# 1 INTRODUCTION

Faculties and academic institutions have been trying hard and often failing in getting their scholars understand in true spirit the objective of the program they are learning, more commonly in professional study programs that in fact are focused towards a defined and selected set of professional skills.

Formal education had been in existence for many hundred centuries yet failing meeting the current industrial demand of required skills and attitude.

## **Why?**

Is the Academic Industry much slower to anticipate the industrial requirements? Are the academic institutions not capable enough to respond to the changed requirements in given timeframe? Are the Educational Policy Makers not capable enough or inexperienced about the industry? Are the industries not able to convey their skill requirements unambiguously? Why are the colleges, universities, and educational institutions failing to support Economic and Social Development of Countries and Continents?

Some of the questions have been raised and an attempt to answer or support some of them has been made in the current context.

## 2 BACKGROUND



Months back, I was chairing a session in an International Conference in a reputed university of India where a very senior (in age as well as experience) speaker was addressing the audience comprising of senior professionals, researchers, educationalists, corporate representatives, as well as many young scholars of the universities and colleges.

Suddenly I noticed an incident there that shook my mind about the commonly followed practices in different schools, colleges, and universities. The senior speaker in the conference asked the audience, “Why are you here in this conference?”

The question was bit sudden to the and without giving a chance to volunteer, the speaker choose one young scholar and forced him to comment. The young scholar was perhaps not ready with appropriate comments but he stated that he wanted to listen to renowned speakers in the conference. And the next shocking comment was from our senior speaker.

He responded, “You are rubbish. I have not heard such idiotic comment from anyone in my life”.

And our senior fellow did not stop here, but he raised his finger to another young scholar girl and asked her to comment why she is attending this conference. She although responded in a bit more details, but needless to mention, she also got a similar treatment from the speaker. The speaker here perhaps had framed an expected answer for his question but he ignored the freedom of different minds to choose its own words and its own responses.

Also, without considering the depth of meaning of the responses, and the understandable differences in the levels of expectations of different segments of audience, our speaker was expecting the ‘SAME’ ‘FRAMED’ answer from all. And when this was not received, he could not respond in a positive or supportive manner.

This behavior on an international platform not only made the audience (especially the young scholars) defensive towards the speaker, but also lost their interest in the subject, although, the subject of the speaker was of high importance in the current scenario and full of innovations.



### 3 THE CORRELATION

The incident, as narrated above, shook my soul as I could see an aged, rich experienced, but traditional educator in the speaker who was more comfortable to be strict on scholars than being supportive and encouraging. I had seen in my childhood some teachers who used to prefer asking multiple tough questions to the students in response to their curiosity in a subject. Their fundamentals were clear, if a student ask any question, you ask much tougher question and ask the student to go and learn the answers of them before asking any question to the teacher. Although, I was a fortunate enough to get only a handful of such teachers, but mostly what I encountered were very supportive to my innovative mind that used to think out of box, and sometimes silly too.

But the incident was live and none of us could ignore that. We had lost a major opportunity of getting some young scholar to show interest in the subject and show its own innovation in that field.



Someone could support the comments of the scholar with the thought that he is yet to select his subject and is attending the conference to listen to different speakers from different fields of expertise to find a scope as per its own interest. He might me taking time to explore to connect his fields of interest to fields of career.

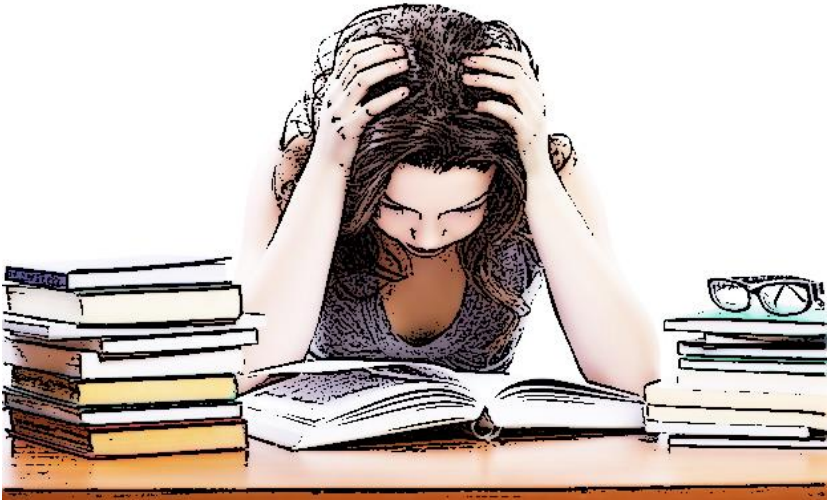
But as this did not happen, the young scholars in the conference virtually boycotted the conference although to comply the respect of seniors, they stayed back in the conference hall.

This made me, as well as many of the senior audience on the spot, thinking about the root cause of the incident. Many questions were raised by this event, but majorly conversed on two:

- Why did the speaker responded that way? Was it a spontaneous response or it was developed in his behavior by virtue of the way he has been serving to his duties as an academician?
- Why were the scholars not ready with comments on this common question that in fact they must have asked to themselves before they were spending long hours in the conference?

And these two also finally somehow conversed to “Format of Education System” that most of educational institutions have been following for centuries.

## 4 THE CHALLENGE IS BROADER



The incident highlighted that somewhere our education system or teaching pedagogy is killing the Innovation of these young scholars and restricting them to respond to the need of ‘defined program’ strictly in the format defined for the program.

Also, most of the professional courses are running with ‘Semester’ system that was expected to be rigorous for monitoring the ‘performance’ of students and take improvement actions in time wherever required. But by the course of time, not much was monitored that slowly the semester system of professional courses has become a “Innovation Killer” by the fact that teaching

pedagogies are made more ‘examination oriented’ and less innovative.

Every month internal tests, and every 04 months ‘Big-Test’ has made the learning oriented over examinations. ‘Performances’ are weighted on ‘marks obtained’ rather innovative achievements. Students look for ‘marks’ more preferably than ‘knowledge’. Scholars are looking for “JOBS” rather than “IDEAS” for entrepreneurship and employment-creation.

## 5 THE NEED OF HOUR



This is not the fact that none of the policy makers or senior educationalists have experienced the need of hour about changing the teaching pedagogy to make it more innovation supportive, practical oriented, and giving field experience that could support the entrepreneur mind in scholars that could in turn develop employment rather than jobs. But the fact is that, these thoughts either could not be formalized or could not be implemented in pace with the strong aspects of traditional education so that the combination of both could give the best results.



The need of the hour is to constitutionalize dedicated organizations and teams for institutionalization of innovative teaching pedagogy with prime focus on empowerment of innovative minds and delivery of subject knowledge with the key objective of enabling the scholar with skills of livelihood in an independent manner.

Need of the hour is to develop and implement the teaching methodologies that have prime focus on:

- Skill Development for livelihood
- Knowledge earning for entrepreneurship
- Supporting the freedom of minds and encouragement to raw innovation for unnoticed desires
- Space to inspirations, experiments, and field experiences
- Viability of recognition for life-learnings and experience credits
- Breaking the boundaries of buildings, cities, countries, and continents by means of technology



