

Chapter 18

Curriculum Design in the Crossroads at Higher Education Institutions (HEIs) Boosting Quality Assurance: Satelliting Intellectual Property, Innovation – Legal Landscape

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ABSTRACT

Innovation is the key factor boosting economics and international competitiveness, but it takes a long time for a nation to get to the point where innovation becomes the main force. The concept of innovation has to be seen somewhat differently when applied to latecomer nations than it is when applied to leaders. The technology combines textual feedback and machine learning and this approach examines the remarks, viewpoints and assessments of instructors made by students. Also, textual criticism enhances teaching style and provides valuable insights on the effectiveness of instruction. The inputs are recorded by the technology and stored in an authorized database. To assist the teacher see the input, ratings and graphs are provided. This

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chapter evaluates current econometric research on how changes in IPR policy affect educational growth and comes to research points to the acceleration of education and innovation development with stronger IPR regimes.

INTRODUCTION AND BACKGROUND

The technologically advanced sectors indicate that protracted periods of education and innovation growth with inadequate IPR regimes may lead to issues that manifest over time with regard to quality education with curriculum advancement in HEIs. The leading nations are eager in keeping their advantage via “world-first” advances in goods, services or generally abstract knowledge. Innovation refers to “new-to-the-country” innovation for latecomer nations whose main strategic objective is to catch up, which entails the management of rapid diffusion of technology from advanced to catch-up countries (Zint et al., 2024). The idea offers a method for improving the quality of academic instruction via the study of student feedback systems. This method improves student learning by providing teachers with insightful feedback (Singh & Kaunert, 2024). The economic leaders in developing nations have resisted calls to make their intellectual property rights (IPR) regimes stronger for decades. Many of them have cited the development of high-tech industries in Asia as evidence for the idea that weakening IPR regimes at certain periods of economic development might serve as an infant industry strategy, promoting the expansion of locally based enterprises with cutting-edge technology (Singh et al., 2024).

Higher education institutions (HEIs) face a transformation in the design of their curricula by demands regarding quality assurance, innovation and integrating academic property (IP), all placed within legal parameters. With the stakes of global competition getting higher HEIs are required to create curricula that not only comply with academic guidelines but also train students so they can thrive in a fast-changing world (Singh & Kaunert, 2024). This change calls for a systemic understanding of curriculum development governed not only by quality assurance mechanisms, but also innovative pedagogy and deep knowledge on intellectual property aspects (Raaj, 2024).

Historically, curriculum design has focused on what content should be delivered to students based on academic or industry standards. Nonetheless, with the higher education landscape transforming it has started becoming important to build curricula that nurture creativity, critical thinking and entrepreneurial mindset (Singh, 2024). Technological changes, globalisation and a knowledge economy that places increasing emphasis on innovation rather than physical products are among the reasons behind this shift. In turn, the curricular framework of HEIs is being reevaluated to

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