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INVESTIGATOR

INTRODUCTION

Education is the dynamic aspect of the society. Innovation is the process of maintaining the dynamism. Therefore a modern society has to have innovative schools as its integral part. Is every school able to maintain its innovative level equally high? While all the general conditions of schools are theoretically the same, why some are acknowledged as highly innovative while others as non-innovative?

Many headmasters want to make their school innovative while a few others want to improve their innovative levels. All that they seek is the right guidance and direction in the matter. Therefore it has been chosen to study certain select acknowledged 'Innovative' schools situated in the different parts of the state of Tamil Nadu and present case-reports about the factors effecting the operational efficiency of their functional systems in terms of innovation adoption. The content and the format of the case-reports are so presented as to be meaningful and reproduceable for any school which wants to learn from them. The findings are presented in the integrative generalisations.

It is for the first time in India a research study of this type on the process of adoption of innovation, using 'Case-study' as the method has been undertaken.

It is for the first time that the six variables of this investigation have been together studied about innovative institutions in combination with the descriptive analysis of their adoption processes.

Again, it is for the first time that a diagrammatic representation of the Innovative factor-profiles of schools

have been ever attempted showing the hypothetical inter-relationship among the variables studied in this investigation with respect to individual institutions. These diagrams are in the form of circle-graphs showing the 'school profile' of each school that has been studied.

Because of the nature of the in-depth study, it could be expected that the findings may serve as a meaningful source of reference and guidance to those who seek to know about the factors affecting 'Innovativeness' of institutions at secondary level.

For a case-study type of investigation as this, the size of the sample need not be as big as 25 schools. In order to increase the reliability of the findings which could be even accepted as generalisations by those who seek guidance from this study, that the size of the sample has been kept bigger. As a result, the number of pages required to present all the case-reports became too many. Just to keep the number of pages within a reasonable limit without sacrificing the depth, the 'case-reports' had to be typed in 1.5 spacing instead of the usual double spacing while the earlier chapters have been typed in double spacing.
