

CHAPTER IV

COLLECTION OF DATA, ANALYSIS AND INTERPRETATIONS

Having set out the objectives of the study (as mentioned in the previous chapter) the next necessity is to explain the philosophical point of view of the innovations. It is also necessary to explain the way in which the data are collected and the analysis of the same is done so that the extent to which the objectives of the innovations were achieved can be gauged. These aspects, hence, are discussed in this chapter in three different sections, as mentioned below, each dealing with one innovation in all its aspects.

Section I	Innovation I
Section II	Innovation II
Section III	Innovation III

The researcher tried through this study, to know how far the innovations introduced were able to achieve the aim of the department. A detailed discussion on each of the innovations introduced is hence incorporated in the sections that follow:

SECTION I - INNOVATION I

This section deals with the first Innovation taken up for study i.e. Abolition of detentions in classes other than VII and X (Popularly known as New Evaluation policy).

Concept of detention: 'Detention' is detaining a student in a particular class without allowing him to go to the next higher class as he was assessed unable to come up to the expected level to cope with the course of the next higher class. In the non-detention system the student is automatically promoted to the next higher class at the end of an academic year based on the percentage of his attendance rather than on his performance in the annual examination. This preference to attendance to the performance of the students in their annual examinations is based on the assumption that a student who does regularly attend to a school must have had acquired reasonable level of scholastic achievement including 3 Rs whether it is reflected in his scores obtained in the annual examinations or not. Exposure of student for a longer period might make the child permanently literate and thus satisfy the national objectives

and constitutional obligation like universal compulsory primary education of the children upto the age of 14. It is a national game which is necessary in the present state of affairs. It is also envisaged and non-detention system gives more education though not better education. Under the detention system mass failures in the examinations used to take place as their eligibility to go to the next higher class is assessed through one examination held at the end of the academic year. The Government is generally compelled to allow graded condonation to students who failed by a small margin in order to right this wrong of assessing one's ability in one examination. The detention system, it was thought, would discourage students from continuing in schools owing to a fear or after-effects of failure (which occurs in some cases a number of times). Usually a student once detained loses interest, and suffers in his estimate of himself. The detention system, therefore, contributes for the drop-out rate, rather push-out rate because of the defective evaluation system.

Historical background

With this theoretical background the Government of Andhra Pradesh issued order in G.O.Ms.No.1781 Edn. Dept. dated 27.11.1971 (Appendix 'O') introducing 'Abolition of detentions in classes other than VII and X (New Evaluation Policy)' with immediate effect. This was one of the major innovations in the field of education introduced in Andhra Pradesh State. In fact this was the only one of its kind in the country. This innovation had the genesis in a sudden announcement made by the Chief Minister of the State on the 30th of June 1971. The news had created a surprise throughout the State as it was wrongly presented by a section of the press as the abolition of examinations. However, it was reiterated that it was only abolition of detentions and not abolition of examinations. Immediately after that announcement, as per the work paper presented by Krishnamurthy (1972), the then Education Minister came out with a policy statement entitled 'Towards a new system of Evaluation' saying 'Examination is virtually an obsession with the students. It is also, in the eyes of many parents, an unavoidable hurdle which is to be crossed, no matter how and by what means..'

Doing away with detentions, therefore, did not consist in promoting failures indiscriminately. On the other hand, it really means remedying the conditions which give rise to the need to detain students. In other words, it means the adoption of a system of effective and continuous testing which involves the simultaneous application of remedial measures so as to render annual detentions superfluous and even irrelevant.

For proper implementation of the policy of abolition of detentions, the following New Evaluation procedures were ordered by the Government in their Order M.S.No.1781 Education dated 27.11.1971 taking into consideration the recommendations of the State level conference of the District Educational Officers and Inspecting Officers organised for the purpose from 24.8.'71 to 26.8.'71. These procedures vary from primary to secondary stages. So far as the secondary stage is concerned the following measures were ordered for adopting in all the high schools in the State.

1. Adoption of the prescribed pupil cumulative record.
2. Adoption of the prescribed progress card,

which shall be communicated to parents/
guardians regularly.

3. Administration of teacher-made tests at the end of teaching each Unit of syllabus, the results of which shall be incorporated in the progress cards;
4. In addition, at the end of each quarter, for each subject, one formal examination will be conducted covering the syllabus completed during the quarter. The evaluation of these quarterly tests shall be entered in the pupil's cumulative record.
5. There shall be a public examination, conducted by the Board of Secondary Education at the end of class X at State level.
6. A minimum attendance of 90 per cent is compulsory.

The innovation is being continued till today in the State of Andhra Pradesh. As a follow-up, the department has organised a number of inservice programmes

to the personnel working in the education department at different levels.

Philosophical aspect

One of the major problems standing in the path of universalisation of elementary education is wastage through drop-outs. In the former system, where children were promoted only when their achievements in the examinations were at the expected level, a number of children used to be detained each year on the plea that they did not come up to the expected level. With a view to minimise this high incidence of stagnation and for other academic advantages mentioned already the innovation was said to have been introduced in Andhra Pradesh. It was also felt that a single final examination could no longer be the sole criterion for promotion.

The opinion of a few critics of this innovation vary. Rajagopal A, (1973) feels that the only inducement to study had been removed. On a second thought he felt that the decision reflected a proper assessment of realities and

wisdom in abolishing the sham and hypocrisy.

Satya Sundaram (1977) states that the non-detention system would be a powerful incentive for students to go to schools. He also states that it recognises the presence of students with varying learning potentialities. He opines that it serves as an incentive to the slow-learners to progress at their own pace. While discussing the examination system the Secondary Education Commission, 1952-53 observed that, as at present conducted, examinations do not help us to evaluate correctly even the intellectual attainments of the pupils.

The innovation was introduced, under this historical and philosophical background, with the following objectives as spelt out in the Government Order.

Objectives of the Innovation

1. To adopt remedial measures so as to render annual detentions unnecessary.
2. To adopt a system of effective and continuous testing and evaluation.
3. To minimise the high incidence of stagnation leading to wastage.

Tools and techniques

The tools used for evaluating the objectives of the innovation are (1) Opinionnaire and (2) Structured interview. The object of the opinionnaire was to discover the opinions of teachers, headmasters and Deputy educational officers on the objectives and functioning of the innovation with a view to evaluate the usefulness of the innovation.

The opinionnaire (vide Appendix A) included 26 items and was divided into two sections. The entire tool was developed on a three-point scale such as 'Yes' 'No' and 'Undecided'. Some of the important aspects covered through the opinionnaire are given below:

Section I: Effects of the non-detention Policy

This section consisted of 17 items covering the following points:

- improvement in students' attendance
- identifying and establishing linkages of objectives and their specifications to the content
- Objective-based teaching and testing.

- giving stress to content rather than the coverage
- reporting the progress of the students to the parents
- students' interest in classroom instruction
- effect of New Evaluation Policy on teachers
- reduction in drop-out rate

Section II: Implementation of New
Evaluation Policy

This section consisted of nine items

- preparation of unit and lesson plans
- assignments to students
- academic guidance to the teachers
- inservice programmes to the teachers
- confidence of the teachers towards non-detention policy

The opinionnaire consisting of sections I, II and III was distributed to the Deputy Educational Officers. The section III consisted of six items was included to obtain the considered opinion of the Deputy Educational Officers on the basis of their experience as Inspecting Officers. This section covers items on the following aspects,

- competence of teachers in teaching and testing

- basis for remedial teaching
- vigilance by the Headmaster

The sample

The population from which the sample was drawn consisted of senior teachers and headmasters of schools under different managements. All the Deputy Educational Officers in the State also form part of the population. By using the random sampling method 309 (involving roughly nine per cent of the total schools in the State) were selected and the headmasters were requested not only to express their own opinions but also to obtain the opinion of atleast four different senior teachers working in their respective schools. The list of schools selected management-wise, area-wise and sex-wise for this purpose is given in Table 1.

TABLE 1

LIST OF SCHOOLS SELECTED FOR COLLECTION OF DATA
THROUGH OPINIONNAIRE FOR INNOVATION I

Management	Rural			Urban		
	Boys	Girls	Total	Boys	Girls	Total
Government*	--	--	--	9	10	10
Zilla Parishad	214	10	224	4	4	8
Municipality	1	--	1	13	1	14
Private/Aided	13	1	14	24	5	29
Grand Total	228	11	239	50	20	70

* The number of schools available in rural area is negligible.

Of the above sample selected, 137 schools (i.e. 54.8 per cent) 40 per cent of the headmasters and 54.4 per cent of the teachers responded - vide Appendix J. 53.3 per cent of the Deputy Educational Officers available in the state responded. - vide Appendix 'K'.

The Analysis

All the items of the opinionnaire were arranged in a jumbled way in all the three sections, with a view to bring these items into different clusters according to the objectives of the innovation, and the tables prepared accordingly.

The responses received from the respondents were tabulated the percentages were also calculated and these are presented in the form of tables for each objective separately. Significant levels of all the items were found out and shown in the table to find out the reliability of the responses. Items with significant level upto 0.10 were taken as reliable. Each of these tables prepared on the above lines was analysed. The percentages shown in the analysis indicate the maximum frequencies on 'Yes', 'No' and 'undecided' as 'Positive', 'negative' and 'neutral' responses respectively.

The first objective 'to adopt remedial measures so as to render annual detentions unnecessary' cannot be achieved unless the following conditions exist in schools.

1. The teachers are to prepare for objective-based teaching and testing.

2. The progress of the students is to be regularly communicated to the parents so that the parents also can take interest in the studies of their wards.
3. Unit, terminal and annual examinations are to be regularly conducted.
4. Constant supervision of the academic work of the teachers by the Deputy Educational Officers must exist so that on the spot guidance can be made available to the Headmasters and teachers.
5. Constant vigilance by the Headmasters on the teaching-learning process in classrooms is also required.

The responses received on the items pertaining to this objective are given in the Table II below:

TABLE II

Percentage of responses received for the items on the first objective of the Innovation I

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Item No.	Senior teachers				Headmasters				Dy. Educational Officers			
	Yes	No	Un-decided	Chi-square values	Yes	No	Un-decided	Chi-square values	Yes	No	Un-decided	Chi-square values
1.1	73.88	21.84	5.10	379.01 (0.01)	56	51	5	39.55 (0.01)	70.00	16.67	6.67	15.4 (0.01)
1.2	52.65	29.80	15.92	101.45 (0.01)	38	32	21	5.11 (0.10)	30.00	26.67	40.00	0.90 (0.70)
1.3	48.57	28.16	20.00	64.25 (0.01)	34	36	18	7.06 (0.05)	26.67	23.33	53.33	4.90 (0.10)
1.4	48.98	34.29	13.47	94.25 (0.01)	34	38	18	7.54 (0.05)	36.67	33.33	26.57	0.50 (0.80)
1.7	14.49	74.69	10.00	384.47 (0.01)	10	76	6	93.30 (0.01)	33.33	50.00	20.00	4.10 (0.10)
1.8	40.00	49.80	9.80	128.06 (0.01)	41	39	12	16.25 (0.01)	40.00	53.33	0	14.00 (0.01)
1.10 (a)	65.92	25.10	9.59	249.42 (0.01)	62	26	3	53.75 (0.01)	56.67	10.00	23.33	10.70 (0.01)
1.10 (b)	31.63	54.90	11.63	138.26 (0.01)	28	51	11	25.01	40.00	40.00	13.33	4.40 (0.10)
1.12	48.57	40.41	8.98	128.90 (0.01)	44	41	6	27.44 (0.01)	43.33	40.00	13.33	4.90 (0.10)
2.7 (a)	30.41	54.08	5.31	180.18 (0.01)	29	54	7	34.02 (0.01)	40.00	36.67	20.00	2.10 (0.50)
2.7 (b)	56.53	32.04	9.39	163.93	59	20	9	42.67 (0.01)	63.33	16.67	16.67	13.10 (0.01)
2.7 (c)	56.12	28.98	10.82	153.90 (0.01)	58	15	12	41.74 (0.01)	60.00	16.67	20.00	10.50 (0.01)

Item No.	Senior teachers			Headmasters			Dy. Educational Officers		
	Yes	No	Un-decided	Chi-square values	Yes	No	Un-decided	Chi-square values	
3.1					40.00	33.33	23.33	1.30 (0.50)	
3.5 (a)					66.67	13.33	16.67	16.10 (0.01)	
3.5 (b)					50.00	26.67	20.00	4.50 (0.10)	
3.5 (c)					53.33	16.67	20.00	7.70 (0.05)	
3.6 (a)					26.67	56.67	10.00	10.20 (0.01)	
3.6 (b)					36.67	46.67	13.33	5.30 (0.10)	
3.6 (c)					43.33	40.00	6.67	7.70 (0.05)	

(Figures in the brackets show significance level)

1. To adopt remedial measures so as to render annual detentions unnecessary.

(All the items are at 0.01 significant level.
The difference if any, is noted in the brackets)

Section No. and Item No.	Description of the item	Responses in percentages		
		T	H	Dy.E.Os
a. POSITIVE RESPONSES:				
1.1	There is regularity of attendance on the part of students.	73.88	56.00	70.00
1.10	The reporting system of the progress of the (a) students helped in furthering the academic activities by the teachers.	65.92	62.00	56.67
2.7	On the spot guidance was not available from the Deputy Educational Officer.	56.53	59.00	63.33
2.7	(c) On the spot guidance was not available from the Deputy Inspector of Schools.	56.12	58.00	60.00
1.12	The students valued only marks in tests, assignments and examinations	48.57	44.00	43.00 (0.10)
3.5	(a) Guidance given in the shape of remedial teaching in respect of backward children was based on Unit tests and assignments.			66.67
1.2	The teachers are able to identify instructional objectives and specifications	52.65	38.00	(0.10)

Section No. and Item No.	Description of the item	Responses in percentages		
		T	H	Dy.E.Os
1.3	The teachers are able to establish linkages of specifications to the content.	48.57		
1.4	The teachers are making sure of what has been learnt by the students before going to the next sub-unit or Unit.	48.98		36.67 (0.80)
1.8	Teachers and students are free from coverage of content.		41.00	
3.1	The Lesson plans prepared by teachers showed competence.			40.00 (0.50)
3.6	(c) Headmasters of the schools are paying constant vigilance by forming subject committees.			43.33
2.7	(a) On the spot guidance was not available from the Headmaster.			40.00 (0.50)
3.5	(b) Guidance given in the shape of remedial teaching in respect of backward children was based on terminal examinations.			50.00 (0.10)
5.5	(c) --do-- based on the estimates of teachers as to what their standards should be to be in the class in which they are.			53.33 (0.05)
(b)	NEGATIVE RESPONSES			
1.3	The teachers are able to establish linkages of specifications to the content.	36.00 (0.05)	53.33 (0.10)	

Section No. and Item No.	Description of the item	Responses in percentages		
		T	H	Dy.EOs
1.4	The teachers are making sure of what has been learnt by the students before going to the next sub-unit or Unit.		38.00 (0.05)	
1.7	Students are more interested in knowing the content.	74.69	76.00	50.00 (0.10)
1.8	Teachers and students are free from coverage of content.	49.80		53.33
1.10	(b). The reporting system of the progress of the students helped in furthering the academic activities by the Students.	54.90	51.00	40.00 (0.10)
2.7	(a) On the spot guidance was not available from the Headmaster.	54.08	54.00	
3.6	(a) Headmasters of the schools are paying constant vigilance by going through lesson plans and giving advices.			56.67
3.6	(b) --do-- vigilance by visiting classes and then advising the teachers.			46.67 (0.10)
1.2	The teachers are able to identify instructional objectives and specifications.			40.00 (0.70)

The second objective laid down in the G.O. was to adopt a system of effective and continuous testing and evaluation with consequent remedial teaching. To evaluate whether this objective was achieved items on the following aspects were included (1) The interest of the students in classroom learning, self-study, Unit tests, and terminal examinations and (2) Aspects relating to effective teaching and testing.

The responses collected from the teachers, Headmasters and the Inspecting Officers on the above aspects through the Opinionnaire to evaluate the achievement level of the objective were given in the Table III given below:

TABLE NO.111

Percentage of responses received for the items on the second objective of the Innovation I

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Item No.	Senior Teachers			Head Masters			Dy. Educational Officers					
	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.
1.9	41.22	43.47	13.67	81.21 (0.01)	35.00	38.00	17.00	8.56 (0.02)	45.67	36.67	13.33	5.30 (0.10)
1.11 (a)	28.78	63.27	6.73	239.22 (0.01)	19.00	65.00	5.00	60.15 (0.02)	40.00	35.67	16.67	3.00 (0.20)
1.11 (b)	10.00	74.69	14.29	385.61 (0.01)	8.00	74.00	10.00	85.14 (0.01)	16.67	46.67	30.00	4.20 (0.10)
1.11 (c)	25.71	62.45	10.41	210.81 (0.01)	27.00	53.00	11.00	27.63 (0.01)	43.33	40.00	13.33	4.90 (0.10)
1.11 (d)	31.63	60.41	7.76	204.77 (0.01)	28.00	62.00	1.00	56.76 (0.01)	46.67	40.00	6.67	8.40 (0.02)
1.11 (d)(i)	32.45	57.14	8.78	172.42 (0.01)	25.00	64.00	2.00	59.64 (0.01)	53.33	40.00	3.33	12.10 (0.01)
1.14	13.27	76.12	10.61	405.06 (0.01)	6.00	74.00	11.00	86.91 (0.01)	10.00	63.33	23.33	13.90 (0.01)
1.13 (a)	70.82	18.16	10.20	319.64 (0.01)	52.00	24.00	15.00	23.00 (0.01)	53.33	20.00	16.67	6.10 (0.05)
1.13 (b)	57.96	20.82	9.80	193.79 (0.01)	50.00	25.00	15.00	20.33 (0.01)	50.00	23.33	23.33	4.30 (0.10)
1.13 (c)	59.39	30.00	9.59	186.07 (0.01)	52.00	27.00	11.00	26.46 (0.01)	50.00	26.67	16.67	5.40 (0.05)
1.13 (d)	66.33	17.76	14.69	247.25 (0.01)	59.00	20.00	12.00	38.62 (0.01)	23.33	20.00	10.00	7.40 (0.02)
1.13 (e)(i)	67.76	22.24	8.98	279.99 (0.01)	52.00	28.00	11.00	26.13 (0.01)	43.33	36.67	16.67	3.50 (0.20)
1.13 (e)(ii)	61.40	24.69	10.61	203.25 (0.01)	47.00	25.00	20.00	12.88 (0.01)	43.33	26.67	26.67	1.70 (0.50)
1.13 (e)(iii)	63.47	20.41	13.47	216.45 (0.01)	53.00	23.00	15.00	24.74 (0.01)	53.33	23.33	20.00	6.10 (0.05)

(Cont'd)

Item No.	Senior Teachers			Head Masters			Dy. Education Officers					
	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.				
1.17	53.57	29.39	13.27	207.15 (0.01)	52.00	26.00	13.00	24.32 (0.01)	60.00	20.00	16.67	10.50 (0.01)
3.2 (a)									60.00	13.33	20.00	11.60 (0.01)
3.2 (b)									53.33	20.00	23.33	6.10 (0.05)
3.3 (a)									76.67	13.33	3.33	28.60 (0.01)
3.3 (b)									46.67	23.33	26.67	2.90 (0.33)
3.3 (c)									66.67	13.33	13.33	17.20 (0.01)

U.D. Undecided C.S.V. Chi-square value

2. Adoption of a system of effective and continuous testing with consequent remedial teaching (making testing an integral part for the sake of formative evaluation)

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.M.s	Dy.E.Os
a. POSITIVE RESPONSES				
1.9.	Students are interested in evaluation rather than afraid of it.			46.67 (0.10)
1.11(a)	Students showed more interest in (a) classroom learning			40.00 (0.20)
	(b) keeping themselves to their books			43.33 (0.10)
	(c) the marks of (i) Unit tests			46.67 (0.02)
	(ii) Terminal & Annual Examinations			53.33
1.13	Teachers felt (as a result of careful planning)			—
(a)	More confident in teaching	70.82	52.00	53.33 (0.05)
(b)	more resourceful in teaching	57.96	50.00	50.00 (0.10)
(c)	more free to go slow where they felt necessary	59.39	52.00	50.00 (0.05)

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.M.s	Dy.E.Os
	(d) to have gained more meaningful control over the content	66.33	59.99	23.33 (0.02)
	(e) more competent in using			
	(i) proper teaching methods & techniques	67.76	52.00	43.33 (0.20)
	(ii) perfecting their approaches (by learning from their errors)	61.42	47.00	43.33 (0.50)
	(iii) proper evaluation techniques (objective-based)	63.47	53.00	53.33 (0.05)
1.17	The tendency of the parents and students of weaker sections was to prefer continuous schooling.	53.67	52.00	60.00
3.2	The teacher made tests were suitable			
	(a) for the teacher to improve his teaching	--	--	60.00
	(b) for the student to know his strengths and weaknesses.	--	--	53.33 (0.05)
3.3	(a) Terminal examinations conducted showed			
	(a) preparation of proper question papers	--	--	76.67
	(b) proper valuation	--	--	46.67
	(c) proper reporting to the parents	--	--	66.67 (0.30)

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.M.s	Dy.E.Os
b. NEGATIVE RESPONSES				
1.9	Students are interested in evaluation rather than afraid of it	43.47	38.00	--
1.11	Students showed more interest in			
	(a) classroom learning	63.27	65.00	--
	(b) utilising the opportunities for self-study	74.69	74.00	46.67 (0.10)
	(c) keeping themselves to their books	62.45	53.00	--
	(d) the marks of (i) Unit tests	60.41	62.00	--
	(ii) Terminal & Annual Examinations	57.14	64.00	--
1.14	The students improved their habits of study and learning	76.12	74.00	63.33

Another objective set forth in implementing the Innovation, New Evaluation Policy, was 'to minimise the high incidence of stagnation leading to wastage'. The idea was that since there are no detentions there would not be any wastage provided the students do not leave the school on the plea that there is no effective teaching because of the Non-detention Policy. A few items have therefore been included to know the impact of the Innovation on parents and students. The responses received on this from the teachers, Headmasters and Dy. Edl. Officers were given in Tables IV and V.

TABLE NO. IV Percentage of responses received for the
items on the third objective of the
Innovation I (impact on parents)

Item No.	Yes	No	U.D.	C.S.V	Yes	No	U.D.	C.S.V	Yes	No	U.D.	C.S.V
1.5	83.88	12.45	4.08	566.61 (0.01)	81.00	1	3	138.98 (0.01)	83.33	3.33	3.33	38.70 (0.01)
1.10 (c)	27.14	46.12	24.29	41.75 (0.01)	28.00	47.00	16	14.50 (0.01)	33.33	36.67	36.67	0.50 (0.80)
1.16	54.49	32.65	11.22	137.97 (0.01)	55.00	23	11	32.07 (0.01)	56.67	16.67	23.33	8.30 (0.02)

4. To minimise the high incidence of stagnation leading to wastage
(impact on parents)

Section No. Item No.	Description	Responses %		
		Trs.	H.Ms.	Dy.E.Os.
(a) POSITIVE RESPONSES				
1.5	Parents are relieved of worry of promotion	83.88	81.00	83.33
1.16	The parents preferred to keep their sons/ daughters at school now more than they used to do earlier	54.49	55.00	56.67 (0.02)
(b) NEGATIVE RESPONSES				
1.10	The reporting system of the progress of (c) the students helped in furthering the academic activities by the parents	46.12	47.00	36.67 (0.80)

TABLE NO. V

Percentage of responses received for the items on third objective of the
Innovation I (Impact on students)

Item No.	Yes	No	U.D.	C.S.V	Yes	No	U.D.	C.S.V.
1.6	77.55	18.37	4.29	445.29 (0.01)	77.00	11	3	99.70 (0.01)
								80.00 10.00 10.00 29.40 (0.01)
1.15	35.31	49.80	14.69	91.67 (0.01)	32	43	15	12.76 (0.01)
								40.00 46.67 10.00 6.90 (0.05)

5. To minimise the high incidence of stagnation leading to wastage (impact on students)

Section No. Item No.	Description of the item	Responses in %		
		Trs.	H.Ms.	Dy.E.Os.
(a) POSITIVE RESPONSES				
1.6	Students are not emotionally bound to an examination	77.55	77.00	80.00
(b) NEGATIVE RESPONSES				
1.15	The students improved their habits to study and learning	49.80	43.00	46.67 (0.05)

To know the teacher attitude towards the Innovation - 'New Evaluation Policy' - eleven items have been included in the Opinionnaire. The aspects included in the items are (a) preparation of lesson plans, (b) Unit plans, (c) conduct of Unit tests, (d) correction of assignments, (e) Orientation courses arranged at various levels and also (b) the observation of the Inspecting officers of the work of the teachers. The responses received to these items from the teachers, Headmasters and Dy. Edl. Officers are given in the Table VI.

TABLE NO. VI

Percentage of responses received for the items on the objective 'Teacher attitude towards the New Evaluation Policy' of the Innovation I

Item No.	Senior Teachers			Head Masters			Dy. Edl. Officers					
	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.
2.1	56.53	18.78	4.08	236.11 (0.01)	80.00	8	3	112.13 (0.01)	66.67	26.67	6.67	16.80 (0.01)
2.2	53.08	54.08	4.69	241.79 (0.01)	90.00	29	2	51.23 (0.01)	66.67	20.00	0.00	23.10
2.3	42.45	45.71	11.22	106.80 (0.01)	59.00	24	9	40.03 (0.01)	76.67	13.33	6.67	26.90 (0.01)
2.4	89.39	9.80	1.63	692.48 (0.01)	80.00	9	2	112.79 (0.01)	83.33	10.00	3.33	35.50 (0.01)
2.5	82.45	13.67	4.69	533.11 (0.01)	81.00	7	4	114.74 (0.01)	70.00	23.33	3.33	21.10 (0.01)
2.6	65.31	31.89	2.04	295.13 (0.01)	60.00	30	1	52.91 (0.01)	70.00	23.33	3.33	21.10 (0.01)
1.13(f)	64.08	22.04	11.63	227.37 (0.01)	70.00	19	2	76.73 (0.01)	63.33	16.67	13.33	14.20 (0.01)
Teaching 2.8 (a)	43.27	36.12	15.92	60.25 (0.01)	44.00	25	11	20.09 (0.09)	26.67	50.00	23.33	3.80 (0.20)
" (b)	45.71	37.76	12.24	90.88 (0.01)	53.00	30	6	34.17 (0.01)	23.33	50.00	23.33	4.30 (0.10)

(Cont'd)

Item No.	Senior Teachers				Head Masters				Dy. Edl. Officers			
	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.
(Teaching) 2.8 (b)	46.12	35.92	12.65	87.96 (0.01)	50.00	31	7	29.09 (0.01)	33.33	33.33	20.00	2.00 (0.50)
" (d)	41.02	43.17	11.84	91.83 (0.01)	36.00	39	10	17.33 (0.01)	33.33	40.00	20.00	2.00 (0.50)
(Testing) 2.8 (a)	40.41	34.29	18.78	38.59 (0.01)	44.00	24	15	15.80 (0.01)	23.33	50.00	20.00	5.00 (0.10)
" (b)	41.02	57.17	14.49	64.13 (0.01)	49.00	30	8	26.73 (0.01)	26.67	50.00	20.00	4.50 (0.10)
" (c)	41.84	36.73	12.45	76.42 (0.01)	48.00	31	8	25.65 (0.01)	30.00	40.00	23.33	1.40 (0.50)
" (d)	40.61	41.22	12.24	82.38 (0.01)	39.00	39	8	20.93 (0.01)	26.67	43.33	23.33	2.20 (0.30)
2.9 (a)	55.92	53.67	9.59	219.49 (0.01)	57.00	30	3	44.59 (0.01)	66.67	20.00	6.67	18.00 (0.01)
" (b)	56.35	31.22	11.22	150.50 (0.01)	52.00	34	5	34.41 (0.01)	63.33	23.33	6.67	15.40 (0.01)
" (c)	50.82	32.24	15.31	93.03 (0.01)	53.00	26	12	26.73 (0.01)	53.33	20.00	20.00	6.80 (0.05)
" (d)	61.63	30.41	6.33	226.63 (0.01)	63.00	24	4	54.71 (0.01)	76.67	13.33	6.67	26.90 (0.01)

(Cont'd)

Item No.	Senior Teachers			Head Masters			Dy. Edl. Officers					
	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.	Yes	No	U.D.	C.S.V.
2.9 (f)	66.12	24.29	9.39	254.88 (0.01)	62.00	23	5	51.80 (0.01)	86.67	6.67	3.13	40.10 (0.01)
3.4 (a)									23.33	50.00	20.00	5.00 (0.10)
(b)									43.33	26.67	23.33	2.20 (0.30)
(c)									56.67	36.67	0.00	15.00 (0.01)

U.D.-Undecided C.S.V.- Chi-square value

2. Teacher attitudes towards implementation of the New Evaluation Policy

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.Ms.	Dy.E.Os.
A. POSITIVE RESPONSES				
2.1	Preparation of plans;is a time consuming and vexatious process	56.53	80.00	66.67
2.2	Preparation of proper Unit tests is a very difficult affair		60.00	66.67
2.4	The resources of the school are very limited to meet the needs of stationery,roneeing etc.	89.39	80.00	83.33
2.5	The innovation expected the teachers to work harder when their burden of work is already high	82.45	81.00	70.00
2.6	Correction of the assignments is also a difficult job	65.31	60.00	70.00
2.3	The teachers have not learnt how improved lesson plans can be prepared and implemented in a class		59.00	76.67
1.13(f)	Teachers felt (as a result of careful planning) an acute increase in work	64.08	70.00	63.33
2.8 (a)	The orientation courses conducted at State levels are not useful in improving the teaching techniques	43.27	44.00	
2.8 (b)	At District level --do--	45.71	53.00	
(c)	At Block level --do--	46.12	50.00	40.00 (0.50)
				110

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.Ms.	Dy.E.Os
2.8 (a)=	The orientation courses conducted at different levels are not useful in improving the testing procedures			
	at state level	40.41	44.00	
(b)	at District level	41.02	49.00	
(c)	Block level	41.84	48.00	
(d)	School level		39.00	
2.9 (a)	The teachers could not feel confident that the non-detention policy can improve/the teacher competencies	55.92	57.00	66.67
(b)	the supervision	56.33	52.00	63.33
(c)	the inspection procedures	50.82	53.00	53.33 (0.05)
2.9 (d)	the study habits of the students	61.63	63.00	76.67
(e)	the student motivation (including the parent motivation)	58.78	57.00	73.33
(f)	in a school situation where there are large classes	66.12	62.00	86.67
3.4 (b)	New Evaluation policy created opportunity for them to grow professionally	--	--	43.33 (0.30)
(c)	New Evaluation Policy increased their work without any beneficial results	--	--	56.67

Section No. Item No.	Description of the item	Responses in percentages		
		Trs.	H.Ms.	Dy.E.Os
(b) NEGATIVE RESPONSES				
2.2	Preparation of proper Unit tests is a very difficult affair	54.08	--	--
2.3	The teachers have not learnt how improved lesson plans can be prepared and implemented in a class	45.71	--	--
2.8(a)	The orientation courses conducted at different levels are not useful in improving the teaching techniques.			
	(a) State Level	--	--	50.00 (0.20)
	(b) District Level	--	--	50.00 (0.10)
	(c) School Level	43.47	39.00	40.00 (0.50)
2.8(a)	The orientation courses conducted at different levels are not useful in improving the testing procedures			
	(a) State Level	--	--	50.00 (0.10)
	(b) District Level	--	--	50.00 (0.10)
	(c) Block level	--	--	40.00 (0.50)
	(d) School level	41.24	--	43.33 (0.30)
3.4(a)	New Evaluation policy created interest in teachers	--	--	50.00 (0.10)

ANALYSIS OF RESPONSES TO OPEN-END QUESTIONS

Responses to open-end questions are rather recommendatory than evaluatory. Some of the opinions of general nature are as given below:

- Teachers do not bother to teach systematically as enshrined in the G.O.
- Students are irregular to the classes.
- Parents are not bothered of their kids education as the pass is assured.
- The teachers do not accept the Headmasters' guidance.
- Orientation courses to teachers at school level were not conducted
- There is total absence of Inspection and lack of accommodation, men, material as well as devotion on the part of those concerned.

Interpretations

The following interpretations are drawn objective-wise on the basis of the data analysed in the previous paragraphs.

Objective 1

To adopt remedial measures so as to render annual detentions unnecessary.

i) Majority of the respondents, namely, the teachers, the Headmasters and the Deputy Educational Officers have stated that the non-detention policy was only helpful in improving the following aspects.

- a. regularity of attendance on the part of students.
- b. the reporting system of the progress of the students helped in furthering the academic activities by the teachers.

ii) Only less than 50 per cent of the respondents (all three groups) opined that the students valued only the marks secured in the tests, assignments and examinations and not the knowledge and skills acquired by them.

iii) Majority of the respondents agreed that the New Evaluation Policy did not succeed in providing on-the-spot-guidance to the teachers by the Deputy Educational Officers and the Deputy Inspectors of Schools. However,

Majority of the teachers felt that guidance was available from the Headmasters.

iv. Most of the Inspecting Officers said that guidance was given for remedial teaching in respect of backward children basing on the results of terminal examinations, Unit tests and assignments according to the expected achievement level of the class. It may be said that the teachers were not getting the expected academic guidance from the Inspecting Officers.

v. According to majority of the teachers, the New Evaluation Policy was able to help them in identifying instructional objectives and specifications but the Headmasters and the Inspecting Officers did not endorse this view.

vi. Only less than 50 per cent of the teachers agreed that the New Evaluation Policy was helpful to them in improving the following abilities, but the headmasters and the Inspecting Officers did not agree with this view.

- a. Establishing linkages of specifications to the content.
- b. In making sure of what was learnt by the students before going to the next sub-unit or Unit.

vii. Majority of the respondents opined that the Non-detention policy did not create interest in the students to acquire more content, and the reporting system of the progress of the students did not help in furthering the academic activities of the students. They felt that they were expected to cover the syllabus at any cost.

viii. Majority of the Deputy Educational Officers felt that the headmasters of the schools were not constantly vigilant by visiting the classes, going through the lesson plans and giving suggestions to the teachers in the important areas like linking the instructional objectives and specifications with the content.

ix. On the whole the data revealed that, the remedial measures adopted so as to render annual detentions unnecessary did not seem to have been sufficient.

Objective 2

To adopt a system of effective and continuous testing and evaluation.

i. According to most of the respondents the non-detention policy (New Evaluation) has improved the confidence and resourcefulness of teachers in teaching.

ii. More than fifty per cent of the teachers and Headmasters felt that the innovation was helpful in improving the competence of the teachers in the following aspects:

- a. Meaningful control over the content.
- b. More competence in using proper teaching methods and techniques, perfecting their approaches and proper objective-based evaluation techniques.

Majority of the Inspecting officers did not agree with the above opinion.

iii. Majority of the respondents felt that the innovation was helpful as the students improved the habits of study and learning. They also felt that the general tendency of the parents and students of weaker sections was to prefer continuous schooling.

iv. Most of the teachers and headmasters felt that the innovation could not succeed in increasing the interest of the students in the following important areas of teaching-learning process:

- a. classroom learning
- b. utilising the opportunities for self-study
- c. keeping themselves to their books.
- d. in striving to secure more marks by them in the Unit tests, terminal and annual examinations.

However, more than 50 percent of the Deputy Educational Officers felt that the students evinced interest only in striving to secure more marks in terminal and annual examinations.

v. So far as the interest of student in evaluation is concerned there is a division of opinion. More than fifty per cent of the Inspecting Officers felt that the students are interested in evaluation but again more than 50 per cent of the teachers and headmasters felt it otherwise.

vi. By and large the data revealed that although the students are interested in the marks secured by them in various examinations and for that purpose improved the habits of study and learning, the innovation could not create necessary interest in the students in the learning process. However, the innovation was helpful in improving the teacher competence in the evaluation techniques to some extent.

Objective 3

To minimise the high incidence of stagnation leading to wastage (impact on parents)

Majority of the respondents felt that the parents are relieved of worry of promotion of their children and

preferred to keep their sons/daughters in schools. At the same time they (respondents) felt that the reporting system of the progress of students to the parents did not help in getting the parents interested in the academic activities of the students.

Objective 4

Teacher attitudes towards the New Evaluation Policy.

i. Majority of respondents felt that the attitude of the teachers towards the implementation of the innovation was as follows:

- a. Preparation of lesson plan, unit plan, year plan is a time consuming and vexatious process.
- b. Preparation of objective-based Unit tests is a a very difficult affair (only the teachers, inaa majority, feel that it is not)
- c. The resorces of the school are very limited to meet the needs of stationery, roneoing etc.
- d. The innovation expected the teachers to work harder than at present when their burden of work was already high.
- e. Correction of the assignments is also a difficult job.
- f. The teachers have not learnt how improved lesson plans can be prepared and implemented in a class.
- g. If the lesson plans are to be prepared systematically, the teachers felt, there would be a great increase in work.

ii. Majority of the teachers and the headmasters felt that the orientation courses conducted at the Block, District and State levels were not useful to them in improving the teaching techniques and testing procedures. Contrary to this the Deputy Educational Officers felt that the orientation courses conducted at the Block level and District level were useful in improving these abilities among the teachers. But all the respondents in majority have agreed that the courses organised at school level were not at all useful in improving the teaching abilities among the teachers.

iii. More than fifty per cent of the respondents felt that the teachers could not feel confident that the non-detention policy can help improving in the following aspects.

- a. teacher competencies.
- b. the supervision and inspection procedures
- c. the study habits of the students.
- d. The student and parent motivation towards education.
- e. school situation where there are large classes.

iv. Majority of the (Deputy Educational Officers) Inspecting officers felt that the New Evaluation policy

has increased the work of the teachers without any beneficial results though the innovation provided opportunity for them to grow professionally. At the same time fifty per cent of them felt that the New Evaluation Policy has hardly succeeded in creating one necessary interest for teaching in the teachers.

* * *

SECTION II - INNOVATION II

The second Innovation taken up for study is "Separation of Supervision and Inspection from Administration".

Concept of Supervision and Inspection

The concept of 'Supervision and Inspection' is not native to India. Like many educational ideas, the concept of inspection is the legacy of the British. Burton (1938) defines supervision as an expert technical service primarily concerned with bettering the conditions which surround learning. According to Harnes (1959) it is, services provided for the improvement of instruction. The Study Group on Supervision and Inspection (1969) opined that 'inspection' is to some extent authoritarian and rigid, with the element of professional guidance to teachers not significantly present. As against this, the modern concept of 'Supervision' is more professionally oriented, democratic in its procedures and approach, dynamic, cooperative and scientific.

With a view to bring into use the modern concept of 'Supervision and Inspection' the Government of Andhra Pradesh separated supervision and inspection from administration through G.O.Ms.No.1630, Education Department dated 10-6-1965.

Historical background

The pattern that was existing prior to the introduction of the innovation was that of conventional type. In the year 1965 there were 39 offices of the District Educational Officers in the entire state established on the basis of about 50 to 60 secondary schools under a District Educational Officer's jurisdiction. For this purpose Revenue districts were bifurcated for educational purposes. All these inspecting officers had both inspection and administrative functions. The arduous nature of administrative functions was proving to be detrimental to academic inspection and follow-up programmes for improving the standards of schools. Therefore the Government of Andhra Pradesh thought of reorganising the Educational Administration on revenue district basis by separating the administrative functions from supervision and inspection functions. Accordingly, the Government ordered through G.O.Ms.No.1630, Edn. Dept. dated 10.6.1965 reorganisation of educational administration at the district level. According to this order there is only one office for educational administration for each revenue district at the district level and it is headed by a district educational officer of the rank of the Deputy Director.

Attached to this office there are Deputy Educational Officers, herein after called Inspecting Officers, in the former District Educational Officers' grade one for every 40-50 secondary schools. One of them is a woman officer incharge of girls high schools. These officers are expected to complete annual inspection of all schools allotted to them, pay surprise visits and also attend to the follow-up programmes. It was envisaged that this exclusive function of inspection and surprise visits with follow-up programmes would tone up the standards of the secondary and primary schools in the district under all managements.

The main advantages of the scheme of reorganisation as envisaged in the order are

1. elimination of administrative delays to a large extent.
2. organised and uninterrupted inspection of secondary and training schools and follow-up programmes to tone up academic standards.
3. Disposal of all administrative matters (except matters of policy and procedural changes) pertaining to elementary, secondary and training schools at the district level.
4. Collection of correct statistical data required for purposes of planning etc. according to time schedule.
5. Improved facility for correct budgetting and appropriation of expenditure.

There are at present 23 District Educational Officers working under the direct control of Director of School Education. Each District Educational Officer is assisted by the required number of Inspecting Officers depending on the number of schools available in each district. The total Inspecting officers working in the State are 89 for 3,609 high schools. Each Inspecting Officer is provided with a clerk-cum-typist and a peon. The offices of these officers also located in the offices of the District Educational Officers, until recently. However, during the year 1981 these offices have been decentralised so that they are close to their jurisdiction.

The main work of these officers is to concentrate mainly on the academic aspect of classroom inspection and provide more meaningful professional guidance to the teachers through giving demonstration lessons, observing lessons, supplying model lesson plans and the like.

After about an year of functioning under this new set up the Department of Education, organised in collaboration with the National Council of Educational Research and Training a Workshop for the Inspecting Officers of the State in the month of July 1967 in

Hyderabad. This workshop identified certain major areas like (a) academic planning in schools (b) objectives of inspection (c) methods of school inspection (d) demonstration and observation lessons (e) instructional materials and test items and (f) evaluation criteria for inspection of secondary schools.

Realising the need to improve the content and character of academic inspection of schools in the state, the Government in their Order No.1372, Education(T) Department dated 22.8.1972 - vide appendix 'C' - issued certain guidelines to be followed by the Inspecting officers for enriching the pattern of academic inspection and other connected aspects of the work of the Inspecting Officers for strict compliance by the District Educational Officers and the Inspecting Officers. The District Educational Officers were also requested to review the work of the Inspecting Officers every month in the light of the guidelines. They were also requested to furnish to the Director of School Education quarterly reports on the work of each Inspecting Officer. In these reports a critical assessment of the work of the Inspecting Officers was expected to be done and also highlight the salient points in the guidelines such as coverage of schools programmed for inspection,

reasons for backlog, academic work done by the Inspecting Officers etc. These quarterly reports are to be reviewed by the senior officers in the Directorate and the State Council of Educational Research and Training. It was also envisaged that the senior officers in the Directorate during their tours in the district should meet the Inspecting Officers, look into their academic work and give suitable guidance.

Philosophical aspect

In a social and political system in which India is living today a variety of personnel are involved in the teaching process. The physical facilities available in a majority of the institutions continue to be inadequate. The explosion of knowledge all over the world in different fields makes it compulsory to change the school curriculum to be on par with other equally developed countries. The teachers therefore, look for proper academic guidance and help to keep pace with the changing curriculum and the educational world. The inspecting officer, if entrusted with both administrative and academic functions, the arduous nature of administrative functions proved to be detrimental to academic inspection and follow-up programmes for improving the standards of

schools, as they cannot themselves grow academically. If the function of supervision and inspection is entrusted to all together separate officers, the teachers of the schools are able to get the required academic guidance. To quote Rajagopal. M.V. (1969) "the reorganised system of inspection would make academic inspection of schools not only upto date but professionally more effective and meaningful and afford the teacher and the taught real professional guidance". Under this arrangement the innovation 'separation of supervision and inspection from administration' was introduced with the following objectives.

Objectives of the innovation

The objectives spelt out in the Government order are:

1. to separate supervision and inspection from administration.
2. to have an uninterrupted inspection of secondary schools and follow-up programmes to tone up academic standards.
3. to provide professional guidance to teachers through effective academic inspection for the improvement of the content and character of classroom teaching.

Improvement of academic standards in educational institutions as everyone knows, depend on the following aspects:

1. Regular inspection of schools by the Inspecting officers.
2. Pointing out the teaching deficiencies of the teachers by observing their teaching and providing professional guidance to them.
3. Involving the headmaster of the school as a partner in the supervision and inspection of the school to enable him to play a useful role in the follow-up programmes.
4. Convening the staff conferences/individual conferences wherein the individual problems of the teachers are discussed.
5. Providing good library facilities both to the schools and to the inspecting officers.
6. Making surprise visits to the schools and also paying follow-up visits after the inspection to check up whether the suggestions given are implemented or not.

To evaluate these aspects of the objectives of the Innovation tools and techniques used are as follows:

Tools and techniques

The tools and techniques used for evaluating the objectives of this innovation are (1) Questionnaire and

(2) Personal verification of Tabular Inspection Reports.

The questionnaire containing 50 items was developed to measure the effectiveness of supervision and inspection of secondary schools. (Appendix 'D'). It was divided into eleven areas as detailed below:

		<u>Item Nos.</u>
1. Allotment of schools for supervision and inspection	..	2 to 4
2. Planning of supervision and Inspection	..	5 to 9
3. Observation of lesson	..	10 to 16
4. Demonstration lesson	..	17 to 26
5. Headmaster as a partner	..	27 to 31
6. Staff conferences	..	32 to 36
7. Individual conferences	..	37
8. Review meeting	..	38 to 39
9. Library	..	40 to 42
10. Follow-up	..	43 to 46
11. Administrative work	..	47 to 50

The sample

The questionnaire was distributed to all the 67 Inspecting Officers working in the State. Responses were received from 32 of them constituting 53.3 per cent of

the population. (Appendix 'L'). With regard to the personal verification of records, 12 T.I. Rs. (18% of the population) were selected using the table of random numbers.

The analysis

Responses received were tabulated area-wise and given in Tables VII to XXIII. The data thus depicted in the tables were analysed in terms of percentages of responses and presented in the tables. Significant levels were found out for the items which were felt important.

TABLE VII

Number of Secondary Schools in Andhra Pradesh and the average number of schools worked out to each Supervising Officer

			Mean
Rural	..	2669	39.84
Urban	..	1210	18.06
Totals	..	<u>3879</u>	<u>57.90</u>

TABLE VIII

Number of High Schools available under the jurisdiction
of the Supervising Officers who responded

Management	Rural	Urban	Total	Mean
Government	53	77	130	4.06
Zilla Parishad	1132	7	1139	35.59
Municipal	1	39	40	1.25
Private	133	115	248	7.75
Totals	1319	238	1557	48.66

TABLE IX

Backlog of the number of High Schools to be supervised
by the Supervising Officers who responded

Year	No. to be inspected	No. inspected	%	Backlog	%
1977-78	1557	381	24.47	1176	75.53
1978-79	1557	530	34.04	1027	65.96
1979-80	1557	664	42.65	893	57.35
Totals	4671	1575	101.16	3096	198.84

TABLE X

Backlog of the number of High Schools to be visited
by the Supervising Officers who responded

Year	No. to be visited	No. visited	%	Backlog	%
1977-78	1459	534	36.60	925	63.40
1978-79	1459	674	46.20	785	53.80
1979-80	1459	812	55.65	647	44.35
Totals	4377	2020	138.45	2357	161.55

TABLE XI

Backlog of the number of High Schools to be paid follow-up Supervision & Inspection visits every year by the Inspecting Officers who responded

Year	Follow-up visits to be paid	No. follow-up visits paid	%	No. backlog	%
1977-78	1141	130	11.39	1011	88.61
1978-79	1141	189	16.56	952	83.44
1979-80	1141	225	19.72	916	80.28
Totals	3423	544	47.67	2879	252.33

TABLE XII

Percentage of responses received for the items which indicate the reasons for the shortfall of the Inspections/Visits

Item No.	Percentage of responses	Chi-square value
5(a)	56.25	
(b)	21.88	
(c)	37.50	Chi-square value of all the items is 19.58 at 0.01 significant level.
(d)	25.00	
(e)	84.38	
(f)	40.63	

Below are given percentages of responses received on the items of the instrument administered. Percentages indicate maximum frequencies marked for different items.

Item No.	Description	Responses %	Rank Order
5.	Reasons for the shortfall in the number of schools required to be inspected.		
(e)	Pressure of work due to non-academic and semi-academic activities entrusted to the Supervising/Inspecting Officers	84.38	
(a)	Non-availability of Government transport	56.25	

ANALYSIS OF RESPONSES TO OPEN-END QUESTIONS

-- VII Class, X Class and Intermediate Common and Public Examination work	31.25
-- Enquiries of urgent nature	12.50

(Cont'd)

Item No.	Description	Responses %	Rank Order
<hr/>			
--	Visit to non-formal education Centres	12.50	
--	Attending Seminars and meetings	6.25	
--	Terminal and other holidays		
--	Difficulty for movement in rainy season because of rivers and streams to be crossed to reach the schools.		

TABLE XIII

Percentage of responses received for the items which indicate the priorities while planning the Inspection of Schools by the Deputy Educational Officers

Item No.	Priorities									
	I%	II%	III%	IV%	V%	VI%	VII%	VIII%	IX%	X%
6(a)	68.75	18.75	6.25	-	-	-	-	-	-	3.13
(b)	3.13	3.13	3.13	15.63	6.25	6.25	6.25	9.38	3.13	-
(c)	6.25	3.13	9.38	3.13	9.38	9.38	9.38	3.13	3.13	-
(d)	43.75	46.88	3.13	-	-	-	-	-	-	-
(e)	-	-	-	12.50	12.50	3.13	3.13	-	9.38	-
(f)	12.50	-	9.38	9.38	3.13	-	9.38	3.13	6.25	-
(g)	6.25	-	12.50	9.38	3.13	12.50	-	9.38	-	-
(h)	3.13	-	6.25	3.13	6.25	-	9.38	9.38	3.13	3.13
(i)	15.63	9.38	21.88	9.38	9.38	6.25	-	-	3.13	-

Item No.	Percentage of responses	Percentage of responses	
		Yes	No
7(a)	84.38	96.88	-
(b)	56.25		
(c)	59.38		

Item No.	% Usually	% Occasionally	% Never
9(a)	18.75	34.38	18.75
(b)	6.25	21.88	21.88
(c)	28.13	56.25	6.25
(d)	28.13	18.75	9.38
(e)	93.75	3.13	3.13

PLANNING OF INSPECTION

Item No.	Description	Responses %	Rank Order No.
6.	Priorities fixed for Planning the Inspection are		
	(a) Schools which are not inspected for more than two years	68.75	1

ANALYSIS OF RESPONSES TO OPEN-END QUESTIONS

Responses to open-end questions are rather recommendatory, than evaluatory. Some of the reasons given by the respondents are given below:

- On receipt of any complaint about instructional or administrative problems.
- On the basis of instructions from higher authorities.
- Private management schools 6.25
- Problematic schools

7. Annual Inspection Plan is drawn on the basis of

- | | | |
|-----|---|-------|
| (a) | Suggestions from District Educational Officer | 84.38 |
| (b) | Personal knowledge | 56.25 |
| (c) | Information from previous records | 59.38 |

RESPONSES TO OPEN END QUESTIONS

- Request from the Managements of private schools
- Representation from the parents

(Cont'd)

Item No.	Description	Responses %	Rank Order No.
	-- Schools which secured low percentage of results in S.S.C. Public Examination	12.50	
	a. POSITIVE RESPONSES		
8.	Notifying the dates of Inspection in advance to the Institution	96.88	
9.	The Inspection is conducted with the help of		
	(d) Headmaster	28.13	
	(e) Ministerial staff to scrutinise the records	93.75	
	b. NEGATIVE RESPONSES		
9 (b)	The Inspection is conducted with the help of Junior Inspector of Schools	21.88	
	c. RESPONSES MARKED AS 'OCCASIONALLY'		
9 (a)	The Inspection is conducted with the help of Senior Inspector of Schools	34.38	
	(d) Panel of Subject specialists	56.25	

TABLE XIV

Percentage of responses for the items included on
'Observation of Lesson by the Deputy Educational Officers'

Item No.	Percentage of responses	Item No.	Usua- lly%	Occasion- ally %	Never %	Chi- square Value
10(a)	65.63	11(a)	40.63	31.25	9.38	6.27
(b)	3.13					(0.05)
(c)	43.75	(b)	53.13	31.25	3.13	12.45
						(0.01)

Item No.	Yes %	No %
12(a)	87.50	9.38

Item No.	Percentage of responses			Chi-square Value
	Proper	Average	Poor	
12(b)				
(i)	12.50	62.50	15.63	15.09
				(0.01)
(ii)	15.63	31.25	28.13	3.73
				(0.20)
(iii)	6.25	59.38	25.00	14.00
				(0.01)
(iv)	15.63	43.75	28.13	4.45
				(0.10)
(v)	3.13	31.25	53.13	12.45
				(0.01)

(Cont'd)

TABLE XIV CONT'D...

Item No.	Priorities						
	I%	II%	III%	IV%	V%	VI%	VII%
13(a)	46.88	12.50	9.38	9.38	3.13	3.13	-
(b)	31.25	31.25	12.50	15.63	3.13	3.13	-
(c)	9.38	3.13	3.13	9.38	28.13	12.50	12.50
(d)	15.63	12.50	31.25	12.50	12.50	9.38	-
(e)	25.00	18.75	9.38	15.63	9.38	9.38	3.13
(f)	18.75	6.25	15.63	15.63	15.63	15.63	3.13
(g)	3.13	-	-	6.25	6.25	15.63	43.75

Item No.	Percentage of responses		
	Usually	Occasionally	Never
14(a)	3.13	56.25	37.50
(b)	9.38	12.50	62.50
(c)	-	81.25	15.63

Item No.	Yes %	No %
15(a)	96.88	3.13

Item No.	Percentage of responses	Chi-Square Value
15(b)		
(a)	68.75	
(b)	75.00	
(c)	65.63	
(d)	50.00	
(e)	31.25	
(f)	53.13	
		Chi-Square Value of all the items is 7.10 (0.20)

Item No.	Yes %	No %
16	90.63	-

OBSERVATION OF LESSON

Item No.	Description	Responses %	Priority Nos.
10 (a)	Observation of lessons is done on the principle of one lesson each of all the teachers of the school	65.63	
a. POSITIVE RESPONSES			
11 (a)	The lessons are observed sitting through the whole lesson	40.63	
(b)	The lessons are observed sitting through a part of the lesson.	53.13	
12 (a)	The lesson plans prepared by the teacher are scrutinised before observation	87.50	
b. RESPONSES MARKED AS 'AVERAGE'			
12 (b)	Coverage of the aspects like		
(i)	Identification, formulation and spelling out of the objectives in the plans prepared by the teachers	62.50	(0.01 significance level)
(ii)	Planning of classroom interactions	31.25	(0.20 -do-)
(iii)	Planning of questions for evaluation	59.38	(0.01 -do-)
(iv)	Stress on basic concepts and ideas	43.75	(0.10 -do-)
c. NEGATIVE RESPONSES			
12 (b)(v)	Inclusion of reinforcement techniques in the lesson plans prepared	53.13	(0.01 -do-)

(Cont'd)

Item No.	Description	Responses %	Priority Nos.
13.	While observing the lesson the following aspects are given priority		
	(a) The ways of motivating the children	46.88	No.1
	(g) Feedback to the teachers	43.75	No.7
	(b) The relevance of teacher's approach to the topic or subject	31.25	No.1
	(d) Interaction of the students and teacher	31.25	No.3
	(c) Classroom behavioural profile	28.13	No.5
	(e) Correctness and suitability of facts	25.00	No.1
	(f) Stress on basic ideas and concepts of the content	18.75	No.1
a.	RESPONSES MARKED AS 'OCCASIONALLY'		
14 (a)	Find the necessity to interrupt the teacher when he was teaching a lesson	56.25	
	(c) Find the necessity to teach yourself stopping the teaching for a while or part of the period	81.25	
	(b) NEGATIVE RESPONSES		
14 (b)	Find the necessity to pass comments while the teacher was teaching	62.50	

(Cont'd)

Item No.	Description	Responses %	Priority Nos.
a. POSITIVE RESPONSES			
15	(a) Writing a critique on the lesson observed	96.88	
16	The critique form part of the Inspection report	90.63	
15	(b) The aspects highlighted in the critique are		
	(b) adequacy and correctness of content	75.00	0.20 significance level
	(a) quality of preparation for the class	68.75	
	(c) competence in method	65.63	
	(f) Identification of teacher deficiencies	53.13	
	(d) Attitude towards students	50.00	
	(e) Quality of interaction	31.25	

TABLE XV

Percentage of responses for the items included on
Demonstration Lesson to be given by the Deputy
Educational Officers

Item No.	Percentage of responses	
	Yes	No
17	81.25	15.63
18	84.38	9.38
19	59.38	31.25
20	28.13	34.38
21	53.13	34.38
22	18.75	65.63
23	40.63	43.75

Item No.		Percentage of response
24	(a)	78.13
	(b)	18.75
	(c)	34.38
	(d)	46.88
	(e)	56.25
	(f)	43.75
	(g)	50.00
	(h)	25.00
	(i)	31.25
	(j)	68.75
	(k)	28.13
	(l)	28.13
	(m)	37.50
	(n)	53.13
	(o)	37.50
	(p)	25.00

Item No.	Percentage of responses	
	Yes	No
25	75.00	6.25

(Cont'd)

TABLE XV CONT'D...

Item No.	Percentage of responses		
	Usually	Occasionally	Never
26 (a)	21.88	28.13	21.88
(b)	46.88	12.50	3.13
(c)	50.00	18.75	3.13
(d)	50.00	34.38	-
(e)	46.88	21.88	3.13
(f)	25.00	37.50	9.38
(g)	62.50	18.75	-

DEMONSTRATION LESSON (TO REMEDY THE TEACHING DEFICIENCIES)

Item No.	Description	Responses %
a.. POSITIVE RESPONSES		
17.	A Demonstration lesson was given whenever the Inspecting Officer inspected a school	81.25
18.	The lesson is related to the subject area in which the Inspecting Officer specialised for his general degree	84.38
19.	The lesson is given one each to terminal classes namely classes VII and X	59.38
21.	A detailed lesson plan is prepared by the Inspecting Officer for the lesson demonstrated	53.13
25.	A free and frank discussion on the lesson by the teachers was allowed	75.00
26.	The features that cover the discussion usually are	
	(b) Traditional point of the teachers (i.e. the pattern of B.Ed. training)	46.88
	(c) insights of the bright features incorporated in the lesson taught	50.00
	(d) indicative of their inclination to change their classroom approaches suitably	50.00
	(e) indication of genuine doubts of teachers and their inclination to clear them	
	(g) Indicative of their need to work for improvement in classroom teaching on similar lines	62.50

(Cont'd)

Item No.	Description	Responses %
	The features that cover the discussion occasionally are	
	(a) Lack of open minded comments from the teachers	28.13
	(f) Exhibition of conservations by the teachers	37.50
b.	Negative Responses	
20.	Both the lessons gave are from the methodology subjects of B.Ed.	34.38
22.	The detailed plan prepared is circulated to all the teachers in advance	65.63
23.	The teachers are acquainted in advance with the instructional objectives of the lesson	43.75
24.	While preparing lesson plan and demonstrating the lesson the aspects that are taken into consideration are	
a.	Standard of the class	78.13
b.	Optimum and proper utilisation of available teaching aids	68.75
e.	The deficiencies of the teachers of that school whose lessons are already observed	56.25
n.	Co-relating content to life situations to enrich the experience of the child, where possible	53.13
g.	potentiality to make teachers think on new lines	50.00
d.	Local resources available	46.88
f.	Current Educational practices	43.75

(Cont'd)



Item No.	Description	Responses
m.	Allocation of time for different aspects of the lesson	37.50
o.	Incorporating the latest developments regarding subject content	37.50
c.	Socio-economic background of the majority of children of that class/school	34.38
i.	Suitable educational literature other than the textbook	31.25
k.	variations in the standards of achievement of the students	28.13
l.	Graded assignments depending on the level of achievement of children	28.13
h.	tested good practices evolved in other schools	25.00
p.	Incorporating the latest developments in pedagogy	25.00
b.	size of the class	18.75

TABLE XVI Percentage of responses received for the items on the role of the Headmaster during the Supervision by the Dy. Edcl. Officers

Item No.	Percentage of Responses	
	Yes	No
27	81.25	15.63
28	87.50	9.38
29	84.38	9.38
30	93.75	3.13

Item No.	Percentage of Responses	
	Yes	No
31 (a)	62.50	
(b)	50.00	
(c)	21.88	
(d) (i)	62.50	
(ii)	25.00	
(iii)	18.75	
(iv)	28.13	

HEADMASTER AS A PARTNER

Item No.	Description	Responses %
a. POSITIVE RESPONSES		
27.	The Headmaster was given the role of equal partner while inspecting the school	81.25
28.	The Headmaster was able to realise/identify the deficiencies of the school as a result of his association in the Inspection.	87.50
29.	The Headmaster was able to understand the strong and weak instructional procedures followed in the school	84.38
30.	The views of the Headmaster given due weight and value by the Inspecting Officer	93.75
31.	The Headmaster put into practice the following suggestions made by the Inspecting Officer	
	(a) Regular supervision of the academic work of the teachers	62.50
	(d) i. Providing the academic guidance in matters of preparation and planning of the lessons	62.50
	(b) Convening frequent review meetings with individual teachers	50.00
	(d)iv. Providing academic guidance in matters of diagnosing the nature or backwardness and remedial teaching techniques	28.13
	ii. Actual teaching of the lessons	25.00
	(c) Providing necessary infrastructure facilities	21.88
	(d)iii. Providing the academic guidance in matters of evaluation and feedback	18.75

TABLE XVII

Percentage of responses for the items on the organisation of Staff Conferences by the Supervising Officers

Item No.	Invariably	Often	Sometimes
32	68.75	9.38	3.13
33	21.88	18.75	25.00
34	37.50	28.13	31.25
35 (a)	34.38	25.00	37.50
(b)	15.63	3.13	68.75
(c)	43.75	31.25	21.88
(d)	56.25	18.75	21.88
(e)	12.50	25.00	53.13
(f)	65.63	18.75	18.75
(g)	59.38	18.75	18.75
(h)	59.38	28.13	12.50
(i)	31.25	37.50	31.25
(j)	53.13	25.00	21.88
(k)	50.00	12.50	34.38

Item No.	Percentage of responses	
36 (a)	71.88	
(b)	46.88	
(c) (i)	68.75	
(ii)	68.75	
(iii)	46.88	
(iv) (a)	62.50	
(b)	78.13	
(c)	81.25	
(d)	43.75	
(d) (i)	93.75	
(ii)	65.63	
(iii)	62.50	

STAFF CONFERENCES

Item No.	Description	Responses %
a. RESPONSES GIVEN AS 'INVARIABLY' OR ALWAYS		
32.	A staff conference is arranged in the school when inspected	68.75
34.	The role of the Headmaster at the staff conference is that of a Convenor	37.50
35.	The issues come up for discussion in the staff meeting are	
	(f) Adoption of modern teaching and evaluation techniques	63.63
	(g) general deficiencies of teaching	59.38
	(h) Writing of objective-based lesson-plan	59.38
	(d) Maximum use of the existing resources available in the school	56.25
	(j) Preparation of Institutional Plan	53.13
	(k) Discipline of the school	50.00
	(c) Library & Laboratory facilities	43.75
b. RESPONSES GIVEN AS 'OFTEN'		
35.	(i) The issue of Development of sports and Games in the school come for discussion	37.50
c. RESPONSES GIVEN AS 'SOMETIMES'		
33.	The role of the Headmaster at the staff conference is that of a moderator	25.00
35.	The issues come up for discussion in the staff meeting are	
	(b) Service matters of teachers	68.75
	(c) As to how to tap the community resources	53.13
	(a) Administrative matters	37.50

(Cont'd)

Item No.	Description	Responses %
36.	Main activities in the Staff Conference are	
	(d)(i) suggestions for improving teaching of teachers	93.75
	(iv)(c) The approach using aids adopted in classroom in equipment	81.25
	(b) approach adopted in classroom in use of method	78.13
36.	(a) Listing out mistakes of teachers method	71.88
	(c)(i) Listing out the weaknesses of teachers in giving home assignment	68.75
	(ii) --do-- in evaluating the home assignment	68.75
	(d)(ii) Suggestions for improving content of teachers	65.63
	(iii) Suggestions for improving co-curricular activities	62.50

(Cont'd)

Item No.	Description	Responses %
(c)(iv)(a)	Approaches adopted in classroom in matters of motivation	62.50
(c)(iii)	Listing out the weaknesses of teachers in conducting unit tests	46.88
(b)	Listing out mistakes in content presented	46.88
(c)(iv)(d)	Approaches adopted in classroom for reinforcement of basic ideas	43.75

ANALYSIS OF RESPONSES TO OPEN-END QUESTIONS UNDER ITEM 36.

36(c)(iv)(e) Approaches adopted in classroom in matters of

1. Evaluation
2. Preparation of pupils for Talent tests by the teachers.
3. Question Bank
4. Remedial teaching
5. Asking questions to test the understanding of the pupils at every stage.
6. Pupils involvement in the development of the lesson.
7. Stress on the need to bestow proper attention on backward pupils.

INDIVIDUAL CONFERENCES

Item No.	Description	Responses %
	The aspects discussed in the conferences with individual teachers are	
37 (g)	Use of aids (existing or improvised)	78.13
(a)	Deficiencies in the Lesson Plan as related to the mistakes and weaknesses spotted	75.00
(b)	The method used in the class	68.75
(c)	Adequacy of content of the lesson	53.13
(d)	Suitability of content of the lesson	50.00
(f)	Evaluative criterion used in the class	50.00
(e)	General behavioural profile of the class	34.38
(i)	Personal problems of the teachers	34.38
(h)	Service matters of the teachers	31.25
(j)	Current Educational practices	3.12

TABLE XIX

Percentage of responses for the items on the review of the work done by the Supervising Officers

Item No.	Percentage of Responses		
38 (a)	81.25		
(b)	6.25		
(c)	18.75		
(d)	6.25		
(e)	-		
<hr/>			
Item No.	Invariably	Occasionally	Rarely
39 (a)	96.88	-	-
(b)	87.50	9.38	-
(c)	34.38	34.38	18.75
(d)	9.38	34.38	37.50
(e)	-	9.38	59.38
(f)	9.38	15.63	50.00
(g)	50.00	25.00	12.50
(h)	34.38	40.63	15.63
(i)	43.75	28.13	12.50

REVIEW MEETING

Item No.	Description	Responses %
38(a)	The work of the Deputy Educational Officers is reviewed by the District Educational Officer in a meeting	
	(a) Once a month	81.25
	(b) Whenever the D.E.O. finds the time	18.75
	(c) Once in two months	6.25
	(d) Once a year	6.25
	(a) RESPONSES GIVEN AS 'INVARIABLY'	
39.	The issues discussed in a review meeting are	
	(a) Regular inspection of schools	96.88
	(b) Reasons for the backlog of inspection, if any	87.50
	(g) Reasons for low percentage of results in Public Examinations	50.00
	(i) Follow-up action of Dy.E.Os of their inspections	43.75
	(h) Evaluation procedures used in the schools	34.38
	(c) Mode of Inspection adopted by Dy.E.Os.	34.38
	(b) RESPONSES GIVEN AS 'RARELY'	
39(e)	Use of Library by the Dy.E.Os.	59.38
	(f) Discussion on the latest literature on education	50.00
	(d) Various administrative problems of teachers	37.50

TABLE XX

Percentage of responses received for the items on the library facilities available in the offices of the Deputy Educational Officers

Item No.	Yes	No
40	25.00	71.88

LIBRARY FACILITIES

Item No.	Description	Responses %
NEGATIVE RESPONSES		
40(a)	Deputy Educational Officer's office has a Library	71.88
41.	The educational journals and other periodicals subscribed for the Library are	
1.	The Indian Education was subscribed from 1980	3.12
2.	'Pradhamika Vidya'	3.12
42.	The list of books consulted by the Deputy Educational Officers on the school subjects and Education during the last one year, are	
	<u>School Subjects</u>	
1.	Teachers Handbooks	3.12
2.	Popular Science Series	3.12
3.	Junior Science Digest	3.12
	<u>On Education</u>	
1.	Manual for School level Seminar (Published by the S.C.E.R.T.)	6.25
2.	Model lesson plans in various subjects prepared by the S.C.E.R.T.	3.12

TABLE XXI

Percentage of responses received for the items on the Follow-up of the Supervision of the schools by the Supervising Officers

Item No.	Percentage of Responses				
43(a)	6.25				
(b)	37.50				
(c)	43.75				
Item No.	Yes. %	No. %			
44(a)	98.88	-			
(b)	59.38	3.13			
Item No.	Percentage of Responses				
	Always	Occasionally	Rarely		
45(a) (i)	59.38	28.13	9.38		
(ii)	34.38	31.25	21.88		
(iii)	50.00	18.75	12.50		
(iv)	53.13	25.00	6.25		
(v)	37.50	34.38	12.50		
(vi)	56.25	21.88	6.25		
(b)	43.75	3.13	21.88		
(c)	71.88	18.75	3.13		
(d)	50.00	25.00	6.25		
(e)	65.63	31.25	--		
(f)	43.75	25.00	15.63		
(g)	53.13	34.38	6.25		
46(a)	68.75	18.75	--		
(b)	63.13	37.50	3.13		
(c)	53.13	40.63	3.13		
(d)	53.13	31.25	12.50		
(e)	43.75	21.88	12.50		
(f)	40.63	25.00	21.88		
Chi-Square Value					
46(a)	(b)	(c)	(d)	(e)	(f)
24.27	12.45	12.73	7.82	6.73	2.64
(0.01)	(0.01)	(0.01)	(0.02)	(0.05)	(0.30)

FOLLOW-UP ACTION ON THE INSPECTION

Item No.	Description	Responses %
43.	The Inspection Report is communicated to the school	
	(a) After one month	43.75
	(b) within a period of one month	37.50
	(c) within a fortnight	6.25
44.	(a) The Headmaster of the school is made responsible for implementation of the report	98.88
	(b) A compliance report from the Headmaster is called for and reviewed	59.38
45.	The following aspects are <u>always</u> incorporated in the Inspection Report	
	(a) Listing out the deficiencies of teachers in the areas of	
	i) Preparation	58.38
	ii) Motivation	34.38
	iii) Classroom interaction	50.00
	iv) Evaluation	53.13
	v) Feedback from unit test etc.	37.50
	vi) control over content	56.25
	(b) Listing out the wrong approaches teacher-wise	43.75
	(c) Listing out the suggestions for improvement	71.88
	(e) Suggestions about the lessons observed teacher-wise	65.63
	(g) Suggestions in general terms which the Headmasters can follow-up irrespective of their special subject fields (ie. Headmasters)	53.13
	(d) Suggestions in general terms	50.00
	(f) Suggestions about the lessons observed subject-wise	43.75

(Cont'd)

Item No.	Description	Chi-square values
46	During surprise visits to schools attention is paid <u>always</u> to the following	
	(a) Ask Headmasters how far suggestions made during the previous visit are followed	68.75 (0.01)
	(b) Sample check of teaching of various teachers keeping the individual suggestions made during the previous visit	55.13 (0.01)
	(c) Sample check of records (lesson plans compositions, test material etc.) to know how far the suggestions are followed	53.13 (0.01)
	(d) Ask teachers why they are not following if they are not	53.13 (0.02)
	(e) Estimate whether the suggestions made were practicable and beneficial if followed	43.75 (0.05)
	(f) Maintaining a record of the observations and estimates with regard to the suggestions when the Dy. Edl. Officer go for follow-up visits	40.63 (0.30)

N.B. The figure noted in the brackets is the significant level

TABLE XXII

Percentage of responses received for the items on the
Administrative work entrusted to the Supervising Officers

Item No.	Percentage of Responses	
47 (a)	96.88	
(b)	96.88	
(c)	68.75	
(d)	62.50	
(e)	53.13	
(f)	50.00	
<hr/>		
Item No.	Yes	No
48	87.50	6.25
<hr/>		
Item No.	Percentage of Responses	
49	38.00	
	(Mean)	

ADMINISTRATIVE WORK ENTRUSTED TO THE DY. EDUCATIONAL OFFICERS

Item No.	Description	Responses %
47.	The Deputy Educational Officers are entrusted with the following types of work in addition to the Inspection of Schools	
(a)	Conduct of Public Examinations	96.88
(b)	Enquiries against Headmasters/teachers	96.88
(c)	Attending on official guests	68.75
(d)	Deputise for the Dist. Edl. Officers at Zilla Parishad Meetings etc.	62.50
(e)	Regular file work	53.13
(f)	Selection Committees for appointment of staff	50.00
	ANALYSIS OF RESPONSES OF OPEN-END ITEMS	
(g)	Setting papers for VII Class Common Examination	8.00
(h)	Conduct of the Spot valuation for VII class and X classes	8.00
(i)	Attending Science Fairs, Scout Rallies, Seminars, Educational Officers Meetings etc.	8.00
(j)	Visiting Adult Education and Non-Formal Education Centres	6.25
(k)	Celebration of National Festivals	6.25
48.	The above types of administrative work is a hindrance for the academic work	87.50
49.	The percentage of time consumed by the administrative work is (approximately)	38.00 (Mean)

TABLE XIII

Length of teaching as well as supervising experience
of the Deputy Educational Officers who responded

Length of experience	Teaching		Inspecting	
	No.	%	No.	%
Under 5 years	1	3.13	16	50.00
5-15 years	5	15.63	12	37.50
Over 15 years	26	81.25	4	12.50
TOTALS	32	100.00	32	100.00

EXPERIENCE OF THE SAMPLE RESPONDENTS

As seen from the above table, of the total sample of 32 Dy. Edl. Officers, 26 officers (81.25%) had teaching experience of over 15 years. Half of the sample had under 5 years of experience as Inspecting Officers. There are as many as 12 officers (37.50%) who had between 5-15 years of experience as Inspecting Officers.

ANALYSIS OF RESPONSES-OPEN-END ITEM

SUGGESTIONS OFFERED BY THE RESPONDENTS FOR IMPROVEMENT
OF ACADEMIC SUPERVISION OF SECONDARY SCHOOLS

S.No.	Description	Responses %
1.	Dy. Educational Officers may be provided with a vehicle	37.50
2.	Facilities for Typing by appointment of a Typist-Cum-Clerk	31.25
3.	Allotment of Schools for each Deputy Educational Officer should not be more than 30	15.63
4.	Adequate supply of Stationery	12.50
5.	A good library should be provided to the Dy. Edl. Officers	12.50
6.	Supply of journals on Education which give latest techniques and trends in the field of education	9.38
7.	The observations made by the Dy. Edl. Officers should be given proper weight while affecting the transfers of Headmasters/teachers	9.38
8.	Suitable accommodation may be provided to the offices	9.38
9.	Sanction of more posts of teachers for the schools where the strength of class is more than 40	6.25
10.	Refresher Courses both in content and methodology may be organised to the newly appointed teachers	6.25
11.	Subject-wise Inspectors should be appointed for panel inspection	6.25
12.	The allotment under T.A. should be raised	3.12

(Cont'd)

S.No.	Description	Responses %
13.	The managements should be told not to ask for postponement of inspection whenever the same is planned	3.12
14.	A separate officer to look after examination work, A.P. Pradhamika Vidya Schools and a Co-ordinator to look after elementary education problems and conduct of enquiries, Teachers Welfare etc. should be appointed	3.12
15.	The reservations of Teachers for backward and S.Cs should be abolished	3.12
16.	Shift system in all the schools should be abolished	3.12
17.	Inspection must be fact-finding and suggestive but not fault-finding and making a bugbear	3.12
18.	Scope may be given for voluntary preparation and exhibition of all that is possible in and outside classroom	3.12

ANALYSIS OF THE DATA COLLECTED FROM THE PERSONAL
VERIFICATION OF THE TABULAR INSPECTION REPORTS

Another tool used to assess the supervision and Inspection work of the Inspecting Officers was personal verification of the Inspection Reports. The investigator verified T.I.Rs. of the 12 respondents of the Questionnaire, with a view to cross-check the responses given by them to certain items in the questionnaire. The list of T.I.Rs perused by the investigator is given at Appendix 'E'. Almost all the responses given in the questionnaire did not tally with the report written by them. The remarks written by the Inspecting Officers for each aspect of the supervision and inspection are given below in brief.

Planning of Inspection

It was observed from the reports that Inspection of some schools was taken up every year and in the case of some schools after a gap of five years, six years etc.

OBSERVATION OF LESSON

Almost all the Deputy Educational Officers observed one lesson each of all the teachers working in the school. But there is no indication in their report whether they sat through the entire lesson or part of it. The Reports indicated that the Deputy Educational Officers were verifying the Lesson Plans written by the teachers. But

the remarks passed by the Inspecting Officers were very vague and unhelpful. For example, almost all the Deputy Educational Officers commented "they have not written the Lesson Plans. They were asked to write the lesson plan". In some cases simply "Lesson Plan is prepared". No critique on the lesson was written by any of the Inspecting Officers. However, they wrote the remarks like "Lesson Plan not written. Syllabus completed. Teaching/guidance may be given on the basis of S.S.C. Examination question papers". In some cases it was written "Revision should be done. Method is good. Responses satisfactory etc. Except the sweeping remarks mentioned above no concrete criticism about the lesson observed and suggestions for improvement were given.

DEMONSTRATION LESSON

There is no mention of having given a Demonstration Lesson by most of the Deputy Educational Officers. In one or two cases where mention was made about the Demonstration lesson given by them, no lesson plan was prepared and circulated to the teachers in advance and there was no evidence of having allowed a discussion on the lesson given by the Dy.E.O. Actually there is no column incorporated in the T.I.R. about the Demonstration lesson.

HEADMASTER AS A PARTNER

There is no evidence in the T.I.Rs. about the association of the Headmaster with the academic supervision and Inspection of the school as a partner. But in a few reports mention was made "Headmaster must supervise the work of teachers". There is no provision in the T.I.R. to this aspect also.

STAFF CONFERENCES

Most of the Inspecting Officers mentioned in their reports that they held Staff meetings with the teachers. There is no evidence of having a systematic agenda for discussion in the staff meeting. However, most of the Deputy Educational Officers stated that some suggestions for improving the teaching were given. In addition, the suggestions gave by them are as noted below:

1. Lesson Plans should be written properly.
2. Social Studies teachers should not use Textbooks in the Class.
3. Dictating answers should be stopped.
4. Aids should be prepared.
5. Special classes for slow learners may be taken.
6. Cultural activities should be organised.

INDIVIDUAL CONFERENCES

There was no evidence of having organised individual conferences to clear their doubts and give remedial measures on the weak points/deficiencies of their lessons.

COMMUNICATION OF THE INSPECTION REPORT

In the Report individual deficiencies of teachers were not discussed in detail. Only general impressions about the lesson and teacher were given. It is also evident from the Annexure E that the Inspection Reports were communicated to the schools very late in some cases it took more than six months.

FOLLOW UP

There was no evidence in the T.I.R. to the effect that a follow-up visit was either taken up by the Inspecting Officers or the job was entrusted to the Headmasters of the schools.

SURPRISE VISIT

There was no indication of having paid surprise visits to any one of the Secondary Schools.

Rajagopal M.V. (1967) mentioned that "T.I. Rs became more and more concerned with registers, vouchers, circulars and other peripherals of Educational administration and less and less with worthwhile academic processes like teaching, learning, testing and other aspects ancillary to the pedagogic process".

The personal verification of T.I. Rs do not reflect as an instrument which gives professional guidance to the teachers. The position that obtained prior to the reorganisation i.e. separation of Supervision and Inspection from Administration seems to have been continued even after its implementation for more than 15 years.

Interpretations

The following interpretations are drawn objective-wise on the basis of the responses analysed in the tables VII to XXIII for each aspect separately.

Objective 1. To separate supervision and inspection from administration.

i) Administrative work entrusted to the Inspecting Officers

Most of the Inspecting Officers stated that they are were entrusted with the following types of administrative work.

- a. conduct of public examinations.
- b. enquiries against headmasters/teachers.
- c. attending on official guests.
- d. deputise for the District Educational Officers at Zilla Parishad meetings etc.
- e. regular file work and
- f. selection committee meetings for appointment of staff.

Apart from the above, a few Inspecting Officers stated that they were entrusted with the work relating to the conduct of spot valuation for VII and X class Public Examinations, visits to Adult Education and Non-formal Education Centres, Celebration of National Festivals etc.

A good majority of the Inspecting Officers felt that the administrative work entrusted to them was a hindrance for their legitimate duties since on an average 38 per cent of their time was spent only on the administrative work.

Objective 2: To have an uninterrupted inspection of secondary schools and follow-up programmes to tone up academic standards.

(i) Number of schools allotted and supervised

The average number of schools allotted to each Inspecting Officer worked out to 58. The number of schools allotted for supervision for each Inspecting Officer responded on an average worked out to 49.

Almost none of the Inspecting Officers was able to complete the inspections and visits of the targetted schools. In some cases the schools were inspected after a gap of five to six years. The percentage of backlog was, however, being diminished slightly year after year.

The percentage of schools covered by the follow-up visits is negligible and the backlog is stable in all the years under study.

The reasons for not being able to complete the inspection of the targetted number are:

- a. pressure of work due to non-academic and semi-academic activities including the conduct of VII class, X class and Intermediate Public Examinations entrusted to them.
- b. non-availability of government transport.

(ii) Planning of Inspection

Most of the Inspecting Officers stated that the Annual Plan of Inspections of the schools would be drawn on the basis of

- a. suggestions received from the District Educational Officer
- b. personal knowledge of the schools not inspected for more than two years
- c. information available in the previous records
- d. schools which secured low percentage of results in the S.S.C. Public Examinations.

The Inspecting Officers notify the dates of inspections sufficiently in advance to all the schools.

The inspection was conducted without the help of either the headmaster of the school or the senior/junior inspector of schools. However, occasionally the help of the panel of subject specialists was taken.

(iii) Follow-up action on the Inspection

A few inspecting officers stated that they would communicate the supervision report to the schools within a period of one month and a few of them said that it would be communicated after a month. There were a few instances where the reports were communicated even after six months.

Almost all the Inspecting Officers said that the headmasters of the schools were made responsible for implementation of the report, and a compliance report was called and reviewed.

Majority of the Inspecting Officers stated that they incorporated the following aspects in the Inspection Report.

- a. listing out the deficiencies of teachers in the areas of preparation, classroom interaction, evaluation, control over content etc.
- b. suggestions about the lessons observed teacher-wise and for improvement.
- c. suggestions in general terms which the headmasters can follow-up irrespective of their special subject fields.

However, some of the important aspects like deficiencies of teachers in the areas of motivation, feedback from unit test etc. were not included in the inspection reports by a majority of the inspecting officers. Verification of T.I. Rs revealed that only general impressions about the lesson and the teachers were recorded.

During surprise visits, most of the Inspecting Officers asked the headmasters as to how the suggestions given previously were followed. A sample check of lesson plans observation of lessons of a few teachers were taken up to ensure whether the suggestions given previously were followed or not. However, there was no indication in the T.I. Rs to the effect that either follow-up visits or surprise visits were paid by the Inspecting Officers.

A few inspecting officers estimated whether the suggestions made were practical and beneficial by maintaining a record of the observations made when they went for follow-up visits.

(iv) Review meetings

The work of the Inspecting Officers was reviewed by the District Educational Officers once in a month. The following issues were invariably took up for discussion in the review meetings.

- a. regular inspection of schools
- b. reasons for the backlog of inspections
- c. reasons for low percentage of results in public examinations.

Only less than 50 per cent of the Inspecting Officers stated that the follow-up action on their supervision and

inspection reports, evaluation procedures used in the schools and the mode of supervision and inspection adopted by them came up for discussion. This means that the reviews were mostly concerned with regard to the coverage of supervision and inspections in quantitative terms but not bothered much about the qualitative aspect of the same.

Discussion on the use of library by the inspecting officers, study of the latest literature on education and other administrative problems of teachers came up for discussion only rarely.

Objective 3: To provide professional guidance to teachers through effective academic inspection for the improvement of the content and character of classroom teaching.

(i) The mode of observation of lesson

Observation of lessons of the teachers by the Inspecting Officers was as follows:

- a. One lesson each of all the teachers of the schools was observed
- b. Only a part of the lesson was observed
- c. the lessons plans prepared by the teachers were scrutinised before observation

- d. Majority of the Inspecting officers observed that the ability of coverage of the aspects like identification, formulation and spelling out of the objectives in the plans prepared by a majority of teachers were just at the average level.
- e. the ability of planning of questions for evaluation was also at the average level.
- f. In a majority of cases preparation in planning of classroom interactions and stressing on basic concepts and ideas were not seriously taken at the planning-stage.
- g. Only less than 50 per cent of the Inspecting Officers gave first priority to the following important aspects while observing the lessons.
 - i. ways of motivating the children.
 - ii. relevance of teacher's approach to the topic or subject
 - iii. correctness and suitability of facts
 - iv. stress on basic ideas and concepts of content
- h. Important aspects like feedback to the teachers student-teacher interaction, classroom behavioural profile were also being neglected by a majority of the inspecting officers.
 - i. most of the inspecting officers chose to interrupt the teacher when the lesson was in progress and teach themselves for a while or part of the period.
 - j. majority of the inspecting officers stated that they would write a critique on the lesson and attach it to the inspection and supervision report.
- k. the critique highlighted the aspects of
 - i. adequacy and correctness of content
 - ii. quality of preparation for the class
 - iii. competence in method
 - iv. attitude towards students
 - v. identification of teacher deficiencies.

But the verification of the Tabular Inspection Reports written by the Inspecting Officers revealed that no critique on the lesson observed was written by any one of the inspecting officers.

The quality of interaction between the teacher and the student was also neglected.

The verification of T.I.Rs did not reflect any academic depth in the inspection and supervision of high schools.

(ii) The mode followed in giving a Demonstration Lesson

Most of the Inspecting Officers stated as follows:

- a. a demonstration lesson for class VII and X relating to the subject area in which the inspecting officer specialised for his general degree was given whenever a school was supervised.
- b. a detailed lesson plan was prepared by the Inspecting officer for the lesson demonstrated.
- c. a free and frank discussion on the lesson by the teachers was allowed.
- d. the features that covered the discussion usually were
 - i. insights of the bright features incorporated in the lesson taught
 - ii. indications of their inclination to change their classroom approaches suitably
 - iii. indications of their need to work for improvement in classroom teaching and similar lines.

A few inspecting officers commented that the features like

- i. lack of open minded comments from the teachers and
- ii. exhibition of conservatism by the teachers would crop up during the discussions occasionally.

Some of the Inspecting Officers stated that (i) the demonstration lessons given were not in the methodology subjects of B.Ed., (ii) the detailed plan prepared was not circulated to all the teachers in advance and (iii) the teachers were not acquainted in advance with the instructional objectives of the lesson.

Most of the Inspecting Officers mentioned that the following aspects were taken into consideration while planning for Demonstration lesson.

- a. standard of the class
- b. teaching aids available,
- c. the deficiencies of the teachers of that school whose lessons were already observed
- d. correlating content to life situations to enrich the experience of the child, where possible.
- e. potentiality to make teachers think on new lines.

However, only very few of the inspecting officers gave consideration to some of the following important aspects of the lesson.

- a. current educational practices
- b. allocation of time for different aspects of the lesson
- c. incorporating the latest developments in the content
- d. socio-economic background of the majority of children of that class/school.
- e. suitable educational literature other than the textbook.
- f. variations in the standards of achievement of the students.
- g. graded assignments depending on the level of achievement of children
- h. tested good practices evolved by other schools
- i. incorporating the latest developments in pedagogy and
- j. the size of the class.

But the review of the Tabular Inspection Reports of the Inspecting Officers revealed that there was no mention about the demonstration lesson given by them and the follow-up discussion. But actually as per the G.O. (Appendix 'C'), wherein detailed instructions on all these aspects were covered, the Inspecting Officers were expected to do all these things. These aspects, presumably, might

not have been recorded because there are no columns to this effect in the T.I.R.

(iii) Headmaster as a partner

Majority of the Inspecting officers gave positive responses on the following aspects.

- a. the headmaster was given the role of equal partner in the supervision and inspection.
- b. it helped the headmaster to identify the deficiencies of the school as a result of his association
- c. the headmaster was able to understand the strong and weak instructional procedures followed in the school.
- d. the suggestions given by the inspecting officers in the aspects of regular supervision of the academic work of the teachers, academic guidance in planning of the lessons and convening frequent review meetings with individual teachers were put into practice by the headmasters.

However, the headmasters did not put into practice some of the important suggestions related to diagnosis of backwardness, remedial teaching techniques, guidance in matters of evaluation and feedback and making provision for the necessary infrastructural facilities.

In the T.I.Rs. there was no mention about the role given to the headmasters in the inspection and supervision, and helping the teachers in giving academic guidance.

(iv) Organising of staff conference at the time of Inspection

Majority of the inspecting officers always arranged staff conferences whenever a school was inspected by them.

Very few Inspecting Officers gave the headmaster the role of either a convenor or a moderator at the staff conferences convened by them.

The issues that came up for discussion in the staff conferences were as follows:

- a. adoption of modern teaching and evaluation techniques.
- b. general deficiencies of teaching
- c. preparation of institutional plan and writing of objective-based lesson-plans..
- d. maximum use of the existing resources available in the school
- e. discipline of the school and
- f. library and laboratory facilities

Very few Inspecting Officers allowed discussion often on the development of sports and games in the school.

Issues like service matters of teachers, tapping the community resources and administrative matters did not always figure in these discussions.

Most of the Inspecting Officers took up the following as the main activities in the staff conferences:

- a. suggestions for improving teaching of teachers
- b. the approach adopted in classroom in using aids/ equipment and adoption of different methods.
- c. listing out the mistakes in the method of teaching
- d. listing out the weaknesses of teachers in setting and evaluating home assignments.
- e. suggestions for improving content of teachers and co-curricular activities
- f. approaches adopted in classroom in matters of motivation.

But many of the Inspecting Officers were not paying attention towards the weaknesses of teachers in conducting Unit tests, mistakes in content presented and the approaches adopted in classroom for reinforcement of basic ideas.

There was no evidence in the Tabular Inspection Reports of the Inspecting Officers to the effect that academic guidance was given by the inspecting officers to the teachers in the areas of deficiencies which would help in improving teaching efficiency. The few suggestions given by the inspecting officers were rather directive.

(v) Conduct of individual conferences

Majority of the Inspecting Officers said that they discussed the following aspects in the conferences held with the individual teachers at the time of supervision and inspection.

- a. use of aids (existing or improvised)
- b. deficiencies in the lesson plan as related to the mistakes and weaknesses spotted.
- c. suitability, adequacy of the content used for the lesson.
- d. the method and the evaluative criterion used in the class.

Very few Inspecting Officers discussed with individual teachers matters relating to them either personal or service problems or current educational practices.

There was no mention in the T.I.Rs about the individual conferences with the teachers probably because no columns were provided.

(vi) Library facilities

A great majority of the Inspecting Officers agreed that they did not have a library facilities on their offices.

The number of books on school subjects or on education consulted by them were almost nil. They did not even subscribe for any educational journal.

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SECTION III - INNOVATION III

The third innovation discussed in this section is 'establishment of Residential Educational Institutions for rural talented children in Andhra Pradesh.

Concept of talent

Talent refers to superior specific abilities valued by society but not necessarily included in the general conception of creativity of intelligence. According to Barki (1980) the talented or gifted child is one who shows superior performance in any worthwhile line of endeavour including, besides the intellectual, academic, and creative, such areas as Music, graphic arts, dramatics, mechanical skills and social leadership. He has also explained the term gifted as "to designate any person with superior ability in various fields than the normal and average person". One more definition given to giftedness is as follows.

"Giftedness consists of an interaction among three basic clusters of human traits - these clusters being above average general abilities, high levels of task commitment and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying

them to any potentially valuable area of human performance".⁽¹⁾ It is also said that children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programmes.

The various ways of defining the term have ranged from genius to giftedness, giftedness to creativity and creativity to talent. Today the emphasis has shifted from creativity to talent.

In the present context of changing political and socio-economic conditions of the society, children with higher level of knowledge, higher abilities in the cognitive domain, better capacity to participate in co-curricular activities are also taken as talented. The word talent thus can be taken to have broader connotations now than earlier. 'Talented' does not necessarily imply a higher degree of intelligence. The concept is further extended to the qualities of a person to get the things done by others. Students having aptitude for a particular trade or course are also called talented.

1. The Hindu (daily) dated 15.3.1981.

Historical background of the innovation

Almost all the schools in the State, particularly in rural areas, are suffering from several handicaps in the matter of physical facilities, qualified staff, adequate equipment etc. resulting in falling standards. Pupils studying in rural areas, however talented they are, have to learn under these adverse conditions. Moreover, economically backward parents in the rural areas cannot afford to send their children to good schools, located in urban areas because of the high cost involved in it.

The Central Government realised that it would be in the best interests of the country and the State to tap rural talent and to provide them opportunities for development. With this end in view the Central Government evolved a scheme of scholarships for talented rural children giving the first two boys in each block, entering secondary stage an amount of Rs.1,000/= per annum for three years if they study in 'Residential Schools'. According to this scheme, the student gets Rs.1,000/= in each year for 8th, 9th and 10th classes provided the student maintains a certain minimum level of attainment and progress in studies by scoring 50 per cent marks on the aggregate. Taking advantage of the Central Government's

scheme of scholarships, the State Government thought of establishing Residential Schools to provide opportunities for children of rural areas for all round development. Accordingly, the Government of Andhra Pradesh through G.O.Ms.No.1533 Education Dated 25th September, 1971 established the first Residential School at Sarvail in Nalgonda District (Appendix 'M') which was inaugurated by the then Chief Minister. In G.O.Ms.No.352 Edn. (S2) Dept. dated 1.3.1972 certain instructions, on the basis of which more such schools have to be started, were issued. (Appendix 'N') Subsequently the Government constituted a Society known as 'Andhra Pradesh Residential Schools Society' in their order Ms.No.629 Edn. dated 25th March, 1972.

Gradually the Society extended its area by opening a number of schools in the State in the following places.

S.No.	Place	Date and month of opening
1	Sarvail	23.11.1971
2	Kodigenahalli	23.8.1972
3	Tadikonda	August 1972
4	Kinnerasani Project (for tribals)	October 1975
5	Vikarabad (for girls)	10.8.1979
6	Upper Sileru (for S.Ts only)	September 1979
7	Kesaragutta	4.9.1980

Apart from the seven schools mentioned above, the society is also running a Junior College (classes XI and XII) for Intermediate course at Nagarjunasagar. All the full-blown schools have classes from V to X. The normal strength permitted in each class is 36 and upto class VII, single-section-classes are run. From class VIII three sections for each class at the rate of 36 per section are run. So far as Tribal Schools at Kinnerasani Project and Upper Sileru are concerned three sections at the rate of 30 students per section are run from class V. The pattern followed in these schools is 10+2+3 of which first ten classes are run. At the end of the tenth class the students take the public examination conducted by the Board of Secondary Education, Andhra Pradesh.

Admission procedures

Until the academic year 1980-81, every year admissions were made into classes V and VIII by conducting entrance examinations. Only boys are being admitted into these schools except the one at Vikarabad which is a school exclusively opened for girls. Boys in the age group 9 to 11 years and who

would have had continuous study in a recognised rural school for two academic years upto the year of admission in the Residential School are eligible to take the entrance examination conducted at Samithi level by the Deputy Inspector of Schools. Candidates are examined in Telugu, Mathematics and General knowledge (comprising General Science and Social Studies). The candidates who secure the top five ranks in each Panchayat Samithi in the above entrance examination are required to take the final test at the district level conducted by the District Educational Officer of the district. The question papers for all these tests are being got them printed confidentially by the society. Pupils who secure less than 15 per cent marks in any of the subjects in the entrance examination are not eligible for admission. The 36 seats in class V are equally distributed (for selection) among the districts in the region in which the Residential School is situated. The condition related to the reservation of seats to S.Cs., S.T. candidates is adhered to. The candidates thus admitted were allowed to continue the studies in the school upto class VII.

A separate entrance examination is conducted for admission into class VIII. From among the pupils who appeared for the VII class common examination

conducted by the District Educational Officers (including the students of residential schools) fifteen top ranking pupils besides two S.Cs., and one S.T. from each Panchayat Samithi are selected for the entrance test at the district headquarters. The entrance test will be held in Telugu, Mathematics, General Science and Social Studies including general knowledge. Two top ranking pupils at this test from each Panchayat Samithi (taking into consideration the total marks secured by them in individual subjects) are selected for the award of Rural Merit Scholarship. Admission into class VIII in each Residential School was made out of the candidates selected for the award of Rural Merit Scholarship in that region excluding the candidates who have secured less than 15% in any of the subjects in the entrance test. The list of such candidates was prepared regionwise in the order of merit and the top 108 candidates were selected for admission into Class VIII, in the school located in that region. Certain percentage of seats are reserved for S.T. and S.C. candidates. The candidates admitted into class VIII were allowed to continue upto class X. However, from the academic year 1981-82 entrance test for admission into class VIII was dispensed with and the candidates admitted into class V, through the entrance test are

allowed to continue upto class X.

Daily routine in the institutions

Daily Routine in the institutions is more or less the same with some minor changes in timing to suit climatic conditions and local needs. The broad daily routine followed in the residential schools is as follows:

5.30 A.M.	to	6.15 A.M.	-	Community Prayer and Physical exercises.
6.15 A.M.	to	7.15 A.M.	-	Free time
7.15 A.M.	to	7.30 A.M.	-	Assembly
7.30 A.M.	to	9.00 A.M.	-	Regular teaching in classes
9.00 A.M.	to	9.30 A.M.	-	Breakfast
9.30 A.M.	to	1.00 P.M.	-	Classroom teaching continued with 5 minutes interval.
1.00 P.M.	to	2.30 P.M.	-	Lunch and rest
2.30 P.M.	to	3.30 P.M.	-	Supervised study
3.30 P.M.	to	5.00 P.M.	-	Experiments in Science Co-curricular activities; Scout, Gardening, Cultural meet, Club activities, Work experience, Library reading etc. as per time-table
5.00 P.M.	to	5.15 P.M.	-	Tea break
5.15 P.M.	to	6.15 P.M.	-	Games and Sports

6.15 P.M. to 7.30 P.M. - Rest, Library and
Reading Room
7.30 P.M. to 8.00 P.M. - Dinner
8.00 P.M. to 9.30 P.M. - Self study and reading
9.30 P.M. Sleep

Calendar of events

The Residential Schools work for 220 days for High School sections and 200 days for lower classes V to VII. Every teacher prepares an Annual Academic Plan of curricular and co-curricular activities of his subject and items for which he is incharge. The school prepares an Annual Plan of improvement involving academic work and physical facilities. Every discipline has a club and they plan their activities, debates, reading of papers besides conducting monthly faculty meetings. Important national and religious festivals are also observed.

Amenities provided in the schools

The schools have an attached hostel. All the students studying in the schools are residential scholars. Boarding and lodging is provided to the pupils free of charge in the school. A nominal amount towards maintenance charges will be collected by the society from the pupils depending upon the annual income of the parent.

Nutrition and Health care

Annual health check up is conducted by a team of doctors consisting of E.N.T. specialists, Opthalmologists, Physicians etc. There is a qualified staff nurse employed to serve full time on the campus.

Textbooks and uniforms

Each scholar is provided with a reasonably adequate number of uniforms to be worn during school hours, a scout uniform, white shirts and white banians for P.T. classes and a white shirt and a white pant to be worn on ceremonial occasions. In addition, each pupil is provided with a pair of canvas shoes, a pair of chappals and a couple of bed sheets. The pupils are provided with all the required textbooks and notebooks. Pencils, ink etc. are provided by the pupils themselves. The uniform and other clothes are washed regularly at the expense of the society. The society meets the expenditure towards hair cutting of the pupils done regularly in the institutions during Sundays and holidays.

Curriculum and educational practices

The medium of instruction is Telugu. However, all pupils and members of staff speak among themselves in

English on four days in a week and in Hindi on two days, outside the classroom. The curriculum prescribed for other schools in the State is followed in these schools.

For every subject there is a subject club. A quarterly manuscript magazine is periodically brought out by every subject club. The special feature of these schools is the organisation of club activities and encouragement of boys to participate in all competitions such as Science Fairs, Educational and Science Exhibitions.

The most important and effective method of instruction in these schools is supervised study and self-study hours when pupils take up the various assignments given by subject teachers, study and work under the supervision and guidance of teachers. Importance is given to the Science Laboratory work. Library and reading room facilities with the required number of books and journals are provided. A programme of work experience is provided in all these schools. The schools are provided with necessary facilities to organise programmes in Art, Drawing and Music. Adequate facilities in Physical Education are also provided.

In addition to the above, separate classes are conducted for slow learners and enrichment programmes for gifted children. A number of cocurricular activities are organised to develop critical thinking and for recreation and relief.

Philosophical aspect

In each society, children with special interests, abilities and higher intellectual performance can be found. Such children might come from families with different socio-economic and educational backgrounds. The children of the higher economic and educational strata were given the necessary facilities by the families themselves to pursue education in their own way. But the problem comes with the children with creative abilities and talents who come from families with low social background, meagre economic resources and poor educational facilities. In the modern democratic set up which strives for equality of educational opportunities it is the duty of the government to pick up all such talented children and give them suitable education separately. This would help to build up the society with the right personnel. No society can afford to miss the services of the talented children.

The talented children living in urban areas are able to get some facilities to pursue education in the areas in which they are interested. Other facilities like, Libraries, Laboratories, playgrounds, museums, etc. are available in urban areas. But the talented children of the rural areas do not get such facilities and therefore they may not be able to pursue education, according to individual needs and talents, in rural areas. If no facilities are provided for such children the society is bound to lose the services of such talented children. This may even lead to the development of a section of people who come from highly educated and upper economic-strata of the urban areas and they may dominate the society. Taking stock of things in this perspective, establishment of separate residential schools for such talented children deserve encouragement if they are run to fulfil the aspects discussed above.

It is to be seen how far the innovation 'establishment of Residential Educational Institutions for talented children of the rural areas' introduced under the background given above achieved the purposes. The objectives of the Innovation as spelt out in the Government orders are as follows:

Objectives of the Innovation

1. to democratise the Public School system so as to enable the economically backward but talented children of the rural areas who otherwise would not have had an opportunity for education in a school equipped with all modern amenities like laboratory, library, educational aids etc. to promote effective instruction.
2. to provide opportunities for children of rural areas for all round development.
3. to develop the Residential Schools as centres of excellence.
4. to prove that high attainment in English and Hindi can be achieved with regional language as medium of instruction.

Tools and techniques

Three different questionnaires vide Appendices 'F', 'G' and 'H' are used to evaluate the working of the Innovation. The purpose of the questionnaires was mainly to evaluate the achievement level of the objectives of the innovation.

Questionnaire I:

The questionnaire I (Appendix 'F') served on the Secretary, A.P. Residential Educational Institutions Society consists of four sections. The first section includes eight items of which the first five items are developed with provision to checkmark the relevant answer/s.

The remaining three items were developed on a five point scale. Section two includes 14 items developed on three point scale. Section three consists of six items developed on inventory type, three point scale and also includes some items for which answers are to be check marked. The fourth section has seven items of which six are inventory type and the seventh item was to checkmark the answer.

Some of the important aspects covered in this questionnaire are

Section I

- procedures adopted by the society to make the people know the educational facilities available.
- The admission procedures.
- Organisation of the entrance test and its modalities.

Section 2

- priorities fixed by the society to provide necessary facilities to the schools every year.

Section 3

- Inspection of Schools

Section 4

--- procedures adopted for recruitment of teaching staff

--- service conditions of teachers

Questionnaire II (Appendix 'G')

The second questionnaire is a fairly long one with six sections. The first section includes 24 items with three point scale. The second section includes 34 items with four alternatives given. The third section includes seven items, six of which are developed on five-point rating scale and the seventh one is on open-end item. The fourth section includes eight items with five-point scale. All the three items of the fifth section are of open end ones. Section six includes three tables in which information was sought.

Important aspects covered in this questionnaire are

Section 1

--- physical facilities available in the Andhra pradesh residential schools.

Section 2

--- different educational activities organised by the schools for the benefit of the students.

Section 3

- classification of the activities and the percentage of activities organised under each category

Section 4

- opportunities provided for professional growth of the teachers

Section 5

- suggestions for further improvement of the schools

Section 6

- statistical information relating to the percentage of results in public examinations
- achievements secured in the cocurricular activities

Questionnaire III (Appendix 'H')

The third questionnaire was divided into three sections consisting of 22, 27 and 12 items developed on five-point scale respectively. Important aspects included in this questionnaire are

Section 1 - Planning of academic work.

- selection of content to be taught
- linking the content to the instructional objectives

- development of concepts
- teaching methods and techniques
- objective-based home assignment

Section 2 Execution of academic activities in the classroom

- introduction and motivation
- development of concepts and generalisations
- content taught to the students
- importance given to the instructional objectives
- methods and techniques and
- interaction with the students

Section 3 Evaluation of classroom academic activities

- evaluating the achievement of instructional objectives through the assignments given to the students
- evaluation of objectives set forth through teacher-made tests
- 0-- preparation and interpretation of teaching aids
- observing the students

The sample

The questionnaire I was served on the Secretary A.P. Residential Educational Institutions. So far as questionnaire II is concerned, the total population of

Principals of A.P. Residential Educational Institutions was taken. Questionnaire III was served on all the subject-teachers working in the A.P. Residential Schools. The sample taken and the percentage of responses received to all the three questionnaires is given in the table XXIV. The list of respondents is furnished at Appendix 'I'.

TABLE XXIV

Population and the percentage of responses received to the tools used for Innovation III

Tool	Population selected	Responses received	Percentage
Questionnaire I	1	1	100
Questionnaire II	5	5	100
Questionnaire III	75	75	100

The analysis

The data received was analysed for each objective separately as detailed below:

Objective 1

The entire questionnaire 1 and the section 1 of questionnaire II as given in the Table XXV relate to

the first objective of the innovation namely 'Democratisation of public school system'. The data collected on this objective is given in the following table. The table was followed by item-analysis of the percentage of responses received.

TABLE XXV

Percentage of responses for the items included on physical facilities available in the Residential Educational Institutions.

a) Buildings, Accommodation, etc.

Item No.	More than adequate	Adequate	Poor
1.1	20	40	20
1.2	20	40	40
1.3(a)	25	75	-
(d)	20	80	-
1.5(a)	40	60	-
(b)	20	40	40
1.4(a)	20	-	80
(d)	20	20	60
(f)	20	80	-
1.6(a)	60	40	-
1.13	40	60	-
1.14	20	80	-
1.15	20	40	40
1.16	-	60	40
1.24(a)	20	80	-
1.20	20	40	40

(Cont'd)

b) Teaching Aids

Item No.	More than adequate	Adequate	poor
1.17	-	-	100
1.18	-	20	80
1.21	-	100	-
1.22	-	100	-
1.23	-	60	40

c) Hostel Facilities

Item No.	More than adequate	Adequate	Poor
1.3(b))	20	60	20
(c)	40	20	40
1.5(d)	20	60	20
(e)	20	80	-
1.6(d)	40	60	-

d) Library Facilities

Item No.	More than adequate	Adequate	Poor
1.4(b)	-	60	40
(c)	-	80	20
1.5(c)	-	40	60
1.6(b)	60	20	20
1.7	-	-	100
1.8(a)	20	80	-
(b)	-	80	-
(c)	-	40	60
1.9(a)	-	60	40
(b)	20	40	40
(c)	20	40	40
1.10(a)	-	80	20
(b)	-	60	20
(c)	-	60	20
1.11(a)	-	20	80
(b)	-	20	80
(c)	-	40	60

e) Laboratory Facilities

Item No.	More than adequate %	Adequate %	Poor %
1.4(e)	-	80	20
1.6(c)	60	20	20
1.12(a)	-	40	60
(b)	20	40	40

f) Medical Facilities

Item No.	More than adequate %	Adequate %	Poor %
1.19 (a)	20	80	-
(b)	20	60	20

The responses mentioned in the Table XXV have been analysed below taking the maximum frequencies 'More than Adequate', or 'Adequate' or 'Poor' for each item.

Section No. and item No.	Description of the item	Percentage of Responses
(a) Buildings, Accommodation etc.		
<u>MORE THAN ADEQUATE</u>		
1.6(a)	Lighting and ventilation for classes	60
<u>ADEQUATE</u>		
1.3(a)	Buildings of relevant quality and structure for School	75
1.24	Residential quarters for the teaching staff	80
1.3(d)	-do- for classrooms	80
1.3(f)	Accommodation for office	80
1.14	School garden	80
1.5(a)	Furniture in the office	60
1.13	Playgrounds	60
1.16	Recreational facilities	60
1.5(b)	Furniture in the classrooms	40
1.15	Auditorium	40
1.20	Sanitary arrangements	40
1.1	Pucca Buildings	40
1.2	Suitable classrooms for educational purposes	40
<u>POOR</u>		
1.4(a)	Accommodation for staff	80
1.4(d)	Accommodation for subject rooms	60
1.2	Suitable classrooms for educational purposes	40
1.5(b)	Furniture in the classrooms	40

(Contd..)

Section No. and item No.	Description of the item	Percentage of Responses
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1.15	Auditorium	40
1.20	Sanitary arrangements	40

(b) Teaching Aids

1.21	Teaching aids	100
1.22	Audio-visual equipment	100
1.23	Material for Socially Useful Productive work activities	60

POOR

1.17	Facilities for Museum	100
1.18	Facilities to preserve different exhibits	80

(c) Hostel FacilitiesMORE THAN ADEQUATE

1.3(c)	Buildings of relevant quality and structure for dormitories	40
--------	--	----

ADEQUATE

1.5(e)	Furniture in the dormitories	80
1.3(b)	Buildings of relevant quality and structure for hostel	60
1.5(d)	Furniture in the dining halls	60
1.6(d)	Lighting and ventilation for Dormitories	60

POOR

1.3(c)	Buildings of relevant quality and structure for dormitories	40
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(cont'd)

Section No. and item No.	Description of the item	Percentage of Responses
<u>(d) Library Facilities</u>		
<u>MORE THAN ADEQUATE</u>		
1.6(b)	Lighting and ventilation for Library	60
<u>ADEQUATE</u>		
1.4(c)	Accommodation for subject Libraries	80
1.8(a)	Books on the subjects provided in the Curriculum useful for Young children	80
(b)	-do- for older children	80
1.10(a)	Extensive reading material useful for Young Children	80
1.4(b)	Accommodation for general library	60
1.9(a)	Reference books useful for young children	60
1.10(a)	Extensive Reading material useful for older children	60
1.10(c)	--do-- teachers	60
1.9(b)	Reference books useful for older children	40
(c)	--do-- for teachers	40
<u>POOR</u>		
1.7	Catalogue drawers in the library	100
1.11(a)	Journals useful for Young children	80
(b)	--do-- for older children	80
1.5(c)	Furniture in the reading room	60
1.8(c)	Books on the subjects provided in the curriculum useful for teachers	60
1.11(c)	Journals useful for teachers	60
1.9(c)	Reference books useful for older children	40
1.9(c)	--do-- for teachers	40

(cont'd)

Section No. and Item No.	Description of the item	Percentage of Responses
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(e) Laboratory facilities

MORE THAN ADEQUATE

1.6(c)	Lighting and ventilation for Laboratory	60
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ADEQUATE

1.4(e)	Accommodation for Laboratory	80
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POOR

1.12(a)	Laboratory facilities to conduct experiments in science by the teachers	60
(b)	--do-- by the students	40

(f) Medical Facilities

ADEQUATE

1.19(a)	Medical facilities for students	80
1.19(b)	--do-- for teachers	60

The second objective laid down in the G.O. was to 'to provide opportunities for children of rural areas for all round development'. The activities that are to be organised in any educational institution should lead to the development of mind, cultural growth, physical growth spiritual growth and socialisation. Then only it will be possible to develop all round personality in the children. Items on the above aspects have been included in the questionnaire with a view to evaluate the achievement level of the objective.

The responses collected from the Principals of the A.P. Residential Schools are given in the Table XXVI.

TABLE XXVI

Percentage of responses for the items on the opportunities provided for all-round development of talented children of the schools.

Item No.	Compulsory & Daily %	Periodical but Compulsory %	Optional but Periodical %	Not at all conducted %
<u>A) Activities conducted for Physical growth</u>				
2.2	100	-	-	-
2.3	20	20	-	20
2.5	100	-	-	-
2.6	20	20	60	-
2.11(a)	60	40	-	-
(h)	20	20	-	60
<u>B) Activities conducted for Mental development & creative thinking</u>				
2.8	40	60	-	-
2.9	20	80	-	-
2.10	-	20	40	40
2.11(a)	60	40	-	-
(b)	60	40	-	-
(d)	60	20	20	-
2.12	-	20	80	-
2.13	20	20	60	-
2.14	40	20	20	-
2.15	20	40	20	20
2.16	40	60	-	-
2.17	20	60	20	-
2.18	20	60	20	-
2.26	-	20	20	60
2.33	-	100	-	-
<u>C) Activities organised for Cultural development and Aesthetic sense</u>				
2.11(e)	60	-	40	-
2.19	40	60	-	-
2.20	20	20	40	20
2.21	40	60	-	-
2.22	20	40	-	40
2.28	-	100	-	-

(Cont'd)

Item No.	Compulsory & Daily %	Periodical but Compulsory %	Optional but Periodical %	Not at all conducted %
2.32(a)	40	20	40	-
(b)	40	40	20	-
(c)	-	20	20	60
(d)	40	60	-	-
(e)	60	40	-	-
(f)	20	20	-	-
(g)	-	20	-	-
(h)	20	-	-	-
(i)	-	-	-	-
2.23	-	20	60	20

D) Activities for spiritual Devt.

2.1	100	-	-	-
2.7	-	60	40	-
2.29(b)	20	-	60	20

E) Socialisation and desirable leisure time activities

2.4	20	60	20	-
2.11(f)	40	60	-	-
(g)	-	60	40	-
2.24	-	-	-	100
2.25	-	60	40	-
2.27	-	40	40	20
2.29(c)	40	40	20	-
(a)	40	60	-	-
2.30	20	60	20	-
2.31	40	40	-	20
2.34 X	-	-	20	-
2.35 X	-	-	-	-

The responses mentioned in Table XXVI have been analysed below taking the maximum frequencies of each item on 'Compulsory and Daily', 'Periodical but Compulsory', 'Optional but periodical' and 'Not at all conducted'

Section No. and item No.	Description of the item	Percentage to Responses
<u>A. Activities conducted for Physical Growth</u>		
COMPULSORY AND DAILY:		
2.2	Physical Training	100
2.5	Games & Sports	100
2.11(c)	Participation of students in Sports Competitions	60
2.3	Practicing of Yogasanas	20
PERIODICAL BUT COMPULSORY		
2.3	Practicing of Yogasanas	20
OPTIONAL BUT PERIODICAL		
2.6	Health Education	60
NOT AT ALL CONDUCTED		
2.11(h)	Participation of students in N.C.C.	60
2.3	Practicing of Yogasanas	20
<u>B. Activities conducted for Mental development and Creative thinking</u>		
COMPULSORY AND DAILY		
2.11 (a)	Participation of students in the Laboratory activity	60
(n)	Participation of students in Science Fairs	60
(d)	--do-- in Science Club	60
2.14	Preparing improvised apparatus	40

Section No. and Item No.	Description of the item	Percentage to Responses
PERIODICAL BUT COMPULSORY		
2.33	Film shows	100
2.9	Use of Library by the students	80
2.8	Distribution of Library books in the classrooms to the students	60
2.16	Organising competitions such as quiz, debates etc.	60
2.17	Organising Essay writing competitions	60
2.18	Publication of School magazine	60
2.15	Listening to Radio lessons	40
OPTIONAL BUT PERIODICAL		
2.12	Collection of articles and specimen	80
2.13	Conducting investigations	60
2.10	Organising Group competition, on Library reading	40
NOT AT ALL CONDUCTED		
2.26	Visits to Museum	60
2.10	Organising Group competition, on Library reading	40
C. <u>Activities for Cultural Development and Aesthetic sense</u>		
2.11(e)	Participation of students in cultural programmes	60
2.32(e)	Training in drawing	60
2.32(a)	Training in Music	40
(b)	Training in Art	40
(f)	Training in Dramas and Mono-action	20
(h)	Training in quiz	20

Section No. and Item No.	Description of the item	Percentage to Responses
PERIODICAL BUT COMPULSORY		
2.28	Arranging excursions	100
2.19	Drawing and painting	60
2.21	Preparation of charts & models	60
2.32(d)	Training in painting	60
2.22	Organising exhibitions	40
2.32(b)	Training in Art	40
2.32(g)	gardening	20
	(f) dramas and mono-action	20
OPTIONAL BUT PERIODICAL		
2.23	Stamp collection	60
2.20	School decoration	40
2.32(a)	Training in Music	40
NOT AT ALL CONDUCTED		
2.32(c)	Training in dance	60
2.22	Organising Exhibitions	40
D. <u>Activities for Spiritual Development</u>		
COMPULSORY AND DAILY		
2.1	Morning prayer	100
PERIODICAL BUT COMPULSORY		
2.7	Teaching of Moral Instruction	60
OPTIONAL BUT PERIODICAL		
2.29(b)	Celebration of Religious festivals	60
E. <u>Socialisation and desirable leisure-time activities</u>		
COMPULSORY AND DAILY		
2.29(c)	Celebration of social functions	40
2.31	School Parliament	40

Section No. and Item No.	Description of the item	Percentage of Responses
PERIODICAL BUT COMPULSORY		
2.4	Community service	60
2.11(f)	Participation of students in Scout Training	60
	(g)Participation of students in Social Welfare activities	60
2.25	Going on picnics	60
2.27	Visits to Civic Institutions	40
2.29(a)	Celebration of National Festivals	60
2.30	Mock Parliament	60
2.29(c)	Celebration of Social Functions.	40
2.31	School Parliament	40
OPTIONAL BUT PERIODICAL		
2.27	Visits to Civic Institutions	40
2.34	Bee farming	20
2.35	Kitchen Gardening	20
NOT AT ALL CONDUCTED		
2.24	Photography	100

TABLE XXVII

Responses in percentage on participation of fifty per cent or more students in optional but periodical activities organised by the schools.

Item No.	Physical growth	Mental growth	Cultural growth	Spiritual growth	Social growth
3.1	20	-	-	20	-
3.2	-	40	20	20	20
3.3	20	20	40	20	-
3.4	-	-	20	-	20
3.5	20	-	-	-	20
3.6	20	40	40	20	60

HIGHER PERCENTAGE OF PARTICIPATION OF STUDENTS IN DIFFERENT
OPTIONAL BUT PERIODICAL ACTIVITIES

Item No.	Description of the item	Percentage of responses
<u>SOCIAL GROWTH</u>		
3.6	More than 50 per cent of the activities	60
3.2	Between 10 per cent and 20 per cent --do--	20
3.4	Between 30 and 40 per cent of the activities	20
	3.5. 40 & 50 per cent --do--	20
<u>CULTURAL GROWTH</u>		
3.3	Between 20 and 30 per cent of the activities	40
3.3	More than 50 per cent of the activities	40
3.2	Between 10 & 20 per cent --do--	20
	3.4 Between 30 & 40 % --do--	20
<u>MENTAL GROWTH</u>		
3.2	Between 10 and 20 percent of the activities	40
3.6	More than 50 per cent of the activities	40
3.3	Between 20 and 30 per cent of the activities	20
<u>PHYSICAL GROWTH</u>		
3.1	Below 10 per cent of the activities	20
3.3	Between 20 and 30 per cent of the activities	20
3.5	Between 40 and 50 per cent of the activities	20
3.6	More than 50 per cent of the activities	20
<u>SPIRITUAL GROWTH</u>		
3.1	Below 10 per cent of the activities	20
3.2	Between 10 and 20 per cent of the activities	20
3.3	Between 20 and 30 per cent of the activities	20
3.6	More than 50 per cent of the activities	20

TABLE XXVIII

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Percentage of responses received indicating the average time given periodically (per week) by the students for participation in the activities - Optional but periodical

Item No.	Average no. of hrs.
4.1	1.2 hrs.
4.2	1.45 hrs.
4.3	1.5 hrs.
4.4	1.9 hrs.
4.5	2.3 hrs.
4.6	3.5 hrs.

Item No.	Description of the item	Average no. of hours
4.6	More than 50 per cent of the activities	3.5 hrs.
4.5	50 per cent of the activities	2.3 hrs.
4.4	40 per cent of the activities	1.9 hrs.
4.3	30 per cent of the activities	1.5 hrs.
4.2	20 per cent of the activities	1.4 hrs.
4.1	10 per cent of the activities	1.2 hrs.

So far as the achievements secured in other para-academic activities like Science Fairs, Cricket, Debates, Elocution competitions, Music, National Talent Search examinations etc. for six years from 1974-75 to 1979-80 by the A.P. Residential Schools and a few prestigious English medium schools situated in Hyderabad city are depicted in Table XXIX below:

Total number of students secured achievements over a period of six years in different co-curricular activities

Name of the School	No. of students	
	State level	District level
1. A.P. Residential Schools	11	35 (including one championship)
2. Little Flower High School, Hyderabad	4	--
3. All Saints High School, Hyderabad	5	--
4. St. Pauls High school, Hyderabad	5	15

ANALYSIS OF RESPONSES TO OPEN-END QUESTION

Responses received from the Principals to the open-end question on 'All-round development of children' are analysed below:

S.No.	Suggestion	Percentage of Responses
1.	More play and Tourism are to be introduced	40
2.	The children may be freely allowed to participate in the various co-curricular activities and competitions along with their studies.	20
3.	More field trips and exposing the students to outward civilisation by way of excursions etc. may be arranged.	20

The third objective of the Innovations is 'To develop Residential Schools as 'centres of excellence'. The schools that are having well qualified staff, facilities for professional growth of the teachers, systematic teaching-learning process, objective-based teaching and testing etc. apart from the required physical facilities can be considered to have developed as centres of excellence. The tool developed to evaluate the achievement of the objectives of the Innovation included items on the above with a view to evaluate the achievement level of the objective of developing the residential schools as centres of excellence.

Results secured in the Public Examination conducted by the Board of Secondary Education at the end of ten year schooling are also taken as one of the yard-sticks for excellence. For this purpose, a comparative study of the results achieved by the Residential Schools and a few of the prestigious English medium private recognised schools of the twin cities of Hyderabad and Secunderabad.

The data collected from the Principals of the different educational institutions and the teachers working in the A.P. Residential Schools is tabulated and presented in the Tables given below.

TABLE XXX

Percentage of responses received about the opportunities provided for either to all or sizable number of teachers for their professional growth (Organised by the society or other agencies)

Item No.	More frequently	Frequently	Less frequently	Rarely	Never
4.1	-	-	-	60	20
4.2	-	20	20	20	20
4.3	20	-	20	-	-
4.4	-	-	20	-	-
4.5	-	-	20	40	20
4.6	20	20	40	-	-
4.7	-	-	-	-	60
4.8	-	-	20	20	40

The responses mentioned in Table No.XXX have been analysed below taking the maximum frequencies of each item on 'More frequently', 'Frequently', 'less frequently', 'Rarely' and 'Never' separately.

Section No. and Item No.	Description of the item	Percentage of Responses
MORE FREQUENTLY		
4.3	Study Circles	20
4.6	Faculty improvement clubs for the teachers	20
FREQUENTLY		
4.2	Seminars on a set theme relevant for the school teachers	20
4.3	Study-circles	20
4.6	Faculty improvement clubs for the teachers	20
LESS FREQUENTLY		
4.6	Faculty improvement clubs for the teachers	40
4.2	Seminars on a set theme relevant for the school teachers	20
4.4	Extension lectures by the experts in the field	20
4.5	Orientation courses	20
4.8	Visits abroad to improve qualifications either in content or pedagogy	20
RARELY		
4.1	Workshops	60
4.3	Study-circles	40
4.5	Orientation courses	40
4.2	Seminars on a set theme relevant for the school teachers	20
4.8	Visits abroad to improve qualifications either in content or pedagogy	20
NEVER		
4.7	Leave with salary to improve their academic qualifications	60
4.8	Visits abroad to improve qualifications either in content or pedagogy	40
4.1	Workshops	20
4.2	Seminars on a set theme relevant for the school teachers	20
4.5	Orientation courses	20

TABLE XXXI

Percentage of responses received from the teachers of A.P.
Residential Educational Institutions on classroom instruction

Item No.	Always	Frequently	Occasionally	Rarely	Never
(1) <u>Pre-testing</u>					
2.1	71	17	4	4	-
2.2	68	23	5	1	-
(2) <u>Setting out relevant instructional objects</u>					
1.4	69	21	4	1	-
1.5	89	23	9	1	-
1.6	47	40	8	3	-
2.6	37	32	17	7	3
2.16	56	27	12	1	-
2.12	56	29	11	1	-
3.1	33	28	29	7	-
3.2	28	45	20	5	-
3.3	30	31	28	8	1
(3) <u>Objective-based planning</u>					
(a) <u>Utilisation of content</u>					
1.1	54	15	4	3	-
1.2	54	23	16	5	3
1.3	47	32	9	8	1
1.7	33	47	16	1	-
2.5	35	48	12	3	1
2.10	39	24	12	5	1
2.14	7	25	33	20	12
2.15	24	44	20	11	-
2.18	47	16	20	15	-
2.19	61	23	12	3	-
(b) <u>Concept formation in the students</u>					
1.13	13	31	8	4	1
1.12	44	35	17	1	1
1.11	75	13	5	3	-
1.8	45	45	37	16	-
2.4	47	31	15	3	-
2.7	28	39	21	7	4
2.13	47	31	13	9	3

(Cont'd..)

Item No.	Always	Frequently	Occasionally	Rarely	Never
(c) <u>Utilisation of methods</u>					
1.9	53	25	9	4	-
1.10	68	23	4	1	-
1.14	41	40	9	5	-
2.3	72	17	9	-	-
2.8	33	27	21	13	4
2.17	71	20	-	-	-
(d) <u>Utilisation of Teaching Aids</u>					
3.7	69	17	4	-	1
3.9	43	27	17	1	3
(4) <u>Testing Procedures & Techniques</u>					
3.4	68	24	4	1	1
3.6	41	39	3	5	1
3.10	40	41	13	4	1
3.5	68	37	16	3	1
(5) <u>Feed-back & its utilisation</u>					
1.15	65	23	4	1	-
2.9	37	32	20	8	1
2.11	52	27	11	7	1
2.20	85	9	3	1	-
3.8	52	32	9	3	-

PERCENTAGE OF RESPONSES WHICH INDICATE MAXIMUM FREQUENCIES ON 'ALWAYS', 'FREQUENTLY', 'OCCASIONALLY', 'RARELY' AND 'NEVER' ON THE DATA PRESENTED IN THE ABOVE TABLE ARE ANALYSED AS FOLLOWS:

Section No. Item No.	Description of the item	Responses
<u>1. Pre-testing:</u>		
ALWAYS		
2.1	Relevant techniques to motivate the children are employed	71
2.2	Past knowledge on the content to be taught is recapitulated	68
<u>2. Setting out relevant Instructional Objectives:</u>		
ALWAYS		
1.5	Achievement level of the students is kept in view while specifying the instructional objectives	89
1.4	Instructional objectives are specified keeping in view the broad educational objectives	69
2.16	Stress is given to the chosen instructional objectives throughout the class	56
2.12	The use of teaching aids is maximised in the classroom and thus develop the necessary skills	56
1.6	Care is taken to see that the instructional objectives chosen depend on the potentiality of the content to be taught	47
2.6	Importance is given to the attainability of objectives of teaching rather than coverage of content	37
3.1	Students are asked to prepare write-up on the supplementary reading suggested	33
FREQUENTLY		
3.2	Students are given independent problems to solve	45
3.3	Write-ups prepared by the students are kept open for criticism by the fellow-students	31

(Cont'd)

Section No. Item No.	Description of the item	Responses
<u>3. Objective-based Planning - Utilisation of content:</u>		
ALWAYS		
2.19	Care is taken to stress basic ideas even if they have been covered in earlier lessons	61
1.1	Content to be taught is divided according to the time available	54
1.2	Content to be taught is divided according to difficulty level keeping in view the time available	54
1.3	Sub-units of content are divided keeping in view the attainability of instructional objectives, in an instructional period	47
2.18	Discussion unrelated, to the content planned to teach, is discouraged through suitable techniques	47
2.10	Wherever necessary certain facts are given to the students	39
FREQUENTLY		
2.5	Wherever extra-information is necessary references are given for further study	48
1.7	Efforts are made to locate the books in which extra information on the related content is available	47
2.15	Reinforcement in learning is extended to the supplementary content the textbook	33
OCCASIONALLY		
2.14	Reinforcement in learning is limited to the content available in the textbook	33
	(b) <u>Concept formation in the students</u>	
ALWAYS		
2.11	Concepts to be made clear to the students are planned	75

(Cont'd)

Section No. Item No.	Description of the item	Responses
2.4	Discussion leading to the development of concepts is encouraged	47
2.13	In the case of difficulty in concept formation, the teacher goes back to the information and hence a repetition	47
1.8	Efforts are also made to select the items from the content which are helpful for developing critical thinking of the students	45
1.12	Generalisations to be drawn by the students are planned	44
FREQUENTLY		
1.8	Efforts are also made to select the items from the content which are helpful for developing critical thinking of the students	45
2.7	Discussion on the concepts leading to generalisations is encouraged	39
1.13	Facts to be given to the students are listed out	31
(c) <u>Utilisation of methods</u>		
ALWAYS		
2.3	Methods and techniques suitable to the content are employed	72
2.17	Suitable techniques to involve the entire class in the lesson are adopted	71
1.10	teaching aids suitable to the content to be taught are selected	68
1.9	Method and techniques through which the instructional objectives set for the lesson could be achieved are selected	53
1.14	Procedures for self-evaluation of the lessons are thought of	41
2.8	If the facilities available are not suitable to the topic, technique of teaching is changed	33

(Cont'd)

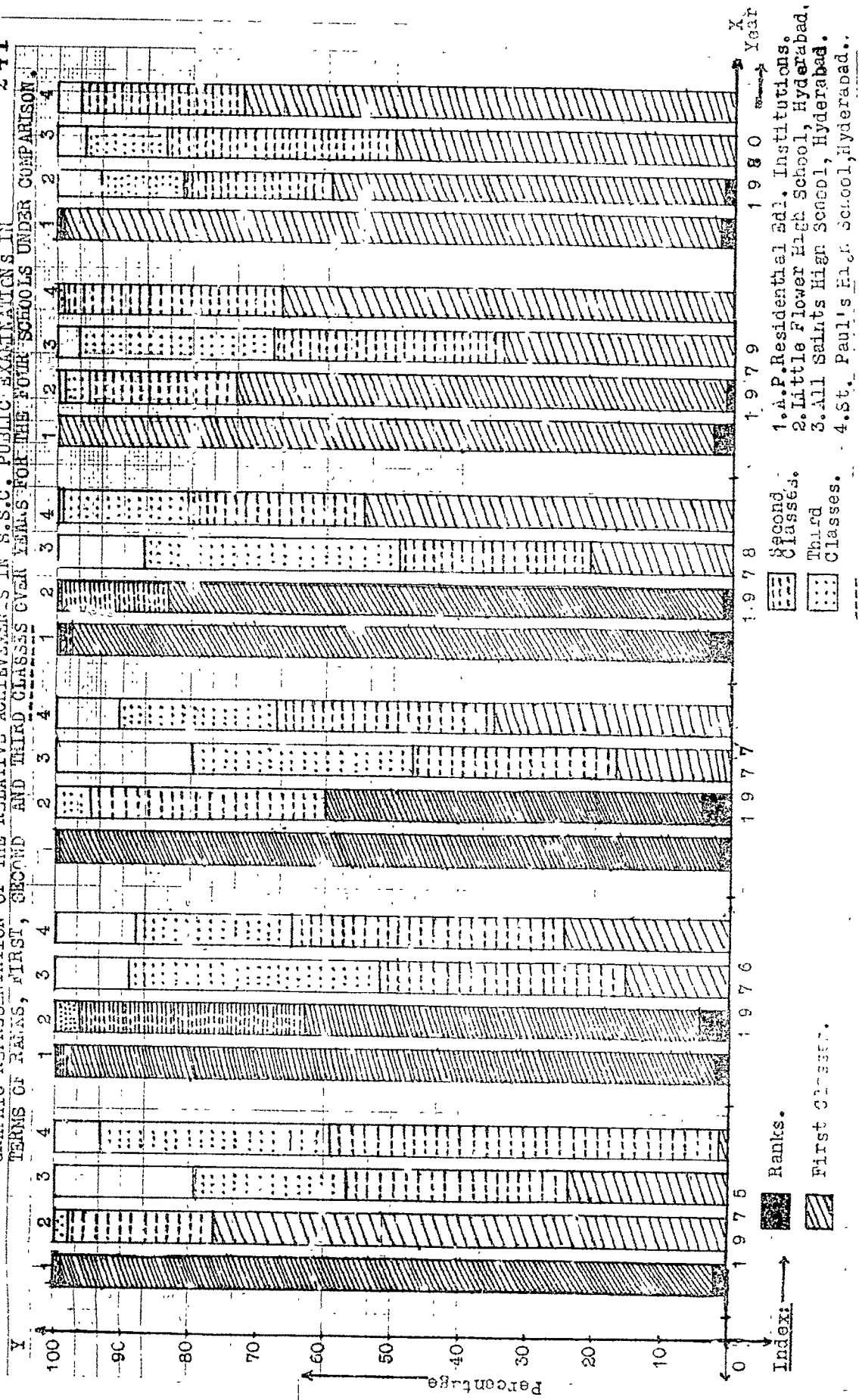
Section No. Item No.	Description of the item	Responses
(d) <u>Utilisation of teaching Aids</u>		
ALWAYS		
3.7	Students are asked to draw charts, maps, diagrams etc. wherever it is desirable	69
3.9	Students are asked to interpret the given graphs, diagrams etc.	43
(4) <u>Testing procedures and Techniques</u>		
ALWAYS		
3.4	Suitable test-items on the instructional objectives are prepared for administration	68
3.5	Concepts developed are put to test in new situations	68
3.6	Application of the generalisations formed are given importance in testing	41
FREQUENTLY		
3.10	Integration of ideas is evaluated through a suitable test	41
(5) <u>Feed-back and its utilisation</u>		
ALWAYS		
2.20	Students are encouraged to give answers to the points	85
1.1.5	The type of written work to be given to the students on the basis of instructional objectives chosen are planned	65
2.11	Inter-personal relationship by being courteous with the students is developed	52
3.8	Behavioural changes that are brought in the students are observed both outside and inside the classroom	52
2.9	Importance is given to the interaction of students to the statements made in the class	37

TABLE XXXII

Comparative statement of the results secured in S.S.C.(X Class) Public Examination by different prestigious schools in the city of Hyderabad vis-a-vis the Residential Educational Institutions

Year	A.P. Residential Schools								Little Flower High School Hyderabad				All Saints High School Hyderabad				St. Paul's High School Hyderabad								
	Total No. appeared	No. of ranks in the first class per State	Merit List	First Class %	Second Class %	Third Class %	Failures %	Total No. appeared	No. of ranks in the first class per State	Merit List	First Class %	Second Class %	Third Class %	Failures %	Total No. appeared	No. of ranks in the first class per State	Merit List	First Class %	Second Class %	Third Class %	Failures %				
1974-75	283	6	98.94	1.06	-	-	-	92	NIL	76.09	21.74	2.17	-	226	-	22.12	33.19	23.45	21.24	122	-	1.64	57.38	36.88	1.64
1975-76	243	5	98.35	1.65	-	-	-	105	5	59.05	36.19	4.76	-	210	-	16.67	33.33	31.90	18.10	111	-	27.04	37.84	22.52	12.61
1976-77	272	5	99.63	0.37	-	-	-	145	6	56.55	36.55	6.90	-	229	-	18.78	29.69	30.57	20.96	126	-	35.71	30.95	23.81	9.5
1977-78	278	10	97.48	1.44	0.73	0.36	-	142	2	80.98	18.31	0.71	-	248	-	21.77	30.65	34.27	13.31	111	-	55.85	26.12	17.11	0.9
1978-79	313	11	100	-	-	-	-	154	2	70.13	24.03	4.54	1.30	203	-	32.02	34.48	30.05	3.45	117	-	67.52	31.62	0.85	-
1979-80	310	9	99.36	0.32	0.32	-	-	167	3	54.49	25.75	13.78	7.18	203	-	50.25	33.50	11.33	4.93	148	-	73.65	22.30	4.73	-

GRAPHIC REPRESENTATION OF THE RELATIVE ACHIEVEMENTS IN S.S.C. PUBLIC EXAMINATIONS IN TERMS OF RANKS, FIRST, SECOND AND THIRD CLASSES OVER YEARS FOR THE FOUR SCHOOLS UNDER COMPARISON.



From the above given table the percentage of results achieved for six years by the A.P. Residential Schools and other prestigious schools on an average per year are worked out and given below:

S.No.	Name of the School	Percentage of results on an average per year				
		Ranks	I Class	II C	III CL	Fail-ures
1.	A.P. Residential Schools	7.66	98.96	0.80	0.18	0.6
2.	Little Flower High School, Hyderabad	3	66.22	27.95	5.48	1.41
3.	All Saints High School, Hyderabad	-	26.93	32.47	26.94	13.66
4.	St. Paul's High School, Hyderabad	-	43.51	34.37	17.65	4.11

The Residential High Schools have excelled in their performance.

ANALYSIS OF RESPONSES TO OPEN-END QUESTIONS

Responses received from the Principals to the open-end question on the development of the Residential Schools as centres of excellence are analysed below:

- Teachers of the schools should have regular contact with the Universities, the S.C.E.R.T. and the N.C.E.R.T. as also with the Public Schools of repute.
- Committed teachers should be selected by testing them periodically
- Work relating to financial matters should be reduced to the Principals so that they might concentrate more on academic work.

Yet another objective set forth for starting the Residential Schools was "To prove that high attainment in English and Hindi can be achieved with Regional language as medium of Instruction". To achieve this objective the schools should have, apart from providing some physical facilities like Library etc., paid special attention on the teaching-learning process by adopting systematic planning, teaching and evaluating the progress of the children. The tool developed to evaluate the achievement of the objective included items on the above aspects. The responses received from the English and Hindi Teachers working in the schools are depicted in Tables XXXIII and XXXV respectively.

Besides, a comparative study of the marks secured in English and Hindi in the X class Public Examinations by the students of the Residential Schools and the students studied in prestigious English Medium Private schools are given in Tables XXXIV and XXXVI respectively.

TABLE XXXIII

Percentage of responses received from English teachers on teaching of English in A.P. Residential Schools.

PLANNING OF ACADEMIC WORK					
Item No.	Always	Frequently	Occa- sionally	Rarely	Never
1.16	93	7	-	-	-
1.17	85	15	-	-	-
1.18	54	38	8	-	-
1.19	85	15	-	-	-
1.20	54	23	-	-	-
1.21	65	23	15	-	-
1.22	69	23	8	-	-
EXECUTION OF ACADEMIC ACTIVITIES IN THE CLASSROOM					
2.21	85	15	-	-	-
2.22	69	23	8	-	-
2.23	54	30	15	-	-
2.24	46	46	-	-	-
2.25	69	23	8	-	-
2.26	30	38	8	8	-
2.27	85	8	8	-	-
EVALUATION OF CLASSROOM ACTIVITIES					
3.12(a)	69	15	8	-	-
(b)	77	15	8	-	-
(c)	92	-	8	-	-
(d)	85	-	-	-	-
(e)	54	23	15	-	-
(f)	85	8	8	-	-
(g)	62	4	-	8	-
3.11	85	15	-	-	-

The percentage of responses presented in the above table have been analysed by taking maximum frequencies obtained for each item as detailed below:

Section No. Item No.	Description of the item	Responses
<u>1. Planning of Academic work</u>		
ALWAYS		
1.16	Structures to be introduced are listed out and suitable teacher-pupil activities are planned for them.	93
1.17	Learning activities for new words to be taught are planned.	85
1.19	Suitable comprehension questions for prose and supplementary readers are planned	85
1.22	guided composition exercises are effectively planned.	69
1.21	Learning activities for teaching functional grammar are planned.	65
1.20	Suitable questions for points of appreciation are planned.	54
1.18	Problems of pronunciation, stress and intonation that may confront the children are identified and learning activities are planned for them.	54
<u>2. Execution of Academic Activities in the Classroom</u>		
2.21	Emphasis is laid on proper presentation and practice of structures.	85
2.27	Topics for composition are orally discussed and then the students are led to write guided compositions.	85
2.22	Due importance is given to the presentation and practice of structures.	69

(Cont'd)

Section No. Item No.	Description of the item	Responses
2.25	Comprehension questions are properly used to enable the children to understand and passages in prose and supplementary Readers.	69
2.23	Attempts are made to make the students enjoy the reading of poetry	54
2.24	Efforts are made to help the children to acquire proper pronunciation, stress and intonation.	46
FREQUENTLY		
2.24	Efforts are made to help the children to acquire proper pronunciation, stress and intonation.	46
2.26	Grammar of recently taught teaching items was discussed and generalisations arrived at.	38
3. <u>Evaluation of classroom activities</u>		
ALWAYS		
3.12(c)	Tests given to the students cover the ability of Written expression.	92
3.12(d)	--do-- 'Knowledge' of structures and words	85
(f)	--do-- Knowledge of content in the readers	85
3.11	Written work of the students is corrected and remedial work attempted	85
3.12(b)	Tests given to the students cover the ability of Reading comprehension	77
(a)	--do-- Oral expression	69
(g)	--do-- Interest in English	62
(e)	--do-- Appreciation of poems	54

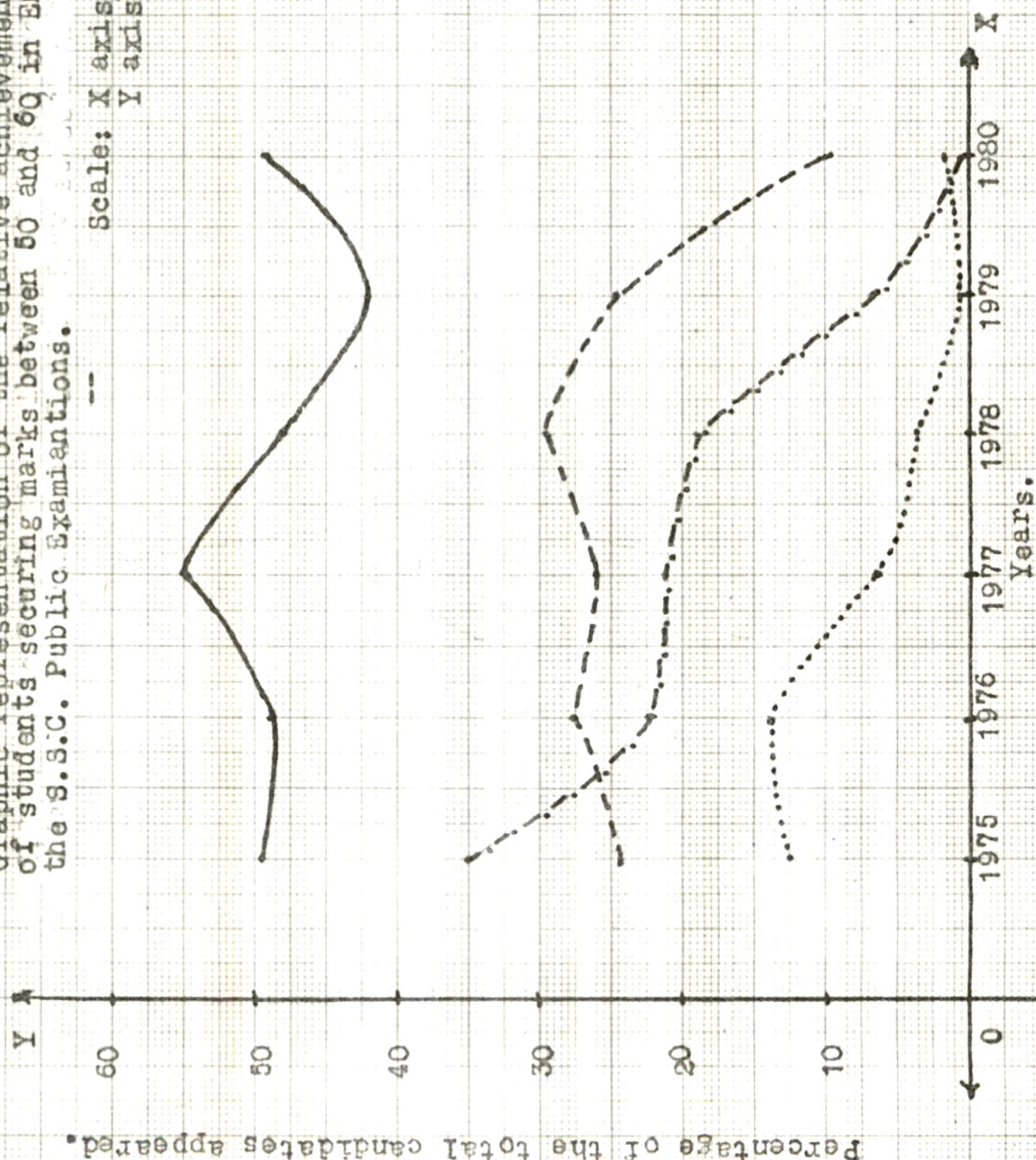
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Comparative statement showing the number of candidates securing different percentages of marks in English in the S.S.C. Public Examination (Prestigious Schools in Hyderabad City vis-a-vis the Residential Educational Institutions)

Year	Between 50 and 60 percent				Between 60 and 70 percent				More than 70 percent			
	Resi- dential Schools	Little Flower High School	All Saints High School	St. Paul's High School	Resi- dential Schools	Little Flower High School	All Saints High School	St. Paul's High School	Resi- dential Schools	Little Flower High School	All Saints High School	St. Paul's High School
	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %	NO. %
1974-75	36 12.72	45 48.91	55 24.34	43 35.25	94 23.21	20 21.74	85 37.61	42 43.43	146 51.59	27 29.35	42 18.58	10 8.20
1975-76	39 16.04	51 48.57	58 27.62	25 22.52	92 37.26	30 28.57	66 31.43	49 44.14	102 41.97	24 22.86	26 12.38	30 27.03
1976-77	18 6.62	80 55.17	60 26.20	27 21.03	83 30.51	43 29.65	68 29.69	49 38.89	169 62.13	22 15.17	37 16.16	33 26.19
1977-78	11 3.96	67 47.18	74 29.84	20 18.02	43 15.47	50 35.21	73 29.43	42 37.84	201 72.30	37 26.06	47 18.95	34 30.63
1978-79	2 0.64	65 42.21	50 24.63	8 6.84	35 11.18	47 30.52	64 31.53	33 28.21	276 88.18	42 27.27	60 29.56	78 66.67
1979-80	6 1.93	82 49.10	20 9.85	1 0.68	29 9.35	43 25.75	63 31.03	38 25.68	275 88.71	42 25.14	102 50.25	107 72.30

Graphic representation of the relative achievement level of students securing marks between 50 and 60 in English in the S.S.C. Public Examinations.

Scale: X axis: 2 CM= 1 year
Y axis: 2 CM= 10%

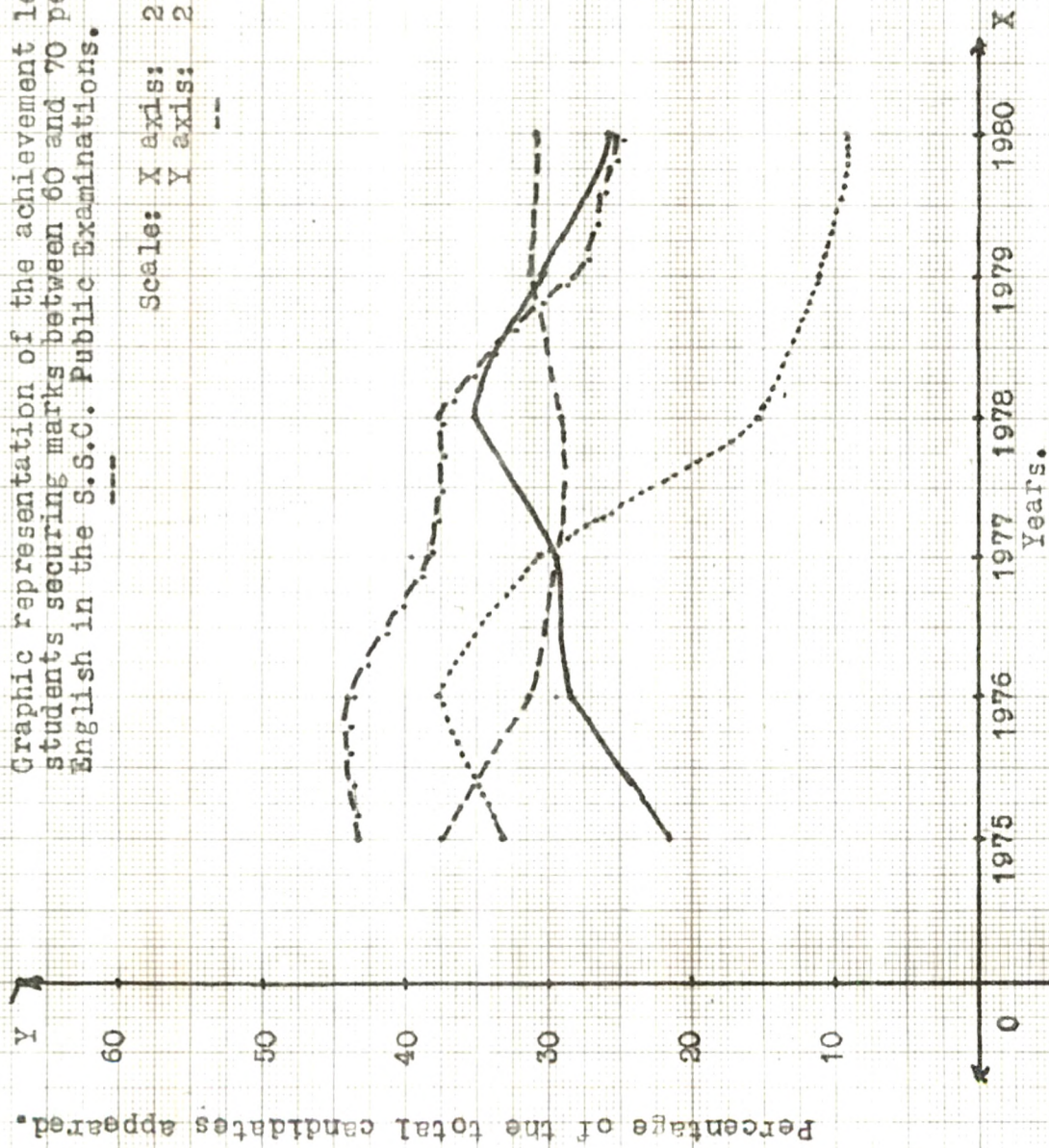


Index:

- A.P. Residential Educational Schools.
- Little Flower High School, Hyderabad.
- All Saints High School, Hyderabad.
- .-.-.- St. Paul's High School, Hyderabad.

Graphic representation of the achievement level of the students securing marks between 60 and 70 per cent in English in the S.S.C. Public Examinations.

Scale: X axis: 2 Cm = 1 year.
Y axis: 2 Cm = 10%



Graphic representation of the achievement level of the students securing more than 70 per cent marks in English in the S.S.C. Public Examinations.

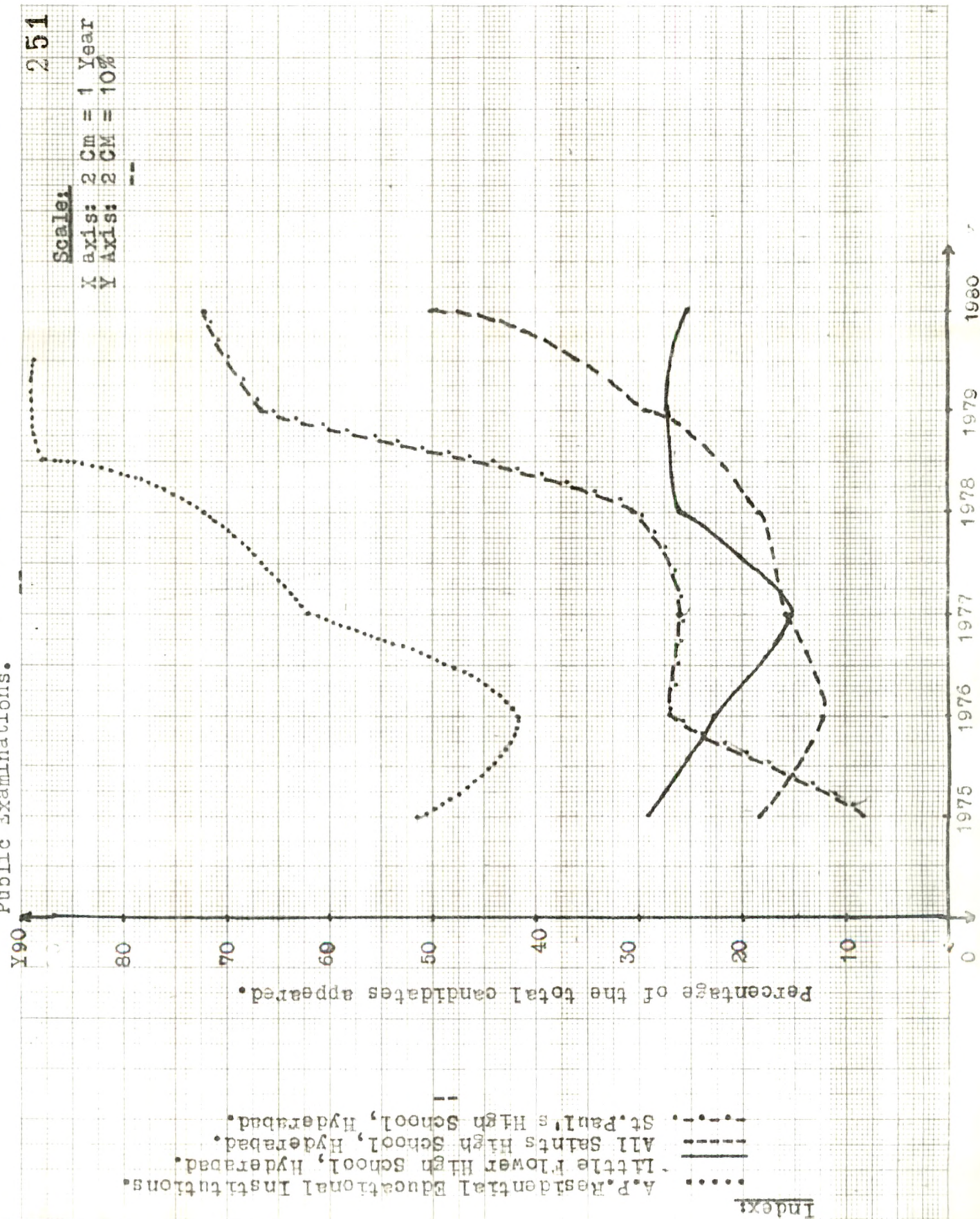


Table No.XXXIV shows percentage of marks secured by the students in English language in the X class Public Examination. The percentage of students on an average per year securing marks 'Between 50 and 60 per cent', 'Between 60 and 70 per cent' and 'More than 70 per cent' separately by A.P. Residential School Little Flower High School, Hyderabad and the All Saints High School, Hyderabad and St. Pauls High School, Hyderabad have been analysed and shown below:

S.No.	Name of the School	Percentage of students securing marks		
		Between 50 and 60 percent	Between 60 and 70 percent	More than 70 percent
1.	A.P. Residential Schools	6.99	22.93	67.81
2.	Little Flower High School, Hyderabad	48.52	28.57	24.31
3.	All Saints High School, Hyderabad	23.75	31.79	24.31
4.	St. Pauls High School, Hyderabad	17.54	36.36	38.50

The number of students who secured more than 70 percent marks from A.P. Residential schools are greater than any other prestigious English Medium Schools in Twin Cities.

TABLE XXXV

253

Percentage of responses received from Hindi teachers on teaching of Hindi in A.P. Residential Schools

Item No.	Always	Frequently	Occasionally	Rarely	Never
<u>I. Planning of Academic work</u>					
1.16	71	28	-	-	-
1.17	71	28	-	-	-
1.18	71	-	14	14	-
1.19	71	14	14	-	-
1.20	86	-	-	14	-
1.21	86	14	-	-	-
1.22	57	14	14	14	-
<u>II. Execution of Academic activities in the classroom</u>					
2.21	71	28	-	-	-
2.22	71	14	14	-	-
2.23	86	14	-	-	-
2.24	86	14	-	-	-
2.25	28	-	-	-	-
2.26	43	28	28	-	-
2.27	100	-	-	-	-
<u>Evaluation of classroom activities</u>					
3.12 (a)	71	14	-	-	-
(b)	57	-	43	-	-
(c)	57	14	-	-	-
(d)	57	29	-	14	-
(e)	29	29	29	14	-
(f)	43	43	-	14	-
(g)	43	-	29	14	-
3.11	71	29	-	-	-

The percentage of responses presented in the above table have been analysed by taking maximum frequencies obtained for each item as detailed below: 254

Section No. Item No.	Description of the item	Percentage of Responses
1. <u>Planning of Academic work</u>		
ALWAYS		
1.20	Suitable questions for points of appreciation are planned	86
1.21	Learning activities for teaching functional grammar are planned	86
1.16	Structures to be introduced are listed out and suitable teacher pupil activities are planned for them	71
1.17	Learning activities for new words to be taught are planned	71
1.18	Problems of pronunciation, stress and intonation that may confront the children are identified and learning activities are planned for them	71
1.19	Suitable comprehension questions for prose and supplementary readers are planned	71
1.22	Guided composition exercises are effectively planned	57
2. <u>Execution of academic activities in the classroom.</u>		
ALWAYS		
2.27	Topics for composition are orally discussed and then the students are led to write guided compositions	100
2.23	Attempts are made to make the students enjoy the reading of poetry	86
2.24	Efforts are made to help the children to acquire proper pronunciation, stress and intonation	86

(Cont'd)

Section No. Item No.	Description of the item	Percentage of Responses
2.21	Emphasis is laid on proper presentation and practice of structures	71
2.22	Due importance is given to the presentation and practice of new vocabulary	71
2.26	Grammar of recently taught teaching items was discussed and generalisations arrived at.	43
2.25	Comprehension questions are properly used to enable the children to understand passages in prose and supplementary Readers	28
3.	<u>Evaluation of classroom activities</u>	
ALWAYS		
3.12(a)	Tests given to the students cover the ability of Oral expression	71
3.11	Written work of the students is corrected and remedial work attempted	71
3.12(b)	Tests given to the students cover the ability of Reading comprehension	57
(c)	Written expression	57
(d)	'Knowledge' of structures and words	57
(f)	Knowledge of content in the readers	43
(g)	Interest in Hindi	43
(e)	Appreciation of poems	29
FREQUENTLY		
3.12(e)	Tests given to the students cover the ability of Appreciation of poems	29
(f)	-do- knowledge of content in the readers	43
OCCASIONALLY		
3.12(e)	Tests given to the students cover the ability of appreciation of poems	29

TABLE XXXVI

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Comparative statement (different schools) showing the number of candidates securing different percentages of marks in Hindi in the S.S.C. Public Examination

Year	Between 50 and 60 percent						Between 60 and 70 percent						More than 70 percent												
	Little Flower High School			All Saints High School			Residential Schools			Little Flower High School			Residential Schools			Little Flower High School			Residential Schools			All Saints High School			
	NO	%		NO	%		NO	%		NO	%		NO	%		NO	%		NO	%		NO	%		
1975-75	58	20.49	17	18.48	45	19.91	21	17.21	131	46.29	25	27.17	12	5.31	3	5.74	90	31.80	50	54.35	4	1.77	-	-	-
1975-76	48	19.75	25	23.81	32	15.24	29	26.13	96	39.51	15	14.28	13	6.19	5	4.50	85	34.98	65	61	90	-	-	-	-
1976-77	25	10.66	65	44.83	36	15.72	29	25.00	93	34.17	40	27.59	28	12.23	8	6.35	148	54.41	50	34.48	-	-	-	-	-
1977-78	18	6.47	31	21.83	50	20.16	26	23.42	60	21.58	40	28.17	42	16.93	5	4.50	189	67.98	83	58.45	-	-	-	-	-
1978-79	39	12.46	76	49.35	56	27.59	31	26.50	113	36.10	53	34.41	42	20.69	24	79	115	36.74	27	17.53	-	-	2	1.71	-
1979-80	30	9.68	47	28.14	28	13.79	34	22.97	72	23.22	78	46.71	20	9.85	7	4.83	203	65.48	42	25.15	-	-	-	-	-
Average	13.25		31.07		18.72		23.21		33.48	29.72		8.87		8.44		48.57	41.98		0.20					0.29	

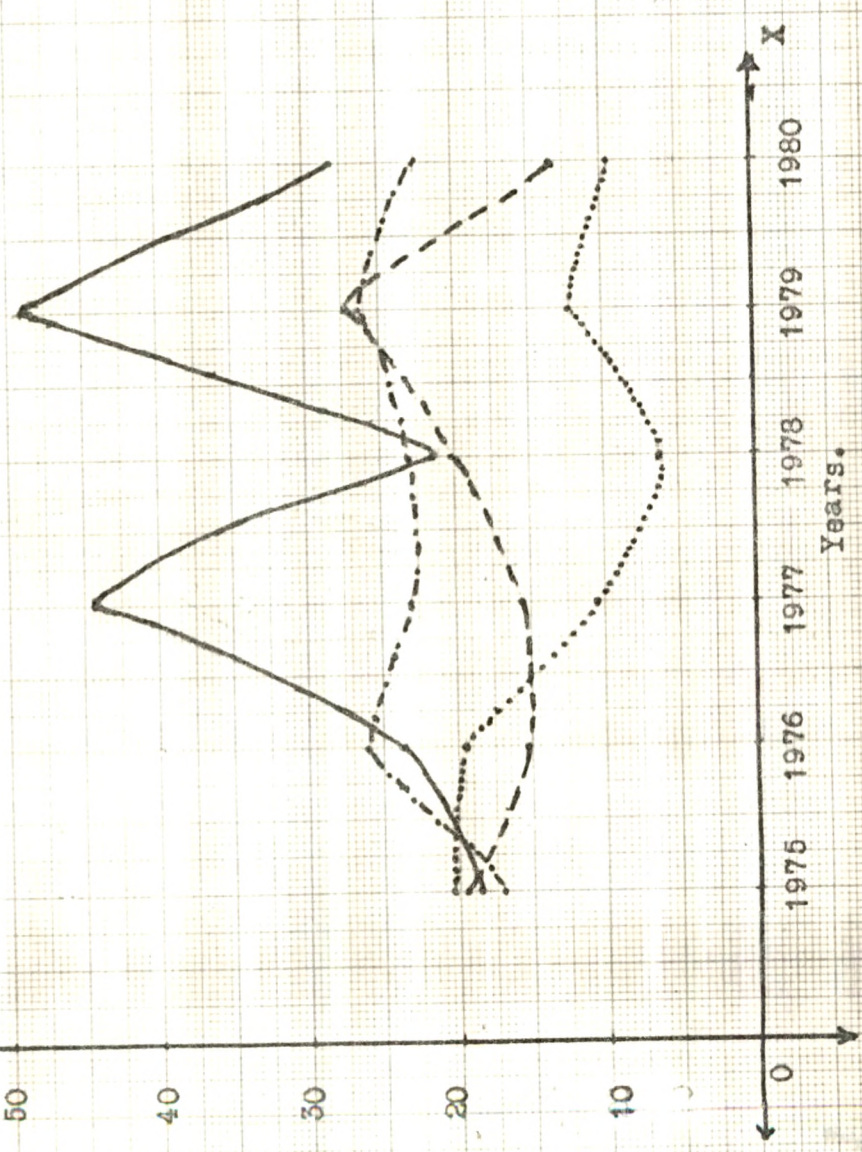
(between 50 and 60 percent of marks) in Hindi) in the S.S.C.
Public Examinations.

Scale: X-axis: 2 Cm = 1 year
Y-axis: 2 Cm = 10%

Percentage of the total students appeared.

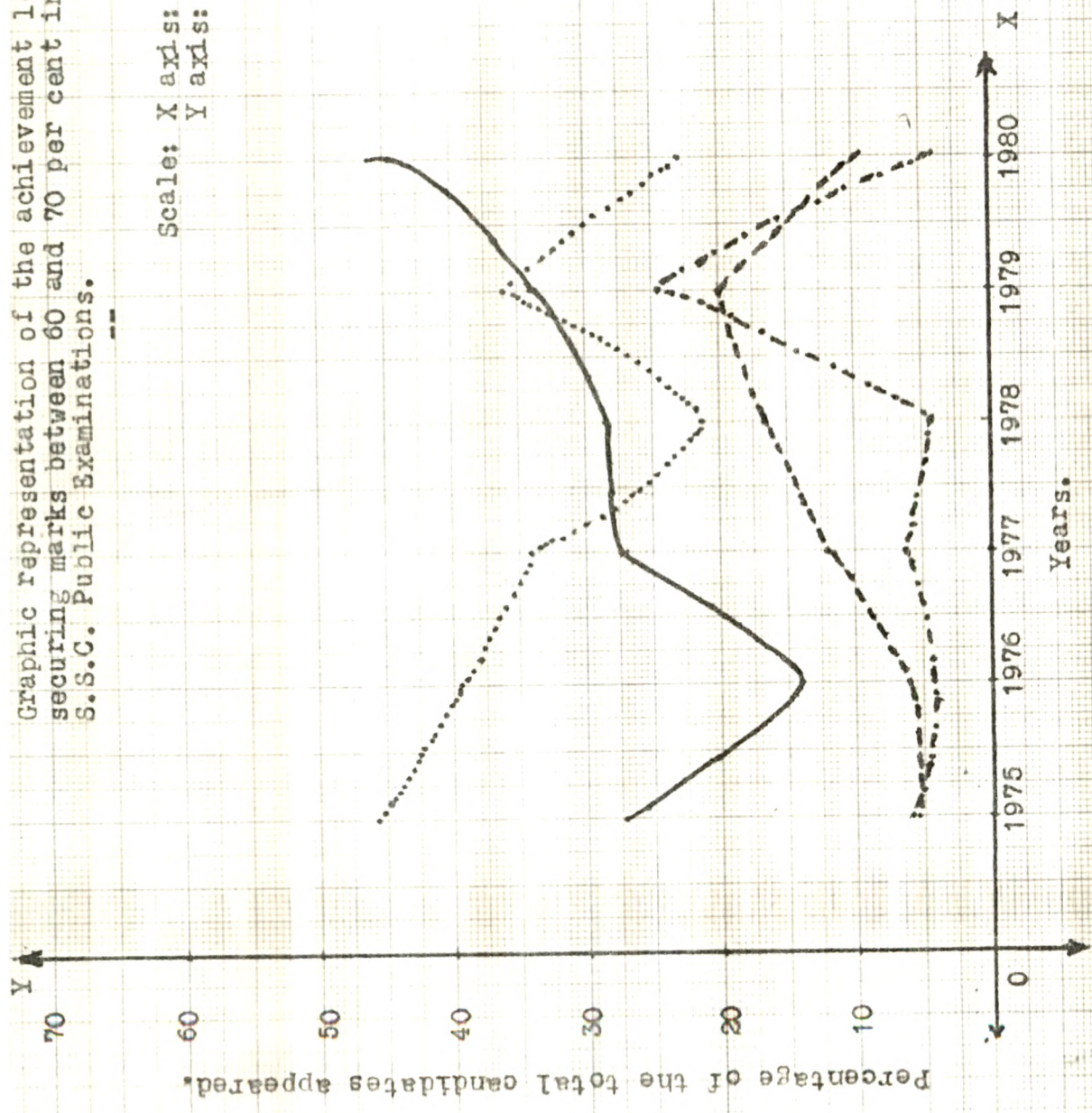
Index:

- A.P. Residential Educational Institutions.
- Little Flower High School, Hyderabad.
- All Saints High School, Hyderabad.
- St. Paul's High School, Hyderabad.



Graphic representation of the achievement level of students securing marks between 60 and 70 per cent in Hindi in the S.S.C. Public Examinations.

Scale: X axis: 2 Cm = 1 year
Y axis: 2 Cm = 10%



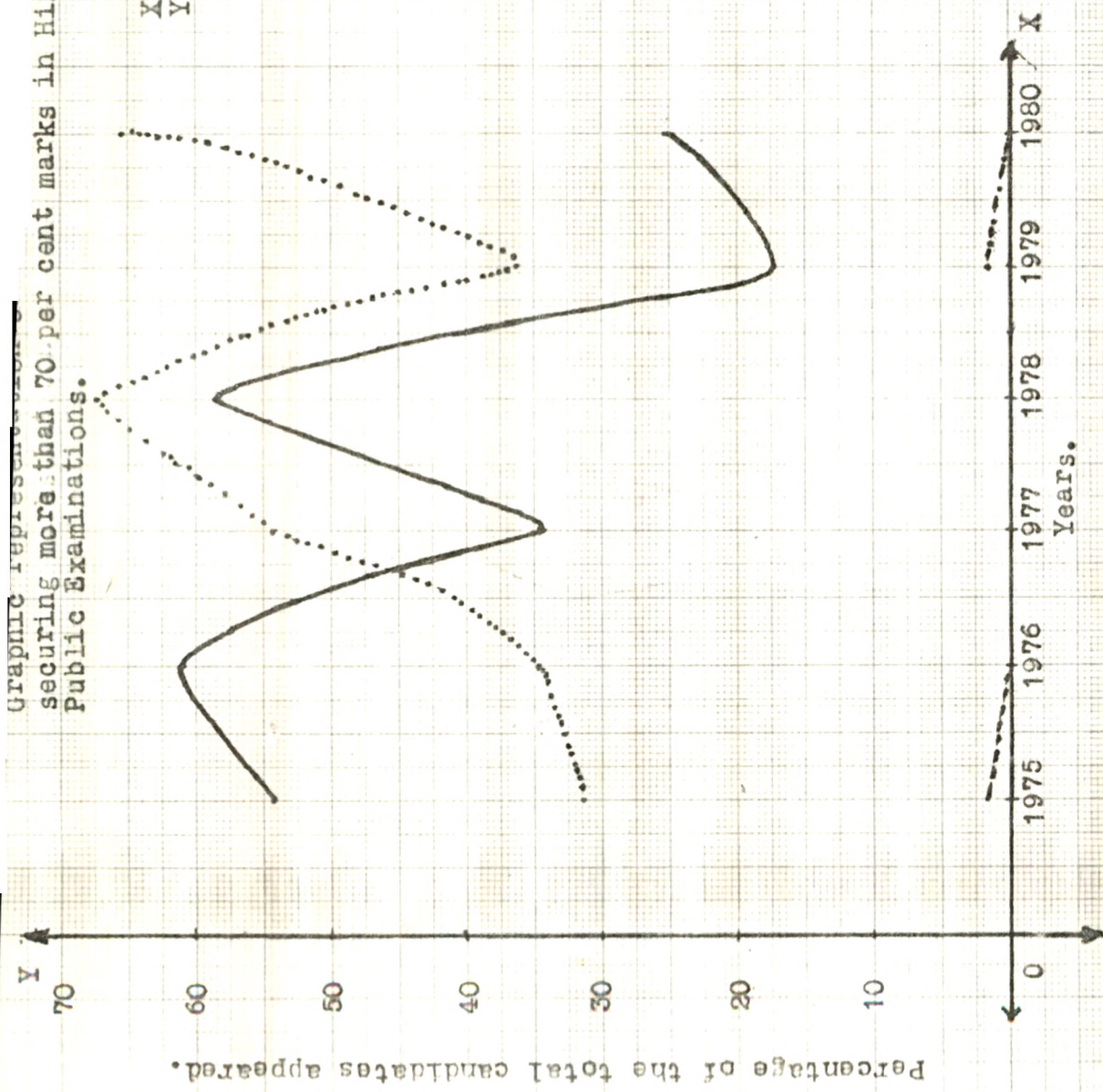
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Graphic representation of
securing more than 70 per cent marks in Hindi in the S.S.C.
Public Examinations.

Scale:

X axis: 2 CM: 1 Year
Y axis: 2 CM: 10 %



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- . - . - St. Paul's High School, Hyderabad.

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Table No.XXXVI shows percentage of marks secured by the students in Hindi Language in the X class Public Examination. The percentage of students on an average per year securing marks 'Between 50 and 60 per cent', 'Between 60 and 70 per cent' and 'More than 70 per cent' separately by A.P. Residential Schools, Little Flower High School, Hyderabad, the All Saints High School, Hyderabad and the St. Pauls High School, Hyderabad, have been analysed and shown below:

S.No.	Name of the School	Percentage of students securing marks		
		Between 50 and 60 percent	Between 60 and 70 percent	More than 70 percent
1.	A.P. Residential Schools	13.25	33.48	48.57
2.	Little Flower High School, Hyderabad	31.07	29.72	41.98
3.	All Saints High School, Hyderabad	18.72	8.87	0.30
4.	St. Pauls High School, Hyderabad	23.21	8.44	0.29

Even in the case of Hindi Language students from A.P. Residential Schools ranks first among the above four prestigious schools.

ANALYSIS OF RESPONSES RECEIVED TO OPEN-END QUESTIONS

Responses received from the Principals to the open-end question on the objective 'High attainment in English and Hindi by the children' are analysed as given below:

S.No.	Suggestion	Percentage of Responses
1.	Conversation in these languages by the students must be made compulsory on a particular day for each language separately in a week	80
2.	There should be direct method of teaching by natives of it	20
3.	The habit of reading general books in English and Hindi may be inculcated	20
4.	Good children's reading material in those languages may be supplied	20
5.	Hindi mother-tongue persons may be appointed as teachers in Hindi	20
6.	Excursion to Hindi-speaking States may be encouraged	20
7.	Posting of a Residential British Volunteer would help in developing conversational skills in English both in respect of teachers and students	20

Interpretations

The interpretations drawn from the data are given below for each objective of the innovation separately.

Objective I. Democratisation of the Public school system

Public schools are accessible only to the children of a particular economic strata. The talented children of lower economic strata are not able to get admissions in Public Schools. Therefore by providing equalisation of educational opportunities in the residential schools to all the talented children of rural area irrespective of their economic and social position the Government wanted to democratise the public school system. How far this aspect was achieved is discussed below:

(i) Procedures adopted to make the parents know the schools

The Secretary, A.P. Residential Educational Institutions society said that

(a) The educational facilities provided by the society are made known to the people through (i) News papers (ii) All India Radio (iii) Circulars to all the educational officers (iv) circulars to all the Block Development Officers (v) All Ashram Schools in the State and (vi) all district officers such as District Social Welfare Officers, District Tribal Welfare Officers and District Panchayat Officers.

(b) The notifications/advertisements for admissions are made in the news papers and All India Radio through repeated publications with gaps and repeated announcements with breaks now and then respectively.

(ii) Conduct of entrance examination

a. The entrance test for admission into class V is conducted in the academic areas of (i) General Knowledge (ii) Mathematics and (iii) Telugu. For class VII it was conducted in the areas of (i) Mathematics (ii) Telugu (c) Science and (d) Social studies.

The Secretary said that apart from the performance in the entrance test abilities of the candidates in creative activities were also considered.

b. The question papers for entrance test were frequently set either by the officers working in the department of School Education or the academic staff working in the State Council of Educational Research and Training. They were also occasionally set by the faculty members working in Universities, and the academic staff working in the Colleges of Education. The academic staff working in other recognised schools were rarely entrusted with this job. In any case the teachers working in the Residential Educational Institutions were not entrusted with the work relating to the setting of question papers for the entrance examination.

c. Key to the question papers was always prepared by the setters.

d. It was ensured that no malpractices in the valuation were allowed through (i) supplying invariably the prepared key to the examiners (ii) adopting the practice of scrutinising certain percentage of papers by the Chief Examiners and (iii) appointing personnel from different regions as examiners.

It was stated that the register numbers were not coded and moderation was never resorted to.

(iii) Teachers' Welfare

a. The teaching staff were recruited through a written test and an oral interview.

b. The teachers are inter-transferable from one school to another.

c. The teachers were given incentive/s or honoured if they produced candidates in their respective subjects with the highest mark in the Public Examination.

d. There was no occasion when the teachers went on strike though the services of teachers were not regularized. There was no Teachers' Union for the Schools. All the teachers were not provided with residential accommodation.

(iv) Inspection of schools

(a) Academic and administrative inspection of the schools was done by the officer of the society, twice a year. Usually the inspection was conducted by the Secretary of the Society with subject specialists. The District Educational Officer or his representative was never entrusted with the job of inspection of these schools. The subject specialists were selected from the faculties of the Universities, Colleges of Science and Arts, Colleges of Education and the State Council of Educational Research and Training. The inspection report was communicated to the school within a fortnight.

(v) Planning of Budget for development of schools

While planning the budget for schools priorities were fixed every year for the following items.

- a. Laboratory facilities
- b. purchase of modern teaching-aids.
- c. improving medical facilities to students
- d. improving residential facilities both for students and staff with more amenities.
- e. conducting special activities for children.
- f. providing incentives to the students who excel in various activities
- g. arranging inservice programmes for teachers
- h. providing incentives to the teachers for outstanding work

The following were also considered depending on the availability of funds.

- a. Construction of buildings
- b. improving library facilities
- c. purchase of games articles
- d. providing facilities for Socially Useful Productive work programmes and
- e. purchase of furniture

(vi) Physical facilities and equipment

All the residential schools were provided with adequate accommodation for the school, office, classrooms and residential quarters for the teaching staff. The lighting and ventilation facilities for classes are more than adequate. However, accommodation for staff, subject rooms and auditorium was poor.

The schools were also provided with adequate facilities for school garden, playgrounds and recreational facilities. With regard to sanitary arrangements and furniture in the classrooms the respondents were not able to decide about their adequacy.

(vii) Teaching aids

Most of the respondents said that teaching aids, audio-visual equipment and material for Socially Useful Productive work activities provided to the schools were

adequate. At the same time they said that facilities for museum and to preserve different exhibits were poor.

(viii) Hostel

The buildings of relevant quality and dimensions for the hostel and dormitory are not available. However, the dormitories and the dining halls were provided with adequate furniture.

(ix) Library

The libraries were run with inadequate accommodation. Extensive reading material useful for teachers, older children, younger children and books on the subjects included in the curriculum, both for young and older children were made available in adequate quantity. However, most of the respondents said that the libraries had poor facilities for catalogue drawers. Journals useful for young and older children, books on the subjects useful for teachers, journals useful for teachers and furniture in the reading room were poor.

(x) Laboratory

All the schools were provided with good lighting and ventilation facilities for the laboratories. The respondents were not able to come to a conclusion whether

the laboratory facilities to conduct experiments in science by the students were adequate according to their needs.

(xi) Medical facilities

Adequate medical facilities were provided by the schools both for students and teachers.

Objective 2: To provide opportunities for children of rural areas for all round development.

(i) Physical growth

All the schools provided physical training, games and sports to the children daily as a compulsory activity. Most of the schools compulsorily participated in sports competitions. Most of the schools also undertook health education as optional but periodical activity. Very few schools undertook practicing of Yogasanas either as a daily compulsory activity or as a periodical compulsory activity. In majority of the schools N.C.C. was not introduced.

(ii) Mental development and creative thinking

Majority of the schools made the students participate compulsorily in Science Fair and in the laboratory and science club activities daily. Preparation of improvised

apparatus was not included as a compulsory and daily activity in most of the schools.

All the schools showed film-shows compulsorily but periodically. Most of the schools made the students use the library either by sending them to the library or by distributing the books in the classrooms, periodically but compulsorily. Most of the schools organised periodical competitions in quiz, debates, essay writing and also publication of school magazine. A few schools insisted on compulsory listening of Radio lessons even periodically.

Majority of the schools also arranged programmes of conducting investigations and collection of articles and specimen periodically. But it was optional. Very few schools organised group competitions on library reading even to the willing students only periodically.

Visits to museum were not at all conducted by most of the schools.

(iii) Cultural development and Aesthetic sense

Most of the schools arranged cultural programmes and training in drawing as a compulsory and daily activity. Less than fifty percent of schools organised training, music, art, dramas and monoactions and quiz programmes.

All the schools arranged excursions compulsorily but periodically. More than 50 per cent of the schools gave training in drawing and painting, preparation of models and charts as a compulsory activity but periodically. Less than 50 per cent of the schools organized exhibitions, training in Art, gardening, dramas and mono-action under periodical but compulsory activities.

Most of the schools selected stamp-collection as an optional but a periodical activity. But only less than half of the schools selected the activities like school decoration and training in Music as optional but periodical activity.

Majority of the schools were not at all conducting programmes in dance.

(iv) Spiritual development

In all the schools morning prayer was a compulsory daily activity. More than 50 per cent of schools taught moral instruction periodically. Most of the schools undertook the activity of celebrating religious functions periodically but on an optional basis.

(v) Socialisation and leisure time activities

Less than 50 per cent of the schools celebrated social functions and organised school parliament compulsorily and periodically.

Majority of the schools introduced community service scout training, social welfare activities, picnics, celebration of national festivals and mock-parliament periodically but as a compulsory activity. But less than half of the schools arranged visits to civic institutions periodically but compulsorily. Very few schools organized bee keeping and kitchen gardening as optional but periodical activities.

Photography was not introduced in any institution.

In so far as the participation of students in different optional but periodical (one week) activities was concerned, majority of the schools insisted on participation in more than 50 per cent of the activities which were helpful for social growth. In more than 50 per cent of the activities, on an average, the students participated for 3 to 5 hours periodically. In fifty per cent of the activities the student participation was for 2 to 3 hours. In 40 per cent of the activities the participation was 1.9 hours. In 30 per cent of the activities the participation was on an average 1.5 hours. In 20 per cent of the activities the participation on an average was 1.4 hours. On an average 1.2 hours was spent periodically on 10 per cent of the optional but periodical activities.

When compared with the other prestigious English medium High Schools situated in Hyderabad the achievements secured by the students of the A.P. Residential Educational Schools in different competitions of the co-curricular activities at state level and district level were very high. In fact there was no participation at the district level competitions by the two of the three prestigious institutions of Hyderabad.

Less than 50 per cent of the respondents suggested introduction of more play and tourism in the schools. It was also suggested that the students might be allowed to participate freely in various co-curricular activities and competitions. It was also suggested that more field trips and excursions might be thought of for the students.

(vi) Professional growth of teachers

Less than 50 per cent of the Principals said that faculty improvement clubs and study circles were arranged more frequently for the teachers. Very few principals mentioned that faculty improvement clubs, seminars, extension lectures by the experts in the field, orientation courses and visits abroad to improve qualifications were arranged. Majority of the Principals said that workshops were organised for teachers. They also said that leave with salary was never given to improve their academic

qualifications. Very few principals said that workshops, seminars and orientation courses were never organized by the society for the benefit of the teachers.

Objective 3: To develop the Residential Schools as centres of excellence

(i) Teaching-learning process

(a) Classroom instruction: Majority of the teachers were always in the habit of using relevant techniques to motivate the children and also making the students to recapitulate the past knowledge on the content to be taught. They also kept the following in mind while setting out the relevant instructional objectives.

- (i) achievement level of the students
- (ii) broad educational aims and objectives
- (iii) stress on the chosen instructional objectives throughout the class
- (iv) maximise the use of teaching aids to develop the necessary skills.

Only less than 50 per cent of the teachers kept the following in mind either always or frequently while setting out the relevant instructional objectives.

- i. potentiality of the content to be taught
- ii. giving importance to the attainability of objectives of teaching rather than coverage of content

- iii. suggesting supplementary reading material
- iv. giving the students independent problems to solve
- v. providing opportunity to keep open the write-ups for criticism by the fellow-students

(b) Utilisation of the content: More than fifty per cent of the teachers were always in the habit of (i) stressing the basic ideas even if they were covered in the earlier lessons and (ii) dividing the content to be taught according to difficulty level keeping in view the time available.

Less than fifty per cent of the teachers were able to take care of the following either always or frequently.

- i. discouraging discussion unrelated to the lesson
- ii. giving additional information wherever necessary
- iii. giving references for supplementary reading
- iv. aiming at reinforcement in learning through the supplementary content.
- v. limiting reinforcement in learning occasionally to the content available in the textbook.

(c) Concept formation in the students: Seventy five per cent of the teachers always planned the concepts to be made clear to the students.

However, only less than 50 per cent of the teachers encouraged discussion leading to the development of concepts in the classroom.

More than 50 per cent of the teachers did not always prefer to repeat the information in the case of difficulty in concept formation. No attempt was made by a majority of the teachers to draw generalisations by the students and also to develop critical thinking in the students.

Very few teachers listed out the facts to be given to the students.

(d) Utilisation of methods: Majority of the teachers always employed the methods and techniques suitable to the content, achievement of instructional objectives set for the lesson and also to involve the entire class in the lesson.

Only less than 50 per cent of the teachers were always in the habit of thinking of the procedures for self-evaluation of the lesson and changing the techniques of teaching wherever necessary.

(e) Utilisation of teaching aids: Majority of the teachers made the students draw charts, maps, diagrams etc. wherever it was desirable. However, the students were not asked to interpret the given graphs, diagrams etc. by more than 50 per cent of the teachers.

(ii) Testing procedures and techniques:

Most of the teachers always prepared suitable test items on the instructional objectives for administration

and also tried to see that the concepts already developed were put to test in new situations. Only less than fifty per cent of the teachers were giving importance to application of the generalisations formed and integration of ideas in their testing.

(iii) Feed-back and its utilisation

Majority of the teachers encouraged the students to give answers to the points. The assignments given to the students were objective-based.

Majority of the teachers observed the behavioural changes that were brought in, in the students both outside and inside the classroom and also always tried to develop inter-personal relationship with the students.

More than fifty per cent of the teachers did not give importance to the interaction of the students to the statements made in the class.

(iv) Achievement in public examination

On an average the Residential Educational Institutions were able to bag the first eight ranks in the X class Public Examinations. No other prestigious high school in the State was able to secure as many ranks as these schools secured. The Little Flower High School one of the prestigious schools in the state was able to get only three ranks on an average per year.

Failures in the X class Public Examinations was almost nil in the A.P. Residential Educational Institutions for the period under study whereas in other prestigious high schools included in this study failures vary from one to fourteen per cent every year.

The number of first classes secured in the X class Public Examination by the A.P. Residential Educational Schools was about 99 per cent on an average whereas the other prestigious schools secured only between 27 and 66 per cent.

Third classes secured by the students of A.P. Residential Educational Institutions in X class Public Examination were almost negligible whereas in other schools the per centage of third classes vary from six to twenty seven.

(v) Responses to open-end question

a. Teachers of the A.P. Residential Educational Institutions were not in contact with either the Universities or the State Council of Educational Research and Training or the National Council of Educational Research and Training or the sister Public Schools in the State in academic matters which help for professional growth of teachers.

b. The Principals of schools were overburdened with administrative work and hardly find time to concentrate on academic aspects of the school.

c. Commitment to the profession among the teachers was not as expected.

Objective 4: To prove that high attainment in English and Hindi can be achieved with regional language as medium of instruction.

(i) Planning of academic work in English

Majority of the teachers always planned the teacher-pupil activities for the structures to be introduced, learning activities for new words to be taught, comprehension questions for prose and supplementary readers, guided composition exercises, learning activities for teaching functional grammar, learning activities for problems of pronunciation, stress and intonation while teaching English.

(ii) Execution of academic activities in the classroom

a. Majority of teachers always laid emphasis on paper presentation and practice of structures. Topics for composition were orally discussed before the students led to write guided compositions. Due importance was given to the presentation and practice of structures, comprehension question were properly used to enable the children to understand passages in prose and supplementary readers and made the students enjoy the reading of poetry.

b. Only less than 50 per cent of the teachers always made efforts to help the children to acquire proper pronunciation, stress and intonation.

c. Discussion of grammar and teaching items was neglected by majority of teachers.

(iii) Evaluation of classroom activities

a. Tests conducted by most of the teachers covered to test the ability of the students in written expression, knowledge of structures and words and knowledge of content in the readers and also abilities of reading comprehension, oral expression, interest in English and appreciation of poems.

b. Majority of the teachers corrected the written work of the students and they attempted remedial work where necessary.

(iv) Public examination results

a. On an average about 68 per cent of the students who took the examination from A.P. Residential Schools secured more than 70 per cent marks in English every year whereas only 39 per cent of the students from one of the prestigious schools namely St. Pauls High School situated in Hyderabad City could secure more than 70 per cent of marks. Only 24% of the students of the other two prestigious schools could secure more than 70 per cent marks.

b. Only seven per cent of the students of A.P. Residential Schools secured between 50 and 60 per cent marks in English in the Public Examinations on an average every year. No other prestigious school in Hyderabad was able to reach this stage. The lowest percentage of students

that could get marks between 50 and 60 was about 18 in the St. Pauls High School, Hyderabad and 49 per cent in the Little Flower High School.

c. In A.P. Residential Educational Institutions about 23 per cent of students used to get marks between 60 and 70 per cent in public examination in English whereas in other prestigious schools the per centage varied between 29 and 36.

(v) Planning of academic work - in Hindi

Most of the teachers always planned their academic activities in the following areas.

- a. suitable questions for points of appreciation
- b. learning activities for teaching functional grammar
- c. learning activities for new words to be taught
- d. structures to be introduced and the suitable teacher-pupil activities
- e. problems of pronunciation, stress and intonation
- f. suitable comprehension questions for prose and supplementary readers
- g. guided composition exercises

(vi) Execution of academic activities in the classroom

Majority of the teachers always concentrated on the following areas while teaching was in progress.

- a. The students were led to write guided composition only after the topics for composition were orally discussed
- b. to make the students enjoy the reading of poetry
- c. stress was given for proper pronunciation, stress and intonation
- d. emphasis was laid on proper presentation and practice of structures
- e. importance was given to the presentation and practice of new vocabulary

However majority of the teachers neglected the following aspects of teaching.

- a. discussing the grammar taught in the previous classes and arriving at generalisations
- b. proper use of comprehension questions to enable the children to understand passages in prose and supplementary readers

(vii) Evaluation of classroom activities

Most of the teachers always attempted evaluating the progress of learning in the children through the following measures.

- a. tests given to the students covered the ability of oral expression, reading comprehension, written expression and knowledge of structures and words.
- b. by correcting the written work of the students and attempting remedial work.

The tests given to the students by more than fifty per cent of the teachers did not cover the aspects of the

knowledge of content in the readers, the interest of students in Hindi language and appreciation of poems.

(viii) Public Examination results - in Hindi

a. In all the examinations held in the period of study a little less than the fifty per cent of the students of the A.P. Residential Schools used to get more than 70 per cent of the marks whereas about 40 per cent of the students of one of the three prestigious schools in the Hyderabad city namely, the Little Flower High School could get more than 70 per cent of marks. The students of other two schools namely the All Saints High School and the St. Pauls High School failed to get more than 70 per cent marks consistently in all the six years.

b. The A.P. Residential Schools' students excelled in getting marks between 60 and 70 also vis-à-vis the other three prestigious schools.

c. The number of students who secured between 50 and 60 marks in respect of A.P. Residential Educational Institutions was only 13 per cent whereas the per centage of students of other two schools getting marks between 50 and 60 varied between 18 and 31.

d. In the case of A.P. Residential Educational Institutions and Little Flower High school, Hyderabad

all the students who appeared for the Public Examination secured more than 50 per cent marks whereas in other schools most of the students secured less than 50 per cent marks.

(ix) Responses to open-end question

a. Majority of the respondents favoured in making conversation in English and Hindi to be made compulsory by students on a particular day for each language separately in a week.

b. A few respondents suggested the following measures for improvement of English and Hindi languages among the students.

- (i) including the habit of reading general books in English and Hindi
- (ii) supply of good general books for reading by children in English and Hindi.
- (iii) appointment of teachers whose mother-tongue is Hindi
- (iv) Arranging excursions to Hindi-speaking areas
- (v) appointment of a Residential British Volunteer as this would help in improving the ability in spoken English among the students. Actually this was done at one time.

Conclusion

The data collected on all the three innovations were analysed and interpretations drawn for each innovation

separately in this chapter. It is not enough if simply some interpretations are drawn and listed out on the data collected. These interpretations are to be discussed in detail taking the reality and global situation into account so that the final results achieved out of the study can be listed out. Further the feasibility of generalising some of these results is to be considered so that the existing educational practices can be helped to improve. These aspects are dealt with in detail in the next chapter.

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