

CHAPTER V

DISCUSSION OF THE RESULTS

Having drawn the interpretations from the data collected, the final results achieved out of the study are to be discussed critically. Such a discussion helps for generalising the results so that the same may be helpful for modification or improvement of the present educational practices. The results of the study are therefore, discussed in the following paragraphs for each Innovation separately.

Innovation I: Abolition of detentions in classes other than VII and X (New Evaluation Policy)

The central objective of the policy was to adopt remedial measures so as to render annual detentions unnecessary. To achieve this, regular and high percentage of attendance was insisted upon and teaching and testing were to be planned and continuous so that all the students would reach the necessary level of competence to take up the course of the next higher class thus rendering the annual examination more really a tool for summative assessment than one on which promotion to the next higher class is to depend. To

ensure the summative assessment to become more meaningful and possible periodical tests and assignments were also prescribed so that students can be kept on learning continuously.

The results of the study show that

(1) The inspecting officers were not in the habit of providing on-the-spot-guidance to the teachers or the headmasters.

(2) The reporting system was defectiveⁱⁿ that it is not giving the desired picture to the parents.

(3) The headmasters were ineffective as the academic leaders at the schools level.

(4) The students were not interested in the learning process as such but in promotions with the result that they cared more for their attendance than for knowledge.

(5) In the opinion of the field workers the students who were promoted to the next higher class under this policy lacked the ability to follow the course content of it and thus the policy did not help in maintaining or improving the educational standards.

The findings are thus at present at variance with the expectations of the policy makers. The opportunities created by the policy makers namely giving (1) more flexibility to the classroom routine in relation to the coverage of content, (2) more academic inputs through training programmes to the field workers to improve their expertise in relation to systematic and objective oriented teaching and testing (3) more time for students to acquire academic abilities before they face an external examination within the period of the primary/secondary stage (4) more ease and practice for the students to face an examination as the dread of a promotional examination is removed- etc. are evidently wasted.

One has to probe deeper to understand the reasons for such a situation to arise. The argument that the equipmental positions of schools is not conducive to a system of teaching-learning-testing process envisaged by the policy cannot be tenable since in a developing economy it is difficult and almost impossible to equip schools to the desirable extent while expanding the educational facilities quantitatively. The quantity has an effect on the quality always.

The orientation given to the field workers stressed that study or teaching and learning is a situation to enable students to acquire certain mental abilities besides mastering certain basic facts. But the external examination did not change according to the changed situation and continued to be content dominated and memory oriented. This anomaly reinforced the belief in the teachers and headmasters that the orientation may not be useful for classroom adoption. The students too thus could not probably feel any shift in emphasis in teaching or testing since no shift effectively took place in the teaching-learning situation of almost all the classrooms.

The shift in emphasis in teaching towards the development of abilities could not be achieved on the one hand while the examination-motivation was removed on the other. Thus though the idea behind the policy was to modernise the teaching-learning-testing process and to relate its objectives to the needs of a developing socialist democracy it seems to have failed in its implementation as the need for the change is felt more by the policy makers than by the students, teachers and parents. The reason for this is, probably, that it is still the certificate which the students obtain in the

external examination that is given credit in the society than their abilities. When the external examination is not geared to the testing of abilities it is but natural for them to fail to see the purpose the change is really expected to serve.

In addition the policy has caught the students, the teachers and the other field functionaries by surprise. There is no prior effort leading them to perceive the need to change their values or attitudes, which are essential for the success of the innovation. And we all know that the teachers change their values and attitudes very, very slowly. Thus a gap arose between the top and the field and it is no wonder that it failed in its implementation so far. The change expected in the value system and attitudinal structures of the teachers the inspectorate is almost totally new and they failed to comprehend how the old is leading to the new. The result of this is that the orientation courses for them were more apt to create more doubts rather than resolving the ones which arose due to the introduction of the new policy.

Another objective of the innovation namely 'to minimise the high incidence of stagnation leading to wastage' was seemed to have achieved to a considerable

extent as the regularity of attendance on the part of the students was improved and as all the students who have put in the required attendance were promoted to the next higher classes without due regard for the level of students' performance and educational development. But the degree at which this has been achieved and why according to the educational statistics some more wastage continues to exist is a matter for further study involving the economic and sociological background in human terms behind the figures of wastage and stagnation.

No progressive country can afford to allow deterioration of her academic standards. In fact, the main concern of the Report of the Education Commission 1964-66, was to bring about educational revolution. One of the aspects that lead to such a revolution, according to this report, is qualitative improvement so that the standards achieved are adequate, keep continually rising and, atleast in a few sectors, become internationally comparable. The innovation as revealed from the study, does not seem to have achieved this purpose except in minimising the high incidence of stagnation leading to wastage to some extent because of some of the detrimental factors discussed above. In fact these factors coincide with the one found out by earlier researchers. *Pravita (1969) in her study.*

However, it would be hasty to come to a conclusion about the success or otherwise of the innovation which is still in the process of adoption. It is pertinent to apply the time-lag theory of Allens (~~1956~~) to this innovation. However, it is explicit that alternative strategies are to be found out to achieve the objectives if some of the factors that are detrimental continue to persist. It is very likely that the department might not have developed the necessary infrastructural facilities and prepared the concerned for the task before attempting the innovation. Probably, this may be one of the major reasons for which the innovation could not yield the expected results.

Innovation II: Separation of supervision and inspection from administration.

Although the supervision and inspection functions were separated from administration in principle and created a number of posts of Deputy Educational Officers (Inspecting Officers) in the State exclusively for the purpose of academic supervision and inspection of secondary schools in effect, the study revealed, that the separation was not fully achieved in actual practice as the Inspecting Officers were entrusted with a number of assignments which are purely administrative in nature.

These assignments were affecting adversely their primary duties of academic inspection/supervision of secondary schools. The department is rather forced to utilise their services for purposes other than supervision also, because of complexity of the problems grown in the society. It may, therefore, be reiterated that the first objective of the innovation namely 'to separate the supervision and inspection from administration' could not be achieved in its spirit even after its implementation for 15 years. This kind of situation is likely to continue and therefore alternative approach is to be found out..

So far as the inspection and visits to schools by the inspecting officers were concerned, the study highlighted, that none of the inspecting officers was able to complete either the inspection or surprise or follow-up visits of the schools allotted to them. Wherever the inspections were completed it was reported that the inspection reports were sent, in most of the cases, after a month or more than that and in some cases it took six months. Some of the important reasons mentioned for the delay in inspection of schools and despatch of the inspection reports are (1) pressure

of work due to non-academic and para-academic activities including the work relating to the public examinations entrusted to the inspecting officers, (2) non-availability of government transport, (3) lack of stationery and proper typing facilities. While some of these factors figure more in the educational awareness of some of the more advanced countries, Asian as well as African, nevertheless there appears to be an urgent need for the educational administrators in this country to look objectively into the handicaps referred to by the teachers and supervisors so that innovations, in future, either on these lines or on others may not suffer from the same handicaps. Probably, because of some of these handicaps the second objective of the innovation, namely 'an uninterrupted inspection of secondary schools and follow-up programmes to tone up academic standards' was far from achievement.

Further the study also confirms the observation of the N.C.E.R.T. Study Group on Supervision and Inspection (1969) that 'a large scale expansion of the number of educational institutions without corresponding increase in the number of inspectorial staff, entrusting of a multiplicity of para-academic and non-academic functions to the traditional regulatory function of the

inspecting officers has led to a further fall in the quality of inspection in our schools'.

The third objective of the innovation, the most important one, is to provide professional guidance to teachers through effective academic inspection for improvement of the content and character of classroom teaching. A lot of criticism has been made by a number of Committees and Commissions on the content and character of inspection of secondary schools. It was pointed out that the greater part of the inspectors' time was taken up with routine work like checking up of accounts and looking into the administrative aspects of the school. It was also mentioned that the inspecting officers were not able to devote enough time to the academic aspects and therefore contacts between the inspectors and teachers were casual. In fact the National Commission on Education (1964-66) considered the new system of supervision in our schools as the backbone of educational improvement. The innovation under the study was introduced after the above observation of the Commission.

The study on the working of the innovation revealed that the Inspecting officers, with a lot of experience as classroom teachers, seemed to have not shown much professional competency in providing the expected guidance

to the teachers, for the reasons mentioned below:

1. The guidance given in the preparation of lesson plans and various aspects involved in it was inadequate and therefore would have contributed to ineffective teaching.

2. The lessons given by the teachers were observed by the Inspecting Officers only partially.

3. Interrupting the teachers when the teaching was in progress could have produced negative results since it affects the ego of the teacher and his status in the eyes of the students.

4. The teachers were hardly given proper guidance in framing and putting thought-provoking questions with the result that there could not be fruitful discussion sessions in the classrooms.

5. While giving the demonstration lessons by the Inspecting officers, lesson plans developed by them were, most of the time, not supplied to the teachers. In the absence of the same, the demonstration lessons might not have yielded the expected results of stimulating the teachers to see his own bright and weak points in teaching and also to have a critical discussion with the inspecting officer.

6. According to the responses received, most of the inspecting officers were not in the habit of giving demonstration lessons. Wherever demonstration lessons were given they seemed to have not reflected the latest developments in content, educational practices and literature other than the textbook. This was usually the procedure followed by the teachers.

7. Although the headmasters were given equal partnership in the inspection, the data revealed that they were not serious enough to implement the suggestions given at the time of inspection which signifies the inability or failure of the headmasters to appreciate the intrinsic importance of the suggestions given by the supervising/inspecting officers. The scrutiny of the Inspection Reports revealed that no concrete suggestions worth mentioning were given on classroom instruction except making some sweeping remarks.

8. In the staff conferences, discussion on some of the important academic matters like the development of games and sports, weaknesses of teachers in conducting the Unit Tests, mistakes in the content presented and the approaches adopted in classroom for reinforcement of basic ideas seemed to have not figured. If such a discussion does not take place, it is very difficult to

agree that the inspection has stressed some of the important aspects of the teaching-learning processes which help for effective classroom instruction and thus educational improvement.

9. The responses also divulged that in the review meetings held by the District Educational Officers with the Inspecting/Supervising Officers, discussion on important aspects like the follow-up action on their inspections, evaluation procedures used in the schools and the mode of inspection adopted by the inspecting officers and use of library were hardly discussed. This means that the District Educational Officers as a group were not sufficiently appreciative of the qualitative assessment of the inspections made by their junior colleagues.

10. There was no evidence to the effect that the inspecting officers consulted the library at any time on any academic issue. This may be, probably, because they do not have adequate library facilities in their offices. This kind of state of affairs make one feel that the inspecting officers themselves were deficient in acquiring the needed competencies to guide the teachers academically.

11. A review of the inspection reports of the schools ^{revealed} ~~made me know~~ that discussion on the individual deficiencies of the teachers was not given importance during the inspections. From the evidence available it is very difficult to arrive at an opinion that the follow-up inspections either by the supervising/inspecting officers or by the headmasters were taken up at any time.

The above discussion of the results reveals that the very core of any educational innovation, bringing in qualitative improvement in classroom instruction, seemed to have not achieved by providing necessary guidance to teachers for increasing their professional efficiency, through effective academic supervision/inspection. The study agrees with the observation of the study conducted by the State Institute of Education that the supervisors are ignorant of the new techniques of teaching and the current problems of Indian education as otherwise the teachers would have been given the necessary orientation during supervision of schools.

The quintessence of the innovation is to discard once and for all the essentially bureaucratic and authoritarian approach to the academic function of the supervising officers. With a view to implementing this change successfully more safeguards were given by the government in the circular communicated to all the

supervising officers. (Appendix C) Inadequacy of efficient machinery in the implementation of the innovation making use of these safe-guards might have led to its failure.

Again, the innovation presupposed the Deputy Educational Officers to be competent guidance officers for the implementation of any new policy or carry over the shift in emphasis expected by the top and also for the improvement of academic standards in the schools under their jurisdiction. The improvement in standards is interpreted as the achievement of higher percentages of passes in the external examinations. The examinations are content-oriented rather than ability-oriented. The classroom teaching, by policy, has to conform to the teaching for objectives, the objectives being the cognitive abilities. The Deputy Educational Officers evidently not able to reconcile ^{with} ~~the~~ both these points of view and present them to the teachers in the shape of workable guidelines. Naturally the teachers and headmasters seemed to depend more on themselves to improve percentages of passes treating the annual inspection and follow-up visits, if any, of these officers as prescribed ceremonials.

The defect is thus deep rooted. Guidance is accepted when it solves a problem which is a felt need

of the teacher or the institution in achieving its goals. These goals are to be spelt out by the policy makers. These are translated into specific and achievable terms in terms of classroom activity. Where teachers perceive that they are failing in achieving them they welcome a competent guidance officer and heed to his advice since it is in their own interests. Any advice given either when the need is not perceived or when it aims at needs other than those of teachers and headmasters not only goes waste but makes its giver ineffective. The Deputy Educational Officers as guidance officers never planned their visits or supervisions as per the needs of schools which are different for different teachers and different institutions. They could not plan in this way since they never knew what their needs are specifically since no informal or formal meetings were held with the staff of different institutions prior to his preparation of his itinerary of tours. He too is thus more interested in inspecting all schools under his jurisdiction for purposes of record. The suggestions during these would thus be at best of general and often vague. The headmasters too are not in the habit of assessing the specific needs of his staff or institution and keep himself in dialogue with the Deputy Educational Officer. He is just a casual copartner during inspection and thus fails to coordinate the efforts of the Deputy Educational Officer with the needs of the field.

The way the Deputy Educational Officers go about their supervision/inspection seems to be defective. They observe the teaching of teacher in one or more subjects and try to deduce how teaching might have been earlier in the institution. They are often called upon to inspect teaching in subjects, which are not their specialised fields. If at all demonstration lessons are given in their fields on a lesson which they hope may be emulated, without thinking that the approach they adopted for that lesson may not be suitable for other lessons and even if one emulates one is apt to be ineffective.

All these show that mere separation of supervising and inspecting functions from administration would not serve the purpose and it is no wonder that this innovation in Andhra Pradesh is yet to perfect itself to yield the expected results.

Innovation III: Establishment of Residential Educational Institutions for talented children of the rural areas.

The Residential Educational Institutions established for the benefit of the rural talented children seem to have achieved the first objective of 'democratisation of the public school system' to a greater extent as wide

publicity was given about the existence of the schools and the admission procedures. The institutions are situated in rural areas. Nosscope seemed to have been given for nepotism, favouritism etc. in making admissions by conducting an entrance examination for all the students seeking admissions in these schools. The study revealed that sufficient care was taken in setting, printing of question papers and evaluating the answerbooks to see that no malpractices crept in. However, there is need to go into the type of question papers set to test the superior performance and special abilities of the talented children. It was also revealed that fool-proof methods were adopted in recruitment of teachers, in their welfare, inspection of schools, equipping the schools with physical as well as other facilities required for the students. The Board of Governors allocated budget for various items keeping the various needs of the schools.

However, according to the responses received some changes are to be thought of in the following aspects:

1. Coding of the register numbers of the candidates appearing for entrance examination at various levels may be done so as to avoid malpractices at valuation level.

2. Improvement of physical facilities like accommodation for staff, subject rooms, auditorium and hostel facilities.

3. Supply of journals and books on different subjects, useful for teachers and children.

So far as the second objective of the innovation namely 'developing all round personality ~~of~~ the children' is concerned, the data revealed that the schools have been able to introduce, to some extent, activities for physical growth, mental development, creative thinking, cultural and spiritual development and socialisation. However, it would be difficult to conclude that the schools were able to achieve the objective for the reasons discussed below.

Clearly, there exists at present a crucial need for introduction of creative activities in the schools as the concept of education has changed as discussed in the first chapter. But in most of the Residential Educational Institutions these activities have not been given the necessary encouragement. Some of the activities like Yogasanas, N.C.C. and other allied activities are no doubt helpful for physical growth of the children, but the data revealed that in most of the schools this

activity which helps for development of creativity in the students was neglected on a compulsory basis as every day activity.

It would seem ~~to me~~ that the activities like group competitions on library reading, visits to museums and listening to radio lessons etc. were not encouraged by most of the schools. This would naturally produce negative results in so far as the development of mind of the children is concerned. The attempts made by the schools for cultural development of the children were rather poor. The responses also revealed that the schools have hardly made any effort for development of spiritual knowledge and socialisation of the children. The students should be trained in social behaviour, community life and social service by undertaking a few activities relating to these areas. Such activities may also help in training the children in democratic way of life. In a fast changing society it would seem imperative that these schools should be more actively involved in organising programmes which would help for the overall growth of the children.

However, the performance of these schools in various competitions in co-curricular activities organised at State and District levels was commendable when compared to some of the prestigious English Medium High Schools

situated in Hyderabad. The schools should have taken up some more different co-curricular activities quite different from the one in other schools.

The inservice programmes/orientation courses organised by the schools or the society for the teachers working in these schools are not only insufficient but need to be improved in frequency and quality. Training of teachers in the education of talented children need special attention/as otherwise even the talented children get educated on the usual lines.

The third objective of the innovation was to develop the Residential Educational Institutions into 'centres of excellence'. In the absence of any clear guidelines it would be difficult to come to any conclusion on this aspect. However, some of the contributory factors for achievement of this objective are, the various processes of planning, execution and evaluation of teaching-learning process, professional growth of teachers, achievement of children in public examinations, the physical facilities provided to the schools and the various activities introduced for all round development of children. The data revealed that some of the important aspects relating to classroom

instruction namely, (1) development of concepts (2) drawing generalisations (3) listing out the facts (4) preparation of teaching aids (5) listing out the procedures for self-evaluation of the lesson, (6) integration of ideas, (7) interaction of the students to the statements made in the classroom etc. were very much neglected. It was also revealed that commitment to the profession on the part of the teachers was not very encouraging. Teachers were not provided with the necessary facilities and opportunities for professional growth. Probably this explains the competence differential between these teachers and others.

However, the data revealed that all the schools excelled in their performance in the Public Examinations consecutively in all the years, by securing good number of ranks and majority of first classes. This is really an excellent achievement because some of the posh schools situated in the metropolitan city like Hyderabad were not able to produce the same results. Yet it may be concluded that there is a long way to go for these schools to reach the goal of centres of excellence.

yet another important objective set forth in starting these schools was to prove that high attainment

in English and Hindi can be achieved with regional languages as medium of instruction. It would seem futile to argue against this principle as the data had proved the premise. In fact the performance of the students of the A.P. Residential Educational Institutions both in English and Hindi in the public examinations was excelled when compared to the performance of the students of the prestigious English medium schools situated in Hyderabad. The conclusion arrived at is based on their written performance. In fact, in the beginning, residential British volunteers were appointed one for each school with the sole objective of developing speaking abilities of the children in English with particular emphasis on intonation and correctness of the language. The students are expected to speak in English only with the volunteers outside the classroom. This practice was discontinued after experimenting for a few years for reasons other than academic. However, some week days have been earmarked as English and Hindi speaking days. It is therefore necessary to take up a study on their speaking and expression abilities before any generalisations are drawn on their total attainment level in these languages. The data, however, revealed that discussion on grammar and teaching items, stress on proper pronunciation and intonation was

neglected in both the languages by the majority of teachers of these institutions.

It was not impossible to reconcile ^{with} the advantages of learning English with the attempt in education of teaching the child through his or her mother-tongue. This has been to some extent vindicated.

Conclusion

It is not enough if the results of the study are discussed and generalised. One more important aspect of the study is to highlight the general findings arrived at by the investigator and also to draw certain conclusions as to how this study help for improvement of standards and thus the growth of present educational system in Andhra Pradesh. It is also necessary to pinpoint the areas untouched by the investigator and need detailed studies to validate and generalise the findings of this study. The last chapter deals with the above aspects along with a brief resume of the entire study.

REFERENCES

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