

## SUMMARY AND CONCLUSIONS

The preceding chapters were intended to give a complete account of 'A Study of the Educational Innovations at Secondary level by the Department of School Education Government of Andhra Pradesh from 1965 to 1977'. After describing the process of inquiry, data analysis and interpretations, it would be worthwhile to summarise the study of these innovations. Hence in the present chapter a summary is attempted, followed up by sketching out the conclusions and suggestions pertinent to this study.

Summary of chapters:

The thesis was divided into six chapters, each of which contributes to specific aspects of study while helping the total reporting of the investigation.

The first chapter contains the introductory information about the pressures of the growth of population on the quantitative expansion and quality of education and the consequential need for introducing certain innovations as forerunners in the field of education to make it an effective tool for the desirable changes. It discusses the concept of 'Innovation' and lists the innovations introduced by the Government of Andhra Pradesh from 1965. It also touches upon the problems faced by the classroom teachers in implementing the innovations. Since the investigator is interested in

qualitative improvement i.e. in teaching-learning-testing process in our classrooms and thus National Development, the emphasis is on how to make it need-based, effective and efficient. Viewed from this angle, in a State like Andhra Pradesh, which stands fifth in population among the States in the country and which is mostly rural-oriented, the problems for qualitative improvement of education are numerous, and the people seemed to be far from deriving any satisfaction from the changes affected, though a number of them are still going on in the field of education. It hence poses the problems which may be in the fields in which these innovations are introduced causing dissatisfaction among the students, teachers and parents. It ends with a note as to how to improve the existing situation which is the main concern of the investigator in undertaking a deeper study about their functioning.

The second chapter gives a review of the past researches in educational innovations carried on in India and abroad. Some of the related studies in the field are also reviewed with a view to gathering useful information about the studies and investigations done abroad and in India, in the area of innovations in education, which throw up vistas of thought for the investigator in selecting a problem for a study.

The literature reviewed in this chapter contains very interesting studies on (a) the factors that contribute to

the promotion or inhibition of educational innovations (b) process of change (c) characteristics of innovative schools (d) process of adoption (e) process of discontinuance which deals with educational innovations in general. The review also includes studies on 'inspection and supervision' and 'education of the talented children', but a point worth noting here is that hardly any study was made on the innovation 'non-detention at secondary level'. Very little effort seems to have been made to evaluate the innovations introduced in Andhra Pradesh either by itself or by others. These areas remained unattracted by any researcher so far in India. The reasons for which, however, are not clear.

The third chapter states the problem with the significance and the objectives of the study. It also discusses the scope and limitations of the present study. The methodology adopted, the sample selected, and the various steps followed in completing the present investigation are made clear in it. The chapter ends with the design of the study in which a wholistic view of the process of the entire study was given.

The fourth chapter describes how the required data was collected and analysed for each innovation separately. This chapter also discusses, in detail, the conceptual framework, the historical background for its introduction and its philosophical aspect, for each of the innovations taken up for study which are three in number viz. (1) Abolition of

detentions in classes other than VII and X (New Evaluation Policy) (2) Separation of Supervision and Inspection from administration and (3) Establishment of Residential Educational Institutions for talented children of the rural areas.

Next follows the description of the tools used for collection of data and how the same were administered. The data were collected for each of the innovations separately. The data collected are presented in the shape of tables in this chapter giving statistical information with relevant explanation. The tables were then analysed objective-wise and item-wise also in this chapter, and in almost all the cases, percentages of the responses received were calculated. Wherever necessary, chi-square values were also calculated to know the significance level (to lend reliability to the findings). The chapter ends with the interpretations drawn with the help of the tables and analysis, of course, for each innovation separately.

The fifth chapter deals with the discussion of the results, for each innovation separately. While discussing the results, the global view with regard to the existing practices, the needs of the society and how the innovations have a bearing on these needs are discussed. The chapter

further gives certain clues for improvement of the present practices on the basis of the results to make the innovations deliver the goods.

The chapter thus highlights the constraints and weak-points in the process of implementation of the innovations and the detrimental factors responsible for the failure of the innovations wherever they failed. The chapter concludes with discussion on the achievement level of each and every objective of the innovations taken up for study. In fact it is considered to be a crucial chapter as the results of the investigation are discussed critically.

On the whole, the discussion of the results in this chapter reveals that in so far as Innovations I and II are concerned, the department would do well in creating the necessary infrastructural facilities while revamping its orientation courses to the teachers and supervisors basing them on the needs of the students and the teachers. Providing incentives to the teachers and supervising officials may also improve the existing conditions and thus help for educational improvement. So far as Innovation III is concerned, by and large, the society is able to achieve some of the objectives of the innovation namely democratising the Public School system and attaining high achievement in English and Hindi with

regional language as medium of instruction. However, the study reveals that special curriculum suitable to the talented children needs to be developed to achieve the objectives of all round development of the children and thus to develop the schools into real educational centres of excellence.

The present chapter lists out a few general findings and proposes to discuss the implications of these findings. A few suggestions for improvement of the innovations and the areas for further research are also attempted. The chapter is planned to end with some general concluding remarks on the present investigation and its contribution for the improvement of the functioning of the educational innovations in Andhra Pradesh.

#### General Findings:

Before conclusions of this study of innovations are attempted, it may be apt to highlight some of the general findings.

Two of the innovations taken up for study viz., the non-detention policy and the separation of supervision and inspection from administration are intended to modernise the teaching-learning processes in the classroom. The non-detention policy aims at systematising the classroom

instruction through (i) the adoption of unit-approach in teaching and testing (2) the stipulation of instructional objectives for teaching and testing unit-wise (3) delinking annual examination and promotion so that instruction and testing may not be inhibited by nervous dread of emotional strain on the part of the student and by the compulsions on the part of the teacher to teach for a promotional examination or to cover the syllabus (4) making it clear to the students, teachers and parents what criteria would be observed for promotion to the next higher classes (except for VII and X classes) thereby enabling the teachers, Headmasters, supervisors and administrators construe the classes from I to VII and VIII to X as different stages for which there would be summative tests in the shape of external promotional Examinations and (5) thus enabling them to work systematically to achieve the abilities expected of them at the end of these two stages, through better and continuous planning, treating the intervening tests and examinations as part of formative evaluation to provide feed-back for all those concerned. In other words elements of 'criterion referencing' are attempted to gradually replace, probably, the existing 'normative' system. The criteria chosen are the cognitive abilities initiated by Benjamin S. Bloom (1971) and abridged by the N.C.E.R.T., namely Knowledge, Understanding, Application

with skill in the psychomotor sphere. The adjuncts in planning for these objectives are interests and appreciations of the Affective Domain, though these are not expected to be evaluated because of various administrative and academic difficulties.

The Deputy Educational Officers are expected to be effective guides in the field for this smooth change-over from the normative sphere to the sphere of criterion referencing. In other words this is an existing infrastructural academic facility in the domain of monitoring the change in the field. The objective of making students of schools acquire knowledge for purposes of deeper comprehension and utilisation in solving the problems they may be facing in a changing society. But, as indicated in the previous chapter these attempts failed and this ~~evl~~ evaluative study of the causes of such failures point out towards the following generalisations.

1. An innovation has a tendency to fail unless the participants in it effectively understand its purport, significance and importance of its process. In this case neither the teachers, nor the students, nor the supervisors nor the headmasters understood (inspite of many orientation courses) the full significance of these innovations as a



step towards enabling the students to face the problems and challenges of the developing society - developing through democratic process, not only to acquire a democratic way of life but to turn socialism and secularism into realities.

2. Any innovation is to be made fully comprehensible to those who are to monitor it, work with it, and achieve its results if it is to succeed. There thus has to be orientation of the field workers on the need for such a change, what the change is expected to achieve and how it is expected to be achieved. The monitoring authorities of this at different levels are to evaluate periodically, acquire feedback and feed the top (in the hierarchy of authority) with it so that necessary modifications can be made.

This is not done in this case. The innovation as introduced remained almost as it was. The feedback does not thus appear to have reached the top, to bring in any changes which are necessary. Not only the academic monitoring but even the feed back is rather absent.

3. Any innovation is bound to fail if the active participants in it fail to see its objectives as related to their own needs. For this purpose, the needs may be there but unfelt by them. When this happens the motivation is lost (as motivation is related to the needs) and thus this leads to a failure of the innovation.

In this case the immediate need of the student and the teacher (including the Headmasters and supervisors) is to enable the student get through the summative tests creditably (i.e. the external examinations) and they failed to see how this criterion referenced approach is going to lead them to succeed in tests which are memory-oriented and normative in quality and nature respectively. The government seemed to have made the mistake of not changing the summative tests to be in tune with the formative evaluation suggested and advocated by it.

The students and teachers (including the Headmasters and supervisors) also failed to notice the types of abilities (which will be then, their needs) to be acquired by the children in a developing society as that of ours, which is bent on achieving a democratic, secular and socialistic life. This is the case because the orientation courses needed by the change, advocated for the classroom instruction, were not so designed as to make this clear and specific.

4. This brings us to the next generalisation, namely, that any innovation which is expected to bring a larger change has to take into account considerations

like what components of the existing system came into it and how all these components are to be geared to the desired change. If these does not happen, it fails because the necessary linkages in the system will not be established.

In this case, the summative tests are not ability oriented, while the classroom instruction and the formative tests are. In other words the purposes of old summative evaluation is retained while the classroom instruction is delinked with it.

5. Any innovation will develop a tendency to fail if, in the administrative functioning, authority and responsibility in relation to its monitoring are not coordinated.

The responsibility to monitor at the regional level is on the Deputy Educational Officer who is powerless to enforce his suggestions in monitoring the change. The responsibility of the Deputy Educational Officers thus was to finish a required number of inspections and follow-up visits and submit reports. These officers thus are more interested in following the procedures for inspection and visits rather than looking for the fulfilment of objectives. They offer suggestions, not at the instance

of any teacher or Headmaster for any of his problems of instruction but as a matter of procedure - fulfilment. The power to make teachers and Headmasters conform to certain paths so as to achieve certain results lies, in Andhra Pradesh, mostly in a circuitous way with the District Educational Officers who are to operate through the officials of Panchayat Raj Department to accord punishments for any academic failures on the part of most of the teachers and headmasters.

A flow chart showing the 'study of Innovations I and II at a glance' is <sup>given</sup> below to clarify the essential view points.

# 1. THE STUDY OF NON-DETENTION POLICY (INNOVATION I) AND SEPARATION OF FROM REVISION AND INSPECTION OF SECONDARY SCHOOLS FROM 324

## ADMINISTRATION (INNOVATION II) AT A GLANCE

The Non-Detention Policy  
or  
The New Evaluation Policy

Separation of Supervision and  
Inspection of Secondary Schools  
from Administration

O B J E C T I V E S				
Modernising the teaching-learning process to obviate detentions	Testing to be co-extensive with teaching for feed-back	Formative Evaluation to lead to Summative Evaluation	Summative Evaluation to achieve uniformity in evaluation	Minimising wastage and stagnation

O B J E C T I V E S		
Separation of academic supervision from administration	Full coverage of schools for inspection and follow-up visits	On-the-spot professional guidance to teachers

F I N D I N G S		
Gap unbridged between the felt-needs and change initiated	Formative Evaluation procedures systematised	Teaching attempted to be geared to chosen objectives
		Positive signs on the effects on wastage and stagnation - needs deeper study for viable conclusions

F I N D I N G S	
Separation could not take place in spirit	Para-academic activities adversely affected the inspection/follow-up visit work

G E N E R A L I S A T I O N S		
THE CONDITIONS FOR ANY INNOVATION TO SUCCEED ARE		
1. Participants to grasp fully its purport, significance and process	2. Its monitoring agencies are to comprehend purpose, process and expected results	3. Participants should clearly see its final objectives as related to processes
	4. All the components of the system are to be geared and coordinated specially when a sea-change is expected	5. The hierarchy of the authority responsible for implementation must have commensurate powers

The third innovation studied is about the Residential schools started for the rural talented children in a bid to equalise educational opportunities. Educational facilities are fairly good and are of accepted quality in the urban areas, benefitting only the elite of the urban areas. The rural children, even though equally intelligent as their urban counterparts, are to go to schools which are ill-equipped and whose educational programmes are not of any good quality, by and large.

The Residential Schools are thus for a special group of rural children. But the educational programmes centre round the normal curriculum of the secondary stage of the State and they hence take the same external examinations as others. Being intelligent, and subjected, very often, to the method of supervised study, the students had creditable passes. They merely remained as any other schools with residential facilities as an addition and with additional facility for the teachers as the classroom becomes a homogeneous group obviating the usual problem (in a normal class) of teaching to a heterogeneous group.

But the innovation is intended to create centres of excellence so that they become pace setters for the improvement of educational achievements. These institutions

failed to become the torch bearers of desirable changes either in objectives, or curriculum, or syllabuses or evaluation or in extra curricular activities suitable for talented children so that they may contribute to social development later, thus making this evaluative study draw the following generalisations.

1. Any innovation with an academic core is bound to fail if it is not so planned and monitored. More administrative action without linking it to any academic steps usually leads to the creation of a replica of the existing situation, probably in a different colour and with a different setting.

2. The spirit of any innovation is lost if it is not made known to those who either monitor it or work with it.

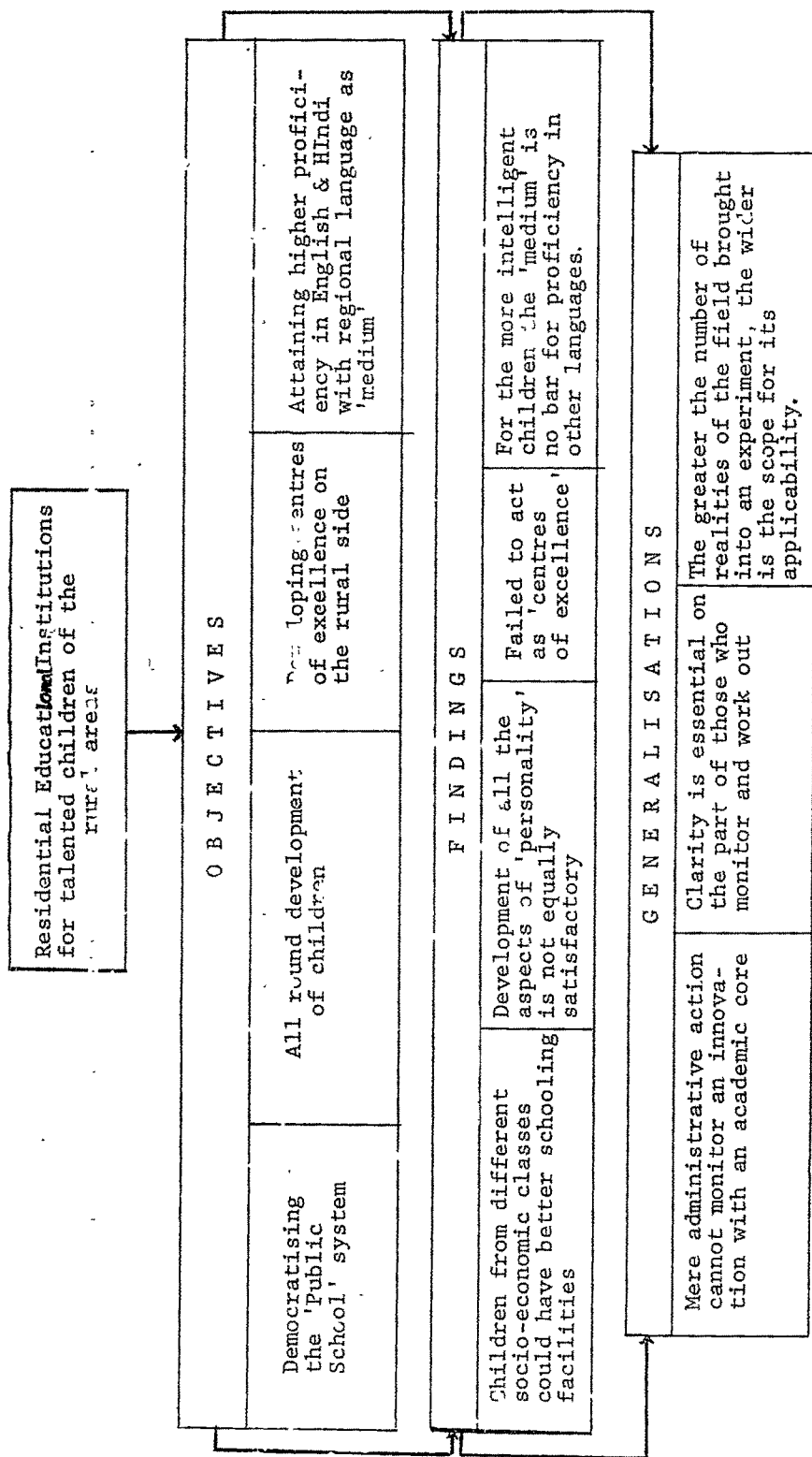
3. Any innovation, if it is to be extended for wider adoption has to be fashioned on the basis of realities obtained in the society. In this case, this cannot be accepted for wider adoption since in our school system, the classes are not only large but they consist of students of different mental levels and abilities, and there can be no residential facilities for all the schools. As these realities are ignored in the experimentation with Residential schools the

instructional methods and approaches or the programmes of these schools do not become applicable even in their surrounding schools.

A flow-chart showing the 'study of Innovation III at a glance' is given below to clarify the essential view points.



# 2.1.1. STUDY OF THE RESIDENTIAL EDUCATIONAL INSTITUTIONS FOR TALENTED CHILDREN OF THE RURAL AREAS (INNOVATION III) AT A GLANCE.



### Suggestions for improvement

The next step would be to give some suggestions for the improvement of the innovations. It is also customary to give some recommendations and suggestions at the end of any research reporting. Harold Webster (1966) observed in this context: "General statements are useful, to be sure, but only for specific purpose. It is easier to make specific statements and recommendations, but this entails another difficulty. It is more difficult to achieve agreement on specific recommendations".

However, below is an attempt made to offer a few relevant recommendations and some important suggestions in the light of the investigation in hand. They may not metamorphose the system and standards of education in the State but yet they are likely to improve the functioning of the innovations to a considerable extent as they are important factors conducive for successful implementation of innovations.

### Innovations I and II

1. Suitable action may be taken to ensure that all the students, teachers, headmasters, supervisors and parents are made aware of the purport of the innovations,

their significance and the benefit the individual studies and society are going to derive through these innovations.

2. Systematically planned and need-based orientation courses may be arranged to the field workers who work with the innovations and monitor them, with a view to making them comprehend the need for a change, the kind of change that is expected and as to how to achieve the same.

3. Steps may be taken to motivate the teachers and headmasters through making them feel their own needs and the objectives set forth to achieve the same.

4. Efforts may be made to change the pattern of external examinations (Public Examinations) to maintain the linkage between the teaching-learning-testing process advocated for classes I to VI and VIII and IX and the testing procedures adopted in the Public Examinations for classes VII and X.

5. Study circles for a group of schools may be started to improve the competencies of the teachers for qualitative improvement in the schools, particularly in the absence of panel supervision.

6. The minimum stationery resources necessary

for implementation of the academic programmes may be provided to all the schools and supervising officers, by making necessary provision in the budget.

7. To create viable models in the society, attractive incentives may be offered both for the teachers and students who excel in their performance and contribute for successful implementation of the innovations and also for experiment<sup>o</sup> new innovative practices.

8. It is time to have a second look at the teacher-pupil ratio of all the schools and the same be reduced to the minimum possible number by appointing additional teachers under the existing social and economic constraints of the society.

9. Inservice programmes atleast once in a year may be organised for the Deputy Educational Officers (Inspecting Officers) to keep them abreast of the extension of knowledge in all the fields relevant to their profession.

10. A panel of subject specialists consisting of senior teachers drawn from the neighbouring schools be constituted under the Chairmanship of the Deputy Educational Officer so that the supervision can be democratised for better desired results.

11. Conference with Headmaster and teachers by the

Deputy Educational Officers, immediately after supervision of the school, to neutralise the official delay in the transmission of supervision reports may perhaps be insisted upon.

12. The format of the Tabular Inspection Report needs a second look to make it more academic-oriented reflecting the various processes of supervision.

13. Recruitment procedure for the posts of Deputy Educational Officers (Supervising Officers) may be looked into and modified, if necessary, in such a way that academically competent and motivated people man these posts.

14. The number of schools entrusted to the Deputy Educational Officers for supervision and follow-up visits of the schools may be reduced to 30 for effective supervision and guidance.

### Innovation III

1. Separate curriculum suitable for the talented children of the Residential Schools may be framed and adopted by developing these schools as 'autonomous'.

2. The teachers of the Residential Educational institutions should be constantly exposed to the new

knowledge, the change that take place in the educational world, curriculum developments for talented children etc. so that their professional competency would be continually enriched..

3. Annual supervision of the academic work of the schools by subject-experts, drawn from different academic organisations, may be arranged to keep the teaching-learning process updated.

4. The spirit of the innovation may be made known to the teachers and principals by organising Seminars and also suitable publications..

#### Suggestions for further Research.

Another important aspect of the study would be the focus on further research on the areas untouched by the researcher. Such studies would be helpful to draw some more generalisations pertaining to the specific innovations of this study.

1. The effect of the non-detention policy on the wastage and stagnation of Primary and Secondary stages.
2. A study on the study-habits of the children after the introduction of the non-detention policy.
3. A comparative study of the abilities tested in the formative evaluation (internal examinations) and the Summative evaluation (Public Examinations) after the introduction of the non-detention policy.

4. Motivation level of the students, teachers and supervisors for qualitative improvement after the introduction of the Non-detention Policy.
5. Professional competency of the Inspecting/Supervising Officers versus the needs of the teachers of the changing society.
6. Role of the Headmaster of a school for achieving the expected change in the educational programme.
7. Developing an effective programme of academic inspection/supervision of a secondary school.
8. Recruitment and Training Policy of the Government in regard to the Deputy Educational Officers (Supervising Inspecting Officers) with a view to suggest measures for a model for recruitment suitable to the changing needs.
9. A study of the socio-economic and educational background of the children admitted into the Residential Educational Institutions and their academic performance.
10. Development of a suitable curriculum for talented children in a democratic, socialistic society.
11. Performance of the students who left the Residential Schools in higher education as well as in public life.
12. Cost-benefit analysis of the Residential Educational Institutions from the point of view of equalisation of educational opportunities.
13. Social and moral competences developed by the children of the Residential Educational Institutions.
14. A critical study of the question papers of the entrance examinations conducted by the A.P. Residential Educational Institutions with a view to list out the abilities tested to identify the talent.

### Conclusion

The present investigation was undertaken with a view to evaluating the achievement level of the working of the

following educational innovations implemented in the State of Andhra Pradesh:

1. Abolition of detentions in classes other than VII and X.
2. Separation of Supervision and Inspection of Secondary Schools from Administration.
3. Establishment of Residential Educational Institutions for talented children of the rural areas.

The objectives of the study are (1) to explain the philosophical point of view of the viabove innovations (2) to study the extent to which the objectives spelt out in their orders are achieved (3) to study the factors responsible for the success or otherwise of each innovation and (4) to suggest measures for the naturalisation of institutionalisation of these innovations.

The philosophical aspect of these innovations is explained in chapter IV for each innovation separately. In the same chapter the interpretation part of the data highlighted the extent to whñch the objectives spelt out in their orders by the Andhra Pradesh Education Department while introducing the educational innovations at the secondary level are achieved. The interpretations show that most of the objectives of the innovations are far from achievement and the factors responsible for the same are discussed in the chapter, 'Discussion of the Results'.



Some of the significant factors identified as handicaps for the success of the innovations are (1) the participants were not able to understand the purport, significance and importance of the innovations (2) the personnel who monitor these innovations have not comprehended the purpose of them (3) the participants felt that the objectives of the innovations are not related to their felt-needs (4) the students have failed to see that the objectives of the innovations are related to their future needs when they are to act as full fledged members of the society (5) the linkages between all the components of the educational system were not visualised and hence not established (6) necessary motivation on the part of the teachers to enable them to make education as a tool for the change was not created by giving suitable orientation courses, incentives etc. (7) the spirit of the innovations was not clarified to those who are charged with responsibility to monitor them or work with them (8) the realities obtained in the society are hardly taken into consideration in designing these innovations (9) the planning was very poor in so far as the academic core of the innovations of administrative nature (10) inability to lend meaning and purpose to the programmes of orientation courses organised for the development of professional competency of teachers and

supervisors which finally results in the monotonous increase of the existing work loads (11) lack of democratic, meaningful and purposeful participation of teachers and headmasters in academic discussions and (12) poor supply of stationery and secretarial facilities.

The quintessence of any educational innovation is to try to establish trusted practices and procedures to either bring the necessary social changes or to sustain what is good in the changing circumstances and thus achieve the national goals set for education. Every one agrees that educational thinking should also toe the line of efforts initiated in other spheres of social life for national or state goals in the ultimate analysis. The innovations which achieve these aims get institutionalised and naturalised. Seen from this angle, the innovations under study may, perhaps, take some more time for institutionalisation if the theory of Donald Ross (1952) which gives an idea of the 'time-lag' is applied provided these are evaluated from time to time to find out the functional defects so that the innovations may be modified, adjusted and improved.

It may be pointed out here that though the attempt made through this study to evaluate the working of a few innovations listed above is limited in its scope (when the total number of innovations introduced in Andhra Pradesh.

are taken into account) it bids fair to unearth the deficiencies in implementing the innovations. On the basis of this, a few suggestions are already given. These suggestions may be helpful to the department to review the implementation of the innovations and to take remedial action, which in turn may build up a sound educational programme at the secondary level in Andhra Pradesh and pave the way for its institutionalisation. The generalisations drawn would be helpful in planning the educational innovations in future both in the State of Andhra Pradesh and elsewhere.

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## CHAPTER VI

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