CHAPTER I

INTRODUCTION

Explosion of knowledge in the fields of Science
and Technology brings about continuous change in the
society. In such an ever changing society no system
can remain static including education which is after all,
a sub-system of the larger social order. In order to
make it suitable to the goals and needs of the people of
the modern society there is an urgent need to bring
about necessary changes in the field of education as
education is the initial instrument to maintain and
improve civilization by transfering knowledge and skills
from one generation to another.

It is not easy to create and maintain educational
services in all the societies. Continuous growth of
population in India led to a number of problems. One
important problem in the educational scene is the
quantitative expansion of educational facilities at all
levels. A number of steps are being taken to meet this
demand. However, a lot of criticism is levelled against
the government that education is not need-based and that
the quantitative expansion is affecting its quality.
In any socialistic society it is very difficult to stop
quantitative expansion because of a number of political

as well as social and other considerations. The scarce
financial and physical resources of the country may not,
perhaps, allow both the quantitative expansion and
qualitative improvement to go together simultaneously
or at the same speed. At the same time for a democratic
society it may not be possible to resist the pressure
for quantitative expansion of educational facilities.
The political forces behind the quantitative growth
can be hardly expected to be familiar with the academic
problems of the educational institutions unless the
policies have social implications.

The Indian Educational system was shaped during
the period of the servitude of the nation. The society
remained essentially backward, village dominated and
tradition oriented in its outlook as well as activity.
The acceptance of new goals after independence namely
making India a secular, socialist and democratic republic
created a great need to adjust the system to the new
aspirations. The burden of these aspects naturally falls
on the educational administrators and educationists, to
implement some innovative practices in the field of
education so that these tried practices may show the
direction for the needed changes in the field of education
to enable it to help other efforts of the society in its
different fields to achieve the newly accepted national
goals.

In fact the modern concept of education is that it should suit the needs of the people of a changing society so that adjustment to the change would be quicker and smoother. Education came to be associated very closely with adjustment to the changing society as the various processes of instruction which are to be carried out in the classrooms should make the children, who are going through them, capable of acquiring modified behavioural patterns so that they will be better able to face their problems, which of course are the consequence of a changing society. An emerging modern society should thus include in it the scope of the concept of education that envelopes mainly congnitive abilities like reasoning, creativity, scientific thinking etc. In a modern society which gives rise to many stresses in one's life education should also strive for development of spiritualism as advocated in the Report on Education for National Development. All these changes, though imperatively needed cannot be introduced on a purely 'adhoc' basis. Many innovations are to be carefully planned and meticulously implemented evaluating their functioning as frequently as possible so that better implementation can result.

Before delving into the different innovations introduced in the field of education it would be appropriate to have a correct perceptive of what an Innovation is.

Whether it would be possible to apply the concept to the

field of education. If so, what would be the aim of

educational innovations? What are the steps to be taken

for successful implementation of an Innovation? etc.

Concept of Innovation

The concept of 'innovation' has been defined in

different ways. According to Bunting (1973) it is the

'New'. Barnett (1953) asserts that innovation is the

new thought which is qualitatively different from the

existing form. Rogers (1962) maintains that an innovation

is an idea perceived as new by the individual. Morrish

Ivor (1976) clarifies an innovation as anything new or

different, good, bad or neither, introduced with more

planning and deliberations, routinised and finally

institutionalised. However, Kulandaivd. (1979) says that

innovations are means for bringing about change in education,

so that the ultimate product may lead to social change.

In the field of education, according to Ivor

Morrish (1976), "innovations are usually concerned with

increased learning or atleast with more individualised

learning, with broad attempts to improve the quality of

teaching and its professionalisation, and with more

developed, relevant and refined curricula". Perceived

from this angle the ultimate aim of the education department

Government of Andhra Pradesh, in introducing a number of innovations in the field of education at administrative level, in curriculum, methodology, evaluation etc. was, as seen from the circulars issued from time to time, to achieve a beneficial learning among the learners and improve the quality of teaching and its professionalisation - all these geared up to achieve the national goals of education.

Nature of Educational Innovations:

Innovations are, therefore, introduced in any system not for the sake of a change , per se, as a solution to the perceived problems and also to achieve better results either in quality or in quantity or in both particularly with a minimum cost. But in the field of education the ultimate goal of introducing innovations at different levels or stages should be to bring in increased learning in the students and achieving academic excellence on par with educationally forward countries. The changes made in the field of education should also help in meeting the demands of thessociety. The innovation should suit the realities of the society. Any innovation introduced without proper planning, taking stock of the physical, human and economic resources is bound to fail. It is not enough if only the availability of physical, human and economic resources are alone considered for introduction of innovation. Preparation of teachers and

other field workers for implementation of the innovation
on right lines is also of supreme importance. The ultimate
objective of any educational innovation should be social
and national in its import. Innovation introduced
without considering these aspects may lead to wastage
of scarce resources which a country like us cannot afford
at present. It may not even improve the social system
and thus hardly help the country to reach the goal of
moderanisation.

Innovations in the field of education may be attempted
by a variety of personnel involved in the process namely
the teachers, the supervisors, the teacher educators,
the educational administrators etc. In a democratic
society the role of the politicians in introducing
innovations in different fields including education should
not be neglected. In fact these people play a major role
as they consider sociological aspects of the problems with
care and understanding.

The problems on the Educational Front:

The acceptance of democracy, secularism and
socialism as goals of society created tremendous problems
on the educational front. The society till independence
was traditional and backward. The National Government

accepted goals of a modern state to be achieved through
the democratic processes. This means that a system of
education which had been in vogue till then had not only
to expand to cover millions at different levels, but also
to change qualitatively in relation to objectives,
curricula and syllabi, diversity of courses and educational
experiences, values and evaluation processes, to name a few.
Education has to be a tool for the progress on the economic
front but also to stabilise the processes of democracy,
socialism and secularism. Changes consequently in
educational planning, administration, structure and
curriculum teaching approaches and evaluation thus became
inevitable. Education which being till recently a state-
subject, the State Governments had to bear the burden of
affecting the needed changes in these various spheres.

Educational Innovations attempted in Andhra Pradesh:

As a result of this need a number of innovations
are being introduced in the field of education all over
the country from time to time particularly in the post-
Independence period. In Andhra Pradesh the growth of
educational institutions at all levels, particularly at
the secondary level, was so rapid that the number of high/
higher secondary schools increased from 733 to 3609 between

1957 and 1977, according to A.P. Statistical abstract..(1977)
But there is continuous criticism both in the press and the
Legislature that qualitative improvement could not take
place. Hence the Government of Andhra Pradesh has introduced
a number of innovations particularly from the year 1965 in
the field of education in different spheres for qualitative
improvement. They are as follows:

I Primary Stage

   Academic

      1. Starting of night schools.
      2. Opening of Non-formal education centres.
      3. Establishment of Teacher Training Institutions.
      4. Introduction of the Multiple entry system.

II Secondary Stage

   A. Administration

      1. Reorganisation of Education Department at
          district level.

      2. Bifurcation of Directorate of Public Instruction
          into Directorate of School Education and
          Directorate of Higher Education.

      3. Separation of Inspection and Supervision from
          Administration.

      4. Establishment of the State Council of
          Educational Research & Training (by merging
          erstwhile four institutions)

5. Establishment of Board of Intermediate
    Education to look after Higher Secondary
    Education.

6. Vocationalisation of Higher Secondary Education.

B. Academic.

1. Non-detention Policy (New Evaluation Policy)

2. Unit approach in framing syllabuses and writing
    of textbooks.

3. Minimum Programme of Academic Improvement.

4. State-wide academic programme.

5. Publication of 'Instruction' bulletin from
    the Directorate of Public Instruction.

6. Equalisation of educational opportunities
    through the Establishment of Residential
    Educational Institutions for rural talented
    children.

7. Adoption of schools.

III. Structural changes

1. Adoption of 10+2+3 pattern.

2. Establishment of Comprehensive Colleges
    of Education.

A few of the above innovations have taken roots and
are continuing and some were discontinued.

Asaa follow-up, the department organised a number of
workshops, seminars, conferences and small group discussions
at different periods and at different places in the State.
A number of circulars from the Directorate were issued, from
time to time, giving certain guidelines for proper imple-
mentation of the innovations. Hand-outs were supplied to

the teachers on some of the innovations. Officers
interested in development of education and inclination
to do hard work were picked up andpplaeéd at the
important points with a view to have proper supervision
over the implementation work. In addition, the head
of the department and his deputies toured the entire
State not only to have first hand information about
the working of the innovations but also to have feed-
back from the personnel actually working in the field.
On the basis of the feed-back necessary modifications
and improvements in the pattern of the innovations
were also attempted.

The rationale for the study:

Even though there is considerable praise in favour
of these innovations, divergent views have been expressed
from certain quarters like students, parents, general
public, legislators, educationsts of the State to the
effect that the innovations are not as successful as
they were expected to be and hence have no justification
for their continuance atleast in the shape and form in
which they are functioning. There is a lot of talk
particularly on some of the innovations like (a) non-
detention policy (b) supervision of the academic work of

the schools and the (c) Residential Educational Institutions.
Some of the people expressed that innovation like starting
of Residential Educational Institutions are responsible
for creation of more cleavages (in terms of elitist statuses)
in the society and thus has no justification, specially
when the argument is for the 'democratisation of the Public
Schools' as endorsed in the Report of the Education
Commission, 1964-66. But if these Residential schools
achieve excellence and get conform to the principles of
democratisation then there is of course no justification
for the criticism. So far as the other innovations like
non-detention policy and supervision of academic work of
the schools etc. are concerned the public are very critical
that these innovations have produced negative results such
as fall in quality of education, lack of interest in
teaching and testing etc. Hence these innovations have
become the subject matter for discussion at various forums.

It appears from the trend of the people, the teachers
and the students that they are not satisfied with the
outcome of some of these innovations. What could have been
the reasons for such discontentment? Despite the sincere
efforts initiated by the Government why are the expected
results are not achieved? On an issue like this, some
of the questions the investigator would like to pose atleast

in relation to some of these investigations would be (1)
Do we think that the department was not, probably, able
to assess properly the infrasturcture facilities available
for introduction of innovations? (2) Is the department
able to make all the teachers know the purposes and
objectives of innovations? (3) Whether the personnel
connected with the implementation of the innovations were
given continuous guidance? (4) Have the supervisors
supervised the work of the teachers systematically and
given effective suggestions for proper implementation of
the innovations? (5) Was the department able to create
necessary interest in the teachers by providing suitable
incentives? (6) Were the teachers able to create a
classroom climate congenial for the success of the
innovative practices? (7) If the teachers are indifferent
to innovative practices what could be the reasons?

Unless answers to the above questions are found
it is difficult to mention why some of the innovations
are discontinued and the reasons for people's agitation
on the innovations that are being continued. It is also
pertinent to know whether the department or any other
agencies, evaluated the working of the innovations after
their implementation. If such evaluation had been done
the department would have tried to rectify some of the

deficiencies, if any. If it is not done, there is dire
need to have such an evaluative study so that the truth
in public criticism would be not only found but the
conditions may also be improved upon on the basis of
findings of such a study.

In the recent past the research work even in the
field of education, has picked up to a considerable extent. ?
Some studies, on the type of innovations introduced in
Andhra Pradesh, or elsewhere either in our own country
or abroad might have taken place. Results of such
studies and the studies conducted on different innovations
in education may also be helpful to modify the existing
innovations. Even to take up an evaluative study of some
of the innovations which are on ground, the results of
the studies already made would be very helpful for
proper approach of the study.? It is, therefore, necessary
for the researcher to search for such studies conducted
elsewhere at the outset.

Conclusion

The background of the educational innovations in
general and the innovations introduced in Andhra Pradesh
in particular, the rationale for the study and a few
research questions arising out of the existing situation

are discussed in this chapter. Answers to the questions
can be found only through a scientific study conducted
with specific objective/s. It is, therefore, necessary
to pin-point the problem to be taken up for study so that
the results would be appropriate and useful. To pin-
point a problem for study a review of the studies
made already on similar problems would be of great help
to the researcher. Therefore, the findings available
on the studies made in the field of educational
innovations and the related literature available on
the innovations in general and the innovations which are
being continued in Andhra Pradesh in particular are
discussed in the pages that follow.

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CHAPTER I

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