CHAPTER II

# REVIEW OF THE PAST RESEARCHES AND RELATED STUDIES IN THE FIELD

A review of available past researches and literature related to the investigation currently being reported, serves multiple purposes. By putting the problem into the proper perspective, such a review provides a sound rationale for the present investigation and helps in producing a more definitive statement of the problem. It also establishes a relationship between completed research in a field and the specific topic under investigation. Identification of a problem, development of a research design and determination of the size and scope of a problem, all depend to a great extent, on the degree of intensity with which relevant literature is reviewed. The literature thus reviewed includes studies both Indian and foreign.

## Review of Doctoral Studies on Innovations in India

Educational Innovation studies in Education are only a decade old. The National Council of Educational Research and Training organised the first Seminar on Educational Innovations and their diffusion in 1967 in Hyderabad. When the Centre of Advanced Study in

Education (CASE) embarked upon innovation research studies in 1970, there were two studies on diffusion of Innovations in Indian Schools.

(1) Factors that contribute to the promotion or inhibition of educational innovations

Subba Rao (1967) enquired into "the factors that contribute to the promotion or inhibition of educational Innovations". He found that the involvement of the staff in the stages of evaluation projects and the democratic approach contribute to the success in adoption of innovations. The major areas of educational innovation pertain to (a) classroom instruction (b) use of audio-visual aids (c) utilisation of learning experience (d) examination reform (e) school administration and (f) other relating factors to pupil welfare in general.

The sources of new ideas are (a) extension services department (b) headmasters (c) seminars (d) workshops (e) Inspectorates (f) training college personnel (g) books, magazines and journals. Voluntary agencies and extension centres also are included in his list of sources of new ideas. The inhibiting factors identified from Subba Rao's studies were (a) State Department of Education (b) lack of leadership of the Headmaster and his inadequate professional experience to guide his teachers for success of innovation.

Bhogle (1969) investigated the influence of some social, psychological and organisational factors on the readiness to accept change in a group of secondary schools. The Headmaster's role is indicated as the most vital factor for the adoption of Innovation. The type of headmaster and his characteristics which are found to positively influence are: (a) democratic approach (2) favourable attitude to teaching (3) higher salary (4) low role conflict (5) Advanced age and (6) long experience of teaching. This kind of headmasters belonged mostly to large schools and to multipurpose type of schools and schools with cosmopolitan teachers.

Characteristics of Innovations like relative advantage, compatibility, complexity, divisibility and communicability affect educational innovation to a significant level.

Personality of the headmaster and the organisational climate and characteristics of the school are found to play a major role in the acceptanee and adoption, even more than the personality factors of the adopters themselves.

Bennet (1968) has reported a positive relationship between esprit de corps of the teachers and the number of

innovations adopted by the concerned school. But the findings of a later study by Buch (1972) contradict Bennet's findings. However, Buch and Bennet are found to agree in their findings that the quality of 'thrust' in the principal does not contribute to the innovation adoption traits of the teachers. There are contradictory findings reported about the relationship between the 'consideration' 'trait' of the headmaster and the adaptability of the school, by earlier researchers.

Bhogle (1969), Subba Rao (1967) and Buch (1972) concur in their findings that there exists no relationship between experience of teachers and their acceptance of innovative practices. On the relationship between the age of the headmaster and his innovativeness, studies by Radhukar (1951), Rogers (1961), Seger and Holdaway (1966) and Bhogle (1969) report the existence of a positive relationship while studies by Carlson (1965), Carnic (1966) Lawrence (1967), Hinman (1967), Anhel (1967) and Buch (1972) report the existence of negative relationship.

Pratibha (1969) studied innovation in relation to schools in Gujarat. She found that (i) some schools tried innovative practice more for prestige value than

even for the quality and educational worth of the practice (ii) only in a few schools, innovations were institutionalised. The following factors were found favourable to contribute for innovation adoption: (a) Dynamic leadership qualities of the head (b) progressive outlook of the managing committee of the schools (c) teachers' cohesiveness, team spirit and identification with the school etc. The detrimental or inhibiting factors for innovation in schools identified by her in her study are (i) A traditional and conservative Principal (ii) overcautiousness of the principal without liberal attitude (iii) examination result oriented management (iv) teachers' lack of faith in innovation (v) interference of local politics into school (vi) controlled school climate leading to staff disengagement (vii) older age of faculty members (viii) cost factor and (ix) heavy work-load of teachers.

(2) Process of change

Griffin and Pareek (1970) arrived at certain generalisations regarding steps for activising the process of change. (1) Recognising the need for change would be the way of those who want to change

(2) persons willing to change should have exposures to innovations of others in favourable conditions (3) sustained use should be accepted as the law (4) Staff involvement of adapters in creating, developing and planning a change (5) building self-concept in favour of one's own abilities in relation to perceived innovation (6) Assurance from superiors for right incentives.

Rai (1972) studied about factors related to the process of innovation diffusion within a school system, The teacher characteristics associated with diffusion process are (1) the time of awareness of innovation (2) the time of its adoption (3) its internalisation (4) the process of self-perceived change-orientation.

Rai's findings about the eight predictors of the diffusion process are as follows: (1) Teachers' perception of students' benefit from the innovation (2) perceived change orientation of the headmaster (3) ascribed opinion leadership (4) exposure to wider environment (5) socio-economic status (6) teachers' perception of students' attitude towards the innovation

(7) experience and (8) general exposure to mass media.

Buch (1972) made an enquiry into the conditions promoting adoptability in secondary schools. The researcher aimed at two major outcomes, from her study viz: whether any relationship exists between a number of attitudes of the school principal and innovations of a school and if so, whether it is possible to identify some specific elements of the school adaptability and develop a mode of prediction for the same. Selecting forty nine variables, the investigator attempted to find out whether significant relationship exists between each variable and school adaptability.

A few findings of Buch's study with which the variables that were found to bear significant relationship with the school adaptability are(1)Principals' inservice training (2) his feelings about his job security (3) his perceived self-rated administrative abilities (4) his perception of the staff ratings of his administrative abilities (5) his perceived level of relationship with the District Educational Officer (6) his perceived support from the teachers' College personnel for his innovations (7) number of his membership contacts with organisations (8) frequency

of his attending the professional meetings (9) his internal school visitation (10) his perception of the expertise of the teachers' college personnel (11) community involvement in the school (12) Parents' involvement and (13) interest of the management and the distance of the school from teachers' College.

(3) Characteristics of Innovative Schools

Bhagia's (1973) study on "pereeption of characteristics of innovations as related to their diffusion in schools of Gujarat" emerged with the findings given below: (1) The success in the adoption and diffusion of an innovation is very much dependent on the perception and the favourable disposition of the headmaster in the matter. The non-acceptance of a number of good innovations is mainly due to the inability of the agencies that are concerned with the implementation of change to create the right psychological orientation among the potential adopters.

Ashma (1973) has identified factors related to innovations and change in secondary schools of Bulsar and Surat District in Gujarat. The highly innovative schools, according to Ashma, are found to possess the

following characteristics: (1) clarity in perception of philosophy and goal (2) better physical amenities (3) higher innovativeproneness of principals (4) low number of non-innovative teachers (5) higher mean score of the upward category for the adopters (6) higher score on the involvement of teachers (7) lower score of downward shift for adopters (8) higher score on the total evaluation of the school.

Mukhapadhyaya (1975) has studied the barriers to change in secondary schools for Gujarat and West Bengal, the two different progressive States of India. The study was done on a sample of 16 schools, eight from each State. Out of the eight in each district, four were innovative and the other four were non-innovative.

The findings show that in Gujarat, innovative schools differ from the non-innovative schools in the followings factors. (1) linkage with resource system (2) management characteristics (3) most of the principals' characteristics and (d) most of the teacher-characteristics. In West Bengal, the innovative schools differ from the non-innovative schools on all those characteristics applicable to schools of Gujarat and in addition to

them, there are two more factors that distinguish these two types of schools in West Bengal. They are (a) change proneness of the staff which does not apply to Gujarat and (b) Organisational climate of the schools.

Panchal (1977) has studied the Innovative Proneness of Teachers' Training Colleges of Gujarat State. He developed twenty one components under three main sections of Innovative Proneness scale of teacher educators viz., (1) the inventory attitudes of Innovations (2) the situational and the innovative characteristics scale and (3) the change-related values questionnaire.

Some of the important findings are (1) the teacher educators of Gujarat who are above 35 years of age are slightly morecchange prone than those who are below 35. (2) the age of teacher educators does not bear significant relationship with the components of 'attitudes to Innovation'. (3) the sex-difference does not make any significant difference in the attitudes of teacher-educators towards innovation (4) the academic qualifications of teacher edueators and foreign visits

by teacher educators bear no significant relationship with 'attitudes to innovation' taken as a whole. (5) professional job satisfaction is not significantly related with 'attitudes to innovation' and its components.

Balasubramanian (1978) has critically studied the strategies adopted for the installation of innovations in high schools in Vellore (Tamil Nadu). This is a normative status appraisal study and compares the status of the phenomena observed with expectancy of innovativeness and with theoretical strategy models concept utilised by Havelock. Balasubramanian conducted an operational survey of the strategies adopted for the installation of innovation in high schools and identified the effective tactics and evolved a strategy model suitable to the conditions obtained in the schools.

Purushottam (1979) conducted case studies of innovative situations of secondary schools. Mohan Rao (1980) conducted a critical study of the implementation of some innovations in Higher Education in the Andhra State in India. The Innovations took up for study are (1) Internal assessment (2) Semester system

(3) M.Phil courses (4) Correspondence course. He found out the factors helping successful implementation of each Innovation.

Review of Researches abroad on Innovation and Change

Most of the researches have been undertaken by Michigan and Columbia Universities. Paul Mort, Francis Carnell and Donald Ross have contributed more to this field of Research. Only those which are found relevant to this study are quoted in the following paragraphs.

Donald Ross (1958) has reviewed about one hundred and fifty studies in the area of innovation and change. The summary of his findings reveal the following facts about the process of change. (1) There is always a time lag between the recognition of an educational need and the adoption of an innovation to meet the need (2) The diffusion of Innovations is also spread over decades and takes the form of a 'S' shaped curve. (3) There is not much difference in the rate of diffusion between the complex structure of innovations and the simpler ones (4) It requires two conditions to be fulfilled to make a local school system to be innovative viz: (a) readiness to give more freedom

for teachers and (b) to spend more for schools
(5) the attitudes and expectations act as a pressure on schools to innovate or adopt to changing conditions.

Mort and Carnell (1938) found from their Pennysylvanian studies that it takes 100 years for the complete diffusion of an innovative practice after it's first recognition as a need to be satisfied, first 50 years to evolve a practice and the next 50 years for acceptance. The Metropolitan school study council used a measuring instrument of a process type to establish the correlation between adaptability criterion and a host of variables. The instrument is called the "Growing edge".

(1) Process of Adoption

Rogers (1962) defines adoption as "continued use of the innovation in the future". He points out that dividing the process into such phases is
(1) consistent with the nature of the phenomena
(2) congruent with previous research findings and
(3) potentially useful for practical applications.
He traces the development of the concept of stages, citing in particular, the early work of Ryan and Gross (1943) and Wilkening (1953). Ryan and Gross

distinguished between "awareness", "conviction", "acceptance" and "complete adaption" of hybrid seed corn. Wilkening, usually credited with the first use of the concept of stages in the process of adoption, described the process as one "composed of learning, deciding, and acting over a period of time. The adoption of a specific practice is not the result of a single decision to act but of a series of actions and thought decision". Rural sociologists, who have been responsible for most of the research and conceptualization on adoption phases have more or less reached a consensus on a five-step process which includes (1) awareness (2) interest (3) evaluation (4) trial and (5) adoption.

Pioneer social psychologist, Lewin Kurt, (1952) in his early studies of group decision and social change; described three major stages in the process of change; unfreezing, moving and freezing. "Unfreezing" describes the necessary initial phase in which the need for change is realized, and a willingness to give up old ways of doing things is evidenced. "Moving" includes the activity involved in implementing change and "Freezing" indicates the establishment and firm rooting of the new behaviour in the life of the group.

In the field of education, the concept of stages of change was implied, but not specified, in the early work of Mort and his colleagues (1957). According to Mort, the process of innovation in education follows a "predictable pattern", including insight into need, the introduction of a way of meeting the need, diffusion and adoption.

In recent years, educational research and theory have drawn from both the rural sociology and social psychology traditions; Miles (1964) for example, bases his discussion of stages on the work of Roger, Lippitt, Watson and Wrestey (1958) derive the stages they describe from the work of Lewin.

The research on the stages of change has involved many different types of innovations and a wide variety of adopting populations. It is not therefore, surprising that different authors propose conceptualizations of the change process which contain differing elements. Proposed classifications vary greatly in complexity and range from the two-step "cognition-behaviour" models proposed by Mason (1962) and Pareek and Chattopadhyay (1966), to the elaborate ten stage model for social change described by Watson (1966). These discrepancies should

not necessarily be regarded as disagreements, but as Havelock (1969) points out, Innovation should be recognised as different types of change processes.

Donald Ross (1952) gives an idea of the 'time-lag' that starts from the time when the need arises and ends with the time when the need is satisfied. Mort (1953) has expressed "the time lag for the diffusion of innovation in education is found such as would make us worry about". But diffusion of innovation in the field of agriculture and medical sociology is found more progressive in comparison with the innovation in the field of education.

Allen's (1956) study supports this time-lag theory in relation to education. He observed that 168 schools in America took 60 years to adopt innovation, while the adoption of an innovation to train the driver of motor cars took only 18 years. Many such studies explain the causes for long time lag in education as (1) want of change agents (2) lack of scientific knowledge of innovations (3) need for economic motivating factor.

The study of Ebey points out that any new introduction into school system is only the beginning of a

long period of diffusion. Cocking's (1956) findings reveal that when the innovation has a slow start, the early diffusion is not a 'true' diffusion.

From the studies by Mort, Carnell, Cocking, Berington, Lovas, Adler and Allen it is learnt that a few schools belong to 'innovator' category to adopt an innovation early enough while other schools wait and observe the extent of success before taking themselves on to that end thus tend to belong to 'late majority' category. This is what happens in any social system.

According to Kelley (1966) the grade taught and the years of teaching experience were found significant factors in either adoption or rejection of an innovation.

There are adequate supports in favour of (1) rejection through ignorance (2) rejection through default (3) rejection by maintaining statusquo (4) rejection through societal mores (5) rejection through interpersonal relationships (6) rejection through logic (7) rejection through substitution (8) rejection through fulfilment and (9) rejection through experience.

Lackey's (1958) study indicates that all individuals involved in adoption do not remain in the same categories throughout. More than 30% of them change from one category to the other. Rogers's (1962) findings support this idea.

Ryan and Gross (1950) and Beal and Rogers (1962) found that the 'rate of awareness' of knowledge for an innovation is more rapid than its 'rate of adoption'. 'Earlier adoptors' have a shorter 'innovation decision' period observe Ryan (1948) and Petrini (1957).

Ralph Haber's (1961) study of adoption of language laboratory among high schools in U.S.A. tells that earlier adopters try innovation on a smaller scale than the later adopters. Wilkening (1952) found the importance of relative advantage of an innovation is one of his studies.

Ross (1952) in his study emphasised the seriousness of the need for an innovation as an indication of its 'relative advantage'. The most closely related factor to innovation is the economic resource as it is reported by Ross from his review of a number of studies made in 1958.

(2) Process of Discontinuance

Discontinuance or subsequent rejection of an innovation after initial adoption, is reported by Rogers as a common phenomenon, varying with the nature of both the innovation and the adopter. Some of the factors he describes as related to discontinuance are the replacement of an innovation by a superior one and misunderstanding or misusee of the innovation.

Gordon and Wilkerson (1966) reviewed over 300 compensatory education programmes adopted by school systems in the U.S. since 1960. Despite the vast expenditures of money, time, and energy to remedy the educational handicaps of children with poor socio-economic background, the study found that these programmes had little impact on upgrading academic achievement.

Joseph and Carol (1977) reviewed some research and reports of innovations personal experiences with a view to developing strategies and guidelines for increasing the changes of success of innovations. The authors hold the view that in general, literature

on the evaluation and assessment of school innovations suggests that fatal weakness occurs during the early stages of implementation. These weaknesses are often related to the effects of role changes on students, teachers and administrators. Since innovations usually require unlearning of traditional roles and a relearning of newones, uncertainty, concern and even, fear can be part of an innovator's early feelings.

Gross et al (1971) found that implementation problems are caused by more factors than the simple resistance to change explanation that is generally based to account for failure. They studied a programme conceived as a solution to the problem of motivating lower-class children and improving their academic achievement. The teachers were eager for change, but in the process they encountered numerous barriers that hindered their ability to successfully adopt to new behavioural pattern.

These problems gradually led to frustration and a lessened motivation to use the programme. The project sponsors did not provide feedback mechanisms to help them identify growing implementation problems

and the teachers had insufficient means to express their concern. Apparently, the administrators felt that if they could win teacher commitment initially and secure the funds to support the innovation, little else was needed for successful use of a new programme.

Smith and Keith (1971) conducted an intensive study of attempted educational reform at annew open space elementary school. Through emphasis on individualization, personal goal setting and independence of pupils were to become more mature human beings. Instead, the researchers found frustrated students, teachers and administrators. Inability to work out the operational details of the programme goals, including problem of staff scheduling, coordinating team-teaching approaches and dealing with students who were not yet capable of assuming so much personal responsibility prevented the effective implementation of thelnew programme.

Pellegrim (1973) pointed out some basic assumptions on the part of administration and management that interfered with successful implementation of change in a school's instructional organisation. First, while extensive changes were anticipated in teacher behaviour and role complexity, the administration did not see a

need to change its traditional staff structure for the support and management of the new project. Secondly, the project officer, who initiated the innovation and located resources for its had no direct control over the programme once it was innovated. The Assistant superintendent, who was forced to assume responsibility for someone else's project was not enthusiastic about its potential. Thirdly, the administrative staff felt that professional teachers should have sufficient skills and motivation to solve their own problems.

Since none of these assumptions was valid, the programme floundered. Decision making was blurred and indecisive. Teachers never received the help they needed and their enthusiasm waned. The result was confusion, some hostility, goal displacement and high personal turnover.

Pellegrin (1973) emphasised the need for specific planning and management of a novel programme.

Studies on specific innovations

The studies related to the innovations introduced in Andhra Pradesh were also reviewed. According to Second Survey of Research in Education (1979), of the

seven areas of research on education administration, the doctoral studies primarily focused in this area occupy the fourth place. Supervision and Inspection however, figured in a number of historical studies of education and general administrative studies like the one by Shah (1951). But the decade of fifties was largely barren in regard to research output in this vital field.

Inspection and Supervision

The credit for breaking fresh ice on Inspection goes to Trivedi (1961) who came out with a Survey-cum-problem-analysis study of major dimensions of inspection of schools by the officials of the State education department in different parts of India.

Sharma's (1964) study throws considerable light on the bureaucracy, its superiority complex, fault-finding attitude and a weakness of school inspecting officers to be considered as 'Saheb' by school principals and teachers. The school climate is the measure of efficiency of the headmaster. But Mahajan (1970) reports that most of the principals fail to play effective leadership roles because of the limitations of time and energy, lack of proper knowledge of the

concept of supervision and proper cooperation from the teachers. In another study Rawat (1970) reaches a conclusion that there is a general feeling among the Principals, teachers and inspecting officers as well, that the main purpose of Supervision and Inspection should be to guide the teachers for their professional efficiency and to encourage them in taking up new experiments. Shivarudrappa (1970) reports that according to the Headmasters and teachers, the main purpose of education is to appraise the school work and to promote the professional efficiency of the school teachers.

Thakur (1972) maintains that the Inspectors present a pessimistic picture of the present day elementary teachers who lack motivation for teaching.

In a study conducted by the State Institute of Education (1965) it is reported that fifty six percent of the supervisors are ignorant of the new techniques of teaching and the current problems of Indian Education.

A report (1969) of the Study Group on Supervision and Inspection conducted under the auspices of the

National Council of Educational Research & Training, New Delhi emphasized the importance of the agencies for supervision and inspection in the total educational structure and it is only towards that end it has made all its recommendations. The Group made a number of valuable recommendations in the areas of (a) Job Charts of Inspecting Officers (b) Norms for Supervision and Inspection (c) Separation of Administration from Supervision and Inspection, (d) Democratic decentralisation (e) qualitative improvement of Supervision and Inspection etc. Under qualitative improvement of Supervision and Inspection the Group recommended certain satellite factors deserve consideration by the State Governments in their endeavour to improve the quality of supervision and inspection. Some of them are (a) Panel system of inspection (b) appointment of subject specialists (c) strengthening of Follow-up (d) Recruitment and Training programmes (e) Transport facilities (f) sanction of loans for purchase of Books (g) Strengthening of Inspectorates (h) School Complex and Supervision (i) Experimentation in Supervision and Inspection (j) Co-ordinating Agency for Supervision and Inspection and (k) Development of Evaluative Criteria for Evaluation

instruments for Supervision and Inspection.

Patel (1974) used a comprehensive approach to the study of school supervision as a means of improving instruction in high schools. His focus was instructional leadership as reflected in the effectiveness of supervision. Both his and Pandya's (1975) studies reveal a new trend in administrative studies on school supervision, namely, the supervision is not merely a function of methods and devices used by school supervisors but its effectiveness is vitally related to various leadership behaviour, organisational climate of school, the level of staff morale and the innovativeness of school management and school principal.

A report (1979) drawn up by an ASCD working group that examined the roles and responsibilities of Supervisors submitted to ASCD, states "Our study reveals a conflict: teachers want direct assistance to improve the learning opportunities of children, but they see supervisors in administrative roles not directly related to improving instruction".

Education of the talented children

Very few studies have so far been conducted on the education of the talented children. The studies conducted were mostly concentrated on the need for segregation of the talented children.

A study on "Should the gifted be segregated" by Malcolm S. Maclean (1956) concludes that (1) we should segregate the gifted in school and college for specific learning tasks (2) Our planning for segregation should include special groupings for each and every kind of high competence (3) Students who are gifted in one or more fields but who are average to low in ability in others should be desegregated in the later areas (4) Segregation to be effective, must be based on as many factors as possible so that the likenesses of the gifted taught thus together may be more than the differences, (5) timing of segregation of the gifted is of the essence. It must be the periods of the greatest readiness and the greatest need. Samuel Mathai (1964) asserts that "the highly talented student should be given special encouragement. I would favour an honour school system to enable gifted students to specialise in areas of special interest". The Secondary Education Commission

(1952-53) observes "Unfortunately, however, not all homes and parents are in a position to offer an educative environment for their children.....
In fact the rural pupils will be seriously handicapped unless residential accommodation is provided for them. In addition the Residential Schools can offer a type of education where the pupil can be better trained in social behaviour, community life, and social service and can take part more fully in extra-curricular activities than in a Day School". But Harvard Historian Oscar Handlin (1963) warned against segregation by ability. He opined that the trend toward separating gifted students into special classes is dangerous both for the students themselves and for society. He said that truly accurate techniques for selecting 'excellent' students do not exist and even if they did, it might not be wise to use them too much. Some of the reasons, Handlin said, are that people learn and mature at their own rates, and that the learning processes themselves are not perfectly understood.

One risk in segregating students by ability Handlin, observed, is loss of communication between the talented and the less able. Also there is the danger that the

standards of the schools may not coincide with the standards of the society which they serve. As an example Handlin said " we must hold in mind that the dumb character who gets a C. minus may some day be mayor. If we separate him from the excellent students, he may not be able to bring them into his brain trust". According to Barki (1980)Grouping of students according to the age, ability etc. is an accepted but yet a controversial fact. The argument in its favour is that the gifted would be able to come up to their maximum ability when they are put in a challenging situation. He also says that there is also the argument that such a system is likely to create an educational caste system in the form of an intellectual elite. One must also take into consideration the social desirability or otherwise of having this sort of grouping. But the Education Commission (1964-66) observes "Unfortunately, very little of the available talent is now discovered and developed due to several adverse factors..."

A few studies revealed that separate curriculum should be developed for the talented. Wall (1960) writes that "in the present state of our knowledge,

probably the only reasonable recommendation that can be made is that curricula of primary and secondary schools, particularly for the most able children, should be as rich as possible in activities which provide an introduction into the varied fields of artistic and other kinds of creative activity and that there should be in addition, a wealth of extra-curricular opportunities being the conventional and often stereotyped hobbies now offered". Cyril William Woolcock (1963) asserts in his article on 'Ways to challenge the talented pupil' that " failure to provide curricular differentiation for the gifted and talented is undemocratic". He also suggests that the following measures for the benefit of gifted pupils would help:

1. Special education for those persons whose abilities are sufficiently superior (130 I.Q. and above) to justify unique educational provisions.
2. Legislation to partially reimburse schools having special programmes for the gifted.
3. Training for teachers in the education of talented pupils.
4. Earliest possible identification of the gifted, at pre-school and early primary levels, with flexible school entrance policies to admit these unique individuals at an earlier age.

Implications of the review

As there are innumerable dimensions related to the phenomenon of innovation and change, all the connected researches both empirical and theoretical have been reported in this chapter touching only upon the relevant findings. The areas taken up for study as well as the findings of these studies have been very useful to pinpoint the areas untouched and for making more definitive statement of the problem. There are hardly any studies made in the area of evaluation of the specific Innovations introduced with reference to the objectives set out for the purpose.

Conclusion

A review of the past researches and related studies in the field of educational innovations reveals that as many as 20 studies in India and about 25 studies abroad were conducted. The areas touched upon in those studies are (1) factors that contribute to the promotion or inhibition of educational innovations (2) process of change (3) characteristics of innovative schools (4) process of adoption (5) process of discontinuance etc. It is also observed

that a few studies on specific innovations which have been introduced in Andhra Pradesh were done. So far as the innovation 'Inspection and Supervision' is concerned about ten studies have been conducted as discussed in this Chapter. The studies were mostly concentrated on the role of supervisors, purposes of supervision etc. But very few studies were done on the innovation 'education of the talented children'. Even those which are conducted have concentrated on the need or otherwise for segregation of talented children and related to variations in curriculum rather than affording opportunities to such people even with the uniform curriculum. There seems to be hardly any attempt made to evaluate the innovations introduced after they had been put on ground for some time. It is therefore necessary to take up an evaluative study of some of the Innovations introduced so that the deficiencies pointed out can be rectified for better results. The next chapter therefore discusses the problem selected the objectives of the study and the methodology and the procedure followed for the study.

# CHAPTER II

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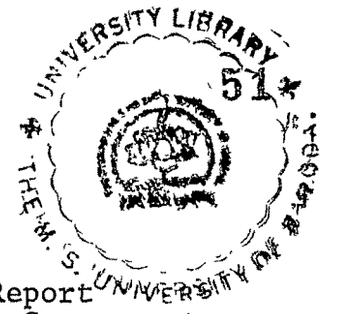


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