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 transferring 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 cognitive 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 the society. 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 modernisation.

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.
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.

As a 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 implementation 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 and placed 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 feedback from the personnel actually working in the field. On the basis of the feedback 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, educationists of the State to the effect that the innovations are not as successful as they were expected to be and hence have very little justification for their continuance at least 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 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 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 infrastructure 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

REFERENCES

Books


Journal


Paper


Report


Statistical Abstract


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