

INNOVATION PROFILE

I EXPLORING DATA

- | | | |
|---|--|---|
| 1 | The innovative practice introduced in your school. | 1 |
| 2 | Please give a short account of the Innovation. (If necessary, may be given as annexure) | 2 |
| 3 | <p>Why has this innovation been introduced in your school ?</p> <p>a) to change the customary usages and practices.</p> <p>b) to reduce the gap between the current practice and declared objectives.</p> <p>c) to redefine existing problems and recognise new ones</p> <p>d) to invent new ways of dealing with problems.</p> <p>e) to meet a conflict or crisis that has arisen.</p> <p>f) to compete with other institutions.</p> <p>g) to form part of self - renewal exercises.</p> <p>h) to fill a void in the existing system.</p> | 3 |
| 4 | <p>How has this innovation been designed ?</p> <p>a) substitution for (replacement of) a current practice.</p> <p>b) alteration of a current practice.</p> <p>c) addition to a current practice.</p> <p>d) restructuring of the existing practice.</p> <p>e) elimination of old behavioural patterns and habits.</p> <p>f) reinforcement of old behaviour.</p> | 4 |
| 5 | <p>What is the character of the innovation ?</p> <p>a) organisational</p> <p>b) instructional</p> <p>c) methodological</p> | 5 |
| 6 | <p>How many teachers are involved in the innovation ?</p> <p>a) More than 80%</p> <p>b) Between 21% & 80%</p> <p>c) 20% and below</p> | 6 |
| 7 | <p>How many students are involved in the innovation ?</p> <p>a) More than 80%</p> <p>b) Between 21% & 80%</p> <p>c) 20% and below</p> | 7 |

II AWARENESS

8 When did you become aware of the innovation ?

- a) 10 years ago b) 5-9 years ago c) 2-4 years ago
- d) a year ago e) just now

8

9 Where did you get the idea from ?

- a) Educational journal
- b) NCERT / SCERT
- c) Headmaster
- d) Other schools
- e) One of your own teachers
- f) Teacher Training Institutions
- g) British Council / USIS /
- h) Any other (Please specify)

9

10 It is possible that the idea has originated elsewhere and reached you from the source specified earlier. Can you identify, to the extent possible, the several points on the pipe - line through which the idea flowed to you ?

The alphabet index as for enquiry 9 may be used to denote the sources.

10-1
10-2
10-3
10-4

Source 4	Source 3	Source 2	Source 1

Yourself

11 What was your overall reaction to the idea ?

- a) Positive b) Neutral c) Negative

11

12 What impressions did you form about the idea when you first became aware of it ?

- a) This was a proven educational ideal
- b) This was just a experiment
- c) This was a panacea for your ills
- d) " My colleagues would like it "
- e) This was not practicable
- f) " I must tell my friends about it "

12

III ADOPTION

13 When did you get interested in the idea ?

- a) immediately on becoming aware of it
- b) a few weeks after
- c) a few months after
- d) long after

13

14 When made you become interested in the idea ?

- a) It was a probable solution to a problem you were facing
- b) Its novelty was appealing
- c) It would add a new dimension to the functioning of the school
- d) It would in the longer run, pay dividends
- e) It had prestige value
- f) It was practised by other teachers / schools in your circle
- g) It was widely talked about in your circle
- h) " None else had tried it in my circle. Let me be the first "
- i) " It was given from above. I had no options "
- j) Any other (Please specify)

14

15 1) Did you collect any further information about the idea ? a) Yes b) No **15-1**

2) If yes, how did you collect more information about the idea ?

- a) Reference to the source from where you got the idea.
- b) Reference to the primary source where the idea originated.
- c) Reference to any intermediary source in the pipeline (Please specify)
- d) Any other (Please specify)

15-2

3) If no, why did you not seek further information about the idea ?

- a) The idea was clear enough.
- b) It was somebody's job to collect details.
- c) Wherefrom I could get further information, I didn't know.
- d) It would clear up as and when we implemented the idea.
- e) 'Let there be confusion so that it fails'
- f) Any other

15-3

16 After you got to know more about the idea, what were your reactions ?

- a) You had a clear understanding of it
- b) The objectives were worthwhile
- c) There was a need for this particular innovation
- d) Your fellow workers would consider it important
- e) The idea would work here

16

- 17 How did you pass on the idea to your colleagues ?
- a) Individually through informal meetings
 - b) Collectively at staff meetings
 - c) Informally in the staff room or at tea
 - d) Through circulars / presentation of a paper
 - e) Through opinion leaders in the school
 - f) Any other means (Please specify)
- 17**
- 18 What other agencies did you involve in spreading the idea ?
- a) NCERT / SCERT
 - b) Teacher Training Institutions
 - c) Centres of Continuing Education
 - d) Other schools
 - e) Professional organisations
 - f) Any other
- 18**
- 19 How was the idea received by your colleagues ?
- a) Almost all teachers welcomed it
 - b) More than 50% of them approved of it
 - c) A few teachers were skeptic about it
 - d) Almost all preferred to be silent
 - e) Any other
- 19**
- 20 How was the idea shaped for adoption in your school ?
- a) Discussion in the staff council
 - b) Discussion at staff meetings
 - c) Informal get - togethers
 - d) Issue of detailed circulars
- 20**
- 21 How was the idea put into operation?
- a) As it was in its original form
 - b) In a modified form
 - c) In a completely new form
- 21**
- 22 If it was modified, who made the modifications ?
- a) Headmaster
 - b) Staff Council
 - c) Staff Meeting
 - d) Any other (Specify)
- 22**
- 23 How was the modified form responded to ?
- a) The skeptics welcomed the idea
 - b) The skeptics remained skeptics
 - c) More teachers appreciated the idea than before
- 23**

24 What was the overall reaction of the teachers to the innovation ?

Tick a, b or c as the case may be, to each of the statement given below :

	a) positive	b) neutral	c) negative		
1	They had a clear picture of what it was about	a	b	c	24-1
2	They agreed with its objectives	a	b	c	24-2
3	They felt the need for the innovation in the school	a	b	c	24-3
4	They believed the idea should be given the top priority	a	b	c	24-4
5	They believed that it would work here	a	b	c	24-5
6	They knew how they would have to change	a	b	c	24-6
7	They believed it was worthwhile to do this	a	b	c	24-7

25 What is the present stage of innovation ?

- a) Has become part and parcel of the School system i.e. institutionalised
 - b) Is being continued
 - c) Has been discontinued
 - d) Has been readopted after discontinuance
 - e) Has been rejected completely
- 25

26 Why was the present innovation adopted ?

- a) This was better than the idea it superceded
 - b) This was consistent with the existing values, past experiences and your needs.
 - c) This was relatively easy to understand and use
 - d) This could be experimented with on a limited basis
 - e) The results of the innovation were perceptible.
- 26

27 Describe the picture of your school before adoption of the innovation. 27

28 Describe the picture of your school after adoption of the innovation. 28

IV THE ADOPTER CONTINUUM

The adopters of an innovation are generally classified into five categories according to the time taken by them to take to a new idea — the innovator the quickest to respond and the laggard the last to use the idea. The categories are

- 1 The Innovator (I)
- 2 The Early Adopter (E A)
- 3 The Early Majority (E M)
- 4 The Late Majority (L M)
- 5 The Laggard (L)

29 Will you specify the distribution of your teachers among the different categories ?

	a) None	b) 1-5%	c) 6-10%	d) 11-20	e) 21-30	f) Above 30%	
1 The Innovator	a	b	c	d	e	f	29-1
2 The Early Adopter	a	b	c	d	e	f	29-2
3 The Early Majority	a	b	c	d	e	f	29-3
4 The Late Majority	a	b	c	d	e	f	29-4
5 The Laggard	a	b	c	d	e	f	29-5

30 A few characteristics of the adopters are given below. Can you fix up the five categories of adopters in the linear scale ?

Put 1) for I, 2) for EA, 3) for EM, 4) for LM and 5) for L on the line

1 Social participation	High	_____	Low	30-1
2 Cosmopolite	High	_____	Low	30-2
3 Change Agent contact	High	_____	Low	30-3
4 Movement with his colleagues	High	_____	Low	30-4
5 Exposure to mass-media (newspapers, radio, books)	High	_____	Low	30-5
6 Knowledge of innovations	High	_____	Low	30-6
7 Dogmatism	High	_____	Low	30-7
8 Empathy (Ability to understand other's feelings, imagining himself in their place)	High	_____	Low	30-8
9 Rationality (Ability to reason out)	High	_____	Low	30-9
10 Attitude toward risk	High	_____	Low	30-12
11 Aspiration	High	_____	Low	30-13
12 Opinion leadership (Ability to influence the opinions of others)	High	_____	Low	30-10
13 Norms	Modern	_____	Traditional	30-11

31 In the course of the adoption of innovations, it is possible that a person has moved from one category to another. Will you kindly fill in the following matrix of change as it happened in your school ?

(Specify the number of teachers who moved from one category to another)

31

From \ To	I	EA	EM	LM	L	Total
I						
EA						
EM						
LM						
L						
Total						

32 Will you describe briefly the changes that took place among your teachers in the course of the introduction of the innovation ?

32

V ROLE OF CHANGE AGENTS AND OPINION LEADERS

A change agent is a person or institution who engineers to introduce the change in the system.

An opinion leader is a person in a group who shapes, influences and modifies the attitudes, apparent, behaviour and action of the individuals in the group in a desired way.

- 33 Who was the change agent who introduced the idea and was interested in putting it into operation ?
- a) Headmaster
 - b) Education Department
 - c) Extension Service of Teacher's College
 - d) Any other (Please specify)
- 33
- 34 In what ways did the change agent assist you ?
- a) in developing a need for change in you
 - b) in establishing a change relationship with you
 - c) in diagnosing your problems
 - d) in creating an intent to change in you
 - e) in translating the intent to action
 - f) in stabilising change and preventing discontinuance
 - g) in any other way (Please specify)
- 34
- 35 Did the change agent influence
- a) most b) some c) none
- of the teachers in your institution ?
- 35
- 36 How could the role of the change agent be described ?
- a) Highly rewarding
 - b) quite helpful
 - c) superfluous and unnecessary
 - d) nuisance
 - e) any other term
- 36
- 37 How would you describe the change agent ?
- a) friendly and understanding
 - b) persuasive
 - c) authoritarian
 - d) democratic
 - e) reserved
 - f) cosmopolite
- 37

38 How could you compare yourself with the change agent with regard to the following characteristics

- | | | | | |
|---|-----------|-----------|--------------|------|
| 1 | Education | a) higher | b) lower | 38-1 |
| 2 | Status | b) higher | b) lower | 38-2 |
| 3 | Values | c) same | b) different | 38-3 |

39 Who exercise the greatest influence on your decisions relating to school ?

- a) the change agent
 - b) the opinion leader among your staff
 - c) Any other person (Please specify)
- 39

40 How many opinion leaders are there in your school ?

- a) one
 - b) more than one
 - c) none
- 40

41 How did the change agent deal with you ?

- a) directly
 - b) through the opinion leader
 - c) through any other person (please specify)
- 41

42 Who was the opinion leader who influenced you in your reaction to the innovation ?

- a) Headmaster
 - b) Co-teacher in your own cadre
 - c) Co-teacher in different cadre
 - d) None
- 42

43 How would you describe your opinion leader ?

- a) He is an innovator par excellence
 - b) He does not believe in changes
 - c) His feelings are in tune with yours
 - d) He reflects your aspirations
 - e) He takes up your case with courage with authorities
- 43

VI RESISTANCE

4	Was any resistance to the innovation experienced ?				
	a) Yes	b) No			44
5	Who resisted the innovation ?				
	a) Teachers				
	b) Parents				
	c) Students				
	d) Management				
	e) Departmental officers				45
6	Was resistance exhibited —				
	a) Openly ?	b) Indirectly ?			46
7	How many of the teachers showed resistance ?				
	a) More than 60%	b) between 40 and 59%			
	c) Less than 40%				47
8	How many of the resisters resisted the innovation				
		a) most of them	b) Some	c) None	
	1) in their individual capacities				48-1
	2) as a group				48-2
9	How many of the resisters resisted the innovation due to the following factors ?				
1	The tendency to revert to the old practices	a) Most	b) Some	c) None	49-1
2	Preference for the familiar in contrast to the unfamiliar	a) Most	b) Some	c) None	49-2
3	The conviction that old methods are the best ones	a) Most	b) Some	c) None	49-3
4	The perception that the innovation did not fit in with their manifested outlook	a) Most	b) Some	c) None	49-4
5	The belief that their friends had not adopted the innovation	a) Most	b) Some	c) None	49-5
6	The pessimism that they would not be able to succeed	a) Most	b) Some	c) None	49-6
7	The belief that old methods, though deficient, are safe and familiar	a) Most	b) Some	c) None	49-7
3	The conviction that experimentation in education would be a gamble	a) Most	b) Some	c) None	49-8
3	The fear that the innovation would fail	a) Most	b) Some	c) None	49-9
3	Any other factor (please specify)	a) Most	b) Some	c) None	49-10

- 50 Why according to you, was the idea resisted ?
- a) They did not understand what it was
 - b) They were not aware of the innovation at all
 - c) They did not feel the need for change
 - d) They felt some of their colleagues opposed it
 - e) They felt that their workload would increase
 - f) They felt that they had a better alternative
 - g) They felt their old methods always paid well
 - h) They felt others had failed in the tryout of the idea
- 51 How was the resistance got over ?
- a) Personal persuasion of the resisters individually
 - b) Personal persuasion of the resisters collectively
 - c) Persuasion of the resisters through opinion leaders
 - d) Free and frank discussion at a staff meeting
 - e) Modification of the innovation to meet with genuine objections
 - f) Issue of memos to resisters
 - g) Brushing aside the resistance
 - h) Any other
- 52 How did the resisters to the present innovation behave in the past ?
- a) They have been consistently applied to any innovation
 - b) They have more often resisted than supported changes
 - c) They have generally been willing participants to changes
- 53 Was the resistance
- a) to the whole idea ?
 - b) a part of the innovation ?
- 54 Was the resistance
- a) to the innovation as it was ?
 - b) to the process of implementation of the innovation ?
- 55 What did the resistance lead to ?
- a) modification of the innovation ?
 - b) rejection of the innovation ?
 - c) no substantial change in the idea ?
- 56 Did the resistance to the innovation ?
- a) affect the general work in the school ?
 - b) affect the implementation of any other innovation ?
 - c) affect the climate of the school ?
 - d) lead to formation of cliques ?
- 57 What did you feel about the resistance ?
- a) destructive for it retarded the progress of the school.
 - b) healthy for it brought out the real difficulties in the implementation of the innovation.
- 58 Describe briefly the resistance and its impact on the school

VII DISSEMINATION

- 59 Who passed the idea to other institutions ?
- a) Myself
 - b) My colleagues
 - c) My head of school
 - d) Others
- 59
- 60 How was the idea passed ?
- a) Through personal conversation individually
 - b) Through informal meetings with other persons collectively
 - c) Through lectures at teachers' meeting
 - d) Through articles in educational journals
 - e) Through news items in non-educational mass - media
 - f) Through letters to friends
 - g) Through the Education Department
 - h) Through the Extension Departments of Colleges of Education
 - i) by any other means (Please specify)
- 60-1
60-2
60-3
- 61 Who of the following contacted you by themselves for information about the innovation ?
- a) Teachers in other schools
 - b) Heads of schools
 - c) Departmental Officers
 - d) Colleges of Education
 - e) Any others
- 61-1
61-2
- 62 What was the reaction of the people when you conveyed the idea to them ?
- a) Positive
 - b) Neutral
 - c) Negative
- 62
- 63 How did they obtain further information about the idea from you ?
- a) Personal meeting
 - b) Invitation to address them
 - c) Through the head of school
 - d) No further information was sought
- 63
- 64 On what aspects of the idea were further information sought ?
- a) Details of the concept
 - b) Process of implementation
 - c) Advantages of the idea
 - d) Acceptance of the idea
 - e) Financial aspect
 - f) Resistance aspect
 - g) Source of the idea
- 64

- 65 How many teachers / schools had adopted the idea from you / your school ? 65
a) None b) 1 c) 2-4 d) More than 5
- 66 How was the idea introduced by them ? 66
a) without changes b) slightly modified c) greatly changed
- 67 What is the stage of innovation in their schools ?
a) Continuing
b) Institutionalised
c) Continuing in some, discontinued in the rest
d) Discontinued in all schools 67
- 68 Please give a short account of the innovation practised by the persons to whom the idea
whs passed from your school. 68

VIII DISCONTINUANCE

(This section has to be responded to only in case of innovations that have been discontinued)

69 What is the stage of innovation at present ?

- a) Suspended for the time being
- b) Discontinued

69

70 When was the innovation discontinued ?

- a) within a year of introduction
- b) after trying out for 2 years
- c) after 3 or more years of practising the innovation

70

71 Which of the following factors led to its suspension / discontinuance ?

- a) The practice was no longer needed
- b) An alternate practice had been taken up
- c) There was no financial support
- d) It was not worthwhile for the money spent or efforts taken
- e) There was no appreciation of the practice from any quarter
- f) ' Resistance is so much, better leave it '
- g) Did not conform to the school norms
- h) ' The idea is not suited to us '
- i) ' Our teachers have failed to understand the idea '
- j) ' It does not suit the students '
- k) The department was opposed to it
- l) ' Better discontinue before we become the laughing stock '
- m) The person who introduced the innovation had left the institution

71

72 Who took the initiative to discontinue the practice ?

- a) Headmaster
- b) Management
- c) Department
- d) Teachers
- e) Parents
- f) Students
- g) Any others

72

73 What was the predominant feeling among the teachers when it was discontinued ?

- a) Sad that a good practice had been dropped
- b) ' We should have tried it for some more time '
- c) ' The defects could have been rectified through some alterations in the practice '
- d) ' The resisters could have been won over. '
- e) A sigh of relief. ' An irritant has gone '
- f) Neither sad nor happy.

73

74 If the defects in the practice are removed and the practice reintroduced at a later date, what will be the general reaction of the

- | | | | | |
|--------------|-------------|------------|-------------|------|
| 1 Teachers | a) Positive | b) Neutral | c) Negative | 74-1 |
| 2 Management | a) Positive | b) Neutral | c) Negative | 74-2 |
| 3 Students | a) Positive | b) Neutral | c) Negative | 74-3 |
| 4 Parents | a) Positive | b) Neutral | c) Negative | 74-4 |

