

Chapter - I

I N T R O D U C T I O N

1. DEMANDS ON EDUCATION:

Equally rhetoric as the opening sentence of the Indian Education Commission, namely 'The destiny of India is being shaped in the classrooms' (Education Commission, 1966) is Barbara Ward's profound statement 'The chief key to change in Africa today lies in the school-house'. (Hanson and Bremback, 1971). These are based on the recognition that education is the greatest investment man has devised for his own progress. Education has not been at all times and in all places so viewed. All societies have education, but the trail of human history is marked by the wreckage of those nations which have failed to recognise that the forces of time are hardest upon those that fail to move with them. Dynamic and progressive societies demand more education than just education, they demand an educational system that will take leadership in piloting and manning a future which will assure a better life to all.

This natural purpose requires direct attention to the principal social aims of education.

- (1) It demands increased attention to the civic and political needs of the nations; to developing new attitudes toward government and law, to concern with effective participation in the political process, to placing natural interests and well-being above narrow personal and regional interests.
- (2) It demands increased attention to the social and personal needs of the nation; to improving the health and well-being of the people, to solving problems of mental and physical health as they arise, to maintaining the individual's self-respect and self-confidence in new surroundings, to relating the new cities with the rural communities in a spirit of partnership, to increasing rather than breaking down the respect of different age-groups for one another.
- (3) It demands increased attention to the economic and technological needs of the nation; to selecting and educating qualified individuals for high level positions, to equipping technical and agricultural manpower with skills that will produce maximum efficiency in using natural resources, to developing a new spirit of economic innovation, and to building new attitudes toward saving, investment and purchasing (Hanson, 1971).

2. EDUCATION AND SOCIAL CHANGES:

John Dewey (1937) said, "Society is in process of change and that the schools tend to lag behind". There is the familiar plea urged to bring education in the schools into closer relation with the forces that are producing social change and with the needs that arise from these changes. This problem of integration of schools with social life has been receiving a good deal of attention during the past few decades. What the schools can do in relation to the forces of social change and how they should do it have evoked diverse answers. Some assert in effect that the schools must simply "reflect social changes that have already occurred, as best they may". Some would like to make work of schools virtually parasitic. Others held that the schools should take "an active part in directing social change, and share in the construction of a new social worker." Even among the latter, while some desire that the schools should assume this directive role by means of indoctrination, others are opposed to it.

It is often said that education is an instrument of social change. This role of education is disputed. C.T.Kurien points out that there is no instance in history where educational change has preceded social change. It has been the other way about. "A dynamic society has a dynamic educational programme. A static society has a conservative educational system" (Kurien, 1974). Yet Dewey discusses the factor inherent in

the situation that shows that schools do follow and "reflect" the social order that exists. It is a conditioning factor supporting the conclusion that "schools thereby do take part in the determination of a future social order, and that, accordingly, the problem is not whether schools should participate in the production of a future society but whether they should do it blindly and irresponsibly or with the maximum possible of courageous intelligence and responsibility" (Dewey, 1937).

There are three possible directions of choice.

- (1) Educators may act so as to "perpetuate the present confusion and possibly increase it". That will be the result of drift and under present conditions to drift is in the end to make a choice.
- (2) They may select the newer scientific, technological and cultural forces that are producing change in the old order, may estimate the direction in which they are moving and their outcome if they are given free-play and see what can be done to make the schools their ally.
- (3) Educators may become intelligently conservative and strive to make the schools a force in maintaining the old order intact against the impact of new forces.

The second course, if chosen as it should be, the problem will be other than merely that of accelerating the rate of change that is going on. The problem will be to develop

the insight and understanding that will enable the youth who go forth from the schools to take part in the great work of construction and organisation that will have to be done and to equip them with the attitudes and habits of action that will make their understanding and insight practically effective.

3. SPECIFICATION FOR A DYNAMIC EDUCATIONAL ORDER:

In the light of the discussions above, considerable thought has been exercised in finding out what the educational system should be able to do. Based on the changing needs of the society and the requirements of a democratic nation wedded to a just social order, a set of specifications for a sound dynamic educational system has been arrived at (Irvine, 1972).

(1) The educational system must be able to deal with large numbers of students. (2) The system must accommodate itself to new and different population patterns. (3) The system must be capable of utilising new technological developments for educational purposes. (4) The system must capitalise on the many other educational forces which exist in society. (5) The system must be able to bring learners in contact with a wide variety of realistic learning experiences. (6) The system must accommodate itself to changes in the natural resources available to man. (7) The system must be capable of coping with increased amounts of information. (8) The system must be concerned with the economy of learning. (9) The system

must emphasise the developing of learning skills. (10) The system should progressively involve the learner in making decisions about his educational programme so that ultimately the learner controls his own learning. (11) The system must develop broadly educated specialists. (12) The system must emphasise human relations. (13) The system must provide the means by which individuals can determine overriding purposes in their lives. (14) The system must help individuals break down the dichotomy between work and play. (15) The system must help each individual, regardless of characteristics and previous condition, to release the potential he possesses.

The new emphasis on the specifications of the educational system requires new plans of thinking on all aspects of education from models of educational structure to classroom practices.

4. THE CHALLENGE OF INNOVATIONS:

Philip Coombs (1968) in his analysis of what he calls as a "World Educational Crisis" identified the disparities in our Educational system which is the resultant of the accumulated traditionality and conservatism. The causes of the disparities are specified as (1) the sharp increase in popular aspirations for education; (2) the acute scarcity of resources, which has constrained educational systems from responding more fully to

new demands, (3) the inherent criteria of educational systems which has caused them to respond too sluggishly in adapting their internal affairs to new external necessities, even when resources have not been the main obstacle for adaptation and (4) the inertia of societies themselves - the heavy weight of traditional attitudes, religious customs, prestige and incentive patterns and institutional structures - which have blocked them from making the optimum use of education and of educational manpower to foster national development. This picture of Coombs' is valid to our country as the same problems are faced by our country.

Education takes a substantial part of the total budget of the States. In Tamil Nadu, out of a total annual budget of Rs. Ten billion, over Rs.2500 million is being set apart for education. The efficiency of the system has to be maintained at a very high level so that the maximum benefits are obtained from such a capital outlay. There is the dismal picture of 50% of the students dropping out before completing the primary education and less than 22% completing the minimum eight years of education guaranteed in the Contribution (Tamil Nadu Planning Commission, 1974). The organisation, instruction and methodology adopted in educational institutions require a good deal of changes to meet the specifications of a dynamic educational system mentioned in the previous paragraph. Innovations are designed and implemented to meet the challenges in the system. A concern for change and for the processes which affect change is of paramount importance to the schools.

5. THE PRESENT STUDY:

The present investigation is "Enquiry into certain aspects of selected innovations in Education". It intends to make a comprehensive in-depth study of selected innovations adopted in secondary schools in Tamil Nadu. The study is presented in the form of case studies. S. Purushothaman (1978) has presented case studies of innovative institutions. Sathyavathi (1980) has prepared profiles of selected innovations, but they are also presented school-wise and the study of an innovation has been confined to one school only. The present study will present case studies of innovations, each innovation being practised in a number of schools. Further innovations in different stages of the adoption process are studied. This is the first such multidimensional large scale in-depth case study undertaken in India.

6. SCHEME OF CHAPTERS:

Chapter I discusses the new demands on Education and the educational system in the light of rapid social changes taking place, the challenge of innovations and arrives at the specific problem of the study.

Chapter II attempts to present a conceptual framework of innovation and its processes. It gives a detailed account of the models of change, factors favourable for adoption, factors for rejection, role of change agents and opinion leaders, innovation decision strategies and process variables, as conceptualised by theorists and abstracted from empirical evidences.

Chapter III reviews the studies on Innovation made in India and abroad. Abstracts of studies relevant to the present study are presented.

Chapter IV details the objectives of the study and describes the research design. The construction of the tool for study and procedures for data collection and analysis of data are explained.

Chapter V presents case studies of the innovations studied. The format of the case study is explained. The multi-dimensional aspects of innovations are detailed in each case study.

Chapter VI makes an analysis of case studies, categorising the aspects of innovation under three dimensions, ideational, personnel and time. Each aspect of innovation is analysed with respect to all the innovations studied.

Chapter VII reviews the earlier chapters and summarises the findings of the study. Suggestions for further studies are also made.
