Teaching Students beyond their Grade Level in
Private Schools of Telangana State in India
– Challenges and Benefits

by

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We accept the Thesis as conforming to the
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Abstract

The practice of teaching students topics well in advance of their grade level has become popular in Telangana State, India. Most state private schools teach their students one to two grades in advance to their enrolled grade level. This can be seen from Grades 6 through 9. During my 18 year teaching career, I was involved in this teaching practice for one year at a private school, in Hyderabad, the capital city of Telangana State. The purpose of this paper was to analyze the arguments which support and oppose this practice by surveying the school’s Grade 8 and 9 students, their parents, teachers, and principal. The challenges and benefits of teaching advanced concept curriculum were examined in this study.

Keywords: Instruction, secondary curriculum, concept education
Dedication

This thesis work is dedicated to my parents who encouraged all my endeavours and foresaw this achievement. Without their sacrifices, I would not have been a student in Canada and would not have done this quality thesis work. I thank my parents from the bottom of my heart, who are not physically present in this world, for showing me good path in life.
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I thank my family members and friends for their continuous support in my university studies which I undertook away from home country. I thank my instructors at Thompson Rivers University, Kamloops for laying foundation for my thesis work and my Faculty Supervisor Anne Jenkins at Vancouver Island University, Nanaimo, for moulding my thoughts into a quality document. I thank the students, their parents, teachers, and principal of the study school, who volunteered to be surveyed for this research. Appreciation is extended to Mr. Seetharama Rao for his assistance in this research.

The inspiration for this study is my 18 years of experience as a Physics teacher in Eritrea, Qatar, Indonesia, and in my home country, India. I taught to students of different religions, languages, cultures, colour, and from various economic backgrounds, mostly in private schools. My exposure to different private school systems around the world helped me to know more about the private school system in Telangana State.
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Chapter 1 – Introduction

Purpose of Study

While teaching in a private school in the Telangana state of India, I faced a moral dilemma based on an increasingly common practice, teaching students beyond their grade level with two curricula. Most provincial private schools teach students one to two grades ahead of their actual placement, meaning every student learns from two curricula in the same school year during Grades 7, 8, and 9. Some schools begin this practice as early as Grade 6. As an educator, I feel that teaching students beyond their grade level is unethical.

Regular curriculum is prescribed by the state education board for all learners. Indian Institute of Technology (IIT) concept education in private schools is an ‘unofficial’ training approach for students marketed to help them gain admission to prestigious post-secondary facilities. Advanced curriculum, in this study, means teaching students one, two or three grades, in advance of their enrolled grade level.

According to the Kothari Commission (1966) on Indian education, a “10+2+3” (p. xviii) pattern was recommended for progression through school. In this pattern, 10 years of study are completed in schools, from ages 5 to 15, plus two years in junior colleges, followed by three years for a bachelor's degree. An additional year is required to earn a bachelor’s degree in engineering and medicine. There are 16 renowned colleges spread over India for engineering called Indian Institute of Technology (IIT). Most private school teachers ‘train’ their students from an early stage for admission into an IIT. Sundar Pichai, CEO of Google, is one of the famous alumni that IIT has produced. Now, school managements are cashing-in, hoping to produce more ‘Sundar Pichais’.
As an example of how dual curriculum works, a Grade 7 student learns regular curriculum as well as advanced curriculum in Mathematics, Physics, and Chemistry; the learner studies both Grade 7 and Grade 9 as well as Grade 10 concepts simultaneously, or sometimes even Grade 11 as well, in the same school year. In the same manner, a Grade 9 student is taught Grade 12 subjects concurrently. The advanced curriculum has different fashionable names selected by respective schools, one being IIT concept education. This practice is most prevalent from Grades 7 through 9.

Initially intended to increase enrollment in a private school approximately 18 years ago, students studied two successive grades of curriculum in one school year. Since there is less control by the government over private school methods, the practice spread to other private schools and is being continued for their financial survival. School management usually do not experiment with Grade 10 students as they are required to complete a public examination and passing it is important to move to Grade 11. Sundar Pichai (January 2017) advised parents to allow children to choose their own path, urging them to think beyond IITs. The purpose of this study was to use my experience at the study school, as well as schools outside India, to identify challenges and benefits faced by students studying advanced curriculum.

**Research Question**

Based on my teaching experiences in the advanced curriculum, my research question is: What are the challenges and benefits faced by students, their parents, teachers, and school management using IIT concept education?

**Context**

I was a high school Physics teacher, working mostly in private schools, prior to becoming a student in Canada. Ten years were spent in India, three in Qatar, and one in Indonesia. The
only public school in which I worked was Senafe Senior Secondary School, Eritrea, where I taught for four years.

Private schools are typically located in urban India and student enrollment reflects this clientele (Tabarrok, 2011), with considerable demand for private education in the country. Many Indian families will try their best, and spend their last penny, to send at least one child to a private school (Waldman, 2003). As a result, most private schools cannot provide basic facilities to students because of high enrollment and little government supervision.

Pritchett and Beatty (2015) found that more children were enrolled in school, for longer hours, and completing more grade levels than ever before in history. I worked in private day schools where students were kept in school for most of the day engaged only in academics, and in a school where students were taught dual curriculum. Most private schools teach curriculum to students in advance of their enrolled grade level. I am concerned about the well-being of students in such schools. Two curricula means parents pay extra fees and buy more texts while students carry additional books, spend supplementary time doing homework, and pushing themselves. Not all students are happy with the practice, nor do they understand the advanced science subjects. Parents require them to study two curricula, however parents that do not want this model have little choice in school selection since most of the private schools have adopted the practice. One state’s District Educational Officer (DEO) expressed concern about private schools’ collection of extra fees creating unhealthy competition among schools (Tooley & Dixon, 2016).

Most parents believe that the model is prestigious, a source of pride and pretention, yet for others this practice is burdensome requiring them to pay for extra fees and books. Regardless of their reluctance, they are swayed by others. A few of the parents, whose children are doing
exceptionally well in two curricula studies, support this practice while others are worried about their children working hard on two curricula. Parents are divided on the issue. Even if they want to move their child out of a dual curriculum school model, it is unlikely they will find a private school following a different practice.

Students are stressed both by parents and teachers, becoming less sensitive to society because they are spending more time at school studying and less time with family. When students are stressed in schools, they want to break free at any opportunity, spending more time on social media and video games to relieve this stress. Students are spending less time with parents and grandparents, valuing them less, in opposition to Indian culture. Due to students’ focus on social media, children are far away from nearby people and close to people far away. Socializing with neighbors and relatives is becoming less common, replaced by social media.

A number of concerns about youth have been observed in Indian society linked to long hours in school and increased separations from family. Most students involved in robberies are searching for a luxurious life style, their perspective clouded by school stress that is also responsible for physical and mental health concerns. For some students, stress is leading to the extreme step of suicide (Hagen & Russell, 2016; D’Mello, 1997). All of these issues, I believe, are consequences of pressure on students with heavy curricular demands, crowded school conditions and, for some, dual curriculum. In the countries outside India where I worked, students were getting ample time to pursue extra-curricular activities, contributing to their all-round development, and by extension, self-confidence. From this context, research was initiated to reveal facts from one school’s student community, their parents, teachers, and principal.
Timeline

To give the best education to students, the Indian government formed the Kothari Commission (1966) and later, a committee led by Professor Yashpal (1993). Contrary to the committee’s recommendations, teaching advanced curriculum began in the state several years later, with the study school adopting the practice in 2009.

Overview of the Study

Chapter one is the introductory section of this thesis, providing information about IIT concept education in schools. Chapter two is a literature review exploring education in India and the inception of IIT concept education in private schools, its continued practice in private schools and the government’s response. The review also explored the role of adults as well as work done by educators relating to students, their learning abilities and well-being. Chapter three describes the procedure followed and explores mixed methods as a research methodology. Chapter four analyzes the data using Microsoft® Excel® graphs and in tabular form. Chapter five concludes the study and explains what I learned through my experiences and the direction in which I would like to direct my future learning. This chapter also explains how the research findings are shared with the participating school community.
Chapter 2 – Literature Review

Most private schools in Telangana State teach students one to two grades ahead of their actual placement, meaning every student learns from two curricula in the same school year during Grades 7, 8, and 9. As an educator, I feel that teaching students beyond their grade level is unethical. This literature review focuses on seven main themes: education in India, education in Telangana State, curriculum, student well-being, parents’ role, teachers’ role, and principal’s role in both public and private schools. Teaching IIT concept subjects is a relatively new practice yet despite this constraint, well-documented research supports this chapter. It should be noted that IIT concept education is not practiced in public schools.

Education in India

Education in India is provided by the central, as well as the state, government (Dixon & Tooley, 2005). Article 21A of the Indian Constitution, RTE Act (2009) stated that free and compulsory education is a fundamental right to children between the ages of 6 and 14. The Annual Status of Education Report (ASER) (2013) stated that 96.5% of all rural children between the ages of 6 and 14 were enrolled in school. Enrollment of students in urban areas was greater in private schools with fewer in public schools and vice versa for rural locations (Joshua, 2014; Desai, Dubey, Vanneman, & Banerji, 2009). The average student-teacher ratio in private schools is a matter of concern for teachers. UNESCO’s Institute of Statistics (2015) posted the average class size in Indian public schools as 31.65 students. Poor student performance in government schools is attributed to a teacher absence rate of 25% on any week day (Kremer, Muralidharan, Chaudhury, Hammer, & Rogers, 2005).

The quality of Indian education is very poor compared to many other nations although there are a number of Indians leading top corporate organizations around the world as CEOs of
Google, Microsoft Corporation, and Canada Post. The United Nations Development Program (UNDP) education index (2013) listed India as 146 among 189 countries. India withdrew from the Programme for International Student Assessment (PISA) after its poor performance in 2009.

Students experience a lot of stress in schools, especially in the private sector, arising from a tough examination system. Pressure on students also comes from parents, teachers, and school management focused solely on academic performance (Verma, Sharma, & Larson, 2002). The National Crime Records Bureau (NCRB) reported in 2015 that one student committed suicide every hour mostly due to school stress, shocking news about the country’s school system. A lot needs is to be done to improve the Indian education system.

**Education in Telangana State**

According to the Telangana government website on school education (2018), there are 10,922 private schools in the state representing 26.5% of all schools. Conversely, student registration in state private schools is 52.2% of total enrollment. The statistics show high demand for private education with similar patterns in other states of India. All public school students are taught in their mother tongue, Telugu, while most private school students receive instruction in English (Yashpal Committee, 1993). Private schools of Telangana and Andhra Pradesh, provinces at that time, had class sizes between 30 and 60 (Yashpal Committee, 1993) and as a result, teachers used explanatory, directive methods to deliver lessons (Smith, Hardman, & Tooley, 2005). When classrooms are packed corner to corner with students, teachers find it difficult to follow student centered teaching methods (Dumont, Istance, & Benavides, 2010). While it is difficult to teach regular curriculum under these conditions, most private schools teach an extra curriculum, burdening students. IIT concept subjects taught as extra curriculum, or advanced curriculum, in many private schools are preparation for admission into engineering
colleges after Grade 12 (Desai et al., 2009), implying that schools must be equipped with teaching aids and laboratories but private schools are no better equipped than public schools to provide pedagogical equipment and establish laboratories (Yashpal Committee, 1993). Private schools in Telangana are making money disguised as advanced curriculum even though the Department of School Education (DSE) (DSE, 2009) issued Government Order [DSE] MS 91 on August 06, 2009 stated not to collect extra fees in the name of IIT concept education.
Governments should be stricter in implementing the orders for consistent oversight (Yashpal Committee, 1993).

**Curriculum**

All public schools follow state board curriculum while private schools follow one or two of the four curriculums namely Council for the Indian School Certificate Examination (CISCE), Central Board of Secondary Education (CBSE), Telangana State Board of Secondary Education (TSBSE), and International Baccalaureate (IB). CISCE and CBSE are issued by the central government. Apart from these, most private schools unofficially teach IIT concept subjects Mathematics, Physics, and Chemistry labeling it as advanced curriculum. This practice makes learning burdensome to students along with regular curriculum (Yashpal Committee, 1993). Recently, the National Council of Educational Research and Training (NCERT) (Poorvaja, 2018) invited suggestions from the public about reducing the school curriculum burden and giving students more all-round development.

IITs are the 16 most renowned colleges for engineering in India attended after Grade 12. Most private high schools train or ‘try to train’ students in advanced Mathematics, Physics, and Chemistry for admission into IITs after G12. Schools that offer IIT concept education, require students to carry more books that heavily burden their school bags. As a result, on July 18, 2017
the Telangana government issued an order (MS 22) with guidelines reducing the load of school bags, keeping in mind the stress students are facing. There was also concern about the size of school bags prior to IIT concept education in private schools (Yashpal Committee, 1993). Now the situation has worsened.

Student Well-being

**In public schools.** Students enrolled in public schools are mostly from economically backward families. Most parents view it as a last option to have their children admitted to public school despite the government’s free supply of books, uniforms and mid-day meals (Ministry of Human Resource Development, n.d., About the Mid Day Meal Scheme section, para. 1). As mentioned previously, the style of instruction (Yashpal Committee, 1993) and considerable teacher absenteeism (Kremer et al., 2005) are main factors for less enrollment in public schools. Apart from deployment for non-educational purposes (The Right of Children to Free and Compulsory Education Act India (RTE Act), 2009, Section 27), teachers take leaves of absence, hindering the teaching and learning process in government schools. Promotion of students to the next grade is taken for granted by teachers as there is no retention policy (RTE Act, 2009, Section 16). It is less likely that these students will study dual curriculum and equally unlikely that government schools will teach it.

**In private schools.** On December 4, 2017 a student from one of the private schools in Hyderabad city tweeted to the Information Technology minister that he was burdened with IIT orientation examinations every week and was losing his childhood. The minister re-tweeted, consoling the student with assurance that he would forward the tweet to the Education Minister. Thousands of students across the state share the same sentiments as expressed by this individual tweet. Most parents want their child to study IIT concept subjects, and become future engineers,
without considering their abilities and interests. If every child became an engineer, there would be no one remaining to fill other professions. The above mentioned student subsequently removed his Twitter account.

Students are already burdened with regular curriculum and its corresponding examination (Yashpal Committee, 1993). Additionally, for some years most private schools have added extra burden by teaching advanced curriculum. Students in such schools find self-regulating (Butler, Schnellert, & Perry, 2017) difficult and feel the extra pressure (Verma et al., 2002). Under those conditions, as noted by Sinha, Willson, and Watson (2000), students that prefer positive reappraisal, may distance themselves or seek social support and turn to confrontation in dealing with stress. Some students who cannot cope with the stress experience severe health issues (Verma et al., 2002). Yashpal Committee (1993) observed that students were taught a lot in the classroom but little was learnt or understood. There has been no change in this situation for years.

Parents’ Role

In public schools. Most parents send their children to public school as a last option. They are hesitant to educate them in public schools even though education is free with mid-day meals, two uniforms, and books. It is well-known that most public school teachers and public servants do not send their children to public schools. This highlights the concern for public school standards in India.

In private schools. Most parents send their children to private school without a second thought for the standards they maintain or the language of instruction in which they teach, namely English (Desai et al., 2009). Another main reason parents send their children to private schools is teachers’ attendance. Private school teachers are more likely to attend school as
parents are more concerned about their children and question management about teacher absenteeism (Kremer et al., 2005). Although there are issues with the fees (Ambast, Gaur, & Sangai, 2017), parents do not hesitate to send their children to private school because they want them to have the best education. Some parents feel it is a symbol of status, paying the highest fees and sending their children to high-end schools. Some parents like the long working hours of private schools compared to public schools since long school hours means the child spends more time at school, giving more free time for parents at home. But parents have little time to think about the advanced curriculum taught to their children in most private schools because they are stressing their children with academics; only a few parents think about their child’s overall development in school.

Teachers’ Role

**In public schools.** Attaining a teaching job in a public school is very challenging. The recruitment process has two stages of very competitive examinations. It implies that the selected teachers are highly intelligent candidates. Conversely, most of these teachers perform poorly after taking their jobs, leading to low academic standards in public schools. The main purpose of earning a living as a public school teacher is job security (Muralidharan & Kremer, 2006) and high pay compared to private schools. Teachers seldom dedicate themselves to share knowledge with students. Usually, new teachers are posted in rural schools where they have difficulty with few facilities (Kremer et al., 2005). Apart from non-academic responsibilities assigned by the government (RTE Act, 2009, Section 25), and official leaves, they take unofficial leaves of absence from school jeopardizing the teaching and learning process. Fortunately, they need not teach advanced curriculum as it is not followed in public schools.
In private schools. Most teachers in private schools are either trying for a job in a public school or have already tried in vain. These individuals are more likely to be present in the school (Muralidharan et al., 2006) and work hard because of strict management and parent teacher associations (PTA). This job is challenging for most teachers in terms of class size, lesson content, and school facilities (Yashpal Committee, 1993) and, for some teachers, teaching dual curriculum. In such circumstances, teachers have difficulty implementing the seven principles of learning (Dumont et al., 2010) to maximize learning. Getting a teaching job in a private school is not as difficult as one is a public school, with the exception of some elite schools. Most teachers in private schools, despite having a Bachelor of Education degree, do not teach to develop a child’s total personality (Yashpal Committee, 2009). Poor training, time constraints, class sizes, and poorly produced textbooks (Yashpal Committee, 2009) are some of the reasons for the poor performance of teachers in private schools. Not all teachers who are teaching IIT concept subjects are well-trained in the subjects but are forced, by management, or teach because they have no alternative option. Teachers who teach advanced curriculum get some extra pay as the school collects extra fees from students for this practice. In my experience, it is difficult to make all students understand the IIT concept subjects. My personal conviction is that because of IIT concept subjects, most students are not learning anything. Some students get frustrated with the difficult advanced curriculum they must learn. Textbooks of regular curriculum contain errors and more content, making them difficult to understand for teachers and students alike (Yashpal Committee, 1993). This situation is even more serious with the textbooks prepared for IIT concept subjects, mostly produced by ‘money making’ inefficient authors and publishers.
Principal’s Role

In public schools. The principal is selected by the district board from among senior teachers. The job is secure and highly paid. It may be in either a rural or urban area, depending upon the vacancy and how many years of service that teacher has accrued.

In private schools. Usually, the principal owns the school and runs it as a profitable institution. The principal has the power to set the fee, school working hours, select curriculum, oversee student admission, recruit teachers, and implementing a timetable. Since government has less hold on private schools, each one has its own rules, set by the principal. Sometimes this leads to unethical decisions such as the practice of dual curriculum.
Chapter 3 – Procedures and Methods

Most private schools in Telangana State teach students curriculum that is one to two grades ahead of their actual placement, meaning every student learns from two curricula in the same school year during Grades 7, 8, and 9. As an educator, I feel that teaching students beyond their grade level is unethical. This study employed a survey approach using mixed method quantitative and qualitative methodology, exploring the holistic experience of students studying dual curriculum at a private school in Hyderabad, India.

The focus of this study was to survey high school students studying dual curriculum in order to understand their perspective on the challenges and benefits of the practice. Respondents included those enrolled in Grades 8 and 9 in the school, their parents, teachers, and the principal. Grade 7 students, who also study dual curriculum, were not included in the survey as they were considered too young to understand the questionnaire because it is their first year in the IIT concept model. Teaching dual curriculum in private schools purports to train students for IIT college studies. With 18 years of experience, teaching within four different countries, I understand the overburden that students are undergoing due to this educational practice in Telangana State.

Research Design

This study examined the challenges and benefits of dual curriculum involving Grade 8 and 9 students, from their perspective as well as their parents, teachers and the school principal. This research was designed to gather viewpoints from students using a paper-based questionnaire, a familiar tool within their school day. Questionnaires designed for parents, teachers, and the principal were largely focused on students’ needs. The questionnaires were designed separately for each of the four participant groups, using four broad topics within the
dual curriculum focus. Participants shared their stories through descriptive responses along with ratings to statements that were structured using a five-point Likert scale.

Sample

The study sample included four groups of participants. The first group were students from Grades 8 and 9 in the 2017 – 2018 school year, with 128 enrolled students. The second group consisted of parents of the 128 students. One questionnaire per family was planned so that an individual parent, or both parents, would answer. A third group was comprised of teachers working in the aforementioned grades. Educators who teach language classes were not included in survey as the advanced curriculum focuses only on the core subjects of Mathematics, Physics, and Chemistry. A fourth sample in the study was the school principal who was asked to share his experiences of dual curriculum from students’ point of view.

Instruments

**Student questionnaire.** The student questionnaire (Appendix A) was designed to gather information that reflected their experiences while studying the dual curriculum. The instrument used 15 statements rated on a five-point Likert scale and one descriptive question asking information about dual curriculum, its usefulness, teachers’ abilities, and health issues.

**Parent questionnaire.** The parent questionnaire (Appendix B) was intended to gather information that reflected their personal as well as their child’s experiences with dual curriculum. The instrument used 12 statements rated on a five-point Likert scale and three descriptive questions asking information about dual curriculum, child’s abilities, financial position, and prospective.

**Teacher questionnaire.** The teacher questionnaire (Appendix C) was developed to gather information that reflected their experiences with dual curriculum. The instrument used
12 statements rated on a five-point Likert scale and three descriptive questions asking information about dual curriculum, students’ abilities, personal experience, and prospective.

**Principal questionnaire.** The principal’s questionnaire (Appendix D) was assembled to gather information that reflected his perspective about students’ experiences with dual curriculum. This instrument used 12 statements rated on a five-point Likert scale and three descriptive questions asking information focused on dual curriculum, students’ abilities, teachers’ abilities, and the school’s view point on dual curriculum.

**Procedures**

After questionnaires were designed, the focus turned to designing consent letters (Appendices E, F, G, & H) for the four groups of participants. Once the questionnaires and letters were distributed to participants, they retained the consent letters. A recruitment script (Appendix I) was designed to explain this study to student and teacher participants by the school secretary. Questionnaires, consent letters, and recruitment script were submitted online to the Vancouver Island University Research Ethics Board (REB) for approval along with detailed information about the survey in the form of an application through the VIU faculty supervisor.

**Recruitment**

Participants attended the study school in Hyderabad, India where I worked during the 2015 – 2016 school year, before moving to Canada for studies. I taught a few of the study participants while working in this school, therefore anonymous surveys were designed. The school’s principal volunteered to participate in the survey and permit the students, their parents, and teachers to contribute to the survey. Due to travelling constraints, it was not possible for me to survey the participants in person, so the questionnaires were emailed, along with consent letters, and the recruitment script to school office. The recruitment script was used to explain the
purpose of the survey to students and teachers, after which questionnaires and consent letters were distributed by the secretary, asking students for their completion and return in one week. Parents’ questionnaires and consent letters were also given to students for delivery home. Participants retained the consent letters and returned completed questionnaires to a drop box outside the principal’s office.

Validity

The study was originally planned to give two weeks for participant responses to the questionnaires however due to a sports event at the school during the proposed timeline, participants actually had one week to respond. When questionnaires were distributed, 14 students were absent from school and were not included in the survey along with their parents. These absentee students might affect the survey to some extent.

Analysis Techniques

Data from the questionnaires was entered manually into Microsoft® Excel® spreadsheet in the form of numbered codes. The Strongly Disagree option was coded with a value of 1, while the Strongly Agree option was coded with a value of 5 within the spreadsheet and the remaining options fell between 1 and 5. If participants did not check any options, it was entered as a 6. Once the data was entered, responses were counted question-wise, using the ‘find’ option. Microsoft® Excel® was also used to make graphs to further visualize the data.
Chapter 4 – Data Analysis

Most private schools in Telangana State teach students one to two grades ahead of their actual placement, meaning that every student learns from two curricula in the same school year during Grades 7, 8, and 9. As an educator, I feel that teaching students beyond their grade level is unethical.

This study employed a survey approach using mixed method quantitative and qualitative methodology. The four target groups selected for this study were students, their parents, teachers, and principal. Four different questionnaires were designed for four different groups with statements, rated using a Likert five-point scale, as well as open-ended questions. Student participants in Grades 8 and 9 at the study school in Hyderabad formed the first group. Parents of these students formed the second participant group while six teachers of these students formed another group. The school principal was one of the participants, the fourth group.

Samples Returned

On the day of distribution, there were 66 students enrolled in Grade 8 and 62 in Grade 9, totalling 128 potential student participants. There were 114 students that attended school on the questionnaire distribution day. Participants were given one week to complete the questionnaires, contrary to originally planned two week timeline, because of a sports event at the school. Of the 114 students that received questionnaires, 84 completed ones were returned as well as 74 completed parent questionnaires. All six teachers and the school principal completed and returned their questionnaires. After the school secretary collected the completed questionnaires from the drop-box, they were mailed to me, a process that took 20 days. Later, questionnaires were scanned and kept secure in the custody of the faculty supervisor.
For analysis purposes, questionnaires were coded: S01, S02, S03… for students; P01, P02, P03… for parents; T01, T02, T03… for teachers; and Pr for the principal. The following tables were used to record and analyse the responses of participants.

**Quantitative Data Analysis**

**Student questionnaire.** In most Indian families children study the courses that their parents choose, not the courses that match their children’s wishes. Private school management take advantage of this parental habit to promote their businesses. Students commonly struggle to study one curriculum in schools, and this is made worse by dual curriculum models. The survey found that 46% (AVG = 2.73) (see Table 1) of student participants were not able to concentrate on regular subjects because of IIT concept education in the school, while 16% were undecided.

Students who expressed that they were not getting enough time to pursue regular subjects averaged 52% (AVG = 3.45), while 23% were undecided. Most students felt that they were required, by parents and teachers, to study dual curriculum. Students indicated difficulty carrying the extra required books to school was 29% (AVG = 1.8).

In spite of the state’s government order published July 17, 2017 (DSE MS 22) limiting school bag weight, schools make students carry more books than necessary in order to learn the second curriculum. Some students left the advanced curriculum books in their lockers at school meaning they did not study at home.
Table 1

*Responses from students’ questionnaires to 5-point scale questions*

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Question</th>
<th>Frequency (n)*</th>
<th>Average (AVG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IIT concept subjects are easy to understand</td>
<td>82</td>
<td>2.75</td>
</tr>
<tr>
<td>2</td>
<td>I am able to study regular subjects and IIT concept subjects</td>
<td>82</td>
<td>2.73</td>
</tr>
<tr>
<td>3</td>
<td>I am not getting enough time to read regular subjects and IIT concept subjects</td>
<td>82</td>
<td>3.45</td>
</tr>
<tr>
<td>4</td>
<td>IIT concept subjects are useful for me</td>
<td>84</td>
<td>3.84</td>
</tr>
<tr>
<td>5</td>
<td>My parents require me to read regular subjects as well as IIT concept subjects</td>
<td>82</td>
<td>3.6</td>
</tr>
<tr>
<td>6</td>
<td>Teachers require me to read regular subjects as well as IIT concept subjects</td>
<td>82</td>
<td>3.84</td>
</tr>
<tr>
<td>7</td>
<td>It is not physically difficult to carry books of regular subjects and of IIT concept subjects</td>
<td>82</td>
<td>3.21</td>
</tr>
<tr>
<td>8</td>
<td>My parents have no difficulty paying the extra fee for IIT concept subjects</td>
<td>82</td>
<td>3.0</td>
</tr>
<tr>
<td>9</td>
<td>Teachers are finding it difficult to teach IIT concept subjects</td>
<td>82</td>
<td>2.68</td>
</tr>
<tr>
<td>10</td>
<td>I have no idea why I am studying the IIT concept subjects</td>
<td>83</td>
<td>2.6</td>
</tr>
<tr>
<td>11</td>
<td>Teachers are helping me to clarify doubts in IIT concept subjects</td>
<td>84</td>
<td>3.6</td>
</tr>
<tr>
<td>12</td>
<td>There is use in the future for IIT concept subjects</td>
<td>83</td>
<td>4.0</td>
</tr>
<tr>
<td>13</td>
<td>I am not able to concentrate on regular subjects because of IIT concept subjects</td>
<td>83</td>
<td>3.0</td>
</tr>
<tr>
<td>14</td>
<td>I am getting lower marks in regular subjects because of IIT concept subjects</td>
<td>81</td>
<td>2.66</td>
</tr>
<tr>
<td>15</td>
<td>I like studying IIT concept subjects</td>
<td>84</td>
<td>2.98</td>
</tr>
</tbody>
</table>

* n value varies if the participant did not select a response

Parent questionnaire. It can be observed from parents’ data that 55% (AVG = 3.17) (see Table 2) agree that their child’s IIT concept subjects are difficult for their level, while 20% were undecided. Parents were divided about whether or not their children were getting enough time for regular as well as IIT concept subjects. Parents who believed carrying extra books was a burden for their child represented 55% (AVG = 3.13) of respondents, while 14% were undecided. Most of the parent participants (AVG = 3.75) like their children studying dual
curriculum in school. When it comes to money matters, whether IIT concept education was worth the fees paid, parents were divided (AVG = 3.0). The highest average (AVG = 3.84) among all the responses was about the usefulness of dual curriculum in the future. Parents are willing to maintain the extra burden on children to see them in a good position in the future.

Table 2

*Responses from parents’ questionnaires to 5-point scale questions*

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Question</th>
<th>Frequency (n)*</th>
<th>Average (AVG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IIT concept subjects are useful for my child</td>
<td>74</td>
<td>3.83</td>
</tr>
<tr>
<td>2</td>
<td>Teachers are able to teach IIT concept subjects with ease</td>
<td>69</td>
<td>3.15</td>
</tr>
<tr>
<td>3</td>
<td>My child is not getting enough time to read regular subjects and IIT concept subjects</td>
<td>73</td>
<td>3.13</td>
</tr>
<tr>
<td>4</td>
<td>IIT concept subjects are difficult for my child</td>
<td>73</td>
<td>3.17</td>
</tr>
<tr>
<td>5</td>
<td>I will not pressure my child to read IIT concept subjects</td>
<td>74</td>
<td>3.82</td>
</tr>
<tr>
<td>6</td>
<td>It is physically difficult for my child to carry books for regular subjects and for IIT concept subjects</td>
<td>73</td>
<td>3.13</td>
</tr>
<tr>
<td>7</td>
<td>IIT concept subjects in the school are not worth the fee paid</td>
<td>61</td>
<td>3.0</td>
</tr>
<tr>
<td>8</td>
<td>I have a complete idea about the IIT concept education in school</td>
<td>71</td>
<td>2.83</td>
</tr>
<tr>
<td>9</td>
<td>Teachers are helping my child to clarify doubts in IIT concept subjects</td>
<td>72</td>
<td>3.69</td>
</tr>
<tr>
<td>10</td>
<td>My child is not able to concentrate on regular subjects because of IIT concept subjects</td>
<td>74</td>
<td>2.78</td>
</tr>
<tr>
<td>11</td>
<td>My child is getting lower marks in regular subjects because of IIT concept subjects</td>
<td>73</td>
<td>2.64</td>
</tr>
<tr>
<td>12</td>
<td>I like my child studying IIT concept subjects</td>
<td>74</td>
<td>3.75</td>
</tr>
</tbody>
</table>

* n value varies if the participant did not select a response

Teacher questionnaire. Most of the current teachers at the school shared opinions about dual curriculum that resemble mine. Four teachers (AVG = 2.6) were of the opinion that it was difficult to teach IIT concept subjects, and also not necessary (AVG = 3.1), to every student (see Table 3). Four teachers agreed that students were not getting enough time to read subjects from both curricula. Teachers were divided (AVG = 2.5) about the time available in the school day to
clarify students’ doubts within the advance curriculum. Despite these shortcomings, teachers are enjoying (AVG = 4) teaching IIT concept subjects in the school.

Table 3

Responses from teachers’ questionnaires to 5-point scale questions

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Question</th>
<th>Frequency (n)*</th>
<th>Average (AVG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IIT concept subjects are easy to teach to students</td>
<td>6</td>
<td>2.6</td>
</tr>
<tr>
<td>2</td>
<td>IIT concept subjects are not necessary for all students</td>
<td>6</td>
<td>3.1</td>
</tr>
<tr>
<td>3</td>
<td>Students are getting enough time to read regular subjects and IIT concept subjects</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td>4</td>
<td>Not all parents are interested in getting their children to study IIT concept education</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>5</td>
<td>IIT concept subjects are a burden to students</td>
<td>6</td>
<td>2.5</td>
</tr>
<tr>
<td>6</td>
<td>IIT concept education is an extra source of income to the school</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>I am getting satisfaction from teaching IIT concept subjects</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>8</td>
<td>Teachers are getting enough time to clarify students’ doubts in IIT concept subjects</td>
<td>6</td>
<td>2.5</td>
</tr>
<tr>
<td>9</td>
<td>Students will benefit in the future with these IIT concept subjects in the school</td>
<td>6</td>
<td>4.3</td>
</tr>
<tr>
<td>10</td>
<td>Students are not able to concentrate on regular subjects because of IIT concept subjects</td>
<td>6</td>
<td>2.6</td>
</tr>
<tr>
<td>11</td>
<td>Students are getting lower marks in regular subjects because of IIT concept subjects</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>I like to teach IIT concept subjects</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

* n value varies if the participant did not select a response

Opinions of student, parent, and teacher participants about how they like IIT concept education in the school is summarized and reported in Figure 1. Their views on the use of dual curriculum were organized into three groupings namely favoured, not favoured, and undecided, expressed in percentages.
From Figure 1, it can be interpreted that parents favoured the use of dual curriculum (66%) in comparison to other participants groups. Teachers were divided (50%) in their opinion while 46% of the student participants favoured it. In Indian society, parents mostly decide educational matters for their children, sometimes against their wishes, as demonstrated in Figure 1.

The fourth participant group, the school principal, consisted of one person, therefore his responses were not recorded in table format. For simplicity, while assessing the views of participants, the principal’s ideas were taken into consideration separately at most places within this study.
Principal questionnaire. The school principal viewed IIT concept education as a burden to most of the students. He indicated that only students with high IQ, an expression used to indicate capable students in India, cope with the advanced topics. Low achievers seem to lose confidence and interest towards education within this educational model. Although he is not personally in favour of IIT concept education, the school follows dual curriculum to compete with other private schools, since they are businesses. The principal is aware of the stress that students encounter, indirectly admitting that IIT concept education is a necessary evil.

1. IIT concept subjects in the school are useful to every student.
   ☑ Disagree

2. Teachers are teaching the IIT concept subjects with ease.
   ☑ Neither agree nor disagree

3. Students are getting enough time to read regular subjects and IIT concept subjects.
   ☑ Neither agree nor disagree

4. IIT concept subjects are difficult to understand for all students.
   ☑ Strongly agree

5. Students studying IIT concept subjects are learning under pressure.
   ☑ Agree

6. IIT concept education is an extra source of income to the school.
   ☑ Neither agree nor disagree

7. It is not physically difficult for students to carry books of regular subjects and IIT concept subjects.
   ☑ Disagree

8. The school has no other alternative than to teach IIT concept subjects to all students.
   ☑ Disagree

9. Teachers are getting enough time to clarify students’ doubts in IIT concept subjects.
   ☑ Neither agree

10. Students are able to concentrate on both regular subjects and IIT concept subjects.
    ☑ Disagree

11. Students are getting lower marks in regular subjects because of IIT concept subjects.
    ☑ Neither agree nor disagree

12. I like my students studying IIT concept subjects in the school.
    ☑ Neither agree nor disagree
Qualitative Data Analysis

Students’ responses. The student participants were asked to answer one open-ended question in their questionnaire, number 16. Of the 84 participants, 33 students (39%) answered the question. From those 33 students who answered open-ended question, the number of students who favoured IIT concept education (dual curriculum), the number of students who did not favour, and the number of students who stood neutral (see Figure 2) were interestingly equal, with 11 respondent each (or 13% each). Question 16 directed the respondents to write a descriptive answer: Write your opinion about IIT concept education in your school (whether you are understanding and enjoying learning IIT concept subjects).

![Figure 2. Percentage of students’ descriptive responses.](image-url)
Student participants were requested to answer only one open-ended question asking their opinion about IIT concept education. The responses were grouped into two: those who favoured the practice and those who did not favour its use in the school. Students were equally divided in their opinion about IIT concept education. The following are responses from 11 students who favoured the practice:

“There is good opinion about IIT concept education in my school. I am understanding and enjoying learning IIT concept subjects.”

“Yes, I am enjoying learning IIT concept subjects and our future will be nice. So I like to study IIT concept subjects.”

“I am beyond my grade level. IIT faculty is very excellent. I am understanding clearly and enjoying IIT concept subjects. IIT concept education is best forever.”

“IIT concept education is helpful for me in my future. I am understanding and enjoying IIT concept subjects.”

“IIT concept education in my school is very good. I am understanding and enjoying learning IIT concept subjects.”

“Yes, I enjoy learning IIT concept subjects and understand it very well. It is very useful for our further studies.”

“I am understanding and enjoying learning IIT concept subjects. If I learn IIT concept subjects, I will have a bright future. I have good opinion about IIT concept education.”

“IIT concept education is very advance to learn. Reading IIT is very useful for us in future. If we learn IIT concept subjects in school, it will be easy for us when we join IIT college.”
“I am able to understand and learn the concepts of IIT as they are very helpful and useful for future studies. My teachers are making us to know the concepts easily.”

“I enjoy learning IIT concepts but sometimes not. IIT concept education is very important for future.”

“I like IIT because my teachers explain me very well. They make me understand”

The following responses were provided by the 11 student participants who did not favour IIT concept education, articulating their struggles with the curriculum or a lack of interest in the subject matter:

“No. I am not able to understand these IIT concept subjects. Because of this IIT, I am unable to concentrate on regular subjects. I am not enjoying these concepts. It is becoming burden to me.”

“Not at all interested in IIT concept education.”

“IIT concept subjects are too hard to learn. It is a pressure on me.”

“Whether IIT concept education is useful or not for the future, I am not at all interested in learning IIT concept subjects.”

“I think IIT is not necessary in these grades. It is good in Grades 11 and 12. Teaching Grade 11 or 12 topics now is burden to us.”

“No, I am not understanding and enjoying learning IIT concept subjects. Teachers will teach nicely but I do not understand. There are some difficulties to solve the numerical.”

“I cannot understand Physics and other higher-level concepts so we cannot enjoy IIT.”

“I can understand to some extent but not with clarity. I feel IIT concept education is difficult. I am not getting enough time to read regular subjects and IIT concept subjects at home.”
“IIT concept education in our school is very hard and I am not able to concentrate on both regular and IIT concept subjects.”

“I feel stressed by learning both IIT concept and regular subjects. IIT concept subjects are so difficult. I cannot understand most of the topics. I want to concentrate on my regular subjects.”

Some of the students were so frustrated by the IIT concept education practice that they used inappropriate language within their responses.

**Parents’ responses.** Parents may have experienced difficulty answering open-ended questions due to language and time constraints. Almost half of the parent participants did not answer any of the open-ended questions (see Figure 3). Only one quarter of the parent participants were able to answer all the open-ended questions. The statistics of their open-ended responses were expressed in percentages in the Figure 3.

![Figure 3. Percentage of parents’ descriptive responses.](image)
Most parent participants answered only one open-ended question, the first one, as demonstrated in the Figure 4. After answering Question 13, most of the parent respondents did not continue to answer any other open-ended questions. The reason for this pattern is not revealed in the data.

![Figure 4](image)

*Figure 4. Number of parents’ responses to open-ended questions.*

After reading the responses to open-ended questions, parent participants’ opinions were grouped into four categories: positive, negative, neutral, and not answered. The statistics are shown in the Figure 5.
Almost half of the parent participants did not answer any of the open-ended questions. A language barrier or a time constraint could be possible reasons. Of the 74 parent participants, 41 answered the first open-ended question, number 13 (Q#13). Of the 41 participants, 31 supported IIT concept education in the school. A few of their responses are recorded below:

Q#13: Do you support IIT concept education in the school? Explain why or why not?

“Yes, it is useful to learn regular subjects in depth.”

“Yes, of course. IIT concept education in the school helps children to know subjects deeply.”

“Yes, I will support because it will give full length concept about the subject. It will help in any competitive examinations and have a good future. By this his brain will work faster and sharper.”

“Yes, we support IIT concept education in school but school should not stop this curriculum in middle.”
“Yes, I support because students are getting more knowledge and can solve difficult problems.”

“Yes, I support because of the complicated topics in Grades 11 and 12. To gain perfection at later stage, IIT concept education forms a perfect foundation.”

Out of the 41 parent participants who answered question 13, seven participants were against IIT concept education in the school, indicating that this parent group, more than any other of the participant groups, wanted the dual curriculum to be implemented. A few of the parents’ responses who were not favouring the IIT concept education are given below:

“No. Because it is difficult to understand IIT concepts and my child is getting lower marks in regular subjects.”

“No. Because my child is feeling that it is a burden to her. She has to concentrate on regular subjects first.”

“No. My child is a slow learner. We will be happy if she could understand and perform better in regular subjects.”

The second open-ended question for parent participants was about teaching students more advanced topics compared to present ‘advanced’ ones. Of the 74 participants, 25 parents answered with only a few clear answers. The wording of the question may have been too difficult to understand by many of the participants. Few responses are given below:

“It will give much stress to students.”

“Next generation students might learn easily.”

“It is like keeping extra pressure on small brains. IIT concept education should be controlled.”
“It is not advisable to have IIT concept education for further lower grades and too advanced topics.”

“All students cannot learn these advanced level topics.”

“Yes, some schools are teaching too advanced topics.”

“Yes, it may be helpful for the students.”

“Intelligent Quotient (IQ) of next generation students might increase to study more advanced topics.”

Parents also talked about the positive and negative impacts of teaching students beyond their grade level. It is interesting to note that parents who expressed drawbacks about the dual curriculum actually wanted their child to be part of the practice.

A total of 24 participants, of the 74 returned parent questionnaires, responded to the last descriptive question. Most of the responding parents agreed that teaching IIT concept education is keeping an extra burden on little brains of their children, but at the same time they say that it is useful for future studies.

**Teachers’ responses.** The teachers selected for the survey were teaching Mathematics and Sciences as IIT concept education does not include languages. The number of teachers that volunteered for the survey was six. Their responses to the first open-ended question (Q#13) are recorded below.

Q#13 What percentage (approximately) of students are enjoying learning IIT concept subjects and for which type of students are IIT concept subjects suit well in the school?

“Above 40%. Good for high IQ students.”

“About 50%. Good for students who can think and apply to regular subjects.”

“60%. Good for highly intelligent and for an average student.”
“Good for students who think in a creative and logical way. Other students will develop skills in slow process.”

“Hardly 10% students are enjoying learning IIT concept subjects. Good for students who has got an intellectual brain or for those who work hard.”

“10%. Good for above average performing students.”

The teachers were divided in providing an approximate percentage of students enjoying dual curriculum in the school. Most teachers agreed that it is good for high performing students. One teacher explained the impact of IIT concept education in the following words.

“First of all, students are confused about what they are learning. Teachers are also separate for regular subjects and IIT concept subjects. Students are losing their confidence level, interest on studies and also thinking level is dropping slowly. Simply we are pushing them into sort of burden. No use educating a child without interest and basic knowledge which impacts negatively on society.”

Teachers were not hesitant to say IIT concept education is a burden to students and destroys their performance confidence. Some teachers explained that students were learning more content but without perfection.

Principal’s responses. The principal willingly agreed to survey the students, their parents, and teachers, and he personally volunteered to participate in the survey. His contribution was so rich to the study that he gave his thoughts in descriptive form. His responses are recorded in the following lines.

Q#13 Do you support IIT concept education in your school? Explain why or why not?

“I won’t support IIT concept education in my school because all the students are not enough capable to understand IIT concept where they are overstressed.”
Q#14 In IIT concept education, students are learning almost two to three grades in advance of their grade. What might be next? (Do you see the next generation of students learning four to five grades in advance?)

“Two to three grades in advance of their grade is successful in the case of capable students but beyond this level is really a over loaded job for the students where they mentally disturb and feel stressed.”

Q#15 Share your views about any positive/negative impact of IIT concept education on society.

“Positive impact – It enhances the mental ability of a student who have good IQ level.

Negative impact – Students who are with low IQ levels cannot cope up with IIT concept where it is overburdened and stressful. And also they lose their confidence towards education.”

Most principals share the same opinion as the principal participant. Principals who follow dual curriculum in their schools have no alternative way to compete with other schools even though the ‘other’ schools are few in number. Schools that do not follow the practice might lose business to other schools.
Chapter 5 – Conclusions and Recommendations

Most private schools in Telangana State teach students one to two grades ahead of their actual placement, meaning every student learns from two curricula in the same school year during Grades 7, 8, and 9. As an educator, I feel that teaching students beyond their grade level is unethical. This chapter consists of recommendations and scope for further research. The data collected will be useful for other private school students at same grade level in the state to improve their learning and overall enjoyment school.

Survey Summary

The purpose of this study was to identify challenges and benefits of Grades 8 and 9 students taking dual curriculum at the study school in Hyderabad, India. Along with these students their parents, teachers and school principal was included in survey. Questionnaires were designed for these four groups separately and approved by Research Ethics Board at Vancouver Island University. Paper questionnaires were distributed to four groups, a total of 235 participants, and data was collected from 165 voluntary participants after a one week response time.

Interpretation of the Results

Examination of the data from the four groups of participants under different themes yielded some fascinating results which I personally can apply to my professional career and share with private school management in the city. Results are discussed in the following paragraphs.

Dual curriculum. This is one of the questions asked to all the groups about how they like dual curriculum. Despite of the state government order (DSE MS 91, August 06, 2009), recommending discontinuation of this practice, the teaching of dual curriculum is continuing in
many of the private schools. The reason can be attributed more to parents’ demands than to
desires of the school management since 66% of parents in this study (see Table 2) favoured dual
curriculum to be taught to their children. The study school’s principal admits that it is burden to
students. Teachers (50%) and students (48%) (see Table 1) are divided in their opinion of
supporting dual curriculum.

**Challenges of Dual Curriculum**

All the participants groups expressed their concerns about teaching students beyond their
grade level in the private schools of Telangana State. As expected, students were in the forefront
to raise their voices. It can be seen that they are the ones most impacted in this whole process of
executing dual curriculum. Difficulty in understanding the advanced concepts (AVG = 2.75),
managing time between regular and advanced curriculum (AVG = 1.55), being burdened by
parents and teachers (AVG = 1.4 & 1.16), and having no idea (AVG = 2.6) of what they are
studying are the challenges faced by students. Despite of the challenges they want to go forward
thinking it might help in future studies (AVG = 4.0).

In this whole process of study, parent participants are the ones with less challenges. They
admit their children are struggling to understand dual curriculum (AVG = 3.17) and with loaded
school bags (AVG = 3.13). Half of the parents have no idea where the extra fee they are paying
toward dual curriculum is going to. Teachers are of the opinion (AVG = 2.6) that it difficult to
make all students understand advanced concepts of IIT education. When they look from
students’ lens (AVG = 2.5), they can see how burden it is for students in terms of managing time
(AVG = 2.3) and clearing their doubts (AVG = 2.5).
Benefits of dual curriculum

Three fourths of students and parents, all teachers and the principal agreed that IIT concept education would be useful to the students in higher grades or when they join IIT and other engineering colleges. Some parents expressed that the study of dual curriculum would benefit their child by increasing their knowledge and thinking power.

Recommendations

It is clear from the study data that parents support dual curriculum more than any of the participant groups. Every parent wants to see their child study hard and settle well in life, but there is a limit to the stress a child can bear. The National Crime Records Bureau (2015) of India reported that one student committed suicide every hour. Parents may not be aware of such statistics and the need to ease unnecessary stress on their children, requiring counselling to consider the consequences of burdening their children with curriculum that is beyond their grade level. Also, school management should consider the students’ perspective and implement dual curriculum only for academically capable students.

Limitations

1. IIT concept education trains students to be future engineers, leading to an imbalance between professions training fewer doctors and managers yet more engineers in society. This study did not investigate this topic.

2. Not all students and parents showed interest in answering the open-ended questions. Either they did not have time or found them difficult to complete within the questionnaire structure. Using simpler English may have worked well for more parents if their formal education in this language was limited.
3. Grade 7 students were not included in the survey as they were considered too young by the researcher to understand and express their views about dual curriculum since they had just begun this practice a few months before the survey was conducted.

Further Research

1. This research can be extended by including some more private schools and cities within Telangana State. Including neighbouring states in future research would enrich the study and note possible trends between states.

2. More research can be undertaken involving only parents as the continued implementation of dual curriculum revolves more around parents than school management. Survey questionnaires can be designed both in English and in the mother tongue of participants to capture more, and clearer, information.

3. Further research can be initiated by including Grades 11 and 12 students who have taken dual curriculum since Grade 7. Students that have completed Grade 12 and begun college studies could provide comparative data about the advanced concept curriculum and college practices.

4. Further research can be done taking gender into consideration.
References


Department of School Education. (2018). Telangana government. www.childinfo.tg.nic.in


thenatureoflearningusingresearchtoinspirepractice.htm


Appendix A

Questionnaire – Student

In this questionnaire, you will see five options for questions 1 – 15. Select one of the options to rate your opinion of IIT concept education in your school. For question 16, you will provide a descriptive answer. Please do not write your name on this questionnaire. When you are finished, seal it in the envelope provided and place it in the drop box outside the principal’s office.

1. IIT concept subjects are easy to understand.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

2. I am able to study regular subjects and IIT concept subjects.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

3. I am not getting enough time to read regular subjects and IIT concept subjects.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

4. IIT concept subjects are useful for me.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

5. My parents require me to read regular subjects as well as IIT concept subjects.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

6. Teachers require me to read regular subjects as well as IIT concept subjects.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

7. It is not physically difficult to carry books of regular subjects and of IIT concept subjects.
   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
8. My parents have no difficulty paying the extra fee for IIT concept subjects.

   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
   nor disagree

9. Teachers are finding it difficult to teach IIT concept subjects.

   ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
   nor disagree

10. I have no idea why I am studying the IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

11. Teachers are helping me to clarify doubts in IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

12. There is use in the future for IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

13. I am not able to concentrate on regular subjects because of IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

14. I am getting lower marks in regular subjects because of IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

15. I like studying IIT concept subjects.

    ○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree
    nor disagree

16. Write your opinion about IIT concept education in your school (whether you are understanding and enjoying learning IIT concept subjects).
### Appendix B

**Questionnaire – Parent**

In this questionnaire, you will see five options for questions 1 – 12. Select one of the options to rate your opinion of IIT concept education in your child’s school. For questions 13 - 15, you will provide a descriptive answer. Please do not write your name on this questionnaire. When you are finished, seal it in the envelope provided and ask your child to place it in the drop box outside the principal’s office.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IIT concept subjects are useful for my child.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>2. Teachers are able to teach IIT concept subjects with ease.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>3. My child is not getting enough time to read regular subjects and IIT concept subjects.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>4. IIT concept subjects are difficult for my child.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>5. I will not pressure my child to read IIT concept subjects.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>6. It is physically difficult for my child to carry books for regular subjects and for IIT concept subjects.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
<tr>
<td>7. IIT concept subjects in the school are not worth the fee paid.</td>
<td>○ Strongly disagree ○ Disagree ○ Neither agree ○ Agree ○ Strongly agree</td>
</tr>
</tbody>
</table>
8. I have a complete idea about the IIT concept education in school.

○ Strongly disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly agree

9. Teachers are helping my child to clarify doubts in IIT concept subjects.

○ Strongly disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly agree

10. My child is not able to concentrate on regular subjects because of IIT concept subjects.

○ Strongly disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly agree

11. My child is getting lower marks in regular subjects because of IIT concept subjects.

○ Strongly disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly agree

12. I like my child studying IIT concept subjects.

○ Strongly disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly agree

13. Do you support IIT concept education in the school? Explain why or why not?


14. In IIT concept education, students are learning almost two to three grades in advance of their grade. What might be next? (Do you see the next generation of students learning four to five grades in advance?)


15. Share your views about any positive/negative impacts of IIT concept education on society.


Appendix C

Questionnaire – Teacher

In this questionnaire, you will see five options for questions 1 – 12. Select one of the options to rate your opinion of IIT concept education in your school. For questions 13 - 15, you will provide a descriptive answer. Please do not write your name on this questionnaire. When you are finished, seal it in the envelope provided and place it in the drop box outside the principal’s office.

1. IIT concept subjects are easy to teach to students.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

2. IIT concept subjects are not necessary for all students.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

3. Students are getting enough time to read regular subjects and IIT concept subjects.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

4. Not all parents are interested in getting their children to study IIT concept education.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

5. IIT concept subjects are a burden to students.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

6. IIT concept education is an extra source of income to the school.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree

7. I am getting satisfaction from teaching IIT concept subjects.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neither agree nor disagree
   - [ ] Agree
   - [ ] Strongly agree
8. Teachers are getting enough time to clarify students’ doubts in IIT concept subjects.

☐ Strongly disagree  ☐ Disagree  ☐ Neither agree  ☐ Agree  ☐ Strongly agree
   nor disagree

9. Students will benefit in the future with these IIT concept subjects in the school.

☐ Strongly disagree  ☐ Disagree  ☐ Neither agree  ☐ Agree  ☐ Strongly agree
   nor disagree

10. Students are not able to concentrate on regular subjects because of IIT concept subjects.

☐ Strongly disagree  ☐ Disagree  ☐ Neither agree  ☐ Agree  ☐ Strongly agree
   nor disagree

11. Students are getting lower marks in regular subjects because of IIT concept subjects.

☐ Strongly disagree  ☐ Disagree  ☐ Neither agree  ☐ Agree  ☐ Strongly agree
   nor disagree

12. I like to teach IIT concept subjects.

☐ Strongly disagree  ☐ Disagree  ☐ Neither agree  ☐ Agree  ☐ Strongly agree
   nor disagree

13. What percentage (approximately) of students are enjoying learning IIT concept subjects and for which type of students are IIT concept subjects suit well in the school?

14. In IIT concept education, students are learning almost two to three grades in advance of their grade. What might be next? (Do you see the next generation of students learning four to five grades in advance?)

15. Share your views about any positive/negative impacts of IIT concept education on society.
Appendix D

Questionnaire – Principal

In this questionnaire, you will see five options for questions 1 – 12. Select one of the options to rate your opinion of IIT concept education in your school. For questions 13 - 15, you will provide a descriptive answer. When you are finished, seal it in the envelope provided and place it in the drop box outside your office.

1. IIT concept subjects in the school are useful to every student.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

2. Teachers are teaching the IIT concept subjects with ease.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

3. Students are getting enough time to read regular subjects and IIT concept subjects.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

4. IIT concept subjects are difficult to understand for all students.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

5. Students studying IIT concept subjects are learning under pressure.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

6. IIT concept education is an extra source of income to the school.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

7. It is not physically difficult for students to carry books of regular subjects and IIT concept subjects.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree
8. The school has no other alternative than to teach IIT concept subjects to all students.

○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

9. Teachers are getting enough time to clarify students’ doubts in IIT concept subjects.

○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

10. Students are able to concentrate on both regular subjects and IIT concept subjects.

○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

11. Students are getting lower marks in regular subjects because of IIT concept subjects.

○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

12. I like my students studying IIT concept subjects in the school.

○ Strongly disagree  ○ Disagree  ○ Neither agree  ○ Agree  ○ Strongly agree

13. Do you support IIT concept education in your school? Explain why or why not?

[Blank space for answer]

14. In IIT concept education, students are learning almost two to three grades in advance of their grade. What might be next? (Do you see the next generation of students learning four to five grades in advance?)

[Blank space for answer]

15. Share your views about any positive/negative impact of IIT concept education on society.

[Blank space for answer]
Appendix E

Consent Letter – Student

Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits

Principal Investigator
John MLK Guzzarlamudi
Master of Education candidate
Vancouver Island University
martinukg@gmail.com

Student Supervisor
Anne Jenkins, PhD.
Department of Education
Vancouver Island University
anne.jenkins@viu.ca

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU). My research, entitled “Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits” aims to identify factors that determine academic success among students in Telangana state. My hope is that this research will contribute to the future success of students in the Telangana state.

Research participants are asked to complete a questionnaire (attached). If you agree, you will answer questions concerning your personal experiences while studying at your school, with emphasis on factors such as IIT concept subjects and state board syllabus. Your participation will require approximately 20 minutes of time. Your information is anonymous since your name is not written on the questionnaire and will be returned in a sealed envelope to a school drop box. The information collected on the questionnaire will not likely be controversial, and thus the research poses only a very small risk of harm to participants.

Your participation is anonymous and all records of your participation would be confidential. Only my supervisor and I will have access to the information. Electronic data will be stored on a password-protected computer. Gmail will be used to transfer the scanned questionnaires. The servers are located outside of Canada therefore there is a risk that data could be accessed by the U.S. government as part of the Patriot Act (October 26, 2001). This consent letter is retained by you if you are willing to answer the questionnaire. Data will be deleted at the end of the project, approximately April 30, 2018.

The results of this study will be published in my Master of Education thesis, and may also be used for conference publications, presentations, and published in peer-reviewed journals.

Your participation is completely voluntary. You may withdraw from the study at any time before submitting the questionnaire, for any reason, and without explanation.
By submitting the completed questionnaire, you are consenting to the use of this data for the study.

I, John Martin Luther King Guzzarlamudi, promise to adhere to the procedures described in this consent letter.

Principal Investigator Signature __________________________ Date _______________

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at +1 250-740-6631 or by email at reb@viu.ca.
Appendix F

Consent Letter – Parent

Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits

Principal Investigator
John MLK Guzzarlamudi
Master of Education candidate
Vancouver Island University
martinukg@gmail.com

Student Supervisor
Anne Jenkins, PhD.
Department of Education
Vancouver Island University
anne.jenkins@viu.ca

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU). My research, entitled “Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits” aims to identify factors that determine academic success among students in Telangana state. My hope is that this research will contribute to the future success of students in the Telangana state.

Research participants are asked to complete a questionnaire (attached). If you agree, you will answer questions concerning your personal experiences while parenting a child studying at your child’s school, with emphasis on factors such as IIT concept subjects and state board syllabus. If you agree to participate, your participation will require approximately 20 minutes of time. Your information is anonymous since your name is not written on the questionnaire and will be returned in a sealed envelope to a school drop box.

If you also agree to your child’s participation, a student questionnaire is attached concerning their personal experiences while attending at your child’s school, with emphasis on factors such as IIT concept subjects and state board syllabus. Their participation also would require approximately 20 minutes of time and their information is also anonymous since their name is not written on the questionnaire. The information collected on the questionnaire will not likely be controversial, and thus the research poses only a very small risk of harm to participants.

Your participation is anonymous and all records of your participation would be confidential. Only my supervisor and I will have access to the information. Electronic data will be stored on a password-protected computer. Gmail will be used to transfer the scanned questionnaires. The servers are located outside of Canada therefore there is a risk that data could be accessed by the U.S. government as part of the Patriot Act (October 26, 2001). This consent letter is retained by you if you are willing to answer the questionnaire. Data will be deleted at the end of the project, approximately April 30, 2018.
The results of this study will be published in my Master of Education thesis, and may also be used for conference publications, presentations, and published in peer-reviewed journals.

Your participation is completely voluntary. You may withdraw from the study at any time before submitting the questionnaire, for any reason, and without explanation.

By submitting the completed questionnaire, you are consenting to the use of this data for the study.

I, John Martin Luther King Guzzarlamudi, promise to adhere to the procedures described in this consent letter.

Principal Investigator Signature __________________________ Date _______________

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at +1 250-740-6631 or by email at reb@viu.ca.
Appendix G

Consent Letter – Teacher

Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits

Principal Investigator
John MLK Guzzarlamudi
Master of Education candidate
Vancouver Island University
martinukg@gmail.com

Student Supervisor
Anne Jenkins, PhD.
Department of Education
Vancouver Island University
anne.jenkins@viu.ca

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU). My research, entitled “Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits” aims to identify factors that determine academic success among students in Telangana state. My hope is that this research will contribute to the future success of students in the Telangana state.

Research participants are asked to complete a questionnaire (attached). If you agree, you will answer questions concerning your personal experiences at your school, with emphasis on factors such as Indian Institute of Technology (IIT) concept subjects and state board syllabus. Your participation will require approximately 20 minutes of time. Your information is anonymous since your name is not written on the questionnaire and it is returned in a sealed envelope to a school drop box.

The information collected will not likely be controversial, and thus the research poses only a very small risk of harm to participants. Depending on the information you provide, there is a possibility that the information you provide might cause loss of privacy since the sample size is small. The name of the school will not be published with the final report and every effort to withhold the publication of any identifying details will be made.

Your participation is anonymous and all records of your participation will be confidential. Only my supervisor and I will have access to the information. Electronic data will be stored on a password-protected computer. Gmail will be used to transfer the scanned questionnaires. The servers are located outside of Canada therefore there is a risk that data could be accessed by the U.S. government as part of the Patriot Act (October 26, 2001). This consent letter can be retained by you if you are willing to answer the questionnaire. Data will be deleted at the end of the project, approximately April 30, 2018.
The results of this study will be published in my Master of Education thesis, and may also be used for conference publications, presentations, and published in peer-reviewed journals.

Your participation is completely voluntary. You may withdraw from the study at any time before submitting the questionnaire, for any reason, and without explanation.

By submitting the completed questionnaire, you are consenting to the use of this data for the study.

I, John Martin Luther King Guzzarlamudi, promise to adhere to the procedures described in this consent letter.

Principal Investigator Signature __________________________ Date _______________

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at +1 250-740-6631 or by email at reb@viu.ca.
Appendix H

Consent Letter - Principal

Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits

Principal Investigator
John MLK Guzzarlamudi
Master of Education candidate
Vancouver Island University
martinukg@gmail.com

Student Supervisor
Anne Jenkins, PhD.
Department of Education
Vancouver Island University
anne.jenkins@viu.ca

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU). My research, entitled “Teaching students beyond their grade level in private schools of Telangana state, India – Challenges and Benefits” aims to identify factors that determine academic success among students in Telangana state. My hope is that this research will contribute to the future success of students in the Telangana state.

Research participants are asked to complete a questionnaire (attached). If you agree, you will answer questions concerning your personal experiences as the principal of your school, with emphasis on factors such as Indian Institute of Technology (IIT) concept subjects and state board syllabus. Your participation will require approximately 20 minutes of time.

The information collected will not likely be controversial, and thus the research poses only a very small risk of harm to participants. Since you are the only principal being asked to participate there is a good chance that you will be identified as having participated and your results may be identifiable. The name of the school will not be published in the final report and every effort will be made to withhold the publication of identifying information.

Your participation is not anonymous, since you are the sole principal, however the participation of teachers, students and their parents is anonymous. Records of your participation will be confidential. Only my supervisor and I will have access to the information. Electronic data will be stored on a password-protected computer. Gmail will be used to transfer the scanned questionnaires. The servers are located outside of Canada therefore there is a risk that data could be accessed by the U.S. government as part of the Patriot Act (October 26, 2001). This consent letter can be retained by you if you are willing to answer the questionnaire. Data will be deleted at the end of the project, approximately April 30, 2018.
The results of this study will be published in my Master of Education thesis, and may also be used for conference publications, presentations, and published in peer-reviewed journals. Your participation is completely voluntary. You may withdraw from the study at any time before submitting the questionnaire, for any reason, and without explanation.

By submitting the completed questionnaire, you are consenting to the use of this data for the study.

I, John Martin Luther King Guzzarlamudi, promise to adhere to the procedures described in this consent letter.

Principal Investigator Signature __________________________ Date _______________

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at +1 250-740-6631 or by email at reb@viu.ca.
Appendix I

Recruitment Script for Students

Mr. John Martin is a student at Vancouver Island University, in Canada, enrolled in the Master of Education program. He is currently researching IIT concept education and he is inviting you, and your parents, to participate by answering a questionnaire. The information collected will not likely be controversial, and thus the research poses only a very small risk of harm to you as participants. Your participation will require approximately 20 minutes of time and your information is anonymous since your name is not recorded.

Today I will give you a consent letter, questionnaire and envelope to take home. I will also give you a consent letter, questionnaire and envelope for your parents. Please read the consent letter and keep it at home. Complete the questionnaire and return it (along with your parents’ questionnaire and envelope) to the school drop box in the corridor outside the office. The drop box will be available for one week from December 20.

On behalf of Mr. John Martin, I would like to thank you for your participation in this research study.