APPENDIX I

RESEARCH TOOLS

Tool - 1 : Proforma for Basic Data About Schools

1. Name of the School : ....

2. Place : ....   Taluka : .... District : ....

3. Year of Establishment : ......

4. Stds., Divisions, Pupils :

Stds.	Divisions	Pupils
VIII		
IX		
X		
XI		
Total :		

5. (a) Total Teachers : ....

   (b) Experience

Category	Years of Experience						Grand Total
	1-2	3-5	6-10	10-15	16-20	20+	
Trained							
(a) Graduates							
(b) Post-graduates							
Untrained							
(a) Graduates							
(b) Post-graduates							
Total							

6. School Building :

   (a) Rented or own : (Tick mark)

(b) Number of Instructional Rooms : .....

(c) Special Rooms : (Tick / Mention)

    (i) Science Laboratory : .....

    (ii) Library : .....

    (iii) Reading Room : .....

    (iv) Social Studies : .....

    (v) Craft Room : .....

(d (vi) Others (Specify) : ....

(d) Botanical Garden : .....

(e) School Playground : .....

7. Describe briefly how the school is equipped with instructional materials and Audio-Visual Aids :

8. List separately the co-curricular activities introduced in the school :

9. Prepare a short consolidated note on your school describing its strengths and weaknesses :

Tool - II :   A Rating Scale for Teacher's Sensitivity to New

Idea in Supervision   (Hypothesis   I)

(For Teachers)

School :   ....

Place :   .... Taluka :   .... District :   ....

In this rating scale, 30 statements are given. The statements pertain to the new ideas that have been set forth in modern educational literature about instructional supervision. You have to rate each statement on a Five-Point Scale keeping your own school in mind.. Your rating should be fearless, unbiased and frank. Nowhere in the report of this research your name or your school's name will figure. <u>All your responses will be kept strictly confidential.</u>

On the right hand side of each statement five figures - 5, 4, 3, 2, and 1 are given. Encircle :

5 if you agree fully with the statement which would mean you wiдl welcome its adoption in your school;

4 if you agree fully with it but before you welcome it for adoption in your school, you will like to try it out first;

3 if you agree with it in principle but you will not like to adopt it in your school;

2 if you feel that the idea is impracticable in the context of our country; and

1 if you feel that the idea is harmful to our schools.

Item Number	Statements	Ratings
1.	Any knowledgeable teacher, even if he is a junior, can do instructional supervision work	5 4 3 2 1
2.	To enter a teacher's class and observe his teaching without his permission is to insult his individuality.	5 4 3 2 1
3.	If supervision is done by the principal, there is always the pressure of his power or status operating on the teacher	5 4 3 2 1
4.	Supervision of teacher's work can be done through personal guidance, through individual conferences with teachers and without entering his class and the supervisor need not visit a teachers' class for observation	5 4 3 2 1
5.	It is an act of supervision if a teacher is professionally stimulated internally through an inservice teacher education programme	5 4 3 2 1
6.	Supervision should not be by an individual but by a group	5 4 3 2 1
7.	The change process in a teacher's method of teaching should be attempted through demonstration and discussion.	5 4 3 2 1
8.	Every teacher should be required to plan lessons daily.	5 4 3 2 1

Item No.	Statements	Ratings
9.	Old and experienced teachers do not need any supervision.	5 4 3 2 1
10.	Supervision should be limited to only untrained and new teachers	5 4 3 2 1
11.	The school management should appoint one full-time supervisor solely for supervision work for a large school or a group of small schools.	5 4 3 2 1
12.	The supervisor should try to guide the teacher as to how he can increase students' participation in instruction.	5 4 3 2 1
13.	Library should be made an integral part of class teaching.	5 4 3 2 1
14.	In the instruction in every subject, teachers should be made to use programmed frames.	5 4 3 2 1
15.	Subject teachers should be guided in preparing home assignments for students.	5 4 3 2 1
16.	Subject committees should be entrusted with the work of improving teaching learning in their subject areas.	5 4 3 2 1
17.	Any teacher, not necessarily the principal, can preside at the staff meeting.	5 4 3 2 1
18.	Every teacher should be required to prepare daily lesson plans.	5 4 3 2 1
19.	It should be compulsory for teachers to plan and use project way of learning and undertake experiments in their teaching.	5 4 3 2 1

Item No.	Statements	Ratings
20.	Teachers should report in their school before the vacation ends for planning the sessional work of the school.	5 4 3 2 1
21.	The annual increment in teacher's salary should be tied up with the evidence of their professional growth.	5 4 3 2 1
22.	There should be separate leadership for academic work (director) and administrative work (principal).	5 4 3 2 1
23.	A school principal should be specially trained for the supervision job.	5 4 3 2 1
24.	Teachers should get self-education in instructional supervision through professional reading.	5 4 3 2 1
25.	Academic inspection of the school should be done by a panel of subject experts every year.	5 4 3 2 1
26.	The academic inspection of a school should at least continue for three to four days.	5 4 3 2 1
27.	A supervisor should function as an agent of diffusion of new ideas.	5 4 3 2 1
28.	A supervisor is a teachers' counsellor, a practical guide in teaching work and coordinator of the educative process.	5 4 3 2 1
29.	All programmes of improvement of instruction and evaluation should be undertaken only with the consultation and consent of the teachers of the school.	5 4 3 2 1

Item No.	Statements	Ratings
30.	Teacher should be equipped to work as an agent of social change.	5 4 3 2 1

Tool - III : Perception of Teachers About the Practicability
of the Implementation of Innovative Instructional
Practices in Schools   (Hypothesis II)

School : ....

Place : ....   Taluka : ....   District : ....

In this tool there are thirty-five phrase types of
statements about instructional programmes. You have to rate
each statement on a five-point scale on the basis of your
perception about the practicability of the programme for
implementation in your school.

On the right hand side of each statement five figures -
5, 4, 3, 2, and 1 are given. Encircle :

5 if fully practicable;

4 if partially practicable;

3 if practicable to a small extent;

2 if its practicability is doubtful; and

1 if fully impracticable.

Item No.	Statements	Ratings
1.	Organization of the syllabus in terms of units of teaching.	5 4 3 2 1
2.	Planning of instruction on the basis of specific instructional objectives	5 4 3 2 1

X.

3. Development of a master resource plan of instruction   5 4 3 2 1

4. Institutional planning for the improvement of instruction.   5 4 3 2 1

5. Limiting the class size to 35 pupils.   5 4 3 2 1

6. Teaching-learning through groupwork.   5 4 3 2 1

7. Demonstration lesson by successful teachers.   5 4 3 2 1

8. Criticism Lessons by staff members.   5 4 3 2 1

9. Regular staff meetings for the discussion of instructional issues.   5 4 3 2 1

10. Planning of instruction in each subject by subject committees.   5 4 3 2 1

11. Utilization of local resources in teaching.   5 4 3 2 1

12. Provision of class libraries to meet the needs of every student.   5 4 3 2 1

13. Provision of at least one trained graduate librarian.   5 4 3 2 1

14. Teaching through the Project Method.   5 4 3 2 1

15. Preparation of standardwise assignments.   5 4 3 2 1

16. Planning of learning experiences for pupils to be provided before and after school hours. 5 4 3 2 1

17. Use of instructional materials of programmed learning in actual class teaching.   5 4 3 2 1

18. Extensive use of the A.V. Aids in teaching.   5 4 3 2 1

19. Preparation of instructional materials by teachers.   5 4 3 2 1

20. Use of Bulletin Boards in each class.   5 4 3 2 1

21.	Organization of Study Circles.	5 4 3 2 1
22.	Training the pupils for making notes and taking down notes.	5 4 3 2 1
23.	Cultivating good study habits in pupils.	5 4 3 2 1
24.	Coaching classes for weak students.	5 4 3 2 1
25.	Formation of the Parent Teacher Association in the school.	5 4 3 2 1
26.	Special courses for talented students.	5 4 3 2 1
27.	Stress on every teacher to work out an educational project or experiment.	5 4 3 2 1
28.	Training every teacher for planning Action Research Programme.	5 4 3 2 1
29.	Extensive use of objective tests.	5 4 3 2 1
30.	Administration of the school programme in such a way that it can meet individual differences.	5 4 3 2 1
31.	Training every teacher in educational guidance and counselling.	5 4 3 2 1
32.	Regular use of Cumulative Record Card for every student.	5 4 3 2 1
33.	Evaluation of every teacher's work by pupils, colleagues and self-evaluation by themselves.	5 4 3 2 1
34.	Administrative reforms to facilitate instructional improvement.	5 4 3 2 1
35.	Supervision based on diagnosis of instructional problems of pupils and remedial work.	5 4 3 2 1

Tool -IV : Rating of Benefits to the Teachers derived from

Supervisory Services of the School (Hypothesis III)

School : ....

Place : .... Taluka : .... District : ....

Some statements regarding the benefits accruing to teachers from the supervisory services of their schools are given below. You have to rate each benefit on a four-point scale.

On the right hand side of each statement four figures - 4, 3, 2, and 1 are given. Encircle :

4 if the benefit is received <u>always</u>;

3 if the benefit is received <u>often</u>;

2 if it is received <u>sometimes</u>; and

1 if it is received <u>never</u>.

Sr.No.	Benefits	Ratings
1.1	Insight in lesson planning.	4 3 2 1
1.2	Skills in effective technique of teaching.	4 3 2 1
1.3	Skills in solving classroom instructional problems.	4 3 2 1
1.4	Increased motivation of pupils in the class.	4 3 2 1
1.5	Acceleration of interaction of pupils.	4 3 2 1
1.6	Skill in planning project work.	4 3 2 1
1.7	Skill in planning of Action Research	4 3 2 1

1.8   Skill in the maintenance of class-discipline. 4 3 2 1

1.9   Skill in constructing evaluation items.   4 3   2 1

1.10   Knowledge of the use of standardised tests. 4 3 2 1

1.11   Organising effective practical work for

        pupils.   4 3 2 1

1.12   Ability to encourage pupils to take

        advantage of library services.   4 3 2 1

1.13   Skills in the use of A.V. Aids in teaching. 4 3 2 1

1.14   Acquisition of resource material from

        society.   4 3 2 1

1.15   Planning of learning experiences outside

        the school.   4 3 2 1

1.16   Increased contact with the pupils' home.   4 3 2 1

1.17   Guidance in constructing objective test

        items.   4 3 2 1

1.18   Improvement of tools for reporting pupil

        progress.   4 3 2 1

~~1x19~~

2.   The extent to which the supervisory

        services of your school proved helpful

        to you.   4 3 2 1

3.   Your judgment as to whether your supervisor

        has the required potentiality to guide you

        for instructional improvement.   4 3 2 1

4.   The need for further enrichment of super-

        visory services.   4 3 2 1

5.   Your feeling about your supervisor regarding

        democratic means being used by him for

        educational improvement.   4 3 2 1

6. Your own feeling whether you have become
    more competent due to services rendered
    by your supervisor.   4 3 2 1

7. Your feeling whether your supervisor failed
    to give the service which you needed.   ·   4 3 2 1

8. Your judgment about any equipment/literature
    your supervisor had given to you which has
    proved beneficial to you.   4 3 2 1

9. Whether you would like to invite your
    supervisor to your class to observe your
    lessons.   4 3 2 1

10. Your being acquainted with the aids and
    services the supervisor can render to you. 4 3 2 1

11.

Tool - V : Organizational Climate Description Questionnaire
(O. C. D. Q.)
(Adapted from the Tool developed by Andrew
H. Halpin and Don B. Croft)

Sixty-four statements are given below, each one
describes how a school can be characterized by the behaviour
of the teachers' group of its principal. As a member of the
staff of your school, kindly indicate the characteristic of
your school by encircling the appropriate number from those
given at the right hand end of each statement. Encircle -

4 if it occurs very frequently;

3 if it occurs often;

2 if it occurs sometimes; and

1 if it occurs rarely.

	Rarely	Some-times	Often	Very frequently
	4	3	2	1

I - Disengagement

1. The mannerism of teachers
   at this school are annoying | 4 | 3 | 2 | 1

2. There is a minority group of
   teachers who always oppose the majority | 4 | 3 | 2 | 1

3. Teachers exert group pressure on
   non-conforming faculty members | 4 | 3 | 2 | 1

4. Teachers seek special favours from
   the principals | 4 | 3 | 2 | 1

5. Teachers interrupt other faculty
   members who are talking in staff
   meetings. | 4 | 3 | 2 | 1

6. Teachers ask nonsensical questions
   in faculty meetings. | 4 | 3 | 2 | 1

7. Teachers ramble when they talk in faculty meetings.   4   3   2   1

8. Teachers at this school stay by themselves   4   3   2   1

9. Teachers talk about leaving the school system   4   3   2   1

10. Teachers socialize together in small select groups   4   3   2   1

II - Hindrance

11. Routine duties interfere with the job of teaching   4   3   2   1

12. Teachers have too many committee requirements   4   3   2   1

13. Student progress reports require too much work   4   3   2   1

14. Administrative paper-work is burdensome at this school   4   3   2   1

15. Sufficient time is given to prepare administrative reports *   4   3   2   1

16. Instructions for the operation of teaching aids are available *   4   3   2   1

III - Esprit

17. The morale of the teachers is high   4   3   2   1

18. The teachers accomplish their work with great vim, vigor, and pleasure   4   3   2   1

19. Teachers at this school show much school spirit   4   3   2   1

20. Custodial service is available when needed   4   3   2   1

21. Most of the teachers here accept the faults of their colleagues   4   3   2   1

22. School supplies are readily available for use in class work   4   3   2   1

23. There is considerable laughter when teachers gather informally   4   3   2   1

24. In faculty meetings, there is the
feeling of "Let's get things done"   4   3   2   1

25. Extra books are available for classroom
use   4   3   2   1

26. Teachers spend time after school with
students who have individual problems   4   3   2   1

IV - Intimacy

27. Teachers' closest friends are other
faculty members at this school   4   3   2   1

28. Teachers invite other faculty members
to visit them at home   4   3   2   1

29. Teachers know the family background
of other faculty members   4   3   2   1

30. Teachers talk about their personal life
to other faculty members   4   3   2   1

31. Teachers have fun socializing together
during school time   4   3   2   1

32. Teachers work together preparing
administrative reports   4   3   2   1

33. Teachers prepare administrative reports
by themselves *   4   3   2   1

V - Aloofness

34. Faculty meetings are organized
according to a tight agenda   4   3   2   1

35. Faculty meetings are mainly principal-
report meetings   4   3   2   1

36. The principal runs the faculty meeting
like a business conference   4   3   2   1

37. Teachers leave the grounds during the
school day   4   3   2   1

38. Teachers eat lunch by themselves in
their own classrooms   4   3   2   1

39. The rules set by the principal are
never questioned   4   3   2   1

40. Teachers are contacted by the principal each day 4 3 2 1

41. School secretarial service is available for teacher's use * 4 3 2 1

42. Teachers are informed of the results of a supervisor's visit * 4 3 2 1

VI - Production Emphasis

43. The principal makes all class scheduling decisions 4 3 2 1

44. The principal schedules the work for the teachers 4 3 2 1

45. The principal checks the subject-matter ability of teachers 4 3 2 1

46. The principal corrects teachers' mistakes 4 3 2 1

47. The principal insures that teachers work to their full capacity 4 3 2 1

48. Extra duty for teachers is posted conspicuously 4 3 2 1

49. The principal talks a great deal 4 3 2 1

VII - Thrust

50. The principal goes out of his way to help teachers 4 3 2 1

51. The principal sets an example by working hard himself 4 3 2 1

52. The principal uses constructive criticism 4 3 2 1

53. The principal is well-prepared when he speaks at school functions 4 3 2 1

54. The principal explains his reasons for criticism to teachers 4 3 2 1

55. The principal looks out for the personal welfare of teachers 4 3 2 1

(contd....)

56. The principal is in the building before
teachers arrive   4   3   2   1

57. The principal tells teachers of new ideas
he has run accross   4   3   2   1

58. The principal is easy to understand   4   3   2   1

VIII - Consideration

59. The principal helps teachers solve
personal problems   4   3   2   1

60. The principal does personal favours
for teachers   4   3   2   1

61. The principal stays after school to help
teachers finish their work   4   3   2   1

62. The principal helps staff members settle
minor differences   4   3   2   1

63. Teachers help select which courses will
be taught   4   3   2   1

64. The principal tries to get better
salaries for teachers   4   3   2   1

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* Scored negatively

Tool - VI : A Survey of Methods and Programmes of Supervision

in High Schools   (Hypothesis V)

(For Teachers)

School : ....

Place : ....   Taluka : ....   District : ....

Type of Management : (Tick)   Government/Private Trust/

Private Society/ Missionary

_____

Read carefully the instructions of each question

Innovative Programme : (Hypothesis IV)

Please state if there are any innovative instructional programmes, which are distinct from the traditional programmes, in your school. Put a tick mark if you have, and X if you do not have.

1.   Project work : .....

2.   Action Research : .....

3.   Use of Objective tests in school examinations : .....

4.   Internal assessment of more than 20 p.c. : .....

5.   Cumulative Record Cards : .....

6.   Work experiences : .....

7.   Unit plans of teaching : .....

8.(a) Social services activity : .....

   (b) Labour Camps : .....

9.   Participation in the District Science Fair : .....

10.   Participation in the District Level Sports Contests:....

11.   Participation in Drama, Dance, Folk Dance Contests: ....

12.   Others : (Specify : ....)

Supervision Work : (Hypothesis V)

2.1   Who does the supervision work ? (Tick mark)

    (a) The School Principal : .....

    (b) The Vice-Principal : .....

    (c) Senior Teacher : .....

    (d) Special Supervisor : .....

2.2   (a) Is the log book of class supervision

       maintained ?   Yes / No

    (b) If 'yes', are the supervision remarks

       brought to the notice of the teachers

       concerned ?   Yes / No

    (c) Is it insisted that teachers should

       strictly follow the suggestions ?   Yes / No

    (d) Is further guidance and assistance

       offered to teachers to implement the

       suggestions ?   Yes / No

2.3   Does any member of the Managing Committee

    supervise the teaching work ?   Yes / No

2.4   Is there any internal committee of

    teachers to do supervision work ?   Yes / No

3. Methods used in supervision

    Please indicate which of the following methods/
techniques of instructional supervision is followed in your
school.

3.1   Observation and evaluation of teaching work

    through class visitation.   -   Yes / No

3.2   Insistence on teachers to do professional

reading (suggested articles of journals,

books, etc.)   Yes / No

3.3   Role playing   Yes / No

3.4   Simulation   Yes / No

3.5   Formation of subject committees   Yes / No

3.6   Sharing of one another's classroom

teaching experiences   Yes / No

3.7   Consultation-Discussion and Guidance before

teaching.   Yes / No

3.8   Discussion in Staff Meetings.   Yes / No

3.9   Paper-reading, talks, articles, etc. on new Yes / No

ideas and teaching methods.

3.10   Institutional planning   Yes / No

3.11   To ensure easily the availability of

various teaching aids to teachers.   Yes / No

3.12   Demonstration regarding use of films in

the class-teaching.   Yes / No

3.13   Preparation of assignments for students

with the help of the librarian.   Yes / No

3.14   Cultivating the habit of planning of

daily teaching work.   Yes / No

4. Frequency of Supervision Work : (Hypothesis VI)

Encircle 3 if done always,

2 if done sometimes,

1 if done seldom, and

0 if not done at all.

4.1	Observation of class teaching through class visitation	3	2	1	0
4.2	Individual conferences with teachers and guidance	3	2	1	0
4.3	Discussion of the instructional work and its improvement in group committees of teachers	3	2	1	0
4.4	Discussion of academic issues and problems in staff meetings	3	2	1	0
4.5	Readings and discussion of modern books, articles and research works, etc.	3	2	1	0
4.6	Pre-planned talks by experts.	3	2	1	0
4.7	Conducting workshops/seminars for teachers to meet their needs.	3	2	1	0
4.8	Participation of teachers in academic decision-making.	3	2	1	0
4.9	Demonstration of modern trends and new techniques.	3	2	1	0
4.10	Screening of educational films for teachers.	3	2	1	0

5. **Achievements of Supervision work in the Improvement of Teaching-learning in the School** (Hypothesis VII)

Encircle 3 if <u>fully</u> achieved,
   2 if <u>partially</u> achieved,
   1 if <u>little</u> is achieved, and
   0 if <u>not</u> achieved at all.

<u>Achievements</u>

5.1	Release of teacher creativity	3	2	1	0
5.2	Development of teacher initiative	3	2	1	0

5.3	Enthusiasm created in teachers for good teaching	3	2	1	0
5.4	Creating interest in teachers to read educational literature.	3	2	1	0
5.5	Creating attitude among teachers to solve their instructional difficulties through consultation with colleagues	3	2	1	0
5.6	Creating a good teaching-learning climate in school	3	2	1	0
5.7	Organization of regular staff meetings	3	2	1	0
5.8	Planning of teaching by the group committees of teachers	3	2	1	0
5.9	Teacher's participation in academic decision-making	3	2	1	0
5.10	Increase in the professional reading by teachers.	3	2	1	0
5.11	Fearless academic expression of teachers	3	2	1	0
5.12	Planned teaching work	3	2	1	0
5.13	Climate for educational innovations in the school	3	2	1	0
5.14	Creation of democratic environment in the school	3	2	1	0
5.15	Increase in achievement motivation of pupils	3	2	1	0
5.16	Increase in student interaction during the learning process	3	2	1	0

5.17	Healthy human relationship between *the* headmaster and the staff	3	2	1	0
5.18	Improved staff morale	3	2	1	0
5.19	Healthy relationship between the school and the local community	3	2	1	0
5.20	Improvement effect in school discipline	3	2	1	0
5.21	High ranking of the school by District Educational Officer	3	2	1	0
5.22	Improvement in staff stability	3	2	1	0
5.23	Reduction in the extent of wastage in schools	3	2	1	0
5.24	Reduction in the extent of stagnation in schools	3	2	1	0
5.25	Improved morale and tone of the school	3	2	1	0

Tool - VII :   <u>A Survey of Problems and Difficulties of</u>

<u>Supervisors in Secondary Schools</u> (Hypothesis VIII)

(For Supervisors)

Sex : Male / Female (Check)

Professional Status : Principal / Vice-Principal / Senior

Teabher / Supervisor (Check)

Experience in years :   (a) As a teacher : ___ years

(b) As a Principal : ___ years

As a Vice-Principal : ___ years

(c) As a Supervisor : ___ years

Academic Qualifications (with class) : ....

Professional Qualifications (With class) : ....

Any specialised training in supervision : ....

Inservice training (indicate) : ....

There are four sections in this tool, each consisting
of some statements. You have to rate each statement on a five
point scale. Indicate your rating by encircling the appro-
priate numerical number to reflect your response.

<u>Practicability of New Concepts of Supervision</u>

1.   Planned guidance to teachers   5 4 3 2 1

2.   Assistance to teachers for their continued

progress - individually and collectively   5 4 3 2 1

3.   Formation of such teaching-learning

situation that pupils can learn easily and   5 4 3 2 1

effectively.

4. Constituting teachers' committees to solve
   academic problems   5 4 3 2 1

5. Achievement of professional development
   through inservice teacher education programme 5 4 3 2 1

6. Demonstration of modern techniques of teaching 5 4 3 2 1

7. Practical training of teachers in the use of
   the Audio-visual aids.   5 4 3 2 1

8. Use of A.V. aids in maximum possible number
   of subjects.   5 4 3 2 1

9. Objective-centred instructional planning   5 4 3 2 1

10. Subject teaching through programmed learning
    wherever possible.   5 4 3 2 1

11. Project work for every class.   5 4 3 2 1

12. Guidance to teachers in the preparation and
    use of assignments   5 4 3 2 1

13. Free discipline in learning for pupils   5 4 3 2 1

14. Introduction of the Cumulative Record Card in
    every class.   5 4 3 2 1

15. Regular meeting of teachers on instructional
    issues.   5 4 3 2 1

16. Regular paper reading by teachers   5 4 3 2 1

17. Providing opportunities for the improvement
    of educational and professional qualifications
    of teachers   5 4 3 2 1

18. Deputation of teachers for inservice training
    through Extension Department   5 4 3 2 1

19. Monthwise planning for respective subjects/
    classes.   5 4 3 2 1

20. Class teaching through formation of groups (pupils) 5 4 3 2 1

FACULTY OF EDUCATION AND PSYCHOLOGY

Tool - VIII : A Survey of Problems and Difficulties faced by
Supervisors in Secondary Schools

(For Supervisors)

School : ....

Place : .... Taluka : .... District : ....

A - School Programme for Improvement of Instruction

(Hypothesis IX)

Item No.		Rating
1.	Assisting teachers in the planning of daily instructional lessons	5 4 3 2 1 0
2.	Active participation of pupils in the classroom learning	5 4 3 2 1 0
3.	Planning of extensive and varied learning experiences	5 4 3 2 1 0
4.	Intensive and depth subject teaching	5 4 3 2 1 0
5.	Effective improvement in pupil motivation	5 4 3 2 1 0
6.	Inculcation of effective study habits in pupils	5 4 3 2 1 0
7.	Creative teaching and learning	5 4 3 2 1 0
8.	Methodical teaching	5 4 3 2 1 0
9.	Objective, valid and reliable testing	5 4 3 2 1 0
10.	Comprehensive record of pupil progress	5 4 3 2 1 0
11.	Use of group dynamics in teaching and learning	5 4 3 2 1 0
12.	Self-discipline of teachers and pupils	5 4 3 2 1 0

13. Inculcation of value of sincerity in teachers and pupils   5 4 3 2 1 0

14. Cooperative instructional planning on democratic lines   5 4 3 2 1 0

15. Cordial human relationship   5 4 3 2 1 0

16. Instructional remedial work based on diagnostic testing   5 4 3 2 1 0

17. Correlated teaching   5 4 3 2 1 0

18. Redevelopment of the prescribed syllabus   5 4 3 2 1 0

19. Motivating teachers for their professional development   5 4 3 2 1 0

20. Training pupils in democratic ideologies   5 4 3 2 1 0

B - Conditions Favourable in Schools for Academic Reforms
(Hypothesis X)

1. Open minded policy of school management   5 4 3 2 1 0

2. School policy to provide for qualitative instruction   5 4 3 2 1 0

3. Facilities ~~Fescilates~~ for spacious school building   5 4 3 2 1 0

4. Provision of adequate and modern teaching aids   5 4 3 2 1 0

5. Allocation of enough fund for educational activities   5 4 3 2 1 0

6. Democratic traditions in the school   5 4 3 2 1 0

7. Planned programme for school reforms   5 4 3 2 1 0

8. Well-adjusted harmonious school staff   5 4 3 2 1 0

9. Trained staff of teachers   5 4 3 2 1 0

10. Young and dynamic staff of teachers   5 4 3 2 1 0

11. Parent's keen interest in school's instructional programmes   5 4 3 2 1 0

12. Well-organised student union on democratic lines   5 4 3 2 1 0

13.	Stable staff of teachers	5	4	3	2	1	0
14.	High morale of teachers	5	4	3	2	1	0
15.	Healthy traditions in the school	5	4	3	2	1	0
16.	Democratic traditions in the school	5	4	3	2	1	0
17.	Modern, well-equipped library under a trained and experienced librarian	5	4	3	2	1	0
18.	Close relation of the school with the Extension Department of the Teachers' College of the concerned area	5	4	3	2	1	0
19.	Good relations of the school with the District Education Officer	5	4	3	2	1	0
20.	Others (Please specify)	5	4	3	2	1	0

C - Obstacles to School Instructional Improvement
    (Hypothesis XI)

1.	High work-load of teachers	5	4	3	2	1	0
2.	Unstable and changing staff	5	4	3	2	1	0
3.	Conservative Managing Committee of the School	5	4	3	2	1	0
4.	Uncertain financial conditions of the school	5	4	3	2	1	0
5.	Over-interference of guardians in the teaching and other work of the school	5	4	3	2	1	0
6.	Large number of fresh and unexperienced teachers	5	4	3	2	1	0
7.	Inadequate floor space in the school	5	4	3	2	1	0
8.	Class strength exceeding 40-45	5	4	3	2	1	0
9.	Teachers' residing out of station	5	4	3	2	1	0
10.	Traditional routine programmes of the school	5	4	3	2	1	0
11.	Commercial attitude of the School Management	5	4	3	2	1	0

(contd..)

12. Dictatorial, close-minded School
    Management   5   4   3   2   1   0

13. Isolated school location   5   4   3   2   1   0

14. Conflict with the office of the
    District Education Officer   5   4   3   2   1   0

15. Internal bickerings among the staff   5   4   3   2   1   0

16. Political overtone in school activities   5   4   3   2   1   0

17. Inadequate equipments of the school   5   4   3   2   1   0

18. Conventional and traditional inspecting
    authorities   5   4   3   2   1   0

19. Depleted and lethargic staff   5   4   3   2   1   0

20. Others (Please specify)   5   4   3   2   1   0

Tool - IX : A Study of Factors affecting Diffusion of
Educational Innovations and Change in
High Schools   (Hypothesis XII)

(For Supervisors)

School : ....

Place :............ Taluka:............ District :........

I - Classification of Teachers

Item
Code

I - Classify teachers of your school on the following
bases in terms of percentages

		Percentage
1.1	Academically motivated	....
1.2	Disinterested in instructional improvement	....
1.3	Opposing instructional improvement programme	....
1.4	Having a zest for instructional innovation	....
1.5	Progressive and healthy attitude	....

II - Popularising New Idea, Method of Practice   (Hypothesis XIII)

2 - What would you do to popularise new trend
of thought and its adoption among teachers ?
You can tick (_/) more than one blanks.

2.1	An informal talk about it to teachers	___
2.2	By offering to the teachers related literature about the new trend	___
2.3	Giving a systematic and well-illustrated talk about it	___
2.4	Arranging a talk by outside experts	___
2.5	By securing assistance from the Extension Department of a teachers' college	___

2.6 Pursuading the School Management to encourage teachers to adopt it _____

2.7 To pass a resolution in the staff meeting favouring its adoption _____

2.8 Securing principal's directive about it _____

2.9 Demonstrating it to teachers by yourself or by others . _____

2.10 Discussing and convincing teachers individually _____

2.11 Securing assistance from the Management for the above purpose _____

2.12 Securing assistance from the District Education Officer _____

2.13 Spreading related ideas and convincing teachers about the practicability of thoughts, the innovations among the teachers through local Teachers' Association _____

2.14 Organising seminars/workshops about it _____

2.15 Others (Please specify) _____

III - Adoption and Diffusion of Educational Innovations

3. Please indicate the time in terms of number of weeks taken for adoption and diffusion of an educational innovation in your school.

3.1 Creating awareness in teachers _____

3.2 Creating interest in teachers _____

3.3 Evaluating interest in teachers _____

3.4 Mental acceptance by teachers _____

3.5 Adoption by teachers _____

4. Please indicate how much time in terms of
weeks taken for the diffusion of the
educational innovation in your school

4.1 Receiving the idea   _____

4.2 Experimenting the idea   _____

4.3 Adopting the idea   _____

4.4 Diffusing the idea   _____

Tool - X : A Rating Scale for Measuring General
           Leadership Behaviour of School Principals

(For Teachers)   (Hypothesis XIV)

School : ....

Place :............ Taluka :............... District :........

Respondent :   ?ale / Female   (Check)

In this rating scale, 40 behaviour characteristics of
the school principal are given. Keeping the principal of
your school in mind, please rate each behaviour on a six-point
scale, on a continuum with 5 denoting 'fully' possessed at
one end (the highest or the top) and '0' denoting 'not at all'
possessed at the other end (the lowest or the bottom).

5	4	3	2	1	0
(100 p.c.)	(80 p.c.)	(60 p.c.)	(40 p.c.)	(20 p.c.)	(0 p.c.)

Behaviour Characteristics

Item No.		Ratings
1.	He is cheeful both in performing his duties and assigning work to others	5 4 3 2 1 0
2.	He explains his views and attitudes patiently and cool-headedly	5 4 3 2 1 0
3.	He is not easily available in the school	5 4 3 2 1 0
4.	He is over-strict in exacting work from others	5 4 3 2 1 0
5.	He is ≠≠≠ highly egoistic	5 4 3 2 1 0

6. He patiently listens to others'
   views   5 4 3 2 1 0

7. He reprimands others for slovenliness
   in their work   5 4 3 2 1 0

8. He dislikes irregularity   5 4 3 2 1 0

9. He entrusts work to teachers based
   on individual capacity   5 4 3 2 1 0

10. He gives credit for the success of a
    programme to attribute his assistants
    who have actually done the job   5 4 3 2 1 0

11. He retaliates and is vengeance minded   5 4 3 2 1 0

12. He motivates and encourages his
    colleagues   5 4 3 2 1 0

13. He is slow and idle   5 4 3 2 1 0

14. He maintains very cordial relations
    with his colleagues   5 4 3 2 1 0

15. He ensures that his role in the
    school is properly understood by
    others   5 4 3 2 1 0

16. He is a great disciplinarian   5 4 3 2 1 0

17. On important issues, he takes
    decisions himself   5 4 3 2 1 0

18. He takes personal pains for the
    welfare of individual teachers   5 4 3 2 1 0

19. His policy is to give more and
    take less   5 4 3 2 1 0

20. He is always ready to modify his
    plans and ideas whenever and wherever
    necessary   5 4 3 2 1 0

21. He accepts and implements all the
    healthy suggestions of his colleagues   5 4 3 2 1 0

22. He has a sense of propriety   5 4 3 2 1 0

23. He is too proud of his status
    and power   5 4 3 2 1 0

24. His words and deeds are poles apart   5   4   3   2   1   0

25. He is incapable of taking quick
and firm decision   5   4   3   2   1   0

26. He never hesitates to tell the truth
though it may be bitter   5   4   3   2   1   0

27. He does not follow his own decisions
but follows others' decisions   5   4   3   2   1   0

28. He has a sense of humour   5   4   3   2   1   0

29. He falls an easy prey to flattery   5   4   3   2   1   0

30. He is conservative and traditional   5   4   3   2   1   0

31. He is a man of high spirit and
physically sound   5   4   3   2   1   0

32. His mental peace can be easily
disturbed   5   4   3   2   1   0

33. He is devoted and of helping nature   5   4   3   2   1   0

34. He does not care much for his
junior teachers   5   4   3   2   1   0

35. To read his mind and to know him
deep are difficult   5   4   3   2   1   0

36. He respects group decisions   5   4   3   2   1   0

37. He finds enough time to listen to
the members of school community   5   4   3   2   1   0

38. He listens to all but does his own   5   4   3   2   1   0

39. He is capable of taking even
unpleasant decisions with a peaceful
mind after careful analysis   5   4   3   2   1   0

40. He can bring harmony by correlating
activities by teachers and others   5   4   3   2   1   0

Tool - XI : Leadership Behaviour Description Questionnaire
(L. B. D. Q.)

(Adapted from the Tool developed by Andrew H.
Halpin and James Winner)

Thirty statements are given below, each one describes how a leader (i.e. school principal) in the school situation may behave. As a member of the staff of your school, kindly indicate the frequency with which he engages in each form of behaviour by encircling one of the five adverbs.

Encircle - 5 if it occurs <u>always</u>;

4 if it occurs <u>often</u>;

3 if it occurs <u>occasionally</u>;

2 if it occurs <u>seldom</u>; and

1 if it occurs <u>never</u>.

<u>Initiating Structure</u>

1. He makes his attitude clear to his staff   5 4 3 2 1

2. He tries out his new ideas with the staff   5 4 3 2 1

3. He rules with an iron hand *   5 4 3 2 1

4. He criticizes poor work   5 4 3 2 1

5. He speaks in a manner not to be questioned   5 4 3 2 1

6. He assigns staff members to particular tasks   5 4 3 2 1

7. He works without a plan *   5 4 3 2 1

8. He maintains definite standards of performance   5 4 3 2 1

9. He emphasizes the meeting of deadliness   5 4 3 2 1

10. He encourages the use of uniform procedures 5 4 3 2 1

11. He makes sure that his part in the
organization is understood by all members   5   4   3   2   1

12. He asks that staff members _{should} follow
standard rules and regulations   5   4   3   2   1

13. He lets the staff members know what is
expected of them   5   4   3   2   1

14. He seeks to it that staff members are
working upto capacity   5   4   3   2   1

15. He seeks to it that the work of the
staff members is coordinated   5   4   3   2   1

Consideration

16. He does personal favours for staff members   5   4   3   2   1

17. He does little things to make it pleasant
to be a member of the staff   5   4   3   2   1

18. He is easy to understand   5   4   3   2   1

19. He finds time to listen to staff members   5   4   3   2   1

20. He keeps to himself *   5   4   3   2   1

21. He looks out for the personal welfare
of individual staff members   5   4   3   2   1

22. He refuses to explain his actions *   5   4   3   2   1

23. He acts without confusing the staff *   5   4   3   2   1

24. He is slow to accept new ideas *   5   4   3   2   1

25. He treats all staff members as his equals   5   4   3   2   1

26. He is willing to make changes   5   4   3   2   1

27. He is friendly and approachable   5   4   3   2   1

28. He makes staff members feel at ease
when talking with them   5   4   3   2   1

29. He puts suggestions made by the staff
into operation   5   4   3   2   1

30. He gets staff approval on important
matters before going ahead.   5   4   3   2   1

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* Scored negatively