APPENDIX - 2.0.0.0 : FINAL DRAFT OF THE QUESTIONNAIRES,
IDENTIFYING DATA SHEET AND RATING SCALE

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
M.S. UNIVERSITY OF BARODA
BARODA

Dr. M.B. Buch   Date:
    Head

No. CASE/RC/

Dear

       Mr. R.C. Sharma, a research fellow of the Centre of
Advanced Study in Education, is working on a project, entitled,
'A Study of the Characteristics of Resource System and the
Process of Developing and Communicating Innovation and their
Impact on Adoption Process." In this connection he is approach-
ing you for your cooperation. I am sure you will spare some
time for responding the questionnaire and return the same as
early as possible.

       With personal regards,

                         Yours sincerely,

                         (M.B. Buch)

2.1.0.0   IDENTIFYING DATA SHEET

1. (a) Name of the Institution _____

   _____

   (b) Place _____ (c) State _____

   (d) Year of establishment _____

   (e) Type of Institution:

      (i) National level

     (ii) State level

    (iii) Regional College of Education

     (iv) College of Education

      (v) Department of Education

   (f) The nature of the ownership of the institution:

      (i) Private (ii) Trust : (a) Charity endowment

                                 (b) Public Trust

     (iii) (a) Life member system

          (b) Committee of management

     (iv) Government authority: (a) State Government

                                 (b) Central Government

2. Kindly mention in very brief the major innovations developed at your institution from 1965-75.

                                        Year

   1.

   2.

   3.

   4.

   5.

   6.

2.2.0.0 <u>QUESTIONNAIRES</u>

2.2.1.0 <u>A QUESTIONNAIRE ON THE CHARACTERISTICS OF EDUCATIONAL RESOURCE SYSTEM</u>

Investigator

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 in Education
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 Psychology,
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Supervisor

Dr. M.B. Buch
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Dear Sir/madam,

These days many innovations or new practices are being created or developed continuously in our resource systems/institutions to bring reform in our educational structure. An institution plays an important role in the adoption of innovations in schools/universities. The set of characteristics of resource system/institution which influence the adoption of innovations favourably or unfavourably need to be studied. Such a study, it is hoped will help all of us to understand better the nature of the characteristics of resource systems/institutions. The present questionnaire is prepared for this purpose. It is to be responded by a representative sample of heads/directors of the resource institutions in India.

This is a questionnaire meant to elicit your views and experiences regarding the characteristics existing in your institution. The mode of response is explained in the beginning of the questionnaire.

I assure you that the data collected in this study will be used for purposes of research only by the investigator. You are requested to respond to all questions freely and frankly. The identity of your name or institution will not be disclosed. You need not write your name any where in the questionnaire. You are requested to make use of your rich experiences as the head of your institution and benefit me through your views. Kindly fill up the questionnaire and return the same at your earliest convenience, if possible within fifteeen days of the receipt of the same.

With kind regards,

Yours sincerely,

(Ramesh Chandra Sharma)

RESOURCE SYSTEM/INSTITUTION:

Resource system is denoted as the storage point, primary
source and carrier of expert knowledge. A resource system/
institution is a collection of individuals who are functionally
differentiated and engaged in collective problem solving
behaviour. The collection of individuals of this Unit are
linked up with one another for a particular purpose and co-
operate with one another to solve the problems that arise in
connection with that particular common goal. The resource
systems/institutions are the organizations responsible for
the installation of innovations. Below are given seven major
characteristics of the resource systems/institutions. These
characteristics are linkage, structure, openness, capacity,
reward, proximity and synergy. For each of these characteris-
tics there are questions to get information about the parti-
cular characteristic existing in your resource system/
institution. Please indicate to what extent each of these
questions characterises your institution, under five response
categories:

      1. = To a very great extent

      2. = To a considerable extent

      3. = To some extent

      4. = To a little extent

      5. = Not at all

Please do not evaluate the questions as 'good' or 'bad' but read

each question carefully and make a circle (O) on only one
response category that you feel most nearly represents your
views.

Example:

To what extent does your
institution believe in
sophistication?

To a very great extent	To a consi- dera- ble	To some extent	To a little extent	Not at all
1	2	3 ·	4	5
1	2	3	4	⑤

The respondent feels that his institution does not at all
believe in sophistication. Hence, he circles..5.

(A) LINKAGE: Linkage is the degree of interpersonal or inter-
group connections. It is the extent to which mutual communicative
relations exist among two or more parties.

To a very great extent	To a consi- dera- ble extent	To some extent	To a little extent	Not at all
1	2	3	4	5

To what extent -

(i) -does your institution
     develop reciprocal
     relationship with its
     clients?

To a very great extent	To a consi- dera- ble extent	To some extent	To a little extent	Not at all
1	2	3	4	5

(Reciprocal relationship
is defined as the rela-
tionship shared or shown
by both the sides)

(ii)- does your institution
develop collaborative
relationship with its
clients?　　　　　　　　　　　1　　2　　3　　4　　5

(Collaborative relation-
ship is defined as to
co-operate with an agency
with which one is not
immediately connected)

(iii) - does your institution
develop successful in-
ternal linkage within
itself?　　　　　　　　　　　　1　　2　　3　　4　　5

(iv)- does your institution
cater to the needs of
its clients?　　　　　　　　　1　　2　　3　　4　　5

(v)- does your institution
adapt appropriate media
for appropriate innova-
tions?　　　　　　　　　　　　1　　2　　3　　4　　5

(vi)- has your institution
primacy over its
clients?　　　　　　　　　　　1　　2　　3　　4　　5

(Primacy is the state
of being first)

(B) STRUCTURE: The structure
of an institution desig-
nates a rational sequence
of steps, compartmentalisa-
tion, coordination and divi-
sion of labour.

To what extent -

(i) - has your institution a
degree of structure in
terms of meaningful
division of labour?　　　　　1　　2　　3　　4　　5

(Division of labour is
the state of distribution
of the task)

(ii) - has your institution
a degree of structure
in terms of coordina-
tion of efforts?   1   2   3   4   5

(iii) - does your institution
function as a whole?   1   2   3   4   5

(iv) - has your institution
a cohrrent view of its
clients?   1   2   3   4   5

(v) - has your institution
an overall view of its
clients?   1   2   3   4   5

(vi) - is your institution able
to understand interrela-
tion-ship of the various
sub-system of the client
system?   1   2   3   4   5

(C) OPENNESS: Openness is readiness
to give and receive new infor-
mations. Closed systems and
closed minds are incapable of
taking important new messages
from outside

To what extent -

(i) - has your institution
willingness to help
the other institutions
in the development of
innovation?   1   2   3   4   5

(ii) - has your institution
readiness to be influ-
enced by its clients'
feedback?   1   2   3   4   5

(iii) - has your institution
readiness to be influen-
ced by the new scientific
knowledge?   1   2   3   4   5

(iv) - does your institution
possess flexibility
towards innovations?   1   2   3   4   5

(v) - (Flexibility is the
state of responding or
confirming to changing
or new practices)

(v) - does your institution
possess accessibility
of new ideas?   1   2   3   4   5

(Accessibility is the
state of being open to
influence)

(vi) - has your institution
demonstrability of
innovations?   1   2   3   4   5

(Demonstrability is the
quality of proving or
making clear by reason-
ing or evidence)

(vii) - has your institution
adaptability to
innovations?   1   2   3   4   5

(Adaptability is the
quality of being capable
of scating or fitting by
modifications)

(D) CAPACITY: Capacity is a factor
accounted for much of the vari-
ance in diffusion of innovations.
It ties together the highly cor-
related variables of wealth,
power, status and academic envi-
ronment which are invariably good
predictors for the development
of successful innovations.

To what extent -

(i) - does your institution
possess a high degree of
power?   1   2   3   4   5

(Power signifies great
influence, force,
authority)

(ii)- does your institution
possess a high degree
of funds?   1   2   3   4   5

(iii)- does your institution
possess a high degree
of academic environment?   1   2   3   4   5

(iv)- does your institution
possess a high degree
of prestige   1   2   3   4   5

(Prestige is the power
to influence or impress
as because of success or
wealth etc.)

(v)- does your institution
utilise its own internal
resources?   1   2   3   4   5

(E) REWARD: It is a stimulus,
situation or verbal statement
which is presented upon comp-
letion of successful perfor-
mance of a task which tends
to increase the probability of
the behaviour involved. From
commercial point of view
profitability or anticipated
profitability is a major in-
centive for diffusion of
innovations.

To what extent -

(i) - does your institution
perceive the relative
advantage of its clients? 1   2   3   4   5

(ii) - is your institution
aware of the time saving
potential?   1   2   3   4   5

(iii) - is your institution
aware of the relative
value of innovations?　　　1　　2　　3　　4　　5

(iv) - does your institution
give frequent incentives
to its clients?　　　　　　1　　2　　3　　4　　5

(v) - has your institution
sufficient grants and
funds as reinforcement
for its clients?　　　　　1　　2　　3　　4　　5

(F) PROXIMITY: Proximity is the
state of being near or near-
ness to users. It is a
powerful predictor of utili-
zation. Proximity is a major
factor in bringing easy linka-
ge and hence promotes effective
development and utilisation of
innovations.

To what extent

(i)-does your institution offer
easy accessibility with
other resource institutions?　　1　　2　　3　　4　　5

(ii)-does your institution offer
easy linkage with other
resource institutions?　　　1　　2　　3　　4　　5

(iii) is your institution
cosmopolitan in nature?　　　1　　2　　3　　4　　5

(Cosmopolitan refers when
it is common to all)

(iv)-has your institution proxi-
mity to its clients geogra-
phically?　　　　　　　　1　　2　　3　　4　　5

(v) -has your institution
proximity to its clients
psychologically?　　　　　1　　2　　3　　4　　5

(proximate is the state
of being near or nearness
to users)

(vi)-does your institution deve-
lop innovations which have
similarity with past inno-
vations which your clients
have adopted?   1   2   3   4   5

(vii)-has your institution a high
degree of proximity to its
clients?   1   2   3   4   5

(viii)-has your institution a high
degree of familiarity with
its clients?   1   2   3   4   5

(G) SYNERGY: Synergy is defined by
English and English, as exerting
force together or in combina-
tion, or upon the adoption of an
innovation.

To what extent –

(i)-has your institution a high
degree of persistent leader-
ship?   k   1   2   3   4   5

(Persistent leadership refers
to leadership continuing with-
out change in structure and
functions of the institutions)

(ii)-does your institution spread
over a variety of messages of
sequence to its clients?   1   2   3   4   5

(Sequence refers to conti-
nuous series)

(iii)- does your institution focus
on the variety of messages
in repetition to the clients   1   2   3   4   5

(iv)   does your institution
depend upon the number of
resourceful persons who
gain access to their
clients?   1   2   3   4   5

(v)- does your institution depend
upon the diversity of resour-
ceful persons who gain access
to their clients?   1   2   3   4   5

      (Diversity is the condition
of being different or having
differences)

(vi)- does your institution depend
upon the number of change
agents who gain access to their
clients?   1   2   3   4   5

(vii)- does your institution depend
upon the diversity of change
agents who gain access to
their clients?   1   2   3   4   5

(viii)-does your institution
repeat the message over and
and over before it gets
adopted   1   2   3   4   5

2.2.2.0 A QUESTIONNAIRE ON THE PROCESS OF DEVELOPING INNOVATIONS

Dear Sir/Madam,

Innovations or new practices are being created and developed continuously in the resource systems/institutions. They are intended to bring change leading to improvement of our educational system. Not all innovations have been adopted. Some innovations are accepted and some are not. An innovation may not be accepted because of some undesirable situations in the process of development. The process of developing innovations in the resource systems/institutions which influence the adoption process both favourably and unfavourably, need to be studied. Such a study, it is hoped, will help all of us to understand better the development process of innovations. The present questionnaire is prepared for this purpose. It is to be responded by a representative sample of heads of resource institutions in India. This is a questionnaire meant to elicit your views and experiences regarding the process of developing innovations existing in your institution. The mode of response is explained in the beginning of the questionnaire. I assure you that the data collected in this study will be used for purposes of research only by the investigator. Therefore, you are requested to respond to all items freely and frankly. The identity of your name or institution will not be disclosed. You need not write your name anywhere in the questionnaire. You are requested to make use of your rich experiences as the head of your institution and benefit me through your valuable views. Kindly fill up the questionnaire and return the same at your earliest convenience within fifteen days of the receipt of the same.

With kind regards

Yours sincerely
Ramesh Chandra Sharma.

INNOVATIONS:

Oxford dictionary defines innovation as, "_____ the action of
innovating, the introduction of novelties, the alternation of
what is established by the introduction of new elements or
forms. Rogers defines innovations as, "_____ an idea perceived
as new by the individual. Here I mean innovation as a new tech-
nique or programme developed in the field of education at resource
system/institution. Below are given major stages involved in the
development of innovations in education. These are:

    (i) Awareness of innovations

    (ii) Sources of getting ideas about innovations

  (iii) Shaping of innovations.

For each of these stages there are questions to elicit informa-
tion about the particular stage existing in your resource
system/institution. Please indicate to what extent each of these
questions characterizes your institution under five response
categories,

    1. = Almost always

    2. = Usually

    3. = Sometimes

    4. = Rarely

    5. = Almost never.

Please do not evaluate the question as 'good' or 'bad' but read

each question carefully and make a circle (O) only on one
response category that you feel most nearly represents your
views.

Example	Almost always	Usua-lly	Some times	Rare-ly	Almost never
	1	2	3	4	5

How often does your institu-
tion feel that the function
of an innovation is to 'Trigger
off' far wider changes in
education?   1   2   ③   4   5

The respondent feels that his institution sometimes feels that

the function of an innovation is to 'trigger off' far wider

change in education. Hence he circles...3

(A) AWARENESS OF INNOVATION: Innovation means the introduc- tion of something new. To innovate is to create something new, something that deviates from standard practice.	Almost always	Usu-ally	Some times	Ra-rely	Almost never
	1	2	3	4	5

How often –

(i) –does your institution feel
that the educators must
introduce the kinds of in-
novations that will trans-
form educational institu-
tions into dynamic organiza-
tions?   1   2   3   4   5

(ii) –does your institution feel
that innovations are requ-
ired to meet the need of
present educational system?   1   2   3   4   5

(iii) —does your institution
develop innovations
based on the need of
present education system?   1   2   3   4   5

(iv) —is your institution aware
of the current educational
problems?   1   2   3   4   5

(v) —are innovations developed
in your institution repre-
sented a change from what
was available earlier?   1   2   3   4   5

(vi) —does it happen in your
institution that procedure
of developing innovations
is based on compatibility
of innovations?   1   2   3   4   5

(Compatibility is the degree
to which an innovation fits
properly into the socio-
cultural conditions of our
social system)

(vii) — does it happen in your ins-
titution that the procedure
of developing innovations
is based on the personal
policies?   .   1   2   3   4   5

(viii) —is your institution aware
of future educational
problems arising from
socio-economic change?

(B) SOURCES OF GETTING IDEAS
ABOUT INNOVATIONS:

How often

(i) — does your institution send
experts to study the inno-
vations of education in
advanced countries?   1   2   3   4   5

(ii) — does your institution
transplant innovations
from advanced countries?   1   2   3   4   5

(iii) - does your institution
select innovations be-
cause financial assis-
tance is provided from
various agencies?   1   2   3   4   5

(iv)   - does your institution
initiate innovations
because other institu-
tions have also initia-
ted?   1   2   3   4   5

(v)   - does your institution
develop innovations be-
cause it gives prestige
to your institution?   1   2   3   4   5

(vi)   - does your institution
take the help of survey
in locating the needs of
innovations?   1   2   3   4   5

(vii) - does your institution
take the help of research
reports for developing
innovations?   1   2   3   4   5

(viii) - does your institution
consider research jour-
nals for developing
innovations?   1   2   3   4   5

(ix)   - does your institution take
the help of newspapers for
developing innovations?   1   2   3   4   5

(x)   - do your ideas receive
support in your insti-
tution for changing the
way things are done in
client systems?   1   2   3   4   5

(.ρ .e)

(xi) —does your institution
      receive adequate infor-
      mation about the inno-
      vations?   1   2   3   4   5

(xii) —are discussions open in
      the meetings of your
      institutions?   1   2   3   4   5

(xiii)— does your institution take
      into cognizance the sugges-
      tions made by students for
      the development innovations? 1   2   3   4   5

(xiv)— does your institution take
      into cognizance the sugges-
      tions made by University
      for the development of
      innovations?   1   2   3   4   5

(xv) — does your institution take
      into cognizance the sugges-
      tions made by Secondary
      Board of Education for the
      development of innovations?   1   2   3   4   5

(xvi) — does your institution take
      into cognizance the sugges-
      tions made by State Education
      Department for the develop-
      ment of innovations?   1   2   3   4   5

(xvii) —does your institution taken
      into cognizance the sugges-
      tions made by Union Ministry
      of Education for the develop-
      ment of innovations?   1   2   3   4   5

(xviii)—does your institution take
      into cognizance the sugges-
      tions made by UNESCO for
      the development of innova-
      tions?   1   2   3   4   5

(xix) — does your institution take
      into cognizance the sugges-
      tions made by job provid-
      ing organizations?   1   2   3   4   5

(xx)   does your institution take
       into cognizance the sugges-
       tions made by Bureau of
       Guidance and Counselling?   1   2   3   4   5

(C) SHAPING OF INNOVATIONS:

How often –

(i)   does it happen in your
       institution that innova-
       tions tend to flow from
       the Central administra-
       tion to subordinates?   1   2   3   4   5

(ii)   –does it happen in your
       institution that Head
       supports most of the
       innovations?   1   2   3   4   5

(iii) –does it happen in your
       institution that the staff
       members get an opportunity
       to be involved in the deve-
       lopment of innovations?   1   2   3   4   5

(iv)– does it happen in your in-
       stitution that the higher
       authorities ask their sub-
       ordinates for developing
       innovations?   1   2   3   4   5

(v)   –is it emphasised in your
       institution that work should
       be accomplished by indivi-
       duals and not by teams?   1   2   3   4   5

(vi)–are in your institution
       opportunities provided to
       the staff members to work
       in a group for developing
       innovations?   1   2   3   4   5

(vii)–does your institution con-
       sider everyone's views
       before a decision regard-
       ing the development of an
       innovation is taken?   1   2   3   4   5

(viii) – is the information passed
from one person to another
who are associated in the
development of innovations?   1   2   3   4   5

(ix) – does it happen in your ins-
titution that the innovations
developed are tried on a
small sample?   1   2   3   4   5

(x) – does your institution have
provisions for the modifica-
tion of the innovations
according to the needs of the
clients?   1   2   3   4   5

(xi) – does your institution take
into consideration the
favourable reactions of the
clients in shaping of the
innovations?   1   2   3   4   5

(xii) – does your institution take
into consideration the
unfavourable reactions of
the clients in re-shaping
of the innovations?   1   2   3   4   5

(xiii) – does your institution gua-
rantee psychological secu-
rity to the subordinates
in shaping of innovations?   1   2   3   4   5

(xiv) – does your institution
guarantee psychological
freedom to the subordi-
nates in shaping of
innovations?   1   2   3   4   5

(xv) – does your institution con-
sider the adaptability of
innovations by the clients
in the existing situations?   1   2   3   4   5

(xvi) – does your institution
consider the associability
of innovations existing in
the present education
structure?   1   2   3   4   5

(Associability is some kind
of connections with pre-exis-
ting ideas due to which some
common features are more or
less visible)

(xvii)-does your institution consi-
der the complexity of innova-
tions?   1   2   3   4   5

(Complexity is the considera-
tion whether something is
difficult or easy to do or
understand)

(xviii)-does your institution con-
sider the divisibility of
innovations?   1   2   3   4   5

(Divisibility is the degree
to which an innovation may
be tried on a limited basis
or in parts)

(xix)-does your institution con-
sider the effectiveness of
innovations?   1   2   3   4   5

(Effectiveness of a new thing
is the extent to which the
objectives as claimed by the
advocates for that innova-
tion could be achieved)

(xx) -does your institution consi-
der the flexibility of
innovations?   1   2   3   4   5

(some innovations are much
more rigid, strangent and
.relentless than other)

(xxi) -does your institution con-
sider the structurlization
of innovations?   1   2   3   4   5

(Structuralization express
how well an innovation is
structured to be understood
by the acceptors and users)

(xxii) – does your institution con-
sider academic effective-
ness of innovations?   1   2   3   4   5

(Academic effectiveness is
the degree to which an in-
novation helps in academic
improvement reflected through
examination results)

(xxiii)– does your institution con-
sider the burdensomeness
of innovations?   1   2   3   4   5

(Burdensomeness is the amount
of work and effort required
to carry out the new practice)

(xxiv)– does your institution consi-
der the cost economy of
innovations?   1   2   3   4   5

(The degree to which the
investment required for
introducing and continuing
an innovation)

(xxv) –does your institution consi-
der the time economy factor
while developing innovations? 1   2   3   4   5

(The extent to which an
innovation requires time)

2.2.3.0   A QUESTIONNAIRE ON THE COMMUNICATION PROCESS OF INNOVATIONS

Investigator: Supervisor:

Ramesh Chandra Sharma,   Dr. M.B. Buch,
Junior Research Fellow,   Head
Centre of Advanced Study   Centre of Advanced Study in
 in Education,   Education
Faculty of Education and   Faculty of Education and Psychology
 Psychology,   M.S. University,
M.S. University,   Baroda - 2.
Baroda - 2.

Dear Sir/madam,

Innovations or new practices are being created and developed
continuously in our resource systems/institutions. They are
intend to bring change leading to improvement of our educational
system. Not all innovations have reached in many schools/universi-
ties. Some innovations are accepted and some are not. An inno-
vation may not be accepted either because of some undesirable
transmission process or because of lack of appropriate transmis-
sion of innovation: from resource institutions to adopters. The
communication strategies which influence the adoption of innova-
tions both favourably and unfavourably need to be studied. Such
a study, it is hoped, will help all of us to understand better
the nature of communication process. The present questionnaire
is prepared for this purpose. It is to be responded by a repre-
sentative sample of heads of the resource institutions in India.
The questionnaire is meant to express your views and experiences
regarding the communication strategies existing in your institu-

tion. The information solicited through this questionnaire is for three strategies:

(i) One way transmission process

(ii) One way feedback transmission process

(iii) Two way transmission process.

The mode of response is explained in the beginning of the questionnaire. I assure you that the data collected in this study will be used for purposes of research only by the investigator. Therefore you are requested to respond to all items freely and frankly. The identity of your name or institution will not be disclosed. You need not write your name any where in the questionnaire. You are requested to make use of your rich experience as the head of your institution and benefit me through your valuable experiences. Kindly fill up the questionnaire and return the same at your earliest convenience, if possible within fifteen days of the receipt of the same.

With kind regards,

Yours sincerely,

Ramesh Chandra Sharma.

COMMUNICATIONS:

Communication is the way in which influence is spread. Communication signifies conveyance of an information from one party through some media to the party on the other end. Communication is an important as well as complex phenomena. Below are given three major strategies of communication. These strategies are:

    (i)   One way transmission process

    (ii) One way feedback transmission process

   (iii) Two ways transmission process

For each of these strategies there are questions to elicit information about the particular strategy existed in your resource system/institution while communicating a particular innovation. Please indicate to what extent each of these questions characterizes your institution under five response categories.

    1 = To a very great extent

    2 = To a considerable extent

    3 = To some extent

    4 = To a little extent

    5 = Not at all

Please do not evaluate the questions as 'good' or 'bad' but read each question carefully and make a circle (O) on only one response category that you feel most nearly represents your views.

Example: To what extent - -did your institution communicate innovations to its clients through research reports.	To a very great extent	To a consi- derable extent	To some extent	To a little extent	Not at all
	1	2	3	4	5
	①	2	3	4	5

The respondent feels that his institution communicated innovations to its clients through research reports to a very great extent.

(A) ONE WAY TRANSMISSION PROCESS:	To a very great extent	To a consi- dera- ble extent	To some extent	To a little extent	Not at all
Most knowledge is packaged and transmitted in such a manner that the clients have little or no opportunity to influence the origi- nator. The client is a receiver only and not a sender and he does not enter into the dynamic re- lationship with the sender.	1	2	3	4	5

To what extent -

		To a very great extent	To a consi- derable extent	To some extent	To a little extent	Not at all
(i)	-did your institution disseminate innova- tions to its clients through journals?	1	2	3	4	5
(ii)	-did your institution disseminate innova- tions to its clients through news papers?	1	2	3	4	5
(iii)	-did your institution disseminate innova- tions to its clients through research reports?	1	2	3	4	5
(iv)	-did your institution disseminate innovati- ons to its clients through books?	1	2	3	4	5

(v)   - did your institution
      communicate innovations
      to its clients through
      lectures?   1   2   3   4   5

(vi)   - did your institution commu-
      nicate innovations to its
      clients through symposia?   1   2   3   4   5

(vii)   - did your institution commu-
      nicate innovations to its
      clients through television?   1   2   3   4   5

(viii)   - did your institution commu-
      nicate innovations to its
      clients through radio?   1   2   3   4   5

(ix)   - did your institution disse-
      minate innovations to its
      clients through tape records? 1   2   3   4   5

(x)   - did your institution commu-
      nicate innovations to its
      clients through mailing?   1   2   3   4   5

(xi)   - did your institution
      communicate innovations to
      its clients through demons-
      tration?   1   2   3   4   5

(xii)   - did your institution disse-
      minate innovations to its
      clients through oral pre-
      sentations?   1   2   3   4   5

(B) ONE WAY FEEDBACK TRANSMISSION
     PROCESS:

    To what extent -

  (i)   - did your institution elicit
      feedback through survey
      method?   1   2   3   4   5

  (ii)   - did your institution elicit
      feedback through evalua-
      tion method?   1   2   3   4   5

(iii) – did your institution adopt the direct method of feedback for communicating innovations?   1   2   3   4   5

(iv) – did your institution use public archieves for knowing about the behaviour and attitude of the clients?   1   2   3   4   5

(v) – did your institution adopt the indirect method of feedback for communicating innovations?   1   2   3   4   5

(vi) – did your institution use private records to have statistical knowledge about the clients' behaviour and attitude?   1   2   3   4   5

(vii) – did your institution collect opinions to determine reactions of clients about innovations?   1   2   3   4   5

(viii) – did your institution collect opinions to determine preferences of the clients about innovations?   1   2   3   4   5

(ix) – did your institution take the help of observation technique to determine reactions of the clients about innovations?   1   2   3   4   5

(x) – did your institution exercise observation technique to determine preferences of the clients about innovations?   1   2   3   4   5

(xi) – did your institution consider the reviews of innovations communicated to your institution?   1   2   3   4   5

(vii) - did your institution
exercise T-Group Tech-
nique for communicating
innovations?   1   2   3   4   5

    (T-group technique is us-
    ually consists of a series
    of sessions in which the
    group members have an op-
    portunity to study the
    dynamics of group inter-
    action in the here and now)

(viii) - did your institution exer-
cise role playing technique
for communicating innova-
tions?   1   2   3   4   5

    (Role playing is a technique
    for gaining an understanding
    of ourselves as others see
    us and of others as they see
    themselves)

(ix) - did your institution exercise
action research technique for
communicating innovations?   1   2   3   4   5

    (Action research is a tech-
    nique which provides the
    researcher with an accessi-
    ble practice setting from
    which he may retrieve data)

(x) - did your institution take
the help of inquiry team
for communicating innova-
tions?   1   2   3   4   5

    (Inquiry team collaborates
    on defining goals on all
    pages of the research and
    on change strategies)

(xi) - did your institution exer-
cise 'grid plan' for com-
municating innovations?   1   2   3   4   5

    (The grid plan carries the
    client system through the

phases of the change pro-
cess by a progression of
theory input, application
to the real situation and
systematic evaluation and
planning)

(xii) -did your institution arr-
ange 'derivation confer-
ences' to communicate
innovations?   1   2   3   4   5

(Derivation conference is
a temporary system which
is systematically designed
to include representatives
from research who serve as
resource persons and from
various levels of practice
who are the potential
client persons)

2.3.0.0 RATING SCALE

Herewith you are provided with a seven point scale. Kindly rate to
what extent do you perceive that the innovations your institution
developed and communicated have been adopted. You are requested to
make a circle (O) on an appropriate scale value that you feel most
nearly represent your views and experiences.

1   2   3   4   5   6   7

1 = Adopted completely

2 = Adopted to a very great extent

3 = Adopted to a great extent

4 = Adopted to a considerable extent

5 = Adopted to some extent

6 = Adopted to a little extent

7 = Adopted not at all.