Technical Report

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INDIAN INSTITUTE OF MANAGEMENT
AHMEDABAD

<u>Change and Innovation</u>

A Select Annotated Bibliography of Books
for the use of those who are concerned
with Educational Innovations

by
Udai Pareek

No. ----2----

To

Chairman (Research)
IIMA

Technical Report

Title of the report CHANGE AND INNOVATION : A SELECT ANNOTATED BIBLIOGRAPHY OF BOOKS FOR THE USE OF THOSE WHO ARE CONCERNED WITH EDUCATIONAL INNOVATIONS

Name of the Author ....
Udai Pareek

Under which area do you like to be classified? .9B................

ABSTRACT (within 250 words)

......It is a classified annotated bibliography of recent books on.. various aspects of change and innovation. The bibliography is meant for those who are concerned with educational innovations. The bibliography has been classified into four heads. (A) Social Change : General (theories and review, social and technological change, organisational change, process and planning of change and evaluating change) (B) Innovations, (C) Educational Change and Alternatives (General, Education and Social Change, Alternatives in Education, Process and Process Strategies, Curricular Change, Other areas), (D) Educational Innovation, (E) Case Studies, (F) Bibliography.

Please indicate restrictions if any that the author wishes to place upon this note ....

Date .October 13, 1975   Signature Udai Pareek of the Author

Change and Innovation.

A Select Annotated Bibliography of Books for the use of those
who are concerned with Educational Innovations

Udai Pareek

A. **Social Change: General**

A1 **Theories and Review**

1. BENNIS, Warren G. and SLATER, Philip E. The temporary
    society. New York: Harper & Row, 1968. 147 p.

> Contains 6 essays on organizational life, family
> life, inter-personal relationships, and authority.
> In the first essay, democracy is seen as inevitable—
> the necessary social system of the electronic era.
> In the second essay, Slater looks at change and the
> democratic family. The topics that follow concern
> the new style organizations beyond bureaucracy, social
> consequences of temporary systems, and new patterns
> of leadership for adaptive organizations. In the
> final chapter on the temporary society, the necessary
> education is prescribed for the art and science of
> being more fully human: how to get love, to love and
> to lose love; how to enter groups and leave them;
> how to attain satisfying roles; and how to cope
> more readily with ambiguity.

2. EISENSTADT, S.N. Modernization, protest, and change.
    Englewood Cliffs, N.J.: Prentice-Hall, 1966.

> Focuses on modernization as a process of continuous
> change and system-transformation, and on the ability
> of different modern societies to deal with problems
> of continuous change.

3. ETZIONI, Amitai, Studies in social change. New York:
Holt, Reinehart and Winston, 1966. 226 p.

> Presents two sets of studies in detail, one of elites
> and control structures (part one) and the other of
> strategies of change (part two) by an attempt at /followe
> construction of theory of change (part three), and
> ending with three case studies (part four).

4. HAGEN, Everett E. On the theory of social change: how
economic growth begins. Homewood, Illinois: Dorsy Press,
1962. 557 p.

> Presents a model or paradigm of the process of
> social change with a view to illuminating the roles
> of social and psychological factors in starting the
> process of economic growth. Attempts to identify
> the common elements, and their interrelationships,
> than can explain variations in the social structures
> and dynamics of traditional societies in transition,
> both in the past and today.

5. MCCLELLAND, David C. The achieving society. Princeton, N.J.:
Van Nostrand, 1961.

> Presents a theory of economic development as caused
> by development of achievement motivation in a nation
> through child rearing practices. Cites results of
> researches both of past cultures and contemporaneous
> societies to support this theory.

6. MAQUIRE, Louis M. Observations and analysis of the literature
on change. Philadelphia: Research for Better Schools,
1970. 42 p.

> A brief review of literature on various aspects
> of change: definition and types, change models,
> strategies and techniques, people involved,
> sources and barriers, research studies.

7. PETTER, H.W. Comparative theories of social change.
    Ann Arbor: Foundation for Research on Human
    Behaviour, 1966. 372 p.

    Discusses various theories of social change.

A2. Social and Technological Change

8. ARENSBERG, Conrad M. & NICHOFF, Arthur H. Introducing
    social change. Chicago: Aldine Publishing Co., 1964. 214 p.

    Discusses the problem of introducing change in the
    context of cultural factors and unplanned cultural
    changes. Analyses the profile of underdeveloped areas
    and discusses field problems of the innovator.

9. BLACK, C.E. The dynamics of modernization. A study in
    comparative history. New York: Harper & Row, 1966. 207 p.

    Discusses the processes of change in the world
    today in the perspective of modernization that
    started in Europe, and presents a chronological
    timetable for the development of modernizing
    societies, suggesting seven main patterns of growth
    referring to the experience of 175 contemporary
    societies with predictions as to their future.

10. ETZIONI, Amitai & ETZIONI, Eva. Social change: sources,
    patterns and consequences. New York: Basic Books, 1964.
    503 p.

    Contains readings on brief theoretical discussions,
    illustrations of specific social changes, concern for
    a variety of social systems in change, and specific
    process by which social change develops.

11. GOODENOUGH, Ward Hunt. <u>Cooperation in change: an</u>
     <u>anthropological approach to community development.</u>
     New York: Russel Sage Foundation, 1963, 543 p.

> The book is in two parts, one devoted to theory
> and the other to practice. Discusses what is
> known about the role of custom and belief in
> human affairs, paying special attention to the
> emotional investments of people in their customs,
> leading to a general theory of/culture change,   /culture &
> taking account of individual motives.
> Revolutionary and other social movements are
> examined as natural and predictable phenomena
> that are intimately linked with the development
> process.

12. KUSHNER, Gilbert et al. <u>What accounts for socio-</u>
     <u>cultural change?</u> <u>A propositional inventory.</u> Chapel
     Hill: Institute for Research in Social Science,
     University of North Carolina, 1962, 51 p.

> Contains an inventory of propositions under twelve
> categories, with introductory summary and a
> select bibliography.

13. LEVINE, Donald N. <u>Wax and gold: tradition and innovation</u>
     <u>in Ethiopian culture.</u> Chicago: University of Chicago
     Press, 1964. 392 p.

> Discusses the nature of tradition, its enduring
> values, its role in resisting and facilitating
> change, the means through which the change is
> institutionalized. Use is made of Ethiopian
> literature in discussing the obvious and the
> hidden meanings.

14. MADIGAN, Francis C. <u>The farmer said no.</u> Manila: University
     of the Philippines, 1962. 359 p.

> A study of factors (demographic, personal, socio-
> economic and psychological) associated with
> dispositions to co-operate with or resist community
> development programmes in the Philippines.

15. MEAD, Margaret (Ed.). Cultural patterns and technical change. Paris: Unesco, 1953. 348 p.

> Report of a survey indicating the kind of thinking
> and activity which may be of value in facilitating
> technological change and in preserving cultural
> integrity and mental health. Five studies of
> whole cultures and six studies of cross-cultural
> changes have been included and discussed.

16. MOORE, Wilbert E. and COOK, Robert M. (Eds.). Readings on social change. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1967. 242 p.

> This collection of readings, assembled from
> various sources and various scholarly traditions,
> ranges widely over the social cosmos and over the
> temporal spectrum of change. Papers include
> those on the normality of change, the qualities
> of change, small scale change, change in societies,
> modernization, and social evolution.

17. PIELE, P.K. and EIDELL, T.L. Social and technological change: Implications for education. Eugene: University of Oregon, 1970. 331 p.

> Implications of the nature of changing society
> and teaching militancy are discussed for schools.
> Detailed discussions are on the application of
> system approaches to education and educational
> planning, including operations research, systems
> analysis, management information system (MIS).

A3   Organizational Change

18.   BASIL, D.C. and COOK, C.W. The management of change.
      New York: McGraw Hill, 1974. 243 p.

           Focussed mainly on organizational change, the book
           discusses how change can be managed effectively by
           understanding the origins of change (Part 1), the
           transitional response to change (Part 2), and
           strategies for change responsiveness (Part 3).

19.   JOHNS, Ray Earl, Confronting organizational change.
      New York: Association Press, 1963. 160 p.

           Discusses the role played by different individuals
           in change within a community service organization
           and focusses on the role of the administrative
           leaders.

20.   MANN, Flyod C. & Neff, Franklin W. Managing major
      change in organizations. Ann Arbor: The Foundation
      for Research in Human Behavior, 1961, 99 p.

           Growing out of conference report the publication
           discusses the points deserving attention from
           the point of view of managing change in connection
           with preparing an organization for change,
           establishing behavioural objectives, maintaining
           change momentum, completing and stablising change.
           The last section discusses the theory of
           management of change.

A4   Process and Planning of Change

21.   BENNIS, Warren G.; BENNE, Kenneth, D., and CHIN, Rober,(Ed.)
      The planning of change. New York, Holt, Rinehard and
      Winston, 1969. 627 p.

           The second edition of the well-known book published
           in 1961. About nine-tenth of the readings in this

edition are new. Does not contain special
emphasis on face-to-face groups (a special emphasis
in the first edition). The readings are under 4
parts (the evolution of planned change, elements
of planned change, dynamics of planned change,
values and goals) and 11 chapters.

22. DOOB, Leonard William. Becoming more civilized, a
psychological exploration. New Haven, Conn: Yale
University Press, 1960, 335 p.

A discussion of psychological exploration of what
changes occur in people who are "modernized" -
changes in their ways of thinking, in their systems
of self-guiding rewards, in their beliefs, in their
personalities. The author draws heavily on his
researches in Africa and Jamica and quotes results
of other researches.

23. LIPPITT, Ronald; WATSON, Geane & WESTLEY, Bruce.
The dynamics of planned change. New York: Harcourt,
Brace & World, 1958, 312 p.

A treatise on the theory and practice of planned
change with special emphasis on techniques to help
bring about change and relationships of the change
agent with the community. Relevant case materials
are discussed. Each chapter is concluded with a
summary.

24. GARDNER, John W. Self-renewal. New York: Harper and Row,
1963, 141 p.

Looking at society as a whole, and institutions
within a society, this book discusses growth,
decay and renewal; self renewal; versatility;
innovation and obstacles to renewal; tyranny
without a tyrant; conditions necessary for re-
newal and ways of organizing for change;
individuality and its limites; and attitudes
towards the future.

25. MCCLELLAND, David C. and WINTER, David C. Motivating
economic development, New York: Free Press. 1969

>   Describes in details first experiment conducted
>   in India in increasing achievement motivation in
>   one community (a town of 100,000 population) and
>   the effectiveness of the programme in raising
>   several indices of entrepreneurship. The process
>   of development of motivation is described in
>   details.

26. WATSON, Goodwin (Ed.) Concepts for social change.
Washington, D.C.: National Training Laboratories, 1967,
88 p.

>   Contains papers on the concepts of organizational
>   development, resistance to change, collaborative
>   action-inquiry and self-renewal system.

A5   Evaluating Change

27. Educational change: implications for measurement:
Princeton: Educational Testing Service, 1972. 139 p.

>   Proceedings of the 1971 Invitational Conference
>   on Testing Problems discusses the problems in
>   3 sections: the educational setting, the
>   measurement context, and new directions in
>   education.

28. HAYES, Samuel P. Jr. Evaluating development projects.
Paris: Unesco 1965, 116 p.

>   Written especially for those responsible for
>   planning and carrying out development projects,
>   this booklet is a guide to the evaluation of
>   development efforts, dealing with four steps of
>   evaluation: describing the project and specify-
>   ing its goals, deciding what data to use to indicate
>   project results, collecting the data - before,
>   during and after, and analysing and interpreting
>   the findings.

B. Innovations

29. BARNETT, H.G. Innovation: the basis of cultural change.
New York: McGraw-Hill, 1953, 462 p.

> Elaborates a general theory of the nature of
> innovation. Analyses the conditions for and
> immediate social consequences of the appearance
> of novel ideas. The theory has been elaborated
> with material on change in six cultures. Incentive
> for innovation, innovative processes and acceptance
> and rejection have been discussed in detail.

30. BHOLA, Harbans Singh. Innovation research and theory.
Columbus, Ohio: School of Education, Ohio State University,
1965, 155 p. (mimeographed).

> Discusses the present status of innovation research
> and theory, and methodological, and organizational
> strategies for innovation in education. Includes
> an extensive bibliography.

31. COLEMAN, James; KATZ, Elihu & MENZEL, Herbert, Medical
innovation a diffusion study. Indianpolis: Bobbs-Merril Co.,
1066, 267 p.

> A study of the social networks effectively diffusing
> adoption of a new drug by medical people in four
> communities. Presents a "contagion" model of
> adoption and also one for the isolated adopters.

32. HAVELOCK, Ronald G., et. al. Planning for Innovation:
Through a semination and utilization of knowledge.
Ann Arbor: University of Michigan, Institute for Social
Research, 1970 (?). 538 p.

> A review and integration of the relevant literature
> on innovation, dissemination, and knowledge
> utilization.

33. LIONBERGER, Herbert Frederick, Adoption of new ideas
    and practices. Ames: Iowa State University Press, 1960, 164 p.

        A summary of the research dealing with the acceptance
        of technological change in agriculture, with impli-
        cations for action in facilitating such change.
        Discusses the individual adoption process, the
        community adoption process and the various factors
        in adoption.

34. SINGH, Y.P.; PAREEK, Udai and ARORA, S. Diffusion of an
    interdiscipline. New Delhi, Bookhive, 1974.

        Discuss the diffusion and adoption of social
        sciences (agricultural extension) in the various
        higher institutions, including colleges and uni-
        versities, of agriculture in India. Has an exhaustive
        bibliography of all university thesis research in
        extension education in India.

35. ROGERS, Everett M. and SHOEMAKER, F. Floyd. Communication
    of innovations. New York: Press Press, 1971, 476 p.

        Second edition of Diffusion of innovations published
        in 1962. A series of generalizations from a large
        number of studies have been used as the basic structure
        for writing chapters on elements of diffusion: an
        overview, merging diffusion research traditions,
        the innovation-decision process, perceived rates of
        innovations and their rates of adoption, adopter
        categories, opinion leadership, the change agent,
        communication channels, collective innovation-
        decision, authority innovation-decisions and
        organizational change, and consequences of
        innovations. Generalizations about the diffusion
        of innovations with citations of the studies support-
        ing and not supporting are given in the appendix.
        Extensive bibliography appears at the end.

Educational Change and Alternatives

C.1 General

36. BLANKS, Virgil E. (Ed.) <u>Planning for educational change.</u>
Columbus: Ohio State University, 1966. 60p.

> A special issue of <u>Theory into Practice</u> (Vol. 5,
> no. 1) discussing the concept of change in various
> disciplines and at the various educational levels -
> classroom, school, state department, federal
> government.

37. CERYCH, Ladislav. <u>Problems of aid to education in
developing countries.</u> New York: Frederick A. Praeger,
1965. 213 p.

> Examines various aspects of external aid to develop
> education and the ways of making it more effective and
> coordinated internationally. Concludes with a
> chapter on an approach to the educational aid
> strategy.

38. Committee for Economic Development. <u>The Schools and the
Challenge of Innovation.</u> Supplementary Paper No. 28.
N.Y.: CED, January 1969. 341 p.

> 13 background papers to the above volume, covering
> finance, evaluation and research, teachers, and
> instructional systems.

39. CULBERTSON, Jack (Ed.) <u>Changing the school. Columbus:</u>
Ohio State University, 1963

> A special issue of <u>Theory into Practice</u>
> (Vol. 2, no.5) on educational change and the
> principal's role.

40. GOULET, Richard R. (ed.). Educational change: The reality and the promise. Citation Press, 1968. 286 p.

> A report of seminars, contains 21 articles in five categories: into the future with cur. changing schools; education and societal needs; systematic and effective innovation; creative directions for innovation by governments, universities, and industry; and state of technology in education and its further development and implementation.

41. MILLER, Richard I. (Ed.) A multidisciplinary focus on educational change. Lexington, Kentucky: Bureau of School Service, University of Kentucky, 1965, 84 p.

> Reports the 1965 Midwest Regional Conference of Elementary Principals which focused upon change - various perspectives of change and needs research in change.

42. MILLER, Richard I. (Ed.) Perspectives on educational change. New York. Appleton-Century Crofts, 1967, 392 p.

> An up-to-date survey of educational change in the United States, including case-stories of change programmes in schools, the role of the State Department of Education, the role of the local school district, and chapters by leading experts on educational change. Opening and closing chapters give an excellent overview of educational change in the United States and suggestions for making change programmes more effective.

43. SCHULLER, Alexander (Ed.) The role of the teacher in educational change. Berlin: Padagogisches Zentrum, 1971. 307 p. (Mimeo).

Report of the internal conference held in Berlin
in 1968. Contains 14 papers presented reports of
5 groups set up on the role of the teacher in
relation to changing objectives, structure, methods,
cultural environment, and recruitment.

C.2 Education and Social Change

44. ANDERSON, Arnold and BOWMAN, Mary Jean. Education and
economic development, Chicago: Aldine Publishing Co.,
1965, 436.

Papers presented in a conference on the role of
education in the early stages of development.
The 22 papers are grouped under four parts - the
investment view of human resources and the matter
of "shortages", the formation of human compet-
ences, the diffusion of schooling, technologies
and educational opportunities, and human factor
preconditions, the time of emergence and the
pace of change Chapters 2 and 9 are on India.

45. HUQ, Muhammad Shamsul. Education and development
strategy in South and Southeast Asia. Honolulu:
East-West Center Press. 1965, 286 p.

Discusses development as a world movement and
its nature as a total process, the past neglect of
the contribution of education to development,
a brief sketch of the history, land and people of
Indonesia, Pakistan, the Philippines and India,
their development experience and the place of
education in that experience. Emphasizes the
need to pay attention to the human aspects of
development and to the changes necessary in
values, attitudes, social behaviour and leader-
ship to which education can contribute a great deal.

46. KING, E.J. Education and social change. New York: Pergamon Press, 1967, 239 p.

> Discusses changes in the direction, attitude and policy in education leading to social change.

47. SPINDLER, George D. (Ed.) Education and culture. New York: Holt, Rinehart and Winston, 1963, 571 p.

> The application of anthropology to education, explores the transmission of culture and the values related to educational processes and events. Part 1 deals with the problems involved in applying anthropological methods, concepts and data to education; part II deals with these problems in American education: and Part III provides cross-cultural perspective by analyzing education in non-Western cultural setting.

C.3 Alternatives in Education

48. Alternatives in education: A regional practicum. SEAMEO, 1972. 207 p. & appendices.

> Contains 10 working papers read at the practicum, and details of one simulation exercise used. The work papers relate to alternatives in systems approach, technology of education; objectives, teaching methods, curriculum, evaluation; schooling, in-and-out of school education. One paper is on a regional approach to the development of alternatives.

49. Educational futurism, 1985: Challenges for schools and their administrators. Berkeley: McCutchan Publishing Corporation, 1971, 225 p.

> Based on a report of a committee to project the nature of education in 1985, 7 chapters have been written on confronting the future, development of futurism, general perspectives, governance of public education, organization for education, the school administrator, and futuristic planning. An extensive 200-item classified annotated bibliography, covering 92 pages, appears at the end.

50. EURICH, Alvin C. Reforming American education:
The innovative approach to improving our schools
and colleges. New York: Harper & Row. 1969, 269 p.

> Taking a wide-angle view, the author discusses
> rigid dogmas, the necessity for bold public
> policies, provocative new developments, new
> pattern of reform at all levels, and education
> as a futurist enterprise.

51. FREIRE, Paulo. The pedagogy of the oppressed. New York,
Herder & Harder, 1970.

> Expresses the radical view that "every human being,
> no matter how 'ignorant' or submerged in the
> 'culture of silence', is capable of looking
> critically at the world in a dialogical encounter
> with others, of perceiving his personal and social
> reality, and of dealing critically with it."

52. HIRSCH, Werner Z. et al. Inventing education for the
future. San Francisco: Chandler Publishing Co.,
1967. 353 p.

> Based on the proceedings of the 1965-66 Educational
> Innovations Seminar at UCLA, 19 articles discuss
> methodology of planning and future-casting, and
> methods of introducing change.

53. ILLICH, Ivan D. Celebration of awareness: A call for
institutional revolution. Garden City: Doubleday, 1970.
180 p.

> Emphatically argues for the futility of schooling.
> Even the rich nations cannot provide compensatory
> education for the less well-off, and the case for
> the futility of schooling in the Third World is even
> more obvious. The volume concludes with a Constitution
> for Cultural Revolution to cope with the central issue
> of our time that the rich are getting richer and the
> poor, poorer. The first article of the bill of rights
> /be would "The state shall make no law with respect to
> an establishment of education."

54. ILLICH, Ivan. De-schooling society. New York: Harper & Row, 1971.

> Points to schooling system as the root of our problems, and offers a radical alternative that will enhance learning provide equality of opportunity.

55. KOHL, Herbert R. The open classroom: A practical to a new way of teaching.

> Explains alternatives to text books and the domination of the teacher, learning from the experience of the students, establishing rules and routines only as necessary for a particular class, discipline, how a teacher can survive in an oppressive bureaucracy while maintaining an open and exciting classroom and treating students as people. It is contended that the principles of non-authoritarian education are applicable to all field of learning.

56. REIMER, Everett. School is dead: an essay on alternatives in education. London: Penguin Books, 1971. 176 p.

> The book argues that the most urgent priority is for a consideration of alternatives in education - alternative content, organization and finance "Above all, we urgently need alternative views of education itself, its nature and possible functions in the society of the future."

57. ROGERS, Carl R. Freedom to learn: A view of what education might become. Columbus, Ohio: Charles E. Merrill, 1969. 358 p.

> Expresses the view that "all teachers and educators prefer to facilitate experiential and meaningful learning, rather than the nonsense syllable type. Yet in the vast majority of our school at all educational levels, we are locked into a traditional and

/conventional

approach which makes significant learning improbable
if not impossible.... It is not because of any inner
depravity that educators follow such a self-defeating
system. It is quite literal because they do not know
any feasible alternative." Alternatives are suggested
toward building "a fully functioning person" and a plan
for self-directed change in an educating system is pro-
posed. Although the comments are directed at all levels,
a special chapter is devoted to "A Revolutionary Program
for Graduate Education," in that the graduate level "is
frequently the furthest behind the main stream of our
culture and is the least educational in any true sense."

58. SILBERMAN, Charles E. Crisis in the Classroom: The
Remaking of American Education. New York: Random House,
1970. 525 p.

> This broad indictment of all levels of education
> is based on a thorough review of the literature,
> extensive interviews and correspondence with
> educators and critics, and first-hand investigation
> in more than 100 schools by the author and in about
> 150 more schools by his three-member staff. The
> author finds the schools to be "intolerable,"
> severely afflected by "mindlessness," operating on
> the assumption of distrust, offering a banal and
> trivial curriculum, and preoccupied with order and
> control (which in turn creates discipline problems,
> rather than eliminating them). More than 200 examples
> of school practice are provided in support of these
> charges. Informal education" (also known as free
> schools, open learning systems, etc.) is strongly
> advocated.

C4 Process and Process Strategies

59. BUSHNELL, David S. and RAPPAPORT, Donald (Ed.) Planned
change in education: A system approach. New York: Harcourt
Brace, Jovanovitch, 1971. 223 p.

> Contains 13 chapters divided into four parts (organizing
> for change, making schools accountable, the
> instructional process, and the planning, allocation,
> and management of educational resources).

60. COREY, Stephen, M. Helping other people change. Columbus: Ohio State University Press, 1963, 89 p.

> From his experience as a consultant to teachers and administrators of schools in the U.S.A. and India, the author shares his sensitive approach as a change agent who helps other people more effectively to work out their own answers to problems in the context of their culture and their needs.

61. FOX, R, Luszki, M; and SCHMUCK, R.A.: Diagnosing classroom learning environments. Chicago: Science Research Associates, 1966.

> Contains tools for diagnosing the classroom, including attitudes and norms.

62. FOX, R; JUNG, C.; SCHUMUCK, R.A.; Van EGMOND, E.; and RITVO, M. Diagnosing the professional climate of your school Portland, Oregon: Northwestern Educational Laboratory, 1970.

> Contains tools for diagnosing the organizational processes of schools.

63. GRIFFIN, Willis H. and PAREEK, Udai. The Process of planned change in education. Bombay: Somaiya, 1970. 269 p.

> Discusses various generalisations on change, with illustrations of innovations that succeeded or failed. The book is organised into 6 chapters: introduction, the concept of planned change; the setting; culture and change; readiness: motivation for change; dynamics: a close look at the process; leadership and support: administrators and groups; and the agent of change in education. Each chapter opens with generalisations, based on the current knowledge of change, and these are discussed in detail with illustrations of "incidents" (caslets). The chapters end with a list of recommendations based on the chapter discussion. An annotated bibliography of 119 books and monographs appears at the end of the book.

64. LYNTON, R.P. and PAREEK, Udai. *Training for development.* Homewood, III: Richard D. Irwin, 1967. 410 p.

> Discusses training as a process of improving an organization through improving people working on jobs in the organization. Pre-training, training, and post-training phases are discussed in detail, as well as training institution and research for training. Presents conceptual models and poses practical questions on several aspects of training.

65. MEHTA, Prayag. *Motivating human agencies in education.* Baroda, India: Samashti, 1975.

> Describes in details the methodology and results of especially designed programmes for changing education through accelerated motivation of pupils and teachers in several parts of the country. The programme was based on McClelland's method of motive acquisition.

66. SCHMUCK, R.A. and MILES, M. (Eds.) *Organization development in schools.* Palo Alto, Calif.: National Press Books, 1971.

> Contains descriptions of some OD efforts in schools. It also has one chapter on the explaination of OD, and another on survey feedback, an important intervention technique.

67. SCHMUCK, Richard A.; RUNKEL, Philip J.; SATUREN, Steven L.; MARTELL, Ronald T.; and DERR. C. Brooklyn, *Handbook of organization development in schools.* Paolo Alto Calif: National Press Books, 1972. 436 p.

> Provides conceptual material, instruments for data collection, intervention exercises, procedures, microdesigns and brief readings in the major areas of organization development (OD) in schools; clarifying communication, establishing goals, uncovering and working with conflicts, improving meetings, solving problems, making decisions, designing training interventions, and evaluating.

Two chapters in the beginning discuss the underlying
concepts of OS: organisational theory and
organizational training.

68. WATSON, Goodwin (Ed) Change in school systems. Washington, D.C.
National Training Laboratories, 1967. 155 p.

Contains 6 chapters discussing some properties of
schools as social systems (M.B. Miles), improving
the socialization process (R. Lippitt), crucial
issues in organizational development (P.C. Buchanan),
a strategy for working on problems of change in
school systems (C.C. Jung, R. Fox and R. Lippitt),
the trainer change-agent role within a school system
(C.C. Jung), and self-renewing school system (G. Watson).
The following steps are suggested for designing con-
tinuous self-renewal: sensing, screening, diagnosing,
inventing, weighing, deciding, introducing, operating,
evaluating, revising.

69. Centre for Education Research and Innovation. Alternative
educational futures in the United States and in Europe:
Methods, issues and policy relevance. Paris: Organization
for Economic Cooperation and Development, 1972, 214 p.

A background report for the Paris Conference on
policies for Educational Growth, organized by OECD
in 1970. Contains papers on alternative educational
futures and educational policy-planning (Emmeriji),
the purpose of futurologic studies in education (Husen),
an approach to the futures-perspective in American
education (Ziegler), and changing US society:
implications for schools (Harman).

70. GRANDSTAFF, Marvin, Alternatives in education: A summary
view of research and analysis on the concept of non-formal
education. East Lansing: Michigan State University,
1974. 82 p. (Mimeo).

Meant to be a general introduction to non-formal
education "this reports takes the form of a
summary view of analysis and research and is not

a review of research." Discusses the concept of non-
formal education, its possibilities, its main dimensions,
its planning and its problems.

71. SEAMES. A study of non-formal education in the SEAMEO Region
1973-1974. Bangkok: SEAMES, 1974, 369 p.

Based on a survey undertaken by a research team from
SEAMEO region the report summarises general trends
from the responses and the case studies on literacy,
rural development, vocational and technical skill
development, and mass media in non-formal education.
Significant programmes and projects in non-formal
education, priority ranking of programmes, and
project summaries are given in Part 2.

72. WARD, Ted E. and HERZOG, A. Effective learning in non-
formal education. East Lansing: Michigan State University,
1974. 371 p. (Mimeo).

Contains 7 conceptual papers, including two case
studies on effective learning, lessons to be
learned from schooling, planning for effective
learning in non-formal education: a learning systems
approach, relating instructional procedures to
learner characteristics: an experimental illustration
from Brazil, increasing learning effectiveness through
evaluation, evaluating, changing and increasing
learning effectiveness, learning effectiveness and
the communication of innovations, the case of the
disappearing distinction: formal and non-formal
education in China.

C6. Curricular Change

73. ANON. The challenge of curricular change. New York:
College Entrance Examination Board, 1966, 151 p.

An "outgrowth" of a colloquium on the subject "to
provide influential educators in schools and colleges
with an opportunity to engage in discussion concerning
the implication to colleges of curricula changes in
secondary schools."

74. LEEPER, Robert R. (Ed.) Strategy for curriculum change. Washington, D.C. Association for Supervision and Curriculum Development, 1965, 75 p.

     Contains the papers and discussions given at the first ASCD seminar on the topic.

75. LEEPER, Robert R. (Ed.) Curriculum change: direction and process. Washington, D.C.: Association for Supervision and Curriculum Development, 1966, 68 p.

76. MICHAELIS, John; GROSSMAN, Ruth, and SCOTT, Lloyd, New designs for the elementary school curriculum. N.Y.: McGraw-Hill, 1968. 428 p.

     Presents an understanding of important developments in all the subject areas of the elementary curriculum. Also provides some guidelines for those who plan curricula.

77. ZIEGLER, Warren L. (Ed.) Essays on the future of continuing education worldwide. Syracuse: Syracuse University Press, 1970. 141 p.

     Eight articles discussing trends in adult education and methods of thinking about and planning for the future.

C7. Other Areas

78. WEINRICH, June Sark. Teacher education extension service: a practical guide to understanding issues and problems in American education. Chicago: Science Research Associates, 1967

     A set of three series of eight monthly units each, appearing monthly from October through May, 1967, Unit eight in series 2, (May, 1967) is How to bring about change in a school system (27p.) presenting proposals, discussion questions, review and summary and bibliography. Other pertinent units are

six (The changing role of the teacher), seven
(Innovation in education: some examples), and eight
(Planning a good in-service education programme).

79. KEE, F.W.H. and PHANG, P.C.M. The changing pattern of
teacher education in Malaysia. Kuala Lumpur, Heinemann
Education Books (Asia), 1975. 149 p.

> Discussing the history and trends the book examines
> teacher education in the 1970s, the aims, structure,
> curriculum, teaching practice and problems of
> teacher education.

80. RUNKEL, Philip; HARRISON, Roger, and RUNKEL Margaret, (Eds.)
The changing college classroom. San Francisco: Jossey-Bass,
1969. 368 p.

> Reports of innovations in college teaching in which
> college teachers describe their work in experimental
> colleges in state universities, liberal arts colleges
> urban colleges, private religious colleges, junior
> colleges, and a Negro college. The classes discussed
> range in size from a dozen to well over a thousand
> students. The subjects range from mathematics, speech,
> and writing to psychology, organizational management,
> and creativity.

81. SPURR, Stephen H. Academic degree structures: Innovative
approaches. New York: McGraw Hill, 1970. 213 p.

> Prepared for · the Carnegie Commission on Higher
> Education, the book advocates a reduction of the
> 1600 different degree titles presently used to about
> 60, along with a consistent nomenclature for six
> higher education levels: associate, bachelor, master,
> intermediate graduate, doctoral and post-doctoral.
> By giving an associate's degree or certificate after
> the sophomore year in four-year colleges, the A.A. would
> no longer be considered a second-rate degree and
> fewer students would be considered as college
> dropouts.

82. YATES, Alfred (ed.) <u>The role of research in educational</u>
    <u>change</u>. Palo Alto, Calif: Pacific Books, 1971. 224 p.

    Proceedings of an international meeting of experts
    held in 1967 have been edited in two parts. Part I
    contains papers on research and educational practice:
    structural aspects of educational research, the
    recruitment and training of staff, the dissemination
    of research results, the process of change and
    methodology, Part 2, gives brief reports are the
    organization of educational research from 13 countries.

D. <u>Educational Innovation</u>

83. ANDERSON, Robert H. <u>Teaching in a world of change</u>.
    New York: Harcourt, Brace and World, 1966. 180 p.

    Summary of recent innovations in school organization,
    team teaching, school design, and other matters.

84. Aerospace Education Foundation <u>Technology and Innovation</u>
    <u>in education</u>. New York: Frederick A. Praeger, 1968. 149 p.

    An edited version of a 1967 seminar discussing (a) the
    use   of educational technology in areas like teaching
    achievement motivation, stating objectives; (b) the
    use of computers as an educational aids, (c) the
    focus shaping education.

85. BASSETT, G.W. <u>Innovations in primary education.</u>
    New York: Wiley-Interscience, 1970, 290 p.

    Describes some major new developments in Britain
    and the U.S.A. in the field of primary, or elementary,
    education. Some of the themes dealt with at length
    are: individual methods of teaching, teaching for
    understanding, the motivation of learning, new
    concepts in curriculum development, new schemes of

89. FUCHS, Walter R. The new learning: Technology in the service of education. New York: Herder and Herder, 1970.

> Describes the new technical innovations which will influence education in the future, and illustrates how these present-day development embody the philosophies of great teachers in the past.

90. HAVELOCK, Ronald G. The change agents' guide to innovation in education. Englewood Cliffs, N.J.: Educational Technology Publications, 1973. 279 p.

> Part 1 contains four case studies and Part 2 discusses the stages of planned change. During discussion in Part 2, relevant questions are raised in the margin on the case studies. Part 3 contains appendices, one on the strategies and tactics of innovation, including a glossary and guide to selection, and the second on major information sources in education.

91. HILFIKER, L.R. The relationship of school system innovativeness to selected dimensions of interpersonal behavior in eight school systems. Madison: University of Wisconsin, 1969. 67 p.

> Discusses results of a research on how to measure innovativeness of a school system (ranking method was used with three variations) and to test that certain interpersonal normals exist within a given system which are related to system innovativeness. The instruments used are given in appendices.

92. JAMES, H.T. et al. The schools and the challenge of innovation. New York: McGraw Hill, 1969, 358 p.

> Information is presented for better appraising the innovations presently available and the degree to which they may be useful in solving the growing problems of the schools. The material is presented in four parts: improved use of school resources,

more effective evaluation and research the challenge
of innovation to teachers and possibilities and costs
of instructional systems.

93. KLANS, David J. Instructional innovation and individualization.
     Pittsburgh: American Institutes for Research, 1969. 424 p.

         With the focus on individualization the book discusses
         fundamental principles and problems, various appropriate
         educational technologies system design, Project plan,
         and innovation and change.

94. LIN, N.; LEU, D.J.; ROGERS, E.M.; and SCHWARTZ, D.F.
     The diffusion of an innovation in three Michigan schools:
     Institution building through change. East Lausing: Michigan
     State University, 1966. 129 p.

         Reports a research project. Tentative recommendations
         include: teachers should feel they have adequate
         information about innovation, discussion of innovation
         amongst teachers should be encouraged, teachers should
         be encouraged to keep up to date by reading journals,
         school principals should be encouraged to communicate
         evaluation to teachers, and efforts should be made to
         develop pupils, positive attitude toward innovation.

95. MILES, Mathew B. (Ed.) Innovation in education. New York:
     Teachers College, Columbia University, 1964, 689 p.

         Contributions are grouped under three parts. The
         first part contains reports and case studies of some
         innovations, the second deals with research and theory
         of innovation in education, and the third with the
         American education system.

96. STREET, David (ed) Innovation in mass education. New York:
     Wiley-Inter-science, 1969. 342 p.

         Eleven articles on urban education dealing with
         inner city experimentation, nongrading in a slum
         school, controlling behavior problems, urban
         teacher education, community action programmes and
         school systems, non-professionals, conflict over
         educational change, IQ scores, and institution
         building.

97. UNRUH, G.G.; and ALEXANDER, W.M. <u>Innovations in secondary</u>
<u>education</u>. New York: Holt, Rinehart and Winston, 1970. 247 p.

> Discuss the innovations in six categories: the student,
> the curriculum, organization, the staff, materials
> and media, and the building. There are two general
> chapters on the power of innovation, and the process
> of innovation and change.

E.   <u>Case Studies</u>

98. CORBETT, Anne, <u>Innovation in education: England</u>. Paris:
OECD, 1971, 48 p.

> A case study describing the rate of local agencies
> (teachers and local authorities) and the centre
> in innovation: The roles of some organization e.g.
> The Nuffield foundation, the School Council, and
> the National Council for Educational Technology
> are discussed.

99. DALIN, Per. <u>Innovation in education: Norway</u>. Paris: OECD,
1971. 69 p.

> A case study describes the strategies of the National
> Council for Innovation in Education, including some
> innovations, and the process of innovation. Practical
> consequences and resistance to change are also
> mentioned.

100. EYKEN, Willem vander and TURNER, Berry. <u>Adventures in</u>
<u>education.</u> London: Allen Lane the Penguin Press, 1969. 190 p.

> "This book is, in a sense, an exercise in the
> 'archaeology of education', digging up half-submerged
> incidents, voices already retired from active life,
> torn newspapers, faded broadsheets, dusty trunks
> in attics." Stories of five innovators are told

for the first time: the Malting House School (1924-9),
in Burston Rebellion (1914), Marion Richardson and
Robin Tanner, the Forest School (1929-38),
Henry Morris.

101. GRIGNON, C.; and PASSERON, J.C. Innovation in higher
education: French experience before 1968. Paris: OECD
1970. 137 p.

One of the case studies sponsored by OECD.

102. LADD, Dwight R. Change in educational policy: Self-studies in
selected colleges and universities. New York: McGraw-Hill,
1970. 231 p.

Brief case studies of the collegial process of
attempted reform at Berkeley, New Hampshire, Toronto,
Swarthmore, Wesleyan, Michigan State, Duke, Brown,
Stanford, Columbia, and UCLA. While the scope and
degree of the proposed changes vary, all have in
common the use of the traditional, collegial process
of study, analysis, discussion, and debate leading
to a decision based on general acceptability. .....
Unhappily, the results of these studies seem to lead
support at least in a negative way--to the efficacy
of pressure politics as a way of bringing about
change."

103. LLEIS, Russell (Ed). Case Studies in non-formal education.
East Lansing: Michigan State University, 1974. 470 p. (Mimeo)

A catalogue of cases and abstracts is given in the
beginning. Non-formal education programmes in rural
agricultural development, health and sanitation,
literacy, family planning, urban manpower development,
and the armed forces are reviewed, usually followed
by annotated bibliography of cases. Non-formal
educational programmes within a formal setting and the
role of voluntary associations are also discussed.

104. MACLURE, Stuart. Innovation in education. Paris: OECD, 1971
55 p.

A case study discussing the innovation strategy in
terms of goals, working plans, in-service training,
research, and continual revision.

105. NIEHOFF, Arthur H. (Ed.) A casebook of social change.
Chicago: Aldine Publishing House, 1956, 312 p.

Nineteen case histories of actual efforts at
innovation in Latin America, Africa, the Middle East
and Asia illustrate the specific problems facing
American change agents abroad and define the basic
ingredients of socio-economic change. This book
presents essential guidelines for perceiving and deal-
ing with the cultural aspects of a change situation
for students .of applied anthropology, technical
advisors and administrators, businessmen and students
living overseas, and missionaries teaching non-
Western peoples.

106. PONSIOEN, J.A. (Ed) Educational Innovations in Africa:
Policies and administration. The Hague: Institute of
Social Studies, 1972. 262 p.

Contains 22 papers presented to a symposium at
Addis Ababa in 1971. In addition to the discussion
of the concept of educational innovation and African
education, 17 innovations are discussed.

107. SUSMANN, Leila. Innovation in education: United States.
Paris: OECD, 1971. 67 p.

A case study describing innovations in 3 fields:
organizational change (desegregation, decentralization,
community school, education of hard-core unemployables,
team teaching, and compensatory education), curriculum,
and educational technology.

108. THOMAS, Helga. Innovation in education: Germany Paris:
OECD, 1971. 58 p.

    A case study. Describes briefly the school reform in
the Federal Republic and 4 examples of innovations
(organization, curriculum, educational technology,
and school experiments).

109. Organization for Economic Cooperation and Development.
Innovations in higher education: Reforms in Yugoslavia.
Report prepared by the Institute for Social Research,
University of Zagreb. Paris: OECD, 1970. 189 p.

F. Bibliography

110. HAVELOCK, Ronald G.: HUBER, Janet C. and ZIMMERCAN,
Shaindel Major works on change in education: An annotated
bibliography with author and subject indices. An Arbor:
University of Michigan, Institute for Social Research,
1969. 60 p.

    39 items, largely anthologies, with a detailed
indexing of contribute authors and topics, and a
brief critical annotation for each volume.

111. KURLAND, Norman D. and MILLER, Richard I. Selected and
annotated bibliography on the processes of change. New York:
New York State Education Department, 1966, 41 p.

    Gives annotated bibliography of selected books,
pamplets and articles according t disciplines. A
list of bibliographies and periodicals on change is
also given.

112. NIEHOFF, Arthur H.; and ANDERSON, Charnel. A selected
bibliography of cross-cultural change projects. Washington,
D.C.: George Washington-University, 1964, 30 p.

    A bibliography classified according to countries.

113. MARIEN Michael D. Alternative futures for learning: An annotated bibliography of trends forecasts, and proposals. Syracuse, N.Y.: Syracuse University Research Corporation, 1971. 233 p. (Mimeo).

> Contains 936 items, classified into 6 main areas: general, elementary and secondary education, higher education, other educating institutions, planning and plans, miscellaneous. Each section is further classified. The annotations vary in length - from one line almost - to a page. Major focus (80%) is on books and book-length documents.

114. MARIEN, Michael (comp.). Essential Reading for the Future of Education: A Selected and Critically Annotated Bibliography. Syracuse: Educational Policy Research Centre, September 1970. 56 pp. Revised Edition, March 1971. 71 p.

> A shorter version of this bibliography, with a greater emphasis on general futures literature not immediately related to education. By "creaming" the literature an introduction to educational futures is offered for new students of any age or position, while at the same time providing an overview for the very busy policy-maker. The September bibliography has 146 items plus an addendum of twelve, while the March bibliography covers 200 items. A third edition may be prepared in fall 1971.

115. MILLER, Donald R.; and DONOVAN Jerry J. A selected bibliography of planning-programming-budgeting systems (PPBS) in education. Burlingame, Calif.: OPERATION PEP, 1970. 92 p.

> About 1200 items arranged alphabetically with no categorization or annotation.

116. OHLIGER, John. Bibliography. Columbus, Ohio: Ohio State
University, Centre for Adult Education, 1970. 39 p. (Mimeo).

> Prepared for an adult education seminar on "The learning
> society f the person learning: The ideas of Ivan
> Illich and others as they apply to issues of adult
> education," this extensively annotated bibliography
> of 95 items includes 42 times by or about Ivan Illich.

117. ROJAS, Billy, Future studies bibliography. Amherst, Mass.:
University of Massachusetts, School of Education, 1970.
125 p. (Mimeo.)

> A non-annotated listing of about 2,000 items in 15
> major categories: comprehensive previews of the future,
> futurist literature of the past, futurist methodology,
> demographic projections, political futuristics,
> economics futuristics, technological futuristics,
> new environments, biological futuristics, cities of
> the future, literature of the future, sources of future
> ideologies, education in the future, futurists and
> futuristics, and critical bibliographical information.
> About 200 items on education are listed.

118. ROGERS, Everett, M.; and SMITH, Leticia. Bibliography on
the diffusion of innovations. East Lansing: Michigan
State University, 1966, 113 p. (Mimeographed).

119. WEBSTER, Maureen. Educational planning and policy: An
international bibliography. Syracuse: Educational
Policy Research Centre, 1969. Working Draft. 654 p.

> Seeking to be comprehensive, international, and
> action-oriented, 4922 items are included - most
> of them published in the 1960's. An elaborate
> categorization is provided, with indexes by author,
> country and region. The six major categories are:
> education and national development, comprehensive and
> partial planning, financing educational plans,
> influences on plan targets, productivity and
> efficiency, and bibliographies.