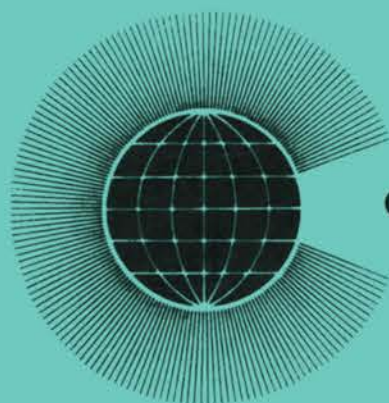


EDUCATION IN THE COMMONWEALTH SERIES

NUMBER ELEVEN

EDUCATION IN THE DEVELOPING COUNTRIES  
OF THE COMMONWEALTH

RESEARCH REGISTER 1971 - 73



COMMONWEALTH SECRETARIAT

EDUCATION IN THE COMMONWEALTH

Number Eleven

EDUCATION IN THE DEVELOPING COUNTRIES  
OF THE COMMONWEALTH

RESEARCH REGISTER 1971 - 73

Commonwealth Secretariat

COMMONWEALTH SECRETARIAT

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## CONTENTS

|  | <u>Page</u> |
|--|-------------|
| <u>Introduction</u>  |             |
| A. <u>Educational Planning</u><br>Statistics, manpower planning;<br>educational planning and development;<br>economics of education; financing of<br>education (Nos. 1-15) . . . . .   | 1           |
| B. <u>Theories and History</u><br>History and philosophy of education;<br>comparative education (Nos. 1-20) . . . . .  | 9           |
| C. <u>Methods of Enquiry</u><br>Research methods; testing and<br>evaluation (Nos. 1-7) . . . . .   | 16          |
| D. <u>Administration and Organisation</u><br>Educational administration and<br>organisation; relations intra-<br>governmental and non-governmental;<br>auxiliary services (Nos. 1-7) . . . . .   | 20          |
| E. <u>Students' Backgrounds and Characteristic</u><br>Socio-economic factors; aptitudes;<br>motivations; personality factors;<br>attitudes; opinions; values; behaviour<br>patterns; physical and mental health;<br>nutrition; child development (Nos. 1-21) . . . . . | 25          |
| F. <u>Teaching and Learning Situations</u><br>Learning strategies; teaching methods;<br>teaching aids; extra-curricular<br>activities (Nos. 1-14) . . . . .  | 34          |
| G. <u>Teacher Training</u><br>Contents of courses; responses in non-<br>traditional methods (Nos. 1-14) . . . . .  | 42          |
| H. <u>Curriculum</u><br>General, primary, secondary; particular<br>subjects of disciplines (Nos. 1-24) . . . . .   | 48          |
| I. <u>Educational Media</u><br>Preparation and evaluation of textbooks<br>and supplementary reading materials;<br>works of reference; use of audio-visual<br>aids; radio, television (Nos. 1-8) . . . . .  | 58          |

|   | <u>Page</u> |
|---|-------------|
| J. <u>Selection and Performance of Students</u>   |             |
| Access to education; selection procedures;<br>choice and preference of subjects;<br>performance; behaviour; wastage;<br>operational factors (school environment,<br>residence, staff-student relations);<br>methods of assessment (Nos. 1-18) . . . . . | 62          |
| K. <u>Careers</u>   |             |
| Careers; occupations; training; vocational<br>guidance and counselling (Nos. 1-8) . . . . .   | 70          |
| L. <u>The Teaching Profession</u>   |             |
| Professional status; conditions of work;<br>social status; values and image;<br>competence; migration; rating,<br>recruitment and retention (Nos. 1-4) . . . . .  | 74          |
| M. <u>Out-of-School Education; Youth Activities;<br/>      Adult Education</u>  |             |
| Out-of-school activities; youth organisations;<br>further education; methods and media in<br>adult education (Nos. 1-6) . . . . .   | 77          |
| N. <u>Special Education</u>   |             |
| Education of the handicapped and the<br>educationally sub-normal (No. 1) . . . . .  | 80          |
| O. <u>Agricultural Education</u>  |             |
| (No. 1) . . . . .   | 81          |
| P. <u>Technical Education</u>   |             |
| (No. 1) . . . . .   | 82          |
| Q. <u>Higher Education</u>  |             |
| (Nos. 1-5) . . . . .  | 83          |
| R. <u>Others</u>  |             |
| (Nos. 1-4) . . . . .  | 86          |
| Index of Institutions . . . . .   | 89          |
| Author Index . . . . .  | 93          |

## INTRODUCTION

One of the major educational activities of the Commonwealth Secretariat is the encouragement and promotion of co-operation in education among member countries. In pursuance of this objective the Fifth Commonwealth Education Conference (1971) underlined the particular need for this exchange among Commonwealth countries of information on educational research and experimentation which are essential to the improvement of the quality of education.

In 1968 the Commonwealth Secretariat published a booklet listing research programmes in the field of education then in progress at a number of Commonwealth universities. A further booklet on the same topic was published in 1969. The enthusiastic response to these publications encouraged the Education Division to enlarge the booklet into a Register of on-going research programmes and to issue it biennially as a regular feature of its information programme.

The first Research Register was published in 1972 incorporating the researches undertaken during the years 1970-1971, and was entitled Education in the Developing Countries of the Commonwealth. It comprised research in progress in institutes and departments of education and other similar organizations both within and outside universities. The contributions received were classified under eighteen areas of educational research and for easy reference an author and an institutions index were provided.

The Education Division is pleased to publish another volume of the Research Register covering the years 1971-1973. It follows largely the pattern of the first register at the same time incorporating suggestions received for making it more useful. We regret the delay in the publication of this volume, the preparation of which had to be held over till after the Sixth Commonwealth Education Conference (1974). The Conference commended the publication of the Register as an important and valuable contribution to Commonwealth co-operation by providing wider opportunities for those engaged in research in similar fields of education to disseminate information about their research projects.

The Education Division would like to thank all those who sent in contributions and suggestions for the improvement of the Register and would appreciate a similar response to this second volume of the Register.

## A - EDUCATIONAL PLANNING

Statistics; manpower planning; educational planning and development; economics of education; financing of education

---

### 1. Title of Project

PROBLEMS OF EDUCATIONAL GROWTH IN UNDERDEVELOPED COUNTRIES - A STUDY OF THE QUANTITY - QUALITY DILEMMA IN THE AFRO-ASIAN REGION

### Institution

University of Canterbury, Christchurch, New Zealand.

### Name of Person and Designation

C. Whitehead, Secondary School Teacher

### Main Aims of Project

(a) to examine the nature of educational development in the Afro-Asian area since the second World War, and in particular to appraise the priorities for educational growth contained in the Karachi and Addis Ababa Plans of 1960 and 1961 respectively, and

(b) to examine the internal dynamics of education systems especially in underdeveloped countries, in order to highlight the problems involved in maintaining an effective balance between the quality and quantity of schooling provided during a period of rapid expansion.

### Description

The study was arranged in four sections. The first dealt with the theory underlying the rapid expansion of education in underdeveloped countries during the past two decades, and outlines in detail the nature and objectives of the Karachi and Addis Ababa Plans. In section two, the Plans were assessed in the light of the practical difficulties encountered in implementing them at the national level. This was done on the basis of studies of education in five states. Those chosen - Ethiopia, Cameroon, Tanzania, Indonesia and Thailand - were considered to provide a satisfactory representative sample of the various stages of educational growth to be found within the underdeveloped countries of the Afro-Asian region. In the third section, the problem of educational wastage, highlighted in the national studies, was examined more closely to determine to what extent it was attributable to the malfunctioning of the educative process. This led, in the fourth section, to an analysis of the factors which appeared to govern the qualitative growth of an education system, particularly in the context of underdeveloped territories, and by implication, the speed with which schooling should be expanded profitably.

The factors studied included the quality and supply of teachers and their working conditions, the nature of the pupils, their home backgrounds, and their expectations, the material conditions of the schools and the availability of teaching materials, language problems, the administration and control of the schools, financial considerations, and lastly, public and professional attitudes towards education and change.

In general, the study emphasized the seemingly inappropriate goal of attempting to provide universal primary education in most underdeveloped countries by 1980 or thereabouts, mainly because of the extent and nature of the qualitative deficiencies apparent, both in terms of the educative process and the nature of the educated product. The study also revealed the difficulties associated with initiating and sustaining a rapid rate of worthwhile educational growth.

Date of Commencement - September, 1969

Date of Completion - February, 1971

---

### 2. Title of Project

THE DEVELOPMENT OF EDUCATION IN POST-WAR FIJI

### Institution

University of Otago, Dunedin, New Zealand.

### Name of Person and Designation

C. Whitehead, Lecturer in Education

### Main Aims of Project

(a) To investigate and account for the nature of educational planning in Fiji.

(b) To study the internal dynamics of Fiji's education system.

### Description

The study involves -

(a) an assessment of British colonial education policy as applied in Fiji immediately prior to and since the second World War and

(b) detailed study of various educational reports and policies and the problems which have confronted educational administrators in Fiji.

Date of Commencement - August, 1972

Expected Date of Completion - March, 1975

## A - Educational Planning

### Source of Finance

University of Otago staff research fund.

### Method and Expected Date of Publication

University of Otago, 1975.

---

### 3. Title of Project

MODELS OF RURAL COMMUNITY-ORIENTED EDUCATION

### Institution

Educational Research Unit, University of Papua New Guinea.

### Names of Persons and Designations

G. Kemelfield, Lecturer  
R. Nolan, Lecturer  
Miss J. Martin, Lecturer

### Main Aim of Project

To develop and evaluate models of community education of relevance both for adult education and for the education of children in rural areas, i.e. for communities as a whole. The use of the term 'models' embraces the development of proposals for administrative and institutional structures for community education, the content of educational programmes and languages and media of communication.

### Description

The project has been conceived in three stages, as follows:

(1) Information-gathering and model-building. Stage undertaken by inter-disciplinary working groups from university and government, and culminating in a proposal for a community-based education system incorporating the use of radio (and possibly TV) forums.

(2) Case studies of communities chosen for the trial of models, with student assistants being used for intensive interviewing, discussion and recording in the field. Also, preparation of materials in collaboration with government departments and local radio stations.

(3) Setting in motion and continuing evaluation of pilot schemes.

Date of Commencement - November, 1971

Expected Date of Completion - October, 1977

### Source of Finance

University of Papua New Guinea, university research grant.

### Method of Publication

Education Research Unit Reports, seminar papers, journal articles, chapters in books on education and development in Papua and New Guinea and Melanesia.

---

### 4. Title of Project

EDUCATIONAL PROBLEMS AND RESEARCH: A HONG KONG INTRODUCTION

### Institution

Department of Education Research Unit, University of Hong Kong.

### Name of Person and Designation

N. K. Henderson, Professor of Education and the Head of the Department of Education

### Main Aim of Project

To introduce the series of the Research Unit by a general enquiry into the Hong Kong Education System based on an up-to-date scrutiny of the local education structure and an informed appraisal of its more pressing current problems and research needs. These issues are considered in the light of the community's total requirements and also in terms of school development taking place elsewhere.

### Description

Topics include: Hong Kong and its changing social and economic structure, the Hong Kong educational scene, the problem of school places, the kindergartens and their problems, the problems of primary education, secondary education in Hong Kong, secondary school examinations problems, the problems of guidance and research, professional teacher education, problems of educating the handicapped, of aims and social dimension, other areas for enquiry, research papers, critical studies and articles on Hong Kong system. General reading and reference materials on background of Hong Kong education system.

Date of Commencement - 1971

Date of Completion - November, 1972

### Source of Finance

University of Hong Kong.

Date of Publication - January, 1973

---

### 5. Title of Project

WOMEN IN LABOUR FORCE AND THEIR EDUCATIONAL COMPOSITION

### Institution

Institute of Applied Manpower Research, New Delhi, India.



## A - Educational Training

### Names of Persons and Designations

Q.U. Khan, Senior Research Officer  
Dr. S.P. Agarwal, Project Leader  
Santosh Aggarwala, Research Assistant  
Surenda Prasad, Research Assistant

### Description

The study was taken up at the Institute at the request of the Committee on the Status of Women set up by the Government of India. It presents an analysis of all available data on Indian women in the age group of 15-59 who are either working or are seeking employment. Special attention has been devoted to women who have an education of matriculation or higher as this was considered more useful from the point of view of labour market analysis and manpower planning. The study covers the period 1961 to 1981.

The main conclusions of the study are as follows: It is estimated that the number of women in the age group 15-59 will continue to rise and they might form a relatively higher percentage of the total number of women in 1981, as compared to 1961 and 1971. The number of women in the labour force is also estimated to increase steadily, although their rate of increase might be slower than the rate of increase in the number of women in the age group 15-59. The number of women in labour force with education matric and above is estimated to be 1.16 million in 1971, which might increase to 3.2 million by 1981.

Date of Completion - February, 1973.

### Source of Finance

Institute of Applied Manpower Research

Method of Publication - Mimeograph

---

### 6. Title of Project

AN ANALYSIS OF THE PATTERN OF RECURRING EXPENDITURE AND PER STUDENT COST IN THE INSTITUTES OF TECHNOLOGY, 1968-1969

### Institution

Institute of Applied Manpower Research,  
New Delhi, India.

### Names of Persons and Designations

K. Raghavan, Research Assistant  
K.R. Sivaramakrishnan, Chief, Manpower Resources Division  
Mrs. Lalita Manocha, Research Assistant

### Main Aims of Project

(1) To make a factual analysis of the pattern of recurring expenditures of the Indian

Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi; and

(2) To work out, for each Institute, the per student cost for undergraduate and post-graduate courses separately.

### Description

The analysis has been made on the basis of the information collected by the Ministry of Education and Youth Services, and on additional data available from the detailed proposals made by the Institutes regarding their Revised Budget Estimates for 1968-1969, Budget Estimates for 1969-1970.

Date of Completion - February, 1972.

### Source of Finance

Institute of Applied Manpower Research

Method of Publication - Rotaprint

---

### 7. Title of Project

A STUDY OF EDUCATION SYSTEM AND MANPOWER IN HARYANA

### Institution

Institute of Applied Manpower Research,  
New Delhi, India.

Name of Person - A team of researchers

### Main Aim of Project

The study attempts to investigate the restructuring possibilities of educational system in Haryana with a view to providing broad guidelines for education-employment co-ordination.

### Description

The exercise has been carried out to analyse the pattern of employment vis-a-vis occupational educational profile of Haryana. Nearly all types of education courses provided in the State are covered. The employment data is taken from the D.G.E.T. surveys of occupational pattern in the private organised sector and public sector. The employment data collected in the Censuses of 1961 and 1971 are also used. A projection of the trend and growth of employment in different occupational categories is also attempted.

Date of Commencement - January, 1973.

Date of Completion - December, 1973.

### Source of Finance

Institute of Applied Manpower Research

Method of Publication - Rotaprint

---

A - Educational Training

Title of Project

RESEARCH SURVEY OF INDUSTRY,  
TECHNICAL MANPOWER AND TECHNICAL  
EDUCATION

Institution

Institute of Applied Manpower Research,  
New Delhi, India.

See P 1

---

Title of Project

BARRIERS TO CHANGE IN SECONDARY  
EDUCATION

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

See J 7

---

Title of Project

THE RACIAL FACTOR AS A KEY TO THE  
EMERGENCY IN KENYA

Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

See B 8

---

Title of Project

EDUCATION FOR SELF-RELIANCE

Institution

Institute of Education, University of  
Dar es Salaam, Tanzania.

See J 9

---

8. Title of Project

TRACER PROJECT

Institution

Department of Education, University of  
Zambia.

Names of Persons

J.H. Case  
P. Dow

Main Aims of Project

(1) Obtain fundamental data necessary for  
planning and the development of models on  
both institutional and national levels

(2) Conduct research into the relationships  
between manpower and training in terms of  
national development

(3) Set up data handling and organizational  
procedures necessary for the establishment  
of trace studies on a long term basis

(4) Provide backup facilities, necessary for  
large sample studies, which can be used by  
others within the University community

(5) Train personnel, both internally in terms  
of staff development and externally in the  
attempt to provide a nucleus of middle level  
manpower within government with experience  
in the specialised techniques required in  
data processing, questionnaire design,  
statistical analysis, etc.

(6) Establish parameters and review  
strategies which can be used in forward  
planning by the project and by others  
concerned with such work.

Date of Commencement - November, 1970.

Expected Date of Completion - June, 1978.

Source of Finance

University of Zambia, Overseas Development  
Administration, others as and when  
available.

Method of Publication

Project publications (a list is available  
upon request). Journal publications  
(occasional). A monograph.

---

Title of Project

EDUCATIONAL POLICY OF CATHOLIC  
MISSION AUTHORITIES IN NORTHERN  
ZAMBIA, 1891-1964

Institution

School of Education, University of Zambia,  
Lusaka, Zambia.

See B 10

---

Title of Project

A RURAL, REGIONAL (NORTH-WESTERN  
PROVINCE) HISTORICAL STUDY OF  
SECONDARY SCHOOL LEAVERS: 1958-  
1971

Institution

School of Education, University of  
Zambia.

See B 12

---

A - Educational Training

9. Title of Project

ORIGINS AND DEVELOPMENT OF  
FORMAL EDUCATION IN IBADAN CITY

Institution

Department and Institute of Education,  
Ibadan University, Ibadan, Nigeria.

Name of Person and Designation

A. Ade. Adeyinka, Lecturer in Education

Main Aim of Project

To carry out an investigation into the  
origins and development of formal education  
in Ibadan city since the arrival of the  
missionaries about mid-nineteenth century.

Description

In this research attempt will be made -

(a) to find out when and how the first  
primary schools were opened in Ibadan city;  
(b) to examine the aims of these early  
schools and the extent to which these aims  
were fulfilled in a society that had not been  
used to formal education of the British type;  
(c) to trace the development of other levels  
of formal education - secondary technical,  
vocational and university; and (d) to  
discuss the impact of formal education on  
the continued development of the city.

Date of Commencement - June, 1972.

Date of Completion - August, 1973.

Source of Finance - Private

---

Title of Project

EDUCATIONAL EVALUATION CENTRE

Institution

Institute of Education, University of Ibadan,  
Ibadan, Nigeria.

See B 10

---

10. Title of Project

SCHOOLS IN BURUNDI - A CASE STUDY  
OF EDUCATION IN A COUNTRY UNDER-  
GOING RAPID CHANGE, SEEN FROM  
THE POINT OF VIEW OF THE  
INDIVIDUAL LEARNER AND THE  
EDUCATION SYSTEM AS A WHOLE

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

Name of Person and Designation

J.J. Greenland, Temporary Lecturer.

Main Aim of Project

To gain insights into changes that could be  
made in the curriculum and social control  
of schools in Burundi if these schools are  
to serve the country more efficiently. To  
make tentative generalisation from this case  
study which would contribute to the under-  
standing of education systems in other  
developing countries.

Date of Completion - 1975.

---

11. Title of Project

THE HARAMBEE SCHOOL MOVEMENT  
IN KENYA

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

Name of Person

J.E. Anderson

Main Aim of Project

To examine the concept of the Secondary  
School in relation to educational development  
in Kenya with special reference to the  
Harambee school movement.

Date of Commencement - 1971

---

12. Title of Project

POLICY-MAKING AT THE COLONIAL  
OFFICE, 1940-1950

Institution

Institute of Commonwealth Studies,  
London, United Kingdom.

Names of Persons and Designations

J.M. Lee, Investigator  
Dr. M. Petter, Research Assistant

Description

The project is focussed largely on the  
making of policy for post-war reconstruc-  
tion, with particular emphasis on the role  
of advisers and advisory committees in  
the different fields of social policy.  
Although it was originally intended to  
concentrate on education, this subject will  
now be covered along with all the others.

Date of Commencement - October, 1972

## A - Educational Training

Expected Date of Completion - October, 1975

Source of Finance

Grant from the Nuffield Foundation.

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Title of Project

ACADEMICS AGAINST POVERTY - A HIGHER EDUCATION ACTION FOR DEVELOPMENT PROGRAMME ADMINISTERED IN THE YOUTH AND UNIVERSITIES UNIT OF V.C.O.A.D.

Institution

Voluntary Committee on Overseas Aid and Development, London, United Kingdom.

See Q 4

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Title of Project

THE RELATIONS BETWEEN EDUCATION AND UNEMPLOYMENT IN NORTHERN GHANA

Institution

Centre of West African Studies, University of Birmingham, United Kingdom.

See K 7

---

13. Title of Project

THE INFLUENCE OF ECONOMY ON THE ELEMENTARY EDUCATION SYSTEMS OF EASTERN NIGERIA 1940-1960

Institution

Department of Education, University College, Cardiff, South Wales, United Kingdom.

Name of Person

N.I. Jones

Description

The developments in Eastern Nigeria are submitted to systems analysis with a view to finding the relevance of such an approach in developing economies. The author suggests that the use of such an approach not only illuminates the problems in hindsight, but if used at the planning stage: would have acted as an indicator which would have highlighted difficulties which were not properly appreciated at the time.

Date of Completion - June, 1973

---

14. Title of Project

SURVEY OF CANADIAN NON-GOVERNMENTAL EDUCATIONAL AID TO DEVELOPING COUNTRIES

Institution

Faculty of Education, University of Calgary, Alberta, Canada.

Name of Person and Designation

R. Ghosh, Student

Main Aims of Project

The study explored:

(a) the types (cash, materials, personnel) of Canadian educational aid;

(b) the countries in Asia, Africa and Latin America to which most of this aid was given in the year 1969-1970 or the most recent 12-month period;

(c) the levels (e.g. elementary, secondary, etc.) to which most of the aid was given;

(d) the socio-demographic (e.g. rural/urban) dispersion of this aid;

(e) the language problem involved in the provision of aid. The investigation was restricted to non-governmental agencies.

Description

The method employed was the mailed questionnaire and the responses indicated the following results: the distribution of materials, personnel and cash in elementary, secondary and post-secondary levels was about equal; though concentration of aid was on African and Asian countries, an increased interest was shown on Latin American countries; elementary, secondary and adult education levels received the most emphasis; elementary and secondary levels compared favourably in rural and urban areas, but post-secondary education was neglected in rural areas while aid for adult education was channelled to rural areas. Canadian agencies supported specific projects which were directly related to development, such as teacher education, teaching of mathematics and science, and the training of middle level medical personnel.

Analysis of the language problem indicated that colonial languages were still the official languages for the majority of the aid-receiving countries but there was a tendency to use regional and/or indigenous national languages and very few attempts at translation were indicated. Although teachers formed the largest category of educational personnel sent, very few agencies indicated having orientation programmes which included language learning. With the exception of religious missions,

## A - Educational Training

the agencies appeared to give very little attention to language training. Data on finance indicated that educational assistance programmes formed an important section of non-governmental agencies and the trend was towards greater involvement. In depth analyses of the role countries such as Canada can play in bringing about fundamental changes of structure and content of the educational systems in developing nations would be helpful to policy makers.

Date of Commencement - 1971

Date of Completion - 1973

Source of Finance

Graduate Assistantship, Department of Educational Foundations, Province of Alberta Graduate Scholarship and Fellowship.

---

### 15. Title of Project

#### AN ASSESSMENT OF EDUCATIONAL NEEDS IN THE EAST CENTRAL STATE OF NIGERIA

Divided into two phases:

- i) A strategy for assessing Educational Needs in the East Central State of Nigeria;
- ii) Identification of Educational Needs in the East Central State of Nigeria.

Institution

University of Calgary, Alberta, Canada.

Name of Person and Designation

G.C. Ukaga, Inspector of Education (Grade I), Ministry of Education, E.C.S., Nigeria.

Main Aims of Project

In consonance with the identified problem of making education in the East Central State relevant to the needs of the people, the purposes of this study were:

1. to develop strategy suitable for assessing the educational needs of the East Central State of Nigeria. Such a strategy was expected to be comprehensive, feasible, and capable of being adapted to changing conditions;
2. to attempt to answer the following questions which the investigator considered germane to the study:
  - a) Should the focus of the study be on individual needs, societal needs, or both?
  - b) If the focus is to be on both, what should be the sequence of consideration and the priority given to each?

- c) What collectivities should be used as reference groups?
- d) What techniques might be used to ascertain the perceptions of the selected reference groups?
- e) How might the perceptions of the selected reference groups be combined so as to provide an adequate assessment of the educational needs of the East Central State of Nigeria?

3. to provide a framework on which further research on the educational needs of the East Central State of Nigeria could be based.

Description

As the "underdeveloped", "developing", or "third-world", countries struggle to cast off their social stigmas of ignorance, poverty, superstition and disease, and attempt to catch up with modern science and technology, it was reasoned that they must undertake a critical examination of those institutions which are the harbingers of progress and development. Formal education is one such institution; one that is central to individual and societal growth and development. Evidence suggests that the formal educational systems in many underdeveloped regions of the world tend to perpetuate activities that are inadequately suited to service the needs of the people concerned.

It would appear that often the root cause for this inadequacy stems from the establishment, in the past, of educational structures and programmes which had their genesis in foreign lands. The East Central State of Nigeria appeared to be no exception. The intent of this study, therefore, was to develop a strategy that would enable those responsible for planning the future of the educational enterprise in the East Central State to assess the educational needs of those that must be served. The rationale for the choice of action was that effective planning begins with the identification of needs.

The developed strategy which the researcher called "The Differentiated Assessment Strategy" (DAS) explored three relevant parameters. These were the areas of needs, the various strata in the society (reference groups), and techniques for perception identification. Each of these variables was examined in detail to establish and assess possible alternatives. Choice preferences were made based on the assessment of the established alternatives. These choice preferences were woven into a workable format that matched needs to reference groups and perception identification techniques. The strategy so developed was assessed for its feasibility within the context of the East Central State. Due emphasis was laid on the concepts of democracy and participatory decision

A - Educational Training

making; and on the changeability of needs and values.

The strategy called for effective school-community relations and an interface between them in the use of resources - human, material, and ideational.

Finally, an action plan was laid down by the strategy for empirical research on the identification of the educational needs of the clientage.

Date of Commencement - First phase began in 1972.

Date of Completion - First phase completed in April 1973.

Source of Finance - CIDA and self - first phase, second phase to be undertaken when funds become available.

Method of Publication - Thesis and Journals and Books.

---

Title of Project

ADULT EDUCATION AND DEVELOPMENT  
IN TANZANIA

Institution

Department of Educational Foundations,  
University of Alberta, Edmonton, Alberta,  
Canada.

See M 6

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Title of Project

EDUCATION AND DEVELOPMENT IN AN  
ECONOMICALLY LESS DEVELOPED  
COUNTRY (LDC)

Institution

Department of Educational Foundations,  
University of Alberta, Edmonton, Alberta,  
Canada.

See D 7

---

Title of Project

INDIGENOUS RESPONSES TO CHANGING  
EDUCATIONAL NEEDS: BUDDHISM  
AND EDUCATION IN SRI LANKA

Institution

Althouse College of Education, University  
of Western Ontario, London, Ontario,  
Canada.

See B 19

---

B - THEORIES AND HISTORY

History and philosophy of education; comparative education

---

Title of Project

PROBLEMS OF EDUCATIONAL GROWTH  
IN UNDERDEVELOPED COUNTRIES -  
A STUDY OF THE QUANTITY-QUALITY  
DILEMMA IN THE AFRO-ASIAN REGION

Institution

University of Canterbury, Christchurch,  
New Zealand.

See A 1

---

1. Title of Project

CULTURE AND THE EDUCATIONAL  
ADMINISTRATOR IN THE SOUTH PACIFIC

Institution

Faculty of Education, University of  
New England, Armidale, New South Wales,  
Australia.

Name of Person and Designation

R.J.C. Francis, Lecturer in Education

Main Aims of Project

To analyse aspects of the relationship  
between culture and the educational  
administrator in the South Pacific.

Description

The research employs the approach of a  
comparative educationist in the context  
of the Commonwealth countries of the South  
Pacific. Field work has been undertaken  
in Fiji, Tonga and Papua New Guinea with  
emphasis on Papua New Guinea. The aim  
is to provide a conceptual model as an aid  
to the educational administrator's under-  
standing of those decisions which have  
cultural implications.

Date of Commencement - May, 1971.

Date of Completion - June, 1974.

Source of Finance - University of  
New England.

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2. Title of Project

HISTORY OF EDUCATION IN CEYLON  
FROM KITTI SIRI MEGHA UPTO THE  
END OF THE ANURADHAPURA PERIOD

Institution

University of Sri Lanka, Peradeniya  
Campus.

Name of Person and Designation

Dr. U.D. Jayasekera, Associate Professor  
and Head of the Department of Education.

Main Aim of Project

Educational History of the Early Period.

Description

This is Volume II of the earlier work,  
Early History of Education in Ceylon  
from Earliest Times upto Mahasena; already  
published in 1969. This covers the political,  
social, cultural and educational background  
of the period. It is hoped to examine  
Curriculum, Methodology and Educational  
Institutions including Teachers etc.

Date of Commencement - 1972

Expected Date of Completion - 1975

Source of Finance

A small research allocation from the  
Peradeniya Campus of the University of  
Sri Lanka.

Method and Expected Date of Publication

Examination and interpretation of the  
Primary and Secondary Literary Sources,  
1975.

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3. Title of Project

EDUCATIONAL DOCUMENTS 1796-1947.  
SOURCES FOR THE STUDY OF EDUCATION  
DURING BRITISH RULE.

Institution

University of Sri Lanka, Peradeniya  
Campus.

Name of Person and Designation

Dr. (Mrs) S. Jayaweera, Associate  
Professor

Main Aim of Project

Making available the source materials for  
a study of Education during British Period.

Description

The source material available in English  
is to be selected listed and translated into  
Sinhala. The Study would also contain an  
introduction and comments.

Date of Commencement - December, 1973.

Expected Date of Completion - 1975.

B - Theories and History

Source of Finance

A small research grant provided by the Peradeniya Campus of the University of Sri Lanka.

Expected Date of Publication - 1975.

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Title of Project

MOTHER TONGUE AND EQUALITY OF OPPORTUNITY IN EDUCATION

Institution

National Council of Educational Research and Training, New Delhi, India.

See J 8

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4. Title of Project

THE HISTORY OF POST-PRIMARY EDUCATION IN THE COAST PROVINCE OF KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person

A.M. Bagha

Date of Commencement - 1972

Date of Completion - 1974

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5. Title of Project

THE INTERPRETATION OF AFRICAN HISTORY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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6. Title of Project

THE CAUSATION OF HISTORY IN THE CONTEXT OF EUROPEAN IMPERIALISM IN AFRICA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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7. Title of Project

THE PATTERNS OF THE DEVELOPMENT OF EDUCATION IN KENYA DURING THE 20TH CENTURY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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8. Title of Project

THE RACIAL FACTOR AS A KEY TO THE EMERGENCY IN KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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9. Title of Project

THE MAJOR PHENOMENA IN AFRICAN NATIONALISM DURING THE 20TH CENTURY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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10. Title of Project

EDUCATIONAL POLICY OF CATHOLIC MISSION AUTHORITIES IN NORTHERN ZAMBIA, 1891-1964

Institution

School of Education, University of Zambia.

Name of Person

B. Garvey

Main Aims of Project

This project was part of a study of the general history of the Catholic missions in Northern Zambia, and it was intended to discover how much emphasis in terms of manpower, finance and interest at all levels was placed on education by the mission authorities over the period.



Description

It was found that in the period 1891-1904 a very considerable emphasis was placed on primary school teaching and that a large part of the time of mission staffs was given up to it. (This contrasted strongly with the general view that the missionaries were concerned mainly with evangelism.) From 1904 the evangelistic "conquest" of a large area by means of local catechists who were subjected to continual in-service training caused less time and money to be spent on general primary schooling, although after 1919 a central seminary was being served by boarding primary schools for boys in the individual stations. In 1925 under the influence of a Dutch missionary, Jan Van Sambeek (later Bishop of Kigoma in Tanzania), official preference was again given to the building up of station and village primary schools under the control of the Director of Native Education's office in the Administration. Mission education continued thereafter to be two-tiered, with the seminary system (which culminated in a secondary-type education being given before any official "secondary schools" were recognised by the Administration, and which led to post-secondary studies in Tanganyika) and the "official" school system.

Date of Commencement - May, 1969.

Date of Completion - December, 1972.

Source of Finance

University of London Grants Commission;  
School of Oriental and African Studies  
Research Committee Award.

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11. Title of Project

THE SEMINARY SYSTEM OF NORTHERN ZAMBIA, 1914-1964

Institution

School of Education, University of Zambia.

Name of Person

B. Garvey

Main Aims of Project

Examining the type of education given in the northern seminaries (not mentioned in any of the government reports of the period) and to assess in some way their effect.

Description

A previous study of the educational policy of the Catholic missionaries in Northern Zambia has already established the importance of the seminaries and their feeder schools (ecoles presbyterales) which preceded in time the government Native

Education Service and which after 1925 existed side by side with it. Earlier work on the development of secondary education in Zambia (T. Coombes, Ph.D. thesis, Harvard) did not take the contribution of the seminaries into account, and a monograph on them would be a valuable corrective to previous work.

Date of Commencement - Early 1974

Date of Completion - 1974

Source of Finance

Possibly the University of Zambia.

Date of Publication

Publication to follow soon after completion.

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12. Title of Project

A RURAL, REGIONAL (NORTH-WESTERN PROVINCE) HISTORICAL STUDY OF SECONDARY SCHOOL LEAVERS: 1958-1971

Institution

School of Education, University of Zambia.

Names of Persons and Designations

P.D. Wilkin, Lecturer in Education  
T.K. Samungole

Main Aims of Project

(1) To provide empirical data to prove or disprove the widely held assumptions that secondary school pupils are now younger and that secondary school selection is more local;

(2) To compare and contrast employment patterns in pre and post-independence periods;

(3) To compare and contrast pre and post-independence period migration patterns.

Description

The Tracer Project of the University of Zambia has provided useful contemporary data on secondary school leavers. The work has raised interesting prospects as to what might be done with a detailed, historical study of a rural region, especially in a region where the school output has been limited both in numbers and in the decade prior to independence.

Utilising the results and methodology of the Tracer Project in their (1971 - onwards) tracing of school leavers, it is intended to do a detailed, historical trace of the pre-1971 secondary school leavers from the North-Western Province. The Project is being carried out as Tracer Comparative Research Project No. 73-01.

B - Theories and History

Date of Commencement - August, 1973  
Expected Date of Completion - December, 1974.  
Source of Finance  
University of Zambia.  
Method of Publication - Tracer Project Reports, Journal Publications

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13. Title of Project  
LOCAL COMMUNITY EFFORTS IN THE DEVELOPMENT OF GRAMMAR SCHOOL EDUCATION IN YORUBALAND, 1859-1960.

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation  
A. Ade. Adeyinka, Lecturer in Education

Main Aim of Project  
To examine the roles of the local community in the development of secondary grammar school education in Yorubaland during the first century of grammar school education in the area.

Description  
The investigation is confined to the Yoruba speaking people of the present Western and Lagos States of Nigeria. It examines the contributions of the various local communities to the development of grammar school education in Yorubaland - with emphasis on their roles in the opening and running of such schools, particularly their contribution in terms of finances, acquisition of sites, and the recruitment of personnel - since the opening of the first grammar school in 1859 down to the year of Nigerian Independence (1960).

Date of Commencement - March, 1972  
Expected Date of Completion - June, 1975.  
Source of Finance - Private

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Title of Project  
ORIGINS AND DEVELOPMENT OF FORMAL EDUCATION IN IBADAN CITY

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

See A 9

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14. Title of Project  
HOW TO REFLECT INDIGENOUS PHILOSOPHY OF LIFE IN MODERN PRIMARY SCHOOL EDUCATION

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation  
J.A. Majasan, Professor, Head of the Department and Director of the Institute

Main Aims of Project  
To discover the common features in the various types of indigenous education within Nigeria and to see which of such features could be injected into the present system of school education which is almost entirely foreign.

Description  
The researcher has completed an investigation on Yoruba Indigenous Education and would therefore wish to apply the methods of study to other major ethnic groups to discover similarities and differences. This would enable him to put forward proposals for relating the present school system particularly the primary school system to environment and culture. It will involve short periodic residence in each of these areas chosen, to discuss with local research team set up for the purpose.

Date of Commencement - 1970  
Date of Completion - 1973  
Source of Finance - Private

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Title of Project  
A COMPARATIVE STUDY OF EDUCATIONAL ATTAINMENT OF STUDENTS IN "PRIVATELY MANAGED" SECONDARY GRAMMAR SCHOOLS AND THOSE IN "PUBLICLY-MANAGED" SECONDARY GRAMMAR SCHOOLS IN WESTERN STATE OF NIGERIA

Institution  
Department of Education, University of Ife, Nigeria.

See J 13

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Title of Project  
AFRICANISATION OF EDUCATION: A CRITICAL VIEW OF AIMS, STRUCTURE AND CONTENT OF EDUCATION IN SELECTED AFRICAN COUNTRIES

## B - Theories and History

### Institution

Faculty of Education, University of Cape Coast, Ghana.

See D 6

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### 15. Title of Project

A COMPARATIVE STUDY OF LANGUAGE POLICIES AND PROBLEMS IN CEYLON AND INDIA SINCE INDEPENDENCE

### Institution

University of London Institute of Education, United Kingdom.

### Name of Person and Designation

V. Arumugam, Lecturer in Education

### Main Aim of Project

To analyse the language policies and the problems encountered therein, in the two countries, since they attained independence from British rule.

### Description

A study of the problems of language in the two countries. The main areas of study were the language of Administration, the language of Education, and the position of English. The issues were considered in a historical prospective. The method of study adopted was the descriptive and comparative one.

Date of Commencement - October, 1971.

Date of Completion - June, 1973.

### Source of Finance

University of Sri Lanka, Peradeniya Campus.

Date of Publication - 1974 or 1975

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### 16. Title of Project

A CASE STUDY OF EDUCATION WITHIN ITS CULTURAL CONTEXT IN A RURAL AREA OF SARAWAK

### Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

### Name of Person and Designation

R.A. Bruton, Ph.D. Student

### Main Aims of Project

To examine the relationship between primary education and the community it

serves in a village remote from Kuching, the capital of Sarawak. Also to determine more briefly any changing pattern in this relationship in villages progressively closer to Kuching.

Date of Commencement - 1973

Expected Date of Completion - 1975

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### 17. Title of Project

THE DEVELOPMENT OF EDUCATION IN BRITISH GUYANA

### Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

### Name of Person and Designation

Miss S.S. Narayan, Research Student

### Main Aim of Project

To examine the development of education in British Guyana 1900-1944 with special reference to social, political and economic development - as part of a contribution to the history of education in Guyana.

Date of Commencement - 1973

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### 18. Title of Project

RELIGIOUS EDUCATION IN SOUTH WALES AND WESTERN STATE, NIGERIA.

### Institution

Department of Education, University College, Cardiff, South Wales, United Kingdom.

### Name of Person

M.A. Orebanjo

### Description

The thesis summarises and compares the historical and sociological influences on the methods and content of Religious Education at the secondary level in South Wales and Monmouthshire with those in the Western State of Nigeria. On the basis of this survey the author develops a plan for the teaching of religion, with emphasis on moral education, in the Western State of Nigeria.

Date of Completion - September, 1973.

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### 19. Title of Project

EDUCATION AND SEPARATE DEVELOPMENT; THE BACKGROUND TO 'BANTU' EDUCATION IN SOUTH AFRICA

Institution

Department of Educational Foundations,  
University of Alberta, Canada.

Name of Person and Designation

P.E. Schmidt, Graduate Student

Main Aims of Project

- (1) Examine the relationship between education and traditional African authority structures.
- (2) Describe and analyse the impact of Western education on a particular traditional society in the Republic of South Africa.
- (3) Analyse the ideology of 'separate development' and show its historical connection with the aims and efforts of early White penetration.
- (4) Assess the educational aims, of 'separate development' and the conditions of their success and failure.

Description

Traditional education among the Nguni served to reinforce social control mechanisms. Those mechanisms deteriorated and were ultimately abolished when Western education began to interfere with traditional life. This interference from within by the newly educated Africans made traditional societies structurally conducive to political domination from without.

The Western educated Africans became agents for the aims of colonialism, and the White government of South Africa had ultimately to depend on their collaboration for its implementation of 'separate development'. These same Africans, however, are demanding greater access to the fruits of White Society as well as more responsibility in determining their own political and cultural destiny. Faced with their rising expectations the South African government is forced to implement an ever-increasing number of social control mechanisms. The study will attempt to analyse the role of education in this development.

Date of Commencement - September, 1973.

Date of Completion - April, 1974.

Source of Finance - The University of Alberta.

Method of Publication

Thesis. Possible publication in learned journal.

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20. Title of Project

INDIGENOUS RESPONSES TO CHANGING EDUCATIONAL NEEDS: BUDDHISM AND EDUCATION IN SRI LANKA

Institution

Althouse College, University of Western Ontario, London, Canada.

Name of Person and Designation

Dr. D. Radcliffe, Assistant Professor,  
Department of History of Education

Main Aims of Project

The aim of the project is consonant with the suggestion in the Faure Report (Learning to Be, Unesco, 1972) that the domination of development education by Western theory and models has tended hitherto to eclipse concepts and solutions emanating from other traditions. Such traditions may not only still have great pertinence to the needs of specific societies, but may also be of considerable value generally in contributing to international educational theory.

Description

Sri Lanka was selected for study because it provides an excellent example of the interaction of two systems. As in most Theravada Buddhist countries, education was well developed in relation to the society's needs in pre-colonial times, and the tradition of the Buddhist society as an educative society was upheld. Overlaying this, and in many ways in direct conflict with it, colonial Ceylon was provided with an extensive and generally effective school system on the western model, resulting at the time of independence in relatively high educational ratings by (western) international standards for similar countries.

The conjunction of these two elements has given rise in Sri Lanka to significant controversy over the control, content and objectives of education, and one product of the high expectations generated, and the economic, social and cultural imbalance which resulted, was the dramatic youth revolt of 1971.

The study draws upon research in Sri Lanka during the summer of 1973. Research proceeded in two areas - (i) an historical examination into the resurgence and renaissance of the Sinhalese (Buddhist) cultural influence upon education from ca. 1830 onwards resulting in the establishment of the Vidyodaya and Vidyalankara pirivenas, and the leading Buddhist secondary schools, Mahinda, Ananda and Nalanda Colleges. (ii) a survey of contemporary developments in education, with particular reference to non-government

and extra-systemic organisations such as the Sarvodaya Educational Institute at Moratuwa.

The intention is to contribute to more effective understanding of the functional and dysfunctional impact of educative forces in the development process, and to ways in which the reformulation of traditional ideals and techniques can contribute to the solution of contemporary problems in education.

Date of Commencement - June, 1973.

Date of Completion - June, 1974.

Source of Finance

American Council of Learned Societies (New York), Area Studies for South Asian Research

International Development Research Centre (Ottawa), Travel and Research Grant for International Development

Method and Date of Publication

Research Reports and Article, 1974 Book n.d.p.

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Title of Project

AN ASSESSMENT OF EDUCATIONAL NEEDS IN THE EAST CENTRAL STATE OF NIGERIA

Institution

University of Calgary, Alberta, Canada.

See A 15

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## C - METHODS OF ENQUIRY

### Research methods; testing and evaluation

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#### 1. Title of Project

PERFORMANCE LEARNING TEST FOR  
THE COOK ISLANDS

#### Institution

New Zealand Council for Educational  
Research, Wellington, New Zealand.

#### Name of Person and Designation

Dr. J. Perry, Lecturer in Psychology,  
University of Canterbury, Christchurch,  
New Zealand.

#### Main Aim of Project

To develop test materials related to the  
indigenous culture.

#### Description

Construction of a test using indigenous  
materials for Cook Island children in the  
age range of 6-9 years. Based on extensive  
field work in the Cook Islands and with  
Polynesian, Maori and Pakeha children  
in New Zealand. Will incorporate range  
of observations on the perceptual and other  
intellectual characteristics of Cook Islands  
children.

Date of Commencement - 1972

Expected Date of Completion - 1974

#### Source of Finance

New Zealand Council for Educational  
Research

Method of Publication - Test materials

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#### 2. Title of Project

ATTITUDE SCALE DEVELOPMENT, AND  
THEIR UTILISATION

#### Institution

Educational Research Unit, University of  
Papua New Guinea.

#### Names of Persons and Designations

Dr. J. Jones, Lecturer, Educational  
Research Unit

J. Shea, Senior Tutor, Department of  
Psychology

#### Main Aim of Project

To determine valid attitude scales appro-  
priate to the Papua New Guinea situation,  
and to use these in investigations and

evaluations of various programmes.

#### Description

A conservatism scale, suitable for use with  
educated Papuans and New Guineans has  
been developed and validated with a wide  
cross-section of the appropriate population.  
Some interesting relations between  
conservatism and educational level, school  
background, church attendance, divergent  
thinking nationality, have been observed.  
Studies are continuing, aimed at evaluating  
educational programmes and the development  
of non-verbal scale.

Date of Commencement - June, 1972

Expected Date of Completion - December, 1974

#### Source of Finance

University of Papua New Guinea

#### Methods of Publication

E.R.U. Report; journal articles

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#### 3. Title of Project

AN INVESTIGATION INTO SOCIAL  
ATTITUDES HELD BY PAPUA NEW  
GUINEAN HIGH SCHOOL STUDENTS  
AND THEIR RELATIONSHIP TO  
RELIGIOUS BELIEF

#### Institution

University of Papua New Guinea

#### Name of Person and Designation

Mrs. S.K. Randell, Supervisor, Teaching  
Methods and Materials Centre

#### Main Aim of Project

To develop a set of instruments to measure  
social attitudes which can be used to  
evaluate the effectiveness of a religious  
studies programme.

#### Description

Six questionnaires have been prepared to  
measure various social attitudes and  
beliefs: conservatism, religious thought,  
traditional beliefs and social distance. The  
questionnaires have been trialled with a  
sample of eighty Form 3 secondary students,  
and after modification will be administered  
to a larger sample of students throughout  
Papua New Guinea. The tests will be used  
to evaluate the effect of the Religious  
Studies Elective being introduced into

## C - Methods of Enquiry

Papua New Guinea secondary schools. The relationship between attitude tests and religious belief will be investigated.

Date of Commencement - December, 1972

Expected Date of Completion - December, 1974

Source of Finance

Department of Education, Konedobu, Papua New Guinea.

Method and Expected Date of Publication

Report to Research Branch, Department of Education, Konedobu, Papua New Guinea, December, 1974.

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Title of Project

COGNITIVE ABILITIES OF SECONDARY AND TERTIARY STUDENTS

Institution

Educational Research Unit, University of Papua New Guinea.

See E 3

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Title of Project

PROGRAMME ON PLANNING CLASSROOM TESTS

Institution

University of Papua New Guinea.

See F 5

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Title of Project

PILOT PROJECT OF TEACHER ASSESSMENT OF PRACTICAL SKILLS IN CHEMISTRY AT ADVANCED LEVEL

Institution

Department of Education, University of Hong Kong.

See L 2

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Title of Project

WASTAGE IN INDIAN SCHOOL EDUCATION - A REVIEW OF METHODOLOGY

Institution

Institute of Applied Manpower Research, New Delhi, India.

See J 3

4. Title of Project

EDUCATIONAL EVALUATION CENTRE

Institution

Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation

Dr. E.A. Yoloye, Reader in Education

Main Aims of Project

To establish a Centre for Educational Evaluation for the following purposes: (i) training of evaluators, (ii) research into evaluation techniques and instruments, (iii) contractual evaluation assignments.

Description

The Centre is being established on an experimental basis for one year starting September 1972 under the sponsorship of the Science Education Programme for Africa (SEPA). A group of twenty trainees from countries all over Africa will undergo a three month course at the University of Ibadan from September 1972 - December 1972. Research on evaluation techniques to which the trainees will contribute will continue throughout the year by which time a proposal for the more permanent Centre will have been made to the funding agencies.

Date of Commencement - September, 1972

Date of Completion - Indefinite

Source of Finance

Carnegie Corporation of New York

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5. Title of Project

PREDICTORS OF SCIENCE - ACHIEVEMENT IN IBADAN UNIVERSITY 1965-1970

Institution

Department and Institute of Education, Ibadan University, Nigeria.

Name of Person and Designation

The late Dr. E. 'Lanre Ogunyeki, Lecturer

Main Aims of Project

To identify (i) the extent to which each of the entry requirements - School Certificate/GCE 'O' level, HSC, and GCE 'A' level predict achievement of students in the Faculty of Science at the University of Ibadan (ii) the extent to which Parts I and II performances predict the final examination performance of these students, and (iii) to suggest possible improvements in the university entrance selection mechanism

## C - Methods of Enquiry

based on the result of the data analysis.

### Description

Multiple correlation and regression analysis - stepwise and canonical - were used to analyse (by computer) collated data of all science students who graduated from the University of Ibadan between 1965 and 1970 inclusive. The predictiveness of the various predictor variables are then compared and suggestions for improving the university entrance selection mechanism are made.

Date of Commencement - June, 1971

Date of Completion - July, 1972

### Source of Finance

Department and Institute of Education, Ibadan University, Nigeria.

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### Title of Project

SCHOLASTIC APTITUDE TESTS FOR GUIDANCE AND SELECTION

### Institution

Department of Education, University of Ibadan, Nigeria.

See G 9

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### Title of Project

THE SERIAL POSITION OF PRACTICE EXERCISES IN SCIENCE LEARNING: AN INVESTIGATION OF THE PROCESSES OF ACQUISITION AND TRANSFER OF LEARNING IN AN AREA OF SCIENCE- USING SELF-INSTRUCTIONAL TECHNIQUE

### Institution

Department of Education, University of Ibadan, Nigeria.

See F 12

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### 6. Title of Project

THE FEASIBILITY OF CONSTRUCTING AND VALIDATING A DEXTERITY TEST SUITABLE FOR LARGE SCALE ADMINISTRATION

### Institution

School of Education, University of Reading, Berkshire, United Kingdom.

### Name of Person and Designation

F.G. Lockwood, Postgraduate Research Student

### Main Aim of Project

To investigate the feasibility of constructing and validating a dexterity test suitable for large scale administration. In particular the study aims to evaluate the potential of paper and pencil techniques to identify and measure fine manipulative ability.

### Description

Nine experimental forms of a dexterity test were constructed and administered to a sample of 300 school boys, consisting of First, Second, Third, Fourth and Fifth Year boys, drawn from an urban secondary school. The experimental instruments were shown to have a high test/retest reliability, in the region of .80 - .90, but relatively low validity against a suspect criterion score. Initial results suggest that the instrument is a measure of some dexterious aptitude rather than a skill susceptible to training. Test performance is independent of intellectual ability.

Further research is in progress.

Date of Commencement - October, 1972

Expected Date of Completion - July, 1975

### Source of Finance

Department of Education and Science - 1972/1973

Schools Science Research Council - 1973/1974

### Method of Publication

Thesis and appropriate journal

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### 7. Title of Project

THE DEVELOPMENT OF LEARNING ABILITY TESTS

### Institution

National Foundation for Educational Research in England and Wales, Slough, United Kingdom.

### Name of Person

Dr. R. Sumner

### Main Aim of Project

To produce and validate learning ability tests suitable for classroom administration.

### Description

Tests of learning ability were devised and validated by Dr. Judith Haynes during the period of 1967-1970 using a sample of Sikh children. These tests proved to be better



predictors of subsequent school achievement than either traditional IQ tests or teachers' estimates of pupils' ability.

In order that the tests may be used more effectively to predict the learning potential of children whose linguistic or cultural background precludes the reliable use of more traditional forms of assessment, the original study is to be extended.

To do this, the responses of children from other ethnic groups are to be investigated and the materials produced in a form readily administered by teachers.

The purpose of the present project is to repeat the original study with a group of West Indian and Pakistani children of junior school age and in addition to revise the tests so that class teachers can administer them in a normal school situation.

The project is to last for three years and two psychologists will be employed to administer the tests and to adapt the materials with a view to classroom administration.

Date of Commencement - September, 1973

Expected Date of Completion - August, 1976

Source of Finance

Department of Education and Science

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Title of Project

A STUDY OF THE EFFECTIVENESS OF  
THE PECE CURRICULUM (MATTER,  
METHOD AND MATERIALS)

Institution

School of Education, University of the  
West Indies, Kingston, Jamaica

See E 17

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## D - ADMINISTRATION AND ORGANISATION

### Educational administration and organisation; relations intra-governmental and non-governmental; auxiliary services

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#### Title of Project

THE DEVELOPMENT OF EDUCATION IN  
POST-WAR FIJI

#### Institution

University of Otago, Dunedin, New Zealand.

See A 2

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#### Title of Project

THE ORIGIN AND DEVELOPMENT OF  
THE SINGAPORE TEACHERS' UNION

#### Institution

Department of Education, University of  
Adelaide, South Australia.

See L 1

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#### 1. Title of Project

AN INFORMATION NETWORK FOR THE  
ACQUISITION AND DISSEMINATION TO  
DEVELOPING COUNTRIES OF ABSTRACTS  
OF DOCUMENTS AND BIBLIOGRAPHIES  
ON EDUCATIONAL ADMINISTRATION

#### Institution

Commonwealth Council for Educational  
Administration, University of New England,  
Armidale, Australia.

#### Names of Persons and Designations

Professor W.G. Walker, Dean, Faculty of  
Education, University of New England  
Dr. P.K. Piele, Director ERIC Clearing-  
house on Educational Management

#### Main Aims of Project

(a) To establish a source of information for educational administrators in developing countries on topics relevant to their own literacy programmes, multi-lingualism, the development of technical and vocational education, etc. (b) To use the resources and experience of the Clearinghouse on Educational Management in abstracting material from local official documents, pamphlets, books, etc., in developing countries and disseminating it according to demand. (c) To make bibliographies available on aspects of educational administration relevant to administrators in developing countries.

#### Description

See above under main aims. CCEA has

provided the Clearinghouse on Educational Management with a list of people in the Commonwealth who could possibly serve as sources of material on educational administration. The Clearinghouse will formally contact these people and begin to build up a library of material from which abstracts and bibliographies can be made. The availability of such material will be publicised in developing countries and channels of communication opened between administrators and the Clearinghouse. Typically, an educational administration in a developing country in the Commonwealth with a particular problem in mind (e.g. suitable teaching aids) can seek advice directly from the Clearinghouse.

Date of Commencement - May 1973

Date of Completion - This is a continuing research service to developing countries.

#### Source of Finance

In initial stages the ERIC Clearinghouse in Educational Management, University of Oregon, U.S.A. and later CCEA funds.

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#### 2. Title of Project

COMPILATION OF DIRECTORY OF  
TERTIARY INSTITUTIONS WITHIN THE  
COMMONWEALTH THAT OFFER COURSES  
IN EDUCATIONAL ADMINISTRATION

#### Institution

The Commonwealth Council for Educational  
Administration, University of New England,  
Armidale, Australia.

#### Name of Person and Designation

Dr. J.L. Ewing, Executive Director,

#### Main Aims of Project

(a) to collate and publish for the first time information on the scope and nature of courses on various aspects of educational administration offered within the Commonwealth (b) to keep this information up to date.

#### Description

The project has involved the preparation of a questionnaire which is being sent to tertiary institutions in the Commonwealth. The data thus gained will be classified so that the nature of courses offered (i.e. as part of some other course, leading to a separate qualification in educational

## D - Administration and Organisation

administration, taken in a separate Department of Educational Administration, etc.) can be indicated. Information on relevant theses will be sought and on books and articles on educational administration written by staff.

Date of Commencement - April 1973

Date of Completion - 1974

Source of Finance

The Commonwealth Council for Educational Administration, University of New England.

Method and date of publication

The material will be published as a reference book during 1974. Supplements will be published from time to time.

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Title of Project

CULTURE AND THE EDUCATIONAL ADMINISTRATOR IN THE SOUTH PACIFIC

Institution

Faculty of Education, University of New England, Armidale, Australia.

See B 1

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Title of Project

EDUCATIONAL PROBLEMS AND RESEARCH: A HONG KONG INTRODUCTION

Institution

Department of Educational Research Unit, University of Hong Kong.

See A 4

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3. Title of Project

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN LEVELS OF DOGMATISM OF PRINCIPALS AND ORGANISATIONAL CLIMATE OF SCHOOLS IN SRI LANKA

Institution

University of Sri Lanka, Peradeniya Campus, Sri Lanka.

Name of Person and Designation

T. Velayutham, Lecturer in Education

Main Aim of Project

To examine the possibility of any relationship existing between levels of dogmatism and the organisational climate of schools in Sri Lanka.

Description

A stratified random sample of about 35-40 schools will be selected for this purpose. Tests would be administered to the Principals, and about 15 teachers selected at random from the schools. Standard research procedures will be used in the study.

Date of Commencement - October, 1973

Date of Completion - 1974

Source of Finance

A small research grant from the Peradeniya Campus of the University of Sri Lanka.

Method and Expected Date of Publication

Proposes publishing material in a Professional Journal in 1975

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4. Title of Project

AN INVESTIGATION INTO ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS OF RAJASTHAN

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

Names of Persons and Designations

Dr. G.B. Shah, Reader, Centre of Advanced Study in Education  
M. Sharma, Junior Research Fellow, Centre of Advanced Study in Education

Main Aims of Project

(a) To replicate Halpin and Croft's study on a properly selected random sample of schools in Rajasthan. (b) To identify and classify the organisational climate of these schools.

Description

The project involved a sample of 95 secondary schools from Rajasthan State drawn by using stratified two stage random sampling technique. The Organisational Climate Description Questionnaire (OCDQ), (Halpin and Croft, 1963), the Leadership Behaviour Descriptive Questionnaire (LBDQ), (Halpin and Winer, 1962), rating scales and a biographical data proforma were used as research tools. Principal component method of factor analysis with Varimax totation method was used for factor analysis of OCDQ data. Analysis of variance, Chi-square, Kolmogorow-Smirrow two sample test, t-test and correlation techniques were also used. The study has resulted in identifying four common dimensions with Halpin and four new dimensions. The results

are favourable to open climate of schools and has implications for headmasters, teachers and teacher educators.

Date of Commencement - September 1970

Date of Completion - September 1973

Source of Finance

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

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5. Title of Project

ORGANISATIONAL CLIMATE, TEACHER  
MORALE AND SCHOOL QUALITY

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
Mrs. K. Pillai, Research Scholar,  
Centre of Advanced Study in Education

Main Aim of Project

To determine the extent to which the  
organisational climate of schools and  
faculty morale in the schools were related  
to the quality of schools.

Description

The study was undertaken on a sample of  
190 secondary schools of Tamil Nadu. The  
tools used for the study were the  
Organisational Climate Description  
Questionnaire (OCDQ) of Halpin and Croft  
(1969), Purdue teacher opinionnaire (PTO)  
of Bentley and Rempel (1970), and  
inventory specially prepared by the  
investigator to assess the innovative  
ability of schools and a questionnaire for  
demographic data and pupil performance  
data. The statistics employed for analysis  
purpose was analysis of variance, t-tests  
and Pearson product moment correlation.  
The major findings of the study were:  
(i) open and autonomous climates of schools  
showed better pupil performance  
(ii) openness of climate facilitated adoption  
of innovations (iii) performance of pupils  
was related to faculty morale and some is  
true of innovation adoption too (iv) both  
climate and morale were positively and  
strongly related to innovative ability and  
pupil performance of schools, and (v) morale  
and climate are highly dependent on each  
other.

Date of Commencement - July 1971

Date of Completion - November 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

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Title of Project

KENYA SECONDARY SCHOOL LEAVERS  
AND THE LABOUR MARKET

Institution

Department of International Economic  
Studies, University of Glasgow, United  
Kingdom and Institute for Development  
Studies, University of Nairobi, Kenya.

See M 4

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Title of Project

STUDIES IN CURRICULUM DEVELOPMENT

Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

See H 7

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Title of Project

CURRICULUM DEVELOPMENT

Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

See H 16

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Title of Project

LOCAL COMMUNITY EFFORTS IN THE  
DEVELOPMENT OF GRAMMAR SCHOOL  
EDUCATION ON YORUBALAND, 1859-  
1960

Institution

Department and Institute of Education,  
University of Ibadan, Nigeria.

See B 13

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6. Title of Project

AFRICANISATION OF EDUCATION: A  
CRITICAL VIEW OF AIMS, STRUCTURE  
AND CONTENT OF EDUCATION IN  
SELECTED AFRICAN COUNTRIES

D - Administration and Organisation

Institution

Faculty of Education, University of  
Cape Coast, Ghana.

Name of Person and Designation

Dr. E.E. Ekuban, Lecturer in  
Comparative Education

Main Aims of Project

(1) To review critically attempts made by  
scholars to adapt and relate inherited  
European systems of education in Africa to  
individual needs and national development.  
(2) To determine the expected outcomes of  
the adapted system, the actual outcomes  
and the determining factors. (3) To  
determine what relevant lessons can be  
learnt for the reform of schools in Africa.

Description

The project will fall under three main  
headings:

- (1) A historical review of the underlying  
philosophy of Africanisation of education,  
including definition, aims and social  
purposes of African education
- (2) The actual processes of Africanisation  
of education as evidenced by the adminis-  
tration of the educational systems,  
organisation of schools and the content of  
the curricula
- (3) Determination of the relationship  
between the intended outcomes as in (1)  
and the actual outcomes as in (2) and the  
conditions and factors which have created  
the nature of the relationship. What  
lessons can be learnt from the investi-  
gation?

Date of Commencement - September, 1973

Date of Completion - September, 1974

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Title of Project

TEACHER EDUCATION AND CURRI-  
CULUM REFORM IN THE CARIBBEAN

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See G 10

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Title of Project

POLICY-MAKING AT THE COLONIAL  
OFFICE 1940-1950  
(Education is one of the disciplines being  
investigated)

Institution

Institute of Commonwealth Studies, London,  
United Kingdom.

See A 12

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Title of Project

THE HARAMBEE SCHOOL MOVEMENT  
IN KENYA

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See A 11

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Title of Project

CURRICULUM ANALYSIS PROJECT

Institution

Centre for Educational Technology,  
Education Development Centre, University  
of Sussex, United Kingdom.

See H 24

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Title of Project

THE INFLUENCE OF ECONOMY ON THE  
ELEMENTARY EDUCATION SYSTEMS  
OF EASTERN NIGERIA 1940-1960

Institution

Department of Education, University  
College, Cardiff, United Kingdom.

See A 13

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Title of Project

SELECTION FOR TEACHER EDUCATION

Institution

School of Education, University of The  
West Indies, Kingston, Jamaica.

See G 14

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7. Title of Project

EDUCATION AND DEVELOPMENT IN AN  
ECONOMICALLY LESS DEVELOPED  
COUNTRY (LDC)

Institution

Department of Educational Foundations,  
University of Alberta, Canada.

D - Administration and Organisation

|  |   |
|--|---|
| Name of Person and Designation   | Institution   |
| Dr. M.K. Bacchus, Associate Professor of Education   | Faculty of Education, University of Calgary, Canada.  |
| Main Aims of Project   | See D 14  |
| (1) To describe the main changes in the educational system of a developing country (Guyana) from 1945 until its achievement of independence. (2) To identify factors which aided or impeded these changes. (3) To assess how far these changes contributed to meeting the development needs of the country during the period under study.  | <hr/> <p>Title of Project<br/>EDUCATION AND SEPARATE DEVELOPMENT: THE BACKGROUND TO 'BANTU' EDUCATION IN SOUTH AFRICA</p> <p>Institution<br/>University of Alberta, Canada.</p> <p>See B 18</p> <hr/> |
| Description  |   |
| Like most developing countries Guyana experienced tremendous changes - both qualitative and quantitative - in its educational system. This research would aim first at describing these changes, and if possible, to identify the major sources of these changes - the part played by such factors as demographic pressures, changes in the economics structure of the country, political development towards self government and independence, etc. Then an effort would be made to assess from the author's view-point the major development needs of the country during the period under study, and to assess whether or not these changes which took place in education were directed towards assisting the country to meet these needs. |   |
| Date of Commencement - August, 1973  |   |
| Expected Date of Completion - December, 1974   |   |
| Source of Finance  |   |
| Canada Council   |   |
| Method and Expected Date of Publication  |   |
| Articles in journals - if possible a book, 1975  |   |
| <hr/>  |   |
| Title of Project   |   |
| EDUCATION AND SOCIO-CULTURAL INTEGRATION IN A 'PLURAL' SOCIETY   |   |
| Institution  |   |
| Department of Educational Foundations, University of Alberta, Canada.  |   |
| See E 21   |   |
| <hr/>  |   |
| Title of Project   |   |
| SURVEY OF CANADIAN NON-GOVERNMENTAL EDUCATIONAL AID TO DEVELOPING COUNTRIES  |   |

## E - STUDENTS' BACKGROUNDS AND CHARACTERISTICS

Socio-economic factors; aptitudes; motivations; personality factors; attitudes; opinions; values; behaviour patterns; physical and mental health; nutrition; child development

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### 1. Title of Project

SELF CONCEPT AND EXPECTATIONS  
AND CONFLICT OF PAPUA NEW  
GUINEAN STUDENTS

#### Institution

University of Papua New Guinea.

#### Name of Person and Designation

C.J.S. Brammall, Lecturer in Education

#### Main Aim of Project

To research self concept of Papua New Guinean school students, their future expectations, and the extent to which their expectations match those of their parents.

#### Description

A questionnaire has been designed to assess self concept, expectations etc., and is being administered to students who might be forced to leave school at the end of their current year of schooling. It is anticipated that the data will yield information on the development of self concept with age (measured cross-sectionally), and the extent to which students see their expectations in relation to their perceived parental expectation.

Date of Commencement - August, 1973

Expected Date of Completion - August, 1975

#### Source of Finance

University of Papua New Guinea.

#### Method of Publication

Higher degree thesis and Journal articles.

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### 2. Title of Project

CONCEPTUAL DEVELOPMENT OF  
POPULATIONS THROUGH A STUDY OF  
VERNACULARS

#### Institution

Educational Research Unit, University of Papua New Guinea.

#### Names of Persons and Designations

Dr. J. Jones, Lecturer, Educational Research Unit  
Miss M. Levine, Research Assistant, Educational Research Unit  
Personnel from the Summer Institute of Linguistics

### Main Aim of Project

To provide information concerning the conceptualisation of various cultural groups, through a study of vernaculars and further to investigate directions for more meaningful teaching strategies.

The Summer Institute of Linguistics (SIL) has worked with about 100 vernacular groups in Papua New Guinea. A survey of the extent to which languages can cope easily with various concepts (length, time, mass, etc.) and quantitative/logical expressions will be carried out, through SIL personnel. The aim of the study is (a) to determine the 'strengths' and 'weaknesses' of various groups, so that teaching programmes may be more rationally designed. (b) to attempt to discover instructional resource materials which are most meaningful to different groups.

Date of Commencement - September, 1973

Expected Date of Completion - December, 1974

#### Source of Finance

University of Papua New Guinea

#### Method of Publication

E.R.U. Report

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### 3. Title of Project

COGNITIVE ABILITIES OF SECONDARY  
AND TERTIARY STUDENTS

#### Institution

Educational Research Unit, University of Papua New Guinea.

#### Name of Person and Designation

Dr. J. Jones, Lecturer, Educational Research Unit

#### Main Aim of Project

To determine the conceptual and cognitive development of students, and also to design simple research procedures whereby this may be accomplished.

#### Description

Pilot studies, in group situations, were run in a range of secondary and tertiary institutions. As a result of this, procedures were modified; an extended survey involving secondary and tertiary students in group and individual interview/testing situations

## E - Students' Backgrounds and Characteristics

is now nearing completion. It is intended to use the results of the survey to produce alternative curriculum and teaching designs.

Date of Commencement - April, 1972

Date of Completion - April, 1974

Source of Finance

University of Papua New Guinea

Method of Publication

ERU Reports, Journal articles

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#### 4. Title of Project

THE ATTITUDE OF VILLAGERS  
TOWARDS EDUCATION AND THE ROLE  
OF SCHOOL LEAVERS IN RURAL  
COMMUNITIES

Institution

University of Papua New Guinea.

Names of Persons and Designations

Dr. J.P. Powell, Senior Lecturer in  
Education

J.M. Wilson, Lecturer in Education

Main Aim of Project

To ascertain the attitudes and expectations  
of rural communities towards education  
with particular reference to those with  
some schooling who remain in the village  
environment.

Description

Groups of education students and staff  
spent several weeks living with village  
people and collecting information, both  
by the use of questionnaires and informally,  
on their understanding of attitudes towards  
and expectation of the school system and  
its relation to rural development. Later  
it is hoped to initiate student-run  
community education and development  
projects in answer to the needs expressed  
by the people.

Date of Commencement - June, 1972

Source of Finance

University of Papua New Guinea

Method of Publication

Papua New Guinea Journal of Education  
and a special publication of student reports.

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Title of Project

INTERESTS AND ATTITUDES OF SENIOR  
HIGH SCHOOL STUDENTS IN PAPUA NEW  
GUINEA

Institution

University of Papua New Guinea.

See J 2

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Title of Project

ATTITUDE SCALE DEVELOPMENT, AND  
THEIR UTILISATION

Institution

Educational Research Unit, University of  
Papua New Guinea.

See C 2

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#### 5. Title of Project

ROLE PERCEPTION: A COMPARATIVE  
STUDY - HOW FAR TEACHERS OF  
ABORIGINAL CHILDREN IN S.A. AND  
N.T. SCHOOLS (RESERVE, MISSION  
AND SETTLEMENT) SEE THEMSELVES  
AS SOCIALISING AGENTS

Institution

Sturt College of Advanced Education,  
South Australia.

Name of Person and Designation

P.A. Clancy, Lecturer in Charge of  
Curriculum Studies

Main Aims of Project

- (1) Some useful data, perhaps, for  
recruitment and preservice training of  
teachers, teacher-preparation environment,  
college curricula, school curricula.
- (2) Could be used as a basis for further  
research into "culture shock", bi-cultural  
role conflict etc.

Description

(1) Statement of Problem: It is assumed that  
education policies and school curricula and  
practices for Aboriginal children in Special  
Schools (Reserve, Settlement and Mission)  
are based on the "needs" of aboriginal  
children. But it could be that (i) these "needs"  
are inaccurately perceived by white  
educational planners, administrators, etc.,  
Or (ii) that teachers of Aboriginal children  
cannot accurately perceive the behaviour  
required of them, Or (iii) that teachers are  
either (a) under low motivation or (b) too  
highly motivated - giving rise perhaps to  
either low professional interest, for (a),



## E - Students' Backgrounds and Characteristics

or perhaps a projection of the teachers' own desires or needs on to others, for (b) etc. Therefore, the PERCEIVED ROLE of teachers of Aboriginal children would seem to be an appropriate area for educational research.

It is also a vast area, and this study will investigate one part of that area, that of the teacher's perception of his role as a SOCIALISING AGENT.

(2) Delimiting the Problem; Socialisation defined; aspects of socialisation - cultural, cognitive, behavioural; socialisation, effect and cause; the teacher an agent and the school an agency; internalisation of norms, resulting in acquisition of attitudes and expectancy of certain behaviours. Cultural direction of agents' socialisation activities, and the strength of commitment to a directional role - the study attempts to measure the strength and direction of the teachers' commitment in socialising the Aboriginal child to either Western culture or Aboriginal culture, or to both cultures.

(4) Sampling: (i) Target population: the teachers in Special Schools in S.A. and the N.T. (ii) Sample: With reference frame the ACCESSIBLE Special Schools in S.A. and N.T. (that is, all but far N-W of N.T., East Arnhem Land and Groote Eylandt), a stratified random sample, (iii) Stratification in terms of Inspectorates (iv) and types of school. (S.A. Schools all fell within the reference frame, and a census was taken).

(5) Instrument: Personal interview, structured, but open-ended, probing attitudes of the teacher towards HIS role as it is and as it ought to be, and THE role as it is and as it ought to be.

(6) Analysis: The study will concentrate on establishing CATEGORIES from the data.

Source of Finance

University Research Grant

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### 6. Title of Project

A RE-EXAMINATION OF THE PIAGETIAN CONCEPT OF THE DEVELOPMENT OF MORAL JUDGEMENT IN RELATION TO A SELECTED GROUP OF CHILDREN IN SRI LANKA

Institution

University of Sri Lanka, Peradeniya Campus.

Name of Person and Designation

Miss K.S. Rajaratnam, Lecturer

Main Aim of Project

To examine the development of moral judgement among children in the Primary School in Sri Lanka, in the light of Piagetian concepts.

Description

Using the interview method and selecting a small mixed sample of children from the lower grades, the Piagetian type stories to test the level of moral judgement had been administered to the testees.

Date of Commencement - 1969

Date of Completion - February, 1972

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### 7. Title of Project

PARENT - PEER GROUP INFLUENCES ON ADOLESCENT GIRLS IN SRI LANKA

Institution

University of Sri Lanka, Peradeniya Campus.

Name of Person and Designation

Mrs. F.S. Niles, Lecturer in Education

Main Aim of Project

This study has been undertaken to examine the nature and extent of peer group and parental influences on adolescents.

Description

A stratified sample of around 1,000 adolescents in Sri Lanka have been selected for this study, and standard tests will be used in the interpretation of data. Various factors such as attitudes to parents, peers, social class, intelligence, age, status, nature of peer affiliations etc., will be examined in this study.

Date of Commencement - October, 1973

Expected Date of Completion - 1975

Source of Finance

University Research Grant

Date of Publication - 1975 or 1976

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### 8. Title of Project

A STUDY OF ATTITUDES TO HOME AND SCHOOL AMONG SCHOOL-GOING ADOLESCENTS

Institution

University of Sri Lanka, Peradeniya Campus.

## E - Students' Backgrounds and Characteristics

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|--|---|
| <p>Name of Person and Designation<br/>Mrs. E.P.R. Alles, Lecturer</p> <p>Main Aim of Project<br/>The study is designed to study the attitudes of Adolescents to Home and School. Geographical, Social, Economic and other related factors are examined in the context both in regard to boys and girls.</p> <p>Description<br/>Standard Test Techniques would be used in this study.</p> <p>Date of Commencement - 1972</p> <p>Date of Completion - 1974</p> <hr/>   | <p>Date of Completion - November, 1973</p> <p>Source of Finance - Self</p> <p>Method of Publication<br/>In summary form by CASE</p> <hr/>   |
| <p>9. Title of Project<br/>AN INQUIRY INTO THE RELATIONSHIP BETWEEN THE PUPILS' ATTITUDES AND TEACHER INFLUENCE IN THE CLASSROOM</p> <p>Institution<br/>Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.</p> <p>Names of Persons and Designations<br/>Professor M.B. Buch, Head, Centre of Advanced Study in Education<br/>Mrs. Y. Patel, Research Scholar</p> <p>Main Aim of Project<br/>To study the relationship if any between the teacher influence in the classroom and the development of attitudes among pupils.</p> <p>Description<br/>For the purpose of the study, a random sample of hundred teachers was selected and observed on Flanders' Interaction Analysis Category System (FIACS). From this data twenty five cases of most indirect influence were selected for studying pupils' attitudes. Study of pupils' attitudes involved personal anxiety, motivation and classroom organisation, attitude towards reward and punishment, independence, attitude towards the teacher, classroom climate and attitude towards school. T-test was used to analyse the data. Teacher influence was found to effect pupils' motivation and classroom organisation, attitude towards teacher and classroom climate. Personal anxiety of a pupil is affected by the teacher influence when content is not taken into account and same is true about independence too.</p> <p>Date of Commencement - August 1969</p> | <p>10. Title of Project<br/>THE ATTITUDES OF PROSPECTIVE SECONDARY SCHOOL/PRIMARY SCHOOL MATHEMATICS TEACHERS' TOWARDS MATHEMATICS</p> <p>Institution<br/>Bureau of Educational Research, University of Nairobi, Kenya.</p> <p>Name of Person and Designation<br/>G.S. Eshiwani, Assistant Lecturer, Educational Communication and Technology</p> <p>Main Aim of Project<br/>To investigate the relationship between the attitudes of the prospective teachers of Mathematics towards Mathematics and their effectiveness in teaching as judged by their tutors and students.</p> <hr/> |
| <p>11. Title of Project<br/>THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARDS MATHEMATICS</p> <p>Institution<br/>Bureau of Educational Research, University of Nairobi, Kenya.</p> <p>Name of Person and Designation<br/>G.S. Eshiwani, Assistant Lecturer, Educational Communication and Technology</p> <p>Main Aim of Project<br/>To investigate the attitudes of Kenyan High School Students towards Mathematics and other school subjects, and to find out if there is any relationship between these attitudes and their mathematical reasoning ability.</p> <hr/>  | <p>12. Title of Project<br/>IMPROVEMENT OF TEACHING OF CHILD DEVELOPMENT IN TEACHER TRAINING INSTITUTIONS</p> <p>Institution<br/>Bureau of Educational Research, University of Nairobi, Kenya.</p>  |

## E - Students' Backgrounds and Characteristics

### Names of Persons and Designations

Dr. A.J. Maleche, Acting Director  
Mrs. A. Krystall, Research Fellow

### Main Aims of Project

Survey of current content and methods of courses dealing with Child Development in Teacher Training Institutions; Identification of needed improvements; Dissemination of research findings about Child Development in Kenya collected by the Child Development Research Unit of the Bureau of Educational Research; Encouragement of further research on the part of students and staff in Teacher Training Institutions.

### Description

Collection of current syllabi dealing with Child Development; Personal interviews with staff responsible for these courses to determine their needs for additional materials; adaption of current research findings for inclusion in courses; Identification of further research projects staff and students can undertake; and Organisation of feed-back and in-service training workshop for staff.

Date of Commencement - October, 1973

Expected Date of Completion - December, 1974

### Source of Finance

Bureau of Educational Research, University of Nairobi, Kenya

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### Title of Project

A STUDY OF THE DEVELOPMENT OF HISTORICAL THINKING IN SECONDARY SCHOOL CHILDREN IN ZAMBIA

### Institution

School of Education, University of Zambia.

See J 10

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### 13. Title of Project

STUDY OF DEVELOPMENTAL TRENDS IN THE LEARNING AND PROBLEM SOLVING BEHAVIOUR OF NIGERIAN CHILDREN IN A MULTIPLE CHOICE SITUATION

### Institution

Department of Education, University of Ibadan, Nigeria.

### Name of Person and Designation

Dr. J.O.O. Abiri, Lecturer

### Main aim of Project

To discover the age and other personality correlates of the ability to formulate and test hypotheses in a problem solving situation.

### Description

The subjects confronted with a set of keys on a machine from which he has to discover which one produces certain results. As the principles on which results are obtained vary from time to time, the subject has to find out on which principle the machine is operating at any given time. An attempt is made to discover the relationship between the subject's behaviour in this situation and his age, intelligence, educational level and physical development.

Date of Commencement - April, 1972

### Source of Finance

Partly supported by the University of Ibadan Research Grant

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### Title of Project

PREDICTORS OF SCIENCE - ACHIEVEMENT IN IBADAN UNIVERSITY 1965-1970

### Institution

Department and Institute of Education, Ibadan University, Nigeria.

See C 5

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### Title of Project

THE CORRELATION BETWEEN STUDENTS' ENTRY QUALIFICATIONS AND THEIR PERFORMANCE IN DEGREE EXAMINATIONS AT THE UNIVERSITY OF IBADAN

### Institution

Department and Institute of Education, University of Ibadan, Nigeria.

See J 12

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### 14. Title of Project

FACTORS OF HEREDITY AND ENVIRONMENT IN THE SCHOLASTIC ACHIEVEMENTS OF CHILDREN IN NEW COUNTRIES

### Institution

Njala University College, University of Sierra Leone.

### Name of Person and Designation

Professor O.M. Ferron, Head, Department of Teacher Education

## E - Students' Backgrounds and Characteristics

### Main Aim of Project

To ascertain the optimum conditions for Scholastic Achievement of children starting school in a developing country like Sierra Leone.

### Description

This work was a continuation of the following research project for which a Doctorate Degree of London University was awarded in 1964:

"A study of Certain Factors relating to the tested intelligence of groups of some West African children".

The present study focuses attention on the pre-school level and the beginning stages of Education. Evidence is produced to indicate the extent to which children in developing countries are handicapped in the development of Western type scholastic skills even before their formal schooling commences. The results of the Controlled Experiment seem to explode the long cherished theory of educationalists in Africa that the root of the problem lies in the high percentage of unqualified and poorly qualified people who constitute the teaching force in Africa. At Njala, optimum conditions of environmental stimulation were secured for the experimental group, yet a year's exposure indicated that the gains, if anything were quite minimal. A follow-up study four years later indicated that the few remaining members of the original experimental group returned lower scores than children in the Njala Control Group.

In September 1970 the Njala i.t.a. Experiment was launched. It was thought that i.t.a. would simplify the process of learning to read, but in addition, the experimental group had the best teacher compared with those in one other experimental group and two control groups. Three different tests were used to evaluate the results after 18 months exposure. Surprisingly enough the mean scores on each of these tests were the lowest for the particular experimental group in question out of a total of six groups studied; two in London, four in Njala.

As skill in Reading is not a function of classroom exposure only, some 31 children (14 in the i.t.a. group, and 17 in the t.o.o. group) were studied by the investigator's final year students in Education, who made themselves familiar with the children's home background. There is some evidence in the data so collected to suggest the tremendous handicaps of tribal children who are required to learn to read in a foreign language. A great

deal was learnt from both the objective and the subjective evidence that was collected over the six year period of the study, and in the final chapter certain recommendations are made regarding the most effective way of helping children in certain Third World countries to acquire functional skill in reading in a foreign language.

Date of Commencement - September, 1966

Date of Completion - March, 1972

Source of Finance

Njala University College Research Grant

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### 15. Title of Project

A STUDY OF THE PROBLEMS FOR NURSES FROM DEVELOPING COUNTRIES IN THE UNITED KINGDOM

### Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

### Name of Person and Designation

P.J. Edwards, Research Fellow

### Main Aims of Project

To analyse the problems of communication, affected by educational, linguistic, social, psychological, political and economic factors, for nurses from developing countries, taking into account their educational background, the nature of their training, and their work in teaching hospitals in the United Kingdom, leading to the preparation and construction of remedial learning and teaching programmes.

Date of Commencement - 1973

Expected Date of Completion - 1975/1976

Source of Finance

Department of Health and Social Security

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### Title of Project

AN INVESTIGATION OF CERTAIN ENVIRONMENTAL AND PSYCHOLOGICAL FACTORS INVOLVED IN THE VOCATIONAL CHOICE AND SCIENTIFIC INTEREST OF A SELECTED GROUP OF SECONDARY SCHOOL PUPILS IN SRI LANKA

### Institution

University of London Institute of Education, United Kingdom.

See K 6

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16. Title of Project

ATTITUDES TOWARDS EDUCATION IN LAGOS

Institution

Centre of West African Studies, University of Birmingham.  
(The research was done while on secondment to the University of Lagos, Nigeria)

Name of Person and Designation

Dr. M. Peil, Senior Lecturer in Sociology

Main Aim of Project

This small study was designed to investigate the response to education in one of Africa's largest cities.

Description

University and secondary students and members of the public were questioned about their education and that of their parents and/or children, the worth of various levels of education for personal mobility and national development, and their opinions on school fees and changes in education, past and future.

Date of Commencement - 1971

Date of Completion - 1974

Source of Finance

Sociology Department, University of Lagos, Nigeria.

Method of Publication - Article

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17. Title of Project

Project for Early Childhood Education (4-6 year olds)

A STUDY OF THE EFFECTIVENESS OF THE PECE CURRICULUM (MATTER, METHOD AND MATERIALS)

Institution

Institute of Education, University of the West Indies, Jamaica.

Name of Person and Designation

N. Wein, Research Associate

Main Aim of Project

To compare the achievement level of project basic school pupils with non-project pupils.

Description

Pre and post administration of the Jamaicanised Caldwell Pre-School Inventory to project and non-project basic school pupils, and middle-class school pupils of similar age.

Date of Commencement - October, 1968

Date of Completion - December, 1973

Source of Finance

The Bernard Van Leer Foundation, Holland.

Method of Publication - Mimeograph

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18. Title of Project

Project for Early Childhood Education (4-6 year olds)

A STUDY OF THE STATUS AND PROCESS OF CHILD-PARENT INTERACTION OF PROJECT SCHOOL PUPILS

Institution

Institute of Education, University of the West Indies, Jamaica.

Name of Person and Designation

D. R. B. Grant, Senior Lecturer

Main Aims of Project

To determine the attitudinal, social, economic and environmental status of the parents of pupils in the project. To ascertain the status and process of the child-parent relationship in the home environment. To correlate these findings with the child's performance at school.

Description

Administration of a parents interview questionnaire to 846 rural and urban parents of basic school pupils. Questionnaire administered in form of interview by two experienced teachers over a two month period.

Date of Commencement - September, 1972

Date of Completion - 1974

Source of Finance

The Bernard Van Leer Foundation, Holland.

Method of Publication - Mimeograph

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19. Title of Project

LANGUAGE AND LANGUAGE EDUCATION RESEARCH PROGRAMME

Institution  
School of Education, University of the West Indies, Jamaica.

Name of Person and Designation  
Dr. D.R. Craig, Senior Lecturer

Main Aim of Project  
To collect grammatical, sociolinguistic and psycholinguistic information relevant to the language of school-children in the Caribbean, and to apply this information in school-curriculum and teacher-training materials. The work is focussed on Jamaica in the first instance.

Description  
Work completed so far has been described under the researcher's name in 'Education in the Commonwealth' No. 6, and in cyclostyled reports. The work is being carried out by teams of persons under the direction of the researcher and it has the following aspects:

- (1) descriptions of school-children's language as a part of a wider survey of non-standard and standard language;
- (2) studies of language-decoding abilities of non-standard speaking children in relation to standard language, together with studies of classroom interaction and the language of teachers;
- (3) studies of the relationship between language and cognitive functioning;
- (4) experimentation in language-teaching and the production of language-curriculum materials.

The research procedures involve the tape recording of children in culturally realistic situations and subsequent analysis and study of their language; the administering of language-decoding and mental performance tests with subsequent analysis of results and correlation with various factors; measurement and evaluation of classroom performances on experimental materials.

Date of Commencement - 1972

Source of Finance  
Esso Standard Oil (Jamaica), The Ford Foundation and the Jamaica Ministry of Education.

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20. Title of Project

A STUDY OF FACTORS RELATED TO THE PERFORMANCE OF THIRD YEAR STUDENTS IN MATHEMATICS IN JAMAICAN POST PRIMARY SCHOOLS

Institution  
School of Education, University of the West Indies, Jamaica.

Name of Person and Designation  
I. Isaacs, Lecturer

Main Aim of Project  
To identify environmental factors (educational, social and physical) and psychological factors (affective and cognitive) which affect mathematical performance of secondary school children in Jamaica.

Description  
A correlational study of the inter-relations of thirteen independent variables with the criterion, mathematics achievement, was carried out on a stratified random sample of 546 subjects in sixteen different post primary schools in Jamaica in May-June, 1971. The correlation matrix was factor analysed to produce four factors which account for most of the variation in mathematical performance. These four factors are related to:

- (i) the social environmental of the child;
- (ii) affective personality traits characterised by the subject's perception of his ability to do mathematics;
- (iii) the teachers of mathematics; and
- (iv) the degree of urbanisation of the school's community.

Date of Commencement - October, 1970

Date of Completion - July, 1973

Source of Finance  
"Research and Publications Committee" of the University of the West Indies

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21. Title of Project

EDUCATION AND SOCIO-CULTURAL INTEGRATION IN A 'PLURAL' SOCIETY

Institution  
Department of Educational Foundations, University of Alberta, Canada.

Name of Person and Designation  
Dr. M.K. Bacchus, Associate Professor of Education

Main Aims of Project

(1) To compare the values of teachers of different ethnic groups in Guyana and on the following dimensions:

activism/passivism, individualism/collectivism, present/future orientation.

(2) To examine whether there is an increasing similarity of values as one goes up the age scale to the younger teachers.

(3) To investigate whether such values influence their perception of educational problems and solutions

Description

The hypothesis being advanced here is that as different ethnic groups in a 'plural' society begin to share common occupational experiences and aspirations, they also develop common values, irrespective of their ethnic origin. In addition these values influence the way they perceive their professional world - its problems and its solutions.

This study sets out to examine specifically whether teachers of the two major ethnic groups in Guyana have started to develop such common values, and whether this is reflected also in their professional outlook.

Date of Commencement - August, 1971

Date of Completion - August, 1974

Source of Finance - University of Alberta

Method and Date of Publication

Article in a professional journal, 1974

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## F - TEACHING AND LEARNING SITUATIONS

Learning strategies; teaching methods;  
teaching aids; extra-curricular activities

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1. Title of Project  
SECONDARY SOCIAL SCIENCES  
PROJECT

Institution

University of Papua New Guinea.

Names of Persons

Dr. G.A. Trevaskis, Professor of  
Education

Mrs. M. Roe, Supervisor, Educational  
Materials Centre

R. Lohia, Senior Tutor

Description

To date, materials and teachers' guides  
have been prepared for the topics to be  
studied in the first year of the course of  
study. The topics of the second year are  
nearing completion.

Date of Commencement - February, 1969

Expected Date of Completion - 1975

Source of Finance

Department of Education, Konedobu,  
Papua New Guinea.

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2. Title of Project  
STUDIES OF READING IN PAPUA  
NEW GUINEA

Institution

Faculty of Education, University of  
Papua New Guinea.

Name of Person and Designation

Dr. J.R. Price, Lecturer

Main Aim of Project

To assess reading skills among Papua New  
Guinea students.

Description

Standard tests of reading comprehension  
were administered to tertiary level  
Papua New Guinean students in a series  
of three experiments. The results  
indicated that the level of vocabulary,  
speed of comprehension, and level of  
comprehension were significantly below  
that of a sample of foreign students (mostly  
Asian) in an Australian study. A multiple-  
choice format yielded a significantly  
poorer result than a true/false format.

Date of Commencement - August, 1972

Date of Completion - Continuing project

Source of Finance

Partly supported by the University of  
Papua New Guinea.

Method of Publication - Journal articles

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3. Title of Project

RADIO AND LOUDSPEAKER  
EFFECTIVENESS

Institution

Department of Education and Teaching  
Methods and Materials Centre, University  
of Papua New Guinea.

Name of Person and Designation

P. Jeffery, Educational Materials Officer

Main Aim of Project

To research the effectiveness of a radio  
and loudspeaker combination designed for  
schools in Papua New Guinea.

Description

A questionnaire was mailed to a sample of  
100 schools which purchased newly designed  
radio and loudspeaker sets. Information  
was sought from teachers about the performance  
ease of use and general effectiveness of the  
equipment.

Date of Commencement - February, 1972

Date of Completion - June, 1972

Source of Finance

University of Papua New Guinea

Method of Publication

Teaching Methods and Materials Centre  
Report

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4. Title of Project  
SURVEY OF SCHOOL BROADCASTS

Institution

University of Papua New Guinea.

Name of Person and Designation

Dr. G.A. Trevaskis, Professor of  
Education



Main Aim of Project

To determine what school broadcasts were followed by primary teachers in 1970 and being followed in 1971.

Description

A sample of 303 schools has been selected, representing schools ranging from those with one teacher to those with six or more teachers. A questionnaire has been prepared for distribution to schools in the sample.

Date of Commencement - April, 1971

Date of Completion - August, 1971

Source of Finance

Department of Education, Konedobu; Educational Materials Centre, University of Papua New Guinea.

Method of Publication

Report to Papua New Guinea Advisory Committee on School Broadcasts.

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5. Title of Project

PROGRAMME ON PLANNING CLASS-ROOM TESTS

Institution

Department of Education and Teaching Methods and Materials Centre, University of Papua New Guinea.

Name of Person and Designation

P. Jeffery, Educational Materials Officer

Main Aim of Project

To research and develop a programmed text on planning classroom tests.

Description

A draft programmed learning text was produced and trialled on groups of student teachers at the University of Papua New Guinea and Madang Teachers College in Papua New Guinea and at Coburg Teachers College in Victoria, Australia. Subsequently, revisions were made to content, sequencing and style.

Date of Commencement - January, 1971

Date of Completion - December, 1972

Source of Finance

University of Papua New Guinea.

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6. Title of Project

SCHOOLS RADIO DEVELOPMENT

Institution

Department of Education, Konedobu, Papua New Guinea and the University of Papua New Guinea.

Name of Person and Designation

P. Jeffery, Educational Materials Officer

Main Aim of Project

To design a school radio and loudspeaker combination for use in Papua New Guinea.

Description

A survey of teachers and educationists was made to enable the development of a list of characteristics of a 'good' school radio for Papua New Guinea conditions. A radio and loudspeaker combination was designed to satisfy researched criteria. Manufacture of the equipment was arranged.

Date of Commencement - January, 1970

Date of Completion - December, 1971

Source of Finance

University of Papua New Guinea.

Method and Date of Publication

Article in Educational Broadcasting International, Volume V, Number 4, December, 1971.

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7. Title of Project

DESCRIPTIVE PROFILES FOR MATERIALS USED IN THE TEACHING AND LEARNING OF RELIGIOUS STUDIES

Institution

University of Papua New Guinea.

Names of Persons and Designations

Mrs. S. K. Randell; Supervisor, Teaching Methods and Materials Centre  
Mrs. J. Kale, Professional Assistant

Main Aim of Project

To develop instruments to describe teaching and learning materials in Religious Studies.

Description

The preparation of question guides for each subject area to describe; books; films and film loops; slides and film strips; tapes and discs; school broadcasts; multi-media kits; overhead transparencies; charts; maps.

F - Teaching and Learning Situations

Date of Commencement - February, 1973

Date of Completion - February, 1974

Source of Finance

University of Papua New Guinea.

Date of Publication - February, 1974

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8. Title of Project

PERFORMANCE DIFFERENCES  
BETWEEN L<sub>1</sub> AND L<sub>2</sub> SPEAKERS OF  
ENGLISH

Institution

University of Papua New Guinea.

Name of Person and Designation

R.K. Johnson, Lecturer in Education

Main Aim of Project

To compare the language performance of first and second language speakers of English to establish more precisely the difficulties faced by speakers at various levels of L<sub>2</sub> acquisition, and the nature of the learning task they are involved in.

Description

A number of pilot projects involving speed of performance, recognition etc. in relation to syntax and vocabulary.

Date of Commencement - 1972

Source of Finance

University of Papua New Guinea.

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9. Title of Project

RELIGIOUS STUDIES TEACHING AND  
LEARNING MATERIALS

Institution

University of Papua New Guinea.

Names of Persons and Designations

Mrs. S.K. Randell, Supervisor,  
Teaching Methods and Materials Centre  
Mrs. J. Kale, Professional Assistant

Main Aim of Project

To prepare annotated bibliographies of teaching and learning materials available for Religious Studies Courses at primary and secondary level.

Description

The examination of some 200 tiles for

annotation, with cross references of several types - to be updated as a continuing project.

Date of Commencement - February, 1973

Date of Completion - February, 1974  
(first edition)

Source of Finance

University of Papua New Guinea.

Date of Publication - February, 1974

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Title of Project

ERROR CARDS

Institution

University of Papua New Guinea.

See H 5

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Title of Project

LEARNING IN SMALL GROUPS AT THE  
TERTIARY LEVEL

Institution

University of Papua New Guinea.

See Q 1

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Title of Project

HISTORICAL SURVEY OF EDUCATIONAL  
BROADCASTING IN PAPUA NEW GUINEA

Institution

University of Papua New Guinea.

See I 1

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Title of Project

CONCEPTUAL DEVELOPMENT OF  
POPULATIONS THROUGH A STUDY OF  
VERNACULARS

Institution

Educational Research Unit, University of  
Papua New Guinea.

See E 2

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10. Title of Project

COMPARISON OF THE EFFECTIVE-  
NESS OF TEACHING BASED ON MULTI-  
DISCIPLINARY APPROACH OF CONTENT  
ORGANISATION OF THE SOCIAL  
SCIENCES - KNOWN AS THE EXPERI-  
MENTAL FACTOR - WITH THE TEACHING

OF CONTENT ORGANISED IN TRADITIONAL WAY

See E 7

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Institution

Institute of Education and Research,  
University of Dacca, Bangladesh.

Name of Person and Designation

Dr. S. Khatum, Assistant Professor,  
Department of Secondary Education

Main Aims of Project

(1) to determine the superiority of one kind  
of content organisation over the other

(2) to determine what content organisation  
of the social sciences would be most  
suitable for the children at the present time

Description

The content of the social sciences of  
Class V is organised in two approaches:  
"traditional" approach based on one  
discipline as followed in the text book,  
and the "multidisciplinary" approach as  
designed by the researcher. The tradi-  
tional content materials is being taught in  
the control group and the experimental  
group is taught materials organised  
following multidisciplinary approach. In  
the traditional approach, the historical  
concept is being taught from the historical  
point of view, geographical concept from  
the geographical point of view, and so  
forth. To the experimental group, the  
concepts are being taught from the multi-  
disciplinary point of view. For example,  
the concept "the Muslim rule in Bengali  
during the Middle Ages is a period of  
continuous changes" deals with the  
historical concept mainly, but to the  
experimental group, it is organised and  
taught from the point of view of anthro-  
pology, sociology, economics and political  
science.

Date of Commencement - September, 1973

Date of Completion - December, 1973

Source of Finance

University of Dacca, Bangladesh.

Date of Publication - 1974

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Title of Project

PARENT - PEER GROUP INFLUENCES  
ON ADOLESCENT GIRLS IN SRI LANKA

Institution

University of Sri Lanka, Peradeniya  
Campus.

Title of Project

A STUDY OF THE EFFECTS OF FEED-  
BACK FROM DIFFERENT SOURCES ON  
THE CLASSROOM BEHAVIOUR OF  
STUDENT TEACHERS USING THE  
TECHNIQUE OF INTERACTION ANALYSIS

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

See G 3

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Title of Project

AN INVESTIGATION INTO THE EFFECTS  
OF TEACHERS' CLASSROOM BEHAVIOUR  
ON PUPILS' ACHIEVEMENT

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

See J 5

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Title of Project

AN INQUIRY INTO THE RELATIONSHIP  
BETWEEN THE PUPILS' ATTITUDES  
AND TEACHER INFLUENCE IN THE  
CLASSROOM

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

See E 9

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Title of Project

ORGANISATIONAL CLIMATE, TEACHER  
MORALE AND SCHOOL QUALITY

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

See D 5

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F - Teaching and Learning Situations

Title of Project

CLASSROOM BEHAVIOUR TRAINING OF TEACHERS AND ITS RELATIONSHIP WITH SOME SELECTED MEASURES OF PUPILS' CRITERIA OF TEACHER EFFECTIVENESS

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

See G 4

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Title of Project

INTERACTION ANALYSIS, MICRO-TEACHING AND MODIFICATION OF TEACHER CLASSROOM BEHAVIOUR

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

See G 2

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Title of Project

TEACHING PATTERNS AND PUPILS' ATTAINMENT

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

See J 4

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11. Title of Project

THE IMPACT OF THE NEW PRIMARY APPROACH ON THE QUALITY OF TEACHING IN THE PRIMARY SCHOOLS OF KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

D.M. Sifuna, Research Fellow, Faculty of Education

Date of Commencement - October, 1971

Date of Completion - October, 1973

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Title of Project

PROBLEMS EXPERIENCED BY BEGINNING TEACHERS IN KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

See G 6

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Title of Project

WHAT TO TEACH AND HOW TO TEACH HISTORY IN KENYA SECONDARY SCHOOLS

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

See H 6

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Title of Project

ENGLISH LANGUAGE TEACHER'S HANDBOOK

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

See H 15

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Title of Project

PRONUNCIATION TEACHING

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

See H 12

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Title of Project

SELF-RELIANCE ACTIVITIES IN SCHOOLS AND YOUTH PARTICIPATION IN VILLAGE DEVELOPMENT

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

See M 3

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F - Teaching and Learning Situations

Title of Project

TEACHING OF AGRICULTURE IN  
UGANDA SECONDARY SCHOOLS

Institution

Department of Education, University of  
Zambia.

See O 1

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Title of Project

SECONDARY EDUCATION TEXTBOOK  
AND TEACHING MATERIALS PROJECT

Institution

Department of Education, University of  
Zambia.

See I 7

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12. Title of Project

THE SERIAL POSITION OF PRACTICE  
EXERCISES IN SCIENCE LEARNING:  
AN INVESTIGATION OF THE PROCESSES  
OF ACQUISITION AND TRANSFER OF  
LEARNING IN AN AREA OF SCIENCE-  
USING SELF-INSTRUCTIONAL  
TECHNIQUE

Institution

Department of Education, University of  
Ibadan, Nigeria.

Name of Person and Designation

T.A. Balogun, Lecturer in Education

Main Aim of Project

The project investigates whether the  
inclusion and location of test-like items in  
a learning task influence (a) what is  
learned, and (b) the problem-solving  
capability of the learner.

Description

Five groups of self-instructional pro-  
grammed materials on ecology, and two  
types of criterion tests are constructed by  
the researcher. The tests are administered  
both before and after allowing groups of  
sixth form students to work through the  
programmed materials. Derived measures  
of efficiency of the putative strategies of  
teaching and learning under investigation  
are computed and factor analysis is  
performed to see in what ways out-put  
measures are related or relatable to such  
in-put factors as I.Q., home background,  
personality, and sex. The experiment may  
be carried out both in Nigeria and Britain

for purposes of getting some information  
on purportedly cross-cultural curricula  
at this level.

Date of Commencement - October, 1972

Date of Completion - June, 1973

Source of Finance

University of Ibadan and the British Council.

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Title of Project

HOW TO REFLECT INDIGENOUS  
PHILOSOPHY OF LIFE IN MODERN  
PRIMARY SCHOOL EDUCATION

Institution

Department and Institute of Education,  
University of Ibadan, Nigeria.

See B 14

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Title of Project

A STUDY TO APPLY SUCCESSIVE  
EVALUATION REVISION PROCEDURES  
TO IMPROVE MAP READING INSTRUCTION  
IN NIGERIAN PRIMARY SCHOOLS

Institution

Department of Education, University of  
Ibadan, Nigeria.

See H 17

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Title of Project

PERCEPTION OF EDUCATIONAL  
OBJECTIVES BY ADVANCED TEACHER  
TRAINEES IN NIGERIA

Institution

Department and Institute of Education,  
University of Ibadan, Nigeria.

See G 8

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Title of Project

INVESTIGATION OF THE TRANSACTION  
OF AN INTEGRATED SCIENCE  
CURRICULUM

Institution

Department of Curriculum Development,  
Faculty of Education, University of Cape  
Coast, Ghana.

See H 19

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F - Teaching and Learning Situations

Title of Project

TRADITIONAL AFRICAN TECHNOLOGY  
AND ITS IMPLICATIONS FOR SCIENCE  
TEACHING

Institution

Science Curriculum Development Centre,  
Njala University College, University of  
Sierra Leone.

See J 15

See C 7

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13. Title of Project

AN INVESTIGATION INTO THE PROBLEMS  
OF LEARNING AND TEACHING ENGLISH  
IN TRINIDAD AND TOBAGO

Institution

School of Education, University of the  
West Indies, St. Augustine, Trinidad.

Names of Persons and Designations

Dr. L.D. Carrington, Research Director  
C.B. Borely, Curriculum Supervisor,  
Ministry of Education and Culture  
H.E. Knight, Publications Officer, Ministry  
of Education and Culture

Main Aim of Project

To discover the main areas of difference  
between the spoken language of the children  
of the nation and the target language of the  
school so as to provide clear guidelines  
for (a) development and sequencing of  
curriculum materials; (b) teacher training;  
(c) examinations in English (d) language in  
which texts in other subject areas might be  
written.

Description

Analysis of the informal and formal speech  
of children from 30 sample schools through-  
out the country at age level 5 through 11+.  
Comparison of the language of the children  
by age group with standard English so as to  
determine (a) the areas of direction (b) areas  
of similarity (c) rate and direction of  
progress towards English. This information  
will determine the content and sequencing  
of L.A. material for the schools.

Date of Commencement - 1968

Expected Date of Completion - 1976

Source of Finance

Departmental funding

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Title of Project

SCHOOLS IN BURUNDI - A CASE STUDY  
OF EDUCATION IN A COUNTRY UNDER-  
GOING RAPID CHANGE, SEEN FROM  
THE POINT OF VIEW OF THE INDIVIDUAL  
LEARNER AND THE EDUCATION SYSTEM  
AS A WHOLE

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See A 10

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Title of Project

A COMPARATIVE STUDY OF LANGUAGE  
POLICIES AND PROBLEMS IN CEYLON  
AND INDIA SINCE INDEPENDENCE

Institution

University of London Institute of  
Education, United Kingdom.

See B 15

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Title of Project

LANGUAGE OF THE CLASSROOM IN A  
SECOND LANGUAGE CONTEXT

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See G 11

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Title of Project

LANGUAGE AND LANGUAGE EDUCATION  
RESEARCH PROGRAMME

Institution

School of Education, University of the  
West Indies, Jamaica.

See E 19

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Title of Project

THE DEVELOPMENT OF LEARNING  
ABILITY TESTS

Institution

National Foundation for Educational  
Research in England and Wales, Slough,  
Bucks, United Kingdom.

## F - Teaching and Learning Situations

Title of Project

READ WITH ANANCY

Institution

School of Education, University of the West Indies, Jamaica.

See J 16

.05 level of significance thus resulting in the rejection of the null hypothesis.

The secondary aims were not tested statistically. The teachers were given a short questionnaire to complete immediately after the experimental period and the students were asked to write a short paragraph noting their reaction to the content and approach. It was revealed that opinion among the teachers involved was unanimous with respect to the inclusion of informal geometry as part of the elementary school mathematics programme beginning in the early years of elementary education. The students enjoyed the content and approach (the activity approach) and the teachers observed that there was a tendency toward the development of positive attitudes toward mathematics during the experimental period.

There were a few obstacles encountered as well as shortcomings in the project, but on the whole the aims outlined above were accomplished.

Date of Commencement - May, 1972

Source of Finance

Department of Curriculum and Instruction, University of Calgary, Canada.

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14. Title of Project

A FEASIBILITY STUDY IN INFORMAL GEOMETRY AT THE STANDARD ONE LEVEL IN BELIZE

Institution

University of Calgary, Alberta, Canada.

Name of Person

Mrs. M.I. Woodye

Main Aims of Project

The main aim of the project was to investigate the feasibility of teaching informal geometry at the Standard One Level in the elementary schools of Belize. Secondary aims were: (a) to find out the reaction of the students concerning the approach used in teaching the unit in informal geometry and also to find out their reaction towards the new content; (b) to determine the reaction of the teachers with respect to the introduction of geometry in the elementary school curriculum in Belize.

Description

Belize (formerly known as British Honduras) was used as the experimental setting for the project. The Standard One students (students comparable in age to grade 3 in Alberta) of three elementary town schools, randomly chosen, made up the experimental sample.

During the experimental period the classroom teachers of the classes involved taught the lessons which were prepared by the investigator. The instrument, the visual aids, and all other materials needed for the study were prepared by the investigator and given to the respective teachers prior to the commencement of the experimental period. All classroom conditions were kept as near to normal as possible during the entire experimental period. The geometry lessons were taught during the regular mathematics period.

The investigator scored the pre-test and the post-test. A two-way analysis of variance with repeated measures on one factor was used to compare the means of the pre-test and the post-test scores. The analysis yielded significant results at the

## G - TEACHER TRAINING

### Contents of courses; responses in non-traditional methods

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#### 1. Title of Project

A STUDY FOR EVALUATION OF  
TEACHER EDUCATION PROGRAMMES  
IN BANGLADESH

#### Institution

Institute of Education and Research,  
University of Dacca, Bangladesh.

#### Names of Persons

Dr. M. Selim  
Dr. M. Haque

#### Main Aim of Project

It is concerned with an examination of the feasibility of the programmes or studies in teacher education. The main objective of study is to discover strengths and weaknesses of the programmes in relation to economic and social conditions prevailing in this country.

#### Description

It will be a descriptive study and will include a survey of graduates of teacher education programmes.

Date of Commencement - 1972

Date of Completion - 1974

#### Source of Finance

Government of Bangladesh

#### Method of Publication

In the form of a printed book

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#### 2. Title of Project

INTERACTION ANALYSIS, MICRO-  
TEACHING AND MODIFICATION OF  
TEACHER CLASSROOM BEHAVIOUR

#### Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

#### Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
L.P. Singh, Teacher Fellow

#### Main Aims of Project

(a) To find out if the techniques of Micro-teaching and Flanders' Interaction Analysis produce any differential effect in student teacher behaviour in the

classroom as against traditional system of training;

(b) Whether these two techniques can be synchronized in the usual training pattern;

(c) Whether these two techniques can be used to modify student-teacher classroom verbal behaviour.

#### Description

The study has been designed involving a pilot study and a final experiment. The pilot study aimed at seeing the efficacy of Flanders' Interaction Analysis Category System (FIACS) as compared to traditional system of training as well as administrative difficulties involved in introducing it. This stage was limited to twenty student teachers, equally distributed in experimental and control group. The subjects were matched for age, sex, marital status, area, academic qualification and teacher experience. FIACS proved to have significant effect on the behaviour of student teachers.

For the final experiment a pre-test post-test design with two experiment groups and one control group was executed. The experimental groups involved ten student teachers and one group was given the treatment of micro-teaching and the other of Flanders' Interaction Analysis. The Micro-teaching experimence was provided in simulated as well as real classroom situation and Flanders' Interaction Analysis treatment involved theoretical knowledge and practical training. Forty minutes of observation on FIACS provided data for post-test. Data was analysed using t-test. It was found that FIACS and Micro-teaching produce differential effects as against traditional training. These two can be successfully synchronized in the training programme with slight modifications to provide for the absence of technical gadgets like videotape etc.

Date of Commencement - October, 1969

Date of Completion - May, 1973

#### Source of Finance

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

#### Method of Publication

In summary form by CASE

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3. Title of Project

A STUDY OF THE EFFECTS OF FEEDBACK FROM DIFFERENT SOURCES ON THE CLASSROOM BEHAVIOUR OF STUDENT TEACHERS USING THE TECHNIQUE OF INTERACTION ANALYSIS

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
N. Pangotra, Research Scholar

Main Aim of Project

To compare the effects of Feedback from  
different sources on the Classroom  
Behaviour of Student Teachers.

Description

The inquiry adopted a pre-test, post-test design to compare the effects of different forms of feedback. A random sample of forty eight women students was drawn from a B.Ed. training programme. The subjects were matched with respect to sex, professional and academic qualifications and medium of instruction. Six treatment groups were formed. The sources of feedback were self appraisal, peer group, college supervisor, and external observer (classroom teacher). Besides these four treatment groups other two were (i) having instruction in interaction analysing and (ii) having instruction in learning theory. Flanders' Interaction Analysis Category System was used for collecting the data for analysis. Analysis of variance was used for analysing the data. It was found that the supervisor played a significant role in modifying teacher behaviour. Self-appraisal by student teachers resulted in providing opportunities to pupils to express initiative.

Date of Commencement - January, 1970

Date of Completion - October, 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

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4. Title of Project

CLASSROOM BEHAVIOUR TRAINING OF TEACHERS AND ITS RELATIONSHIP WITH SOME SELECTED MEASURES OF PUPILS' CRITERIA OF TEACHER EFFECTIVENESS

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Name of Person and Designation

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education

Main Aims of Project

(a) To test the effectiveness of Classroom Behaviour Training based on interaction analysis vis-a-vis conventional programme of student teaching in developing responsiveness, indirectness and flexibility of teacher influence in the student teachers.

(b) To investigate whether the student teachers sustain and carry over this training to their actual teaching performance after training.

(c) To see relationship between Classroom Behaviour Training and Pupils' performance on adjustment to home, school, teacher and peers, their dependency level and classroom trust behaviour.

Description

The study employs pre-test, post-test control group design in two phases. Fourteen variables like sex, grade, subject etc. were controlled. Twenty student teachers and 398 pupils in their classes formed the sample. The experimental group was given training for eight weeks in classroom behaviour. Pre-training and the post-training measures were obtained for both the groups for classroom interaction patterns and analysis of covariance was used to adjust the post-training scores. Three more post-training observations at different levels were treated in the same way. The study revealed that classroom behaviour training does change the classroom interaction patterns of student teachers and even the effect of training as sustained. The pupils under the student-teachers with Classroom Behaviour Training score higher on adjustment to school, teacher, general adjustment, dependency and classroom trust than pupils under student-teachers with conventional programme of training. The adjustment scores of pupils under the two groups are not different with regard to adjustment to home and peers.

Date of Commencement - March, 1970

Date of Completion - October, 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

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5. Title of Project

IDENTIFICATION OF LOCAL VARIATIONS  
IN EDUCATIONAL PROBLEMS

Institution

Bureau of Educational Research, University  
of Nairobi, Kenya.

Names of Persons and Designations

Dr. A.J. Maleche, Acting Director  
Mrs. A. Krystall, Research Fellow

Main Aim of Project

To collect data on educational problems  
which are specific to particular regions  
in Kenya, in order to:

(a) provide case-study material for  
training teachers

(a) provide information for curricula  
adaptations

To encourage horizontal communication  
between educational personnel working  
in the same region and vertical communi-  
cation between these local personnel and  
faculties of education and ministry of  
education

To develop and evaluate a model of in-  
service training at the local level.

Description

Project design in process of development.

Date of Commencement - 1974

Method of Publication

To be published by Bureau of Educational  
Research, University of Nairobi, Kenya.

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6. Title of Project

PROBLEMS EXPERIENCED BY  
BEGINNING TEACHERS IN KENYA

Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

Names of Persons and Designations

C.R. Wang'ombe, Lecturer

Mrs. E.W. Matiba, Lecturer

Main Aim of Project

Provide raw-data for a pin-point areas  
needing research to improve our Teacher  
Education Programme.

Description

As a professional training Institution we  
feel it is important to evaluate the effective-  
ness of our training programme. The project  
will hopefully provide us with a feedback  
from our alumni. A questionnaire has been  
designed and personal interviews organised  
to make the exercise as subjective as  
possible. The questionnaire covers personal  
data, institutional data, attitudes and  
professional proficiency or lack of 'Beginning  
Teachers' would apply to the alumni who  
have completed at least one year of teaching  
or engaged themselves in some educational  
aspect i.e. administration, special or  
specialized education research etc.

Date of Commencement - May, 1973

Date of Completion - February, 1974

Source of Finance

Dean Committee, University of Nairobi.

Method of Publication

Initially limited circulation within the  
Faculty of Education

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7. Title of Project

MULTIPLEX MODEL FOR TEAM  
SUPERVISION - TEACHER GROUP

Institution

Bureau of Educational Research, University  
of Nairobi, Kenya.

Names of Persons

Mrs. N.P. Muinde  
M.A. Nobers  
J. Silvernail

Main Aim of Project

The study examined whether optional  
teaching behaviours could be developed  
during a clinical supervision group  
experiences with peer interaction with  
supervisors.

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Title of Project

IMPROVEMENT OF TEACHING OF CHILD  
DEVELOPMENT IN TEACHER TRAINING  
INSTITUTIONS

## G - Teacher Training

### Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

See E 12

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### Title of Project

UNIVERSITIES OF EASTERN AFRICA  
CONFERENCE ON TEACHER EDUCATION,  
1972

### Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

See Q 3

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### 8. Title of Project

PERCEPTION OF EDUCATIONAL  
OBJECTIVES BY ADVANCED TEACHER  
TRAINEES IN NIGERIA

### Institution

Department and Institute of Education,  
University of Ibadan, Nigeria.

### Name of Person and Designation

The late Dr. E. 'Lanre Ogunyemi,  
Lecturer

### Main Aim of Project

To classify the educational objectives  
stated by advanced teacher trainees in  
Nigeria and to relate these to (i) level,  
(ii) age, (iii) years of previous teaching  
experience of the teacher trainees, and  
(iv) the stated priorities of educational  
objectives enunciated by the government  
and government functionaries.

### Description

400 students drawn from (i) various  
advanced training colleges in Nigeria  
(NCE), (ii) undergraduate students in  
education, (iii) post-graduate diploma in  
Education students from two Nigerian  
universities, were asked to respond to  
a questionnaire which, among other things,  
required them to state two educational  
objectives they thought were most important  
to Nigeria and Nigerians. Their responses  
were then analysed and collated according  
to the following three categories of  
objectives: cognitive, affective, socio-  
economic. Comparisons were made by age,  
years of previous teaching experience and  
level of training. The result was then  
compared with the often stated priorities  
of educational objectives enunciated by  
government and government functionaries.  
Suggestions for possible modification of

some advanced teacher-training courses  
were made.

Date of Commencement - March, 1971

Date of Completion - May, 1971

### Source of Finance

Department and Institute of Education,  
University of Ibadan, Nigeria.

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### 9. Title of Project

SCHOLASTIC APTITUDE TESTS FOR  
GUIDANCE AND SELECTION

### Institution

Department and Institute of Education,  
University of Ibadan, Nigeria.

### Name of Person and Designation

Dr. E.A. Yoloye, Reader in Education

### Main Aim of Project

To develop and standardize a number of  
scholastic aptitude tests for guidance and  
selection at various levels of education.

### Description

Three tests in the series "Ibadan  
Scholastic Aptitude Tests" ISAT (A), (B)  
and (C) have been developed and are  
currently being standardized on country  
wide samples. Predictive validity studies  
are also in progress.

Date of Commencement - October, 1970

Date of Completion - October, 1973

### Source of Finance

Department and Institute of Education,  
University of Ibadan, Nigeria.

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### 10. Title of Project

TEACHER EDUCATION AND CURRICULUM  
REFORM IN THE CARIBBEAN

### Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education.

### Name of Person and Designation

Mrs. L.S. Misir, Research Student

### Main Aim of Project

To examine the relationship between  
curriculum reform and the pre-service  
and in-service training of teachers in the  
Caribbean. Case studies in depth will be  
made of Guyana and Jamaica.

## G - Teacher Training

Date of Commencement - 1973

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11. Title of Project

LANGUAGE OF THE CLASSROOM IN A SECOND LANGUAGE CONTEXT

Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

Name of Person and Designation

K.R. Cripwell, Lecturer

Main Aim of Project

To undertake an analysis of the language of communication of the teacher and the textbook in the first year of secondary schools where English is the medium of communication and not the mother tongue. Pupils will be tested against the findings of this analysis to produce a profile of difficulties.

Date of Commencement - 1971

Date of Completion - 1974

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12. Title of Project

THE PREPARATION OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE FOR SECONDARY SCHOOLS AND TEACHER TRAINING COLLEGES IN GHANA

Institution

Department of Education, University College, Cardiff, United Kingdom.

Name of Person

G. Owusu-Sekyere

Description

The author analyses the basic principles of the teaching of English as a second language, and with regard for the particular situation in Ghana provides approaches and content for the preparation of secondary school teachers in oral and written English, and Literature, including Poetry and Drama.

Date of Completion - June, 1973

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13. Title of Project

SOCIAL STUDIES EDUCATION

Institution

School of Education, University of the West Indies, Jamaica.

Name of Person and Designation

I.B. Beddoe, Lecturer

Main Aims of Project

(i) to provide re-orientation of teachers to Social Studies as interdisciplinary  
(ii) to develop teacher resource materials  
(iii) to develop support materials for teaching units for the age level 11-14, including flat pictures, slides and cassette tapes  
(iv) to provide inputs through a series of Occasional Papers and Monographs on aspects of social studies  
(v) to provide a series of booklets on topics of relevance to a territory and/or region.

Description

The project works in close collaboration with Teacher's College Staff and Ministry of Education personnel in Social Studies. Materials are produced in workshops involving trained teachers who are available through day release. Materials produced are used in class situations and teachers report on outcomes.

Date of Commencement - 1971

Date of Completion

On-going materials development

Source of Finance

School of Education, University of the West Indies, Jamaica.

Method of Publication

Teacher materials are produced in limited quantities in mimeographed form and used mainly by workshop participants. It is hoped that local dissemination will be facilitated through Ministry of Education and the University of the West Indies Multi-Media Production Centre.

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14. Title of Project

SELECTION FOR TEACHER EDUCATION

Institution

School of Education, University of the West Indies, Jamaica.

Name of Person and Designation

Dr. L.H.E. Reid, Head, Research Section

Main Aim of Project

Development of a battery of tests suitable for selection of recruits to Teachers' Colleges in Jamaica and in other territories of the Commonwealth Caribbean. It is hoped

## G - Teacher Training

that in a situation characterised by an acute shortage of suitable recruits, persons without the usually acceptable school leaving certificates can be considered. The achievement tests will measure the relevant levels of school achievement; in other words, an 'open entry' procedure through use of these tests can be adopted.

### Description

The battery will consist of:

A.I. A test of learning potential assessing adult intelligence for academic studies.

A.II. Achievement tests in Mathematics, English and Science Education up to Grade 10 level.

B. Tests of affective variables postulated as predictive of success in teaching namely;  
conformity/independence  
adjustment/maladjustment  
attitudes/values

Included in the project is a criterion validation of the battery.

Date of Commencement - January, 1973

Expected Date of Completion - December, 1975

Source of Finance

The Commonwealth Foundation.

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### Title of Project

A STUDY OF TEACHING COMPETENCE OF TEACHERS IN AND TEACHING SITUATIONS OF SCHOOLS PARTICIPATING IN THE PECE

Institution

School of Education, University of the West Indies.

See L 4

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## H - CURRICULUM

General, primary, secondary;  
particular subjects of disciplines

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1. Title of Project  
SIMPLIFIED TEXTS

Institution

University of Papua New Guinea.

Names of Persons and Designations

R.K. Johnson, Lecturer

Dr. J. Jones, Educational Research Unit

Main Aims of Project

To establish procedures for evaluating the linguistic complexity of a given passage. To study the effects on comprehension of semantic and syntactic simplification.

Description

Various methods for evaluating levels of complexity have been applied to texts. Students' performance in relation to these texts has been tested in terms of speed and accuracy.

Date of Commencement - 1973

Source of Finance

Teaching Methods and Materials Centre/  
Educational Research Unit

Method of Publication

Forthcoming Research Report.

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2. Title of Project

TEACHING MATERIALS BOOKLET:  
STRESS, RHYTHM AND INTONATION  
OF ENGLISH

Institution

University of Papua New Guinea.

Name of Person and Designation

R.K. Johnson, Lecturer

Main Aim of Project

To provide teaching materials for secondary schools in Papua New Guinea.

Description

The materials are based upon research work into communication problems of second language speakers of English through failure to discriminate the semantic cues carried by the stress, rhythm and intonation patterns of English. Exercises are being devised which exploit situations of potential communication breakdown in order to

establish the patterns for the learner.

Date of Commencement - February, 1972

Source of Finance

Teaching Methods and Materials Centre.

Method of Publication

Teaching Methods and Materials Centre.

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3. Title of Project

EVALUATION OF THE THREE PHASE  
PRIMARY SCIENCE PROJECT

Institution

University of Papua New Guinea.

Names of Persons and Designations

J.M. Wilson, Lecturer

Mrs. A.H. Wilson, Professional Assistant

Main Aim of Project

To evaluate the operation of TPPS in the classroom and the cognitive and affective outcomes.

Description

The first part of the project involved lesson observation and science teacher interview throughout Papua New Guinea. A structured observation schedule, using mainly multiple choice responses but including some open ended items was used to collect detailed observations of 2481 science lessons in 236 primary schools throughout Papua New Guinea. A computer analysis of the data gave a clear picture of the strengths and weaknesses of the course in the classroom situation. (A detailed report is available from the Teaching Methods and Materials Centre of the University of Papua New Guinea).

The second part of the project got under way at the end of 1972. As a first step in the preparation of cognitive pupil tests an analysis of the science concepts (and skills) involved in TPPS has been undertaken. The construction of multiple choice tests is now under way. In addition a simple paper and pencil test of attitude towards science and science lessons has been prepared and is at present being trialled. Studies of further outcomes such as manual skills and problem solving ability are also envisaged.

Date of Commencement - March, 1970 (Part One), July, 1972 (Part Two)

## H - Curriculum

Date of Completion - December, 1972  
(Part One), 1975 (Part Two)

Source of Finance

UNESCO and Department of Education,  
Papua New Guinea.

Method and Date of Publication

Reports to Department of Education:

Interim        December 1973 (Part 2)

Final         July            1975 (Part 2)

Published by Teaching Methods and  
Materials Centre of University of Papua  
New Guinea (Report on Part 1 published  
in December, 1972)

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### 4. Title of Project

INTENSIVE READING MATERIALS WITH  
QUESTIONS AND DISCUSSION TOPICS

Institution

University of Papua New Guinea.

Names of Persons and Designations

R.K. Johnson, Lecturer

R.J. Wingfield, UNESCO Adviser

Main Aim of Project

To provide interesting and relevant  
materials for Papua New Guinean secondary  
schools using English as a second language  
medium of instruction.

Description

Passages have been chosen for their  
relevance and interest to Papua New  
Guineans. Questions are multiple choice.  
True/false and free choice, and discussion  
topics are suggested based upon each  
passage.

Date of Commencement - 1972

Source of Finance

TMMC/UNESCO Project, Goroka  
Teachers' College

Method of Publication

Teaching Methods and Materials Centre in  
conjunction with the Department of  
Education

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### 5. Title of Project

ERROR CARDS

Institution

University of Papua New Guinea.

Names of Persons and Designations

R.K. Johnson, Lecturer

R.J. Wingfield, UNESCO Adviser

Main Aim of Project

To provide individualised remedial  
exercises for secondary school pupils  
in Papua New Guinea learning English as  
a second language.

Description

The materials are based on a number of  
surveys of common syntactic errors in the  
written work of Papua New Guinean  
secondary pupils. These materials are  
designed to teach both the forms and the  
concepts which the forms embody.

Date of Commencement - 1972

Source of Finance

TMMC/UNESCO Project, Goroka  
Teachers' College

Method of Publication

Teaching Methods and Materials Centre  
in conjunction with the Department of  
Education

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Title of Project

SECONDARY SOCIAL SCIENCES  
PROJECT

Institution

University of Papua New Guinea.

See F 1

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### 6. Title of Project

WHAT TO TEACH AND HOW TO TEACH  
HISTORY IN KENYA SECONDARY  
SCHOOLS

Institution

Bureau of Educational Research, University  
of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer

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### 7. Title of Project

STUDIES IN CURRICULUM DEVELOP-  
MENT

Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

## H - Curriculum

### Names of Persons and Designations

Mrs. R.U. Okonkwo, Editor  
H.J. White, Editor

### Main Aim of Project

To provide useful information to all those interested in the present curriculum development studies.

### Description

Some authors (11 of them) have reported on the current curriculum developments in Mathematics, Kiswahili, English Language, Biology, Chemistry and Physics. One article deals with educational research. Some of the authors have made a case for change, while pointing out possible problems and challenges ahead.

Date of Completion - 1972

### Source of Finance

Institute of Education, University of Dar es Salaam.

Date of Publication - 1973

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### 8. Title of Project

SECONDARY MATHEMATICS BOOK 3  
AND SECONDARY MATHEMATICS  
BOOK 3 - ANSWERS GUIDE

### Institution

Institute of Education, University of Dar es Salaam, Tanzania.

### Name of Person and Designation

G. Mmari, Director

### Main Aim of Project

The book meets the need of a suitable course in Mathematics for secondary schools in Tanzania

### Description

Chapters of this book were written by teachers who had been teaching modern Mathematics in secondary schools in Tanzania and discussed in detail at writers' workshop.

Date of Commencement - 1970

Date of Completion - 1972

### Source of Finance

Ministry of National Education and Institute of Education for Answers Guide.

Date of Publication - 1972

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### 9. Title of Project

SECONDARY MATHEMATICS BOOK 4  
AND SECONDARY MATHEMATICS  
BOOK 4 - ANSWERS GUIDE

### Institution

Institute of Education, University of Dar es Salaam, Tanzania.

### Name of Person and Designation

G. Mmari, Director

### Main Aim of Project

The book meets the need of a suitable course in Mathematics for secondary schools in Tanzania.

### Description

Chapters of this book were written by teachers who had been teaching modern Mathematics in secondary schools in Tanzania and discussed in detail at writers' workshop.

Date of Commencement - 1971

Date of Completion - 1972

### Source of Finance

Ministry of National Education and Institute of Education for Answers Guide.

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### 10. Title of Project

THE TEACHING OF PHYSICS

### Institution

Institute of Education, University of Dar es Salaam, Tanzania.

### Name of Person

S.R. Nkonoki (edited by)

### Main Aim of Project

A handbook for Physics teachers

### Description

This handbook for Physics teachers is a selection of articles on various aspects of physics teaching written by experienced teachers most of whom taught in secondary schools of Tanzania.

Date of Commencement - 1970

Date of Completion - 1972

### Source of Finance

Institute of Education, University of Dar es Salaam.

Date of Publication - July, 1973

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11. Title of Project  
TANZANIA PRIMARY SCIENCE  
PROGRAMME

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Name of Person  
Dr. E.A. Godfreden (edited by)

Main Aim of Project  
Improvement of Science for Primary  
Education

Description  
This is a report which contains a  
description of the objectives and activities  
of the Tanzania Primary Science  
Programme between July 1966 and March  
1972. The most important part of the  
report is the many contributions from  
children, teachers and tutors.

Date of Commencement - 1966

Date of Completion - 1972

Source of Finance  
Ministry of National Education

Date of Publication - 1972

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12. Title of Project  
PRONUNCIATION TEACHING

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Edited by English Language Panel of  
Institute of Education

Main Aim of Project  
To help secondary school teachers in  
teaching English pronunciation.

Description  
282 pages

Date of Commencement - 1971

Date of Completion - 1972

Source of Finance  
Institute of Education, University of Dar  
es Salaam.

Date of Publication - 1972

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13. Title of Project  
SOIL CHEMISTRY

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Name of Person  
P.H. Mlay (edited by)

Main Aim of Project  
A guide to teacher towards teaching of  
Soil Chemistry.

Description  
There are two booklets - the first is a  
survey of the general principles of soil  
chemistry, and the second has a topic on  
plant nutrients.

Date of Commencement - 1970

Date of Completion - 1971

Source of Finance  
Institute of Education, University of Dar  
es Salaam.

Date of Publication - August, 1973

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14. Title of Project  
S.S.P. CHEMISTRY - A COLLECTION  
OF READERS FOR EAST AFRICA

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Names of Persons  
J. Pendaeli  
J. Kent

Main Aim of Project  
Supplementary materials for teachers  
teaching S.S.P. Chemistry in secondary  
schools of Tanzania.

Description  
It contains the following topics:

- a) Copper in Uganda
- b) The Discovery of the Electric Current
- c) Preparation of Iron and Steel,  
Traditional and Modern
- d) The Chemical Elements

Date of Commencement - 1971

Date of Completion - 1971

Source of Finance  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Date of Publication - 1972

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15. Title of Project  
ENGLISH LANGUAGE TEACHER'S  
HANDBOOK

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Prepared by English Language Panel  
Edited by M.P. Nyagwaswa

Main Aim of Project  
To help secondary school teachers in  
teaching English Language.

Description  
It contains methodology and sample  
materials.

Date of Commencement - June, 1972

Date of Completion - June, 1973

Source of Finance  
Ministry of National Education.

Date of Publication - December, 1973

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16. Title of Project  
CURRICULUM DEVELOPMENT

Institution  
Institute of Education, University of Dar  
es Salaam, Tanzania.

Name of Person  
Dr. A.A. Lema

Main Aim of Project  
Thoughts for discussion of curriculum  
development.

Description  
The author mainly deals with effect of  
education on culture and society and its  
relevance to curriculum development in  
Tanzania.

Source of Finance  
Institute of Education, University of Dar  
es Salaam.

Date of Publication - 1973

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17. Title of Project  
A STUDY TO APPLY SUCCESSIVE  
EVALUATION - REVISION PROCEDURES  
TO IMPROVE MAP READING INSTRUCTION  
IN NIGERIAN PRIMARY SCHOOLS

Institution  
Department of Education, University of  
Ibadan, Nigeria.

Name of Person and Designation  
Dr. P.O. Okunrotifa, Senior Lecturer  
in Curriculum Development

Main Aims of Project  
(a) To adapt for Nigerian Primary Six  
pupils the programme: Maps, How We  
Read Them, - actually written for the  
American fifth and sixth graders.  
(b) To validate, by means of successive  
evaluation-revision model, the adapted  
programmed materials in order to tailor  
them to a target Population of Nigerian  
Primary Six pupils.  
(c) To compare the achievement and  
attitudes of the pupils using the original  
American programme with those using the  
adapted materials.

Date of Commencement - November, 1972

Date of Completion - September, 1973

Source of Finance  
International Centre for Educational  
Evaluation, Institute of Education,  
University of Ibadan, Nigeria.

Method and Date of Publication  
Submission to Journal, 1974 October.

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18. Title of Project  
THE INTEGRATION OF EDUCATIONAL  
EXPERIENCES: THE PLACE OF  
GEOGRAPHY WITHIN THE CONCEPT  
OF SOCIAL STUDIES IN WESTERN  
NIGERIA SECONDARY SCHOOLS

Institution  
Institute of Education, University of Ibadan,  
Nigeria.

Name of Person and Designation  
I.O. Ajimoko, Research Fellow

## H - Curriculum

### Main Aim of Project

To make an analytical study of the geographic offerings and approach to the design and implementation of the curriculum in selected secondary schools in Western Nigeria.

### Description

This study was predicated on the basic assumptions that

- (i) "if schools are to prepare young people for competent adulthood in society they must always operate within the cultural, economic, social, political and moral ideals and values of the society";
- (ii) that the general pattern of the secondary school geography curriculum in Nigeria has not changed significantly since colonial days;
- (iii) that the geography curriculum is likely to remain a major requirement of study in schools as an independent discipline;
- (iv) that content selection is not systematically related to the needs of the Nigerian society and is therefore not in conformity with principles of curriculum construction.

The study was confined to the Western State of Nigeria with samples drawn among the school principals, secondary schools, geography teachers and Form III pupils. The main instruments were three sets of questionnaires.

Date of Commencement - October, 1968

Date of Completion - November, 1972

### Source of Finance

University scholarship and personal sources.

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### Title of Project

DESIGNING A SUITABLE GEOGRAPHY TEXTBOOK FOR NIGERIAN SECONDARY SCHOOLS

### Institution

Department and Institute of Education, University of Ibadan, Nigeria.

See 18

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### 19. Title of Project

INVESTIGATION OF THE TRANSACTION OF AN INTEGRATED SCIENCE CURRICULUM

### Institution

Faculty of Education, Department of Curriculum Development, University of Cape Coast, Ghana.

### Name of Person and Designation

Mrs. S. Lutterodt, Lecturer

### Main Aims of Project

To investigate the translation of curriculum materials, prepared by a project team, into use in ordinary classrooms. To investigate some of the factors constraining innovation in science teaching, particularly those relating to the teacher. To evaluate the effectiveness of the curriculum materials prepared by the Project for Science Integration (Lower Secondary Group) in Ghana in communicating their intentions and methods to teachers in the schools.

### Description

The research is to be carried out in conjunction with the Phase II trials of the materials produced by the Project for Science Integration (Lower Secondary Group) in Ghana. It is concerned with the way in which the prepared materials are actually transacted in the classroom and focuses primarily on the role of the teacher in interpreting and using the curriculum materials; it will exclude any consideration of learning outcomes.

The problem is to be studied by means of both an intensive and an extensive investigation. These are designed to be complementary both as regards the methodology and techniques used and also as regards the type of information gathered. Comparison of the two approaches is an additional methodological interest of the research. The intensive investigation involves close observation of a very small number of classrooms as they implement one or more sections of the course. A minimum framework for observation and interview will be prepared but this will be fluid and open to development throughout the course of the research. The method will be qualitative and intuitional, pursuing insights, developing hypotheses. The primary purpose will be to see how far and in what ways the transactions differ from the intended curriculum, to try to understand the reasons for any differences.

The extensive investigation, involving the prior preparation and testing of a number of instruments, is necessarily more rigid in its scope. It is proposed to investigate the teachers attitudes and opinions about science and science teaching both before exposure to the course and after using it

for some time, their opinions about the prepared materials and modifications they have found it necessary to make. Further information about the classroom transactions will be obtained from observers, appointed by the project, who will be visiting the trial classrooms and also by questioning the students on their classroom experience in science. Throughout it will be stressed that it is not the teachers who are being evaluated, but that it is the effectiveness of the curriculum, in meeting the needs of the real classroom situation, which is in question.

Date of Commencement - October, 1973

Date of Completion - 1976

Source of Finance

University of Cape Coast, Ghana.

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20. Title of Project

NEW PROGRAMME IN SOCIAL STUDIES

Institution

Institute of Education, University of Sierra Leone.

Name of Person and Designation

Mrs. T.A. Lucan, Social Studies Curriculum Adviser (seconded from the Ministry of Education)

Main Aims of Project

In pursuance of Government's declared policy of diversifying the curriculum:

- (i) To introduce Social Studies as an integrated discipline into the secondary school curriculum;
- (ii) To develop an appreciation of the value of Social Studies for children in the first three years of secondary school in terms of concepts, skills and attitudes to be developed;
- (iii) To help teachers to examine and understand the value of Social Studies as a means of enabling the pupils to integrate their own experiences in a meaningful way;
- (iv) To prepare and produce material suitable for use in the teaching of Social Studies.

Description

The project started out with visits to secondary schools for discussion with principals and their staffs about the Social Studies and also for observation of the teaching of Social Science subjects. This was followed by a preliminary survey of the curriculum by questionnaires which were completed by 75% of the schools to which

they were sent. The answers gave an analysis of the content of Social Science subjects taught in the schools; the attitude of teachers towards the teaching of these subjects and the pupil reaction to the subjects.

Subsequently, at a seminar attended by practising teachers and Teachers' College students from different parts of the country, experts from CEDO (UK), EDC (USA) and ASSP (Kenya) as well as from the University of Sierra Leone presented papers on and discussed the meaning, philosophy and basic concepts of the Social Studies. Teachers presented their views on the subject, discussed and demonstrated methodology and considered the place of Social Studies in the Secondary Curriculum.

Arising out of the feedback received from the seminar participants, it was decided to try out a course of study entitled: "Man in his Environment". Units and support material on the topic: "Man Himself" were prepared by teachers at a workshop and it was planned to produce further units and accompanying material on the topics: "Man's Abode" and "Man in Society" later in the programme. The units already produced are being tried out in first year classes in eleven secondary schools by teachers specially briefed for the experiment.

Date of Commencement - December, 1972

Expected Date of Completion - 1977

Source of Finance

IDA Education Project for Sierra Leone, Government of Sierra Leone through the Ministry of Education.

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21. Title of Project

CORE COURSE INTEGRATED SCIENCE

Institution

Curriculum Revision Unit, Institute of Education, University of Sierra Leone.

Names of Persons and Designations

D.R. Hill, Science Education Adviser  
Dr. V.O.I. Johnson, Curriculum Worker  
S.T.P. Bundu, Curriculum Worker  
A.C.O'Brien, Curriculum Worker

Main Aims of Project

The revision of junior-secondary Science Curriculum in the light of manpower survey projections and a plan for the educational system.

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| <p>Description</p> <p>A survey of science education practice was undertaken in 1971. The findings of that survey and Ministry of Education policy statements were used as the basis for recommendations made by the Curriculum Sub-Committee for Science Education to the Institute of Education as a result of which the Development Programme for Core Course Integrated Science was undertaken in December 1971. Core Course Integrated Science is a low-cost science course intended for the 11-14 age group. The course is potentially a terminal, formal science course but also offers a sound basis for those students who will continue with formal technical, commercial or academic education. Great stress is placed upon the development of trials tested materials which provide abundant support for the teachers and which make minimal demands on imported materials and equipment. The course is potentially teachable in a general purpose classroom.</p> <p>The CCIS Development Programme is "teacher based". A team of about 40 Sierra Leonean science teachers/lecturers have undertaken the writing of all course materials during a series of eight residential writing workshops, being assisted by local professional and academic consultants and visiting science educators from the U.K. and Ghana. Trials teaching has been undertaken in 15 different schools spread nationwide.</p> <p>Date of Commencement - January, 1971</p> <p>Expected Date of Completion - 1975</p> <p>Source of Finance</p> <p>Institute of Education funded by the Ministry of Education, British Council, Overseas Development Ministry (UK), CEDO (UK).</p> <p>Method and Expected Date of Publication</p> <p>The method by which curriculum materials will be published as low-cost texts is presently the subject of negotiation. The expected publication date is late 1976.</p> <hr/> <p>22. Title of Project</p> <p>CURRICULUM REVISION AT SECONDARY LEVEL; ENGLISH IN THE SECONDARY LEVEL CURRICULUM</p> <p>Institution</p> <p>Institute of Education, University of Sierra Leone.</p> | <p>Name of Person and Designation</p> <p>H.L.B. Moody, Curriculum Adviser in English, seconded from the British Council</p> <p>Main Aim of Project</p> <p>To improve the teaching and learning of English in secondary level institutions in Sierra Leone.</p> <p>Description</p> <p>This is overtly a practical rather than a research project, intended to improve the quality of education in secondary institutions, especially as governed by the teaching and learning of English as the official national language. Nevertheless it is inevitably based on a number of research investigations: a) the difficulties of learning English to an acceptable standard in secondary level institutions in Sierra Leone; b) standards of attainment reached at various levels of secondary education; c) opinions and attitudes of teachers and learners towards English.</p> <p>It also involves a number of considerations which are speculative and experimental: d) the correct place of English in relation to the rest of the secondary level curriculum; e) the planning of a properly balanced and integrated curriculum in English; f) the development of teaching and learning methods to maximize the product of (e); g) the relationship possible between methods advocated for the teaching of English as a second language and methods of learning associated with a modern curriculum based on 'intelligent' rather than on 'mechanical' styles of learning.</p> <p>Date of Commencement - January, 1973</p> <p>Date of Completion - December, 1974</p> <p>Source of Finance</p> <p>IDA and ODM (via the British Council).</p> <p>Method of Publication</p> <p>Papers, syllabus, instructional material, for both teachers and pupils.</p> <hr/> <p>23. Title of Project</p> <p>AN INVESTIGATION TO DETERMINE GROUP ATTITUDES TOWARD CHILD-CENTRED LEARNING, ACTIVITY-ORIENTED PROGRAMMES AND IMPROVISATION AND UTILISATION OF LOCAL MATERIALS FOR INSTRUCTIONAL PURPOSES</p> |
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## H - Curriculum

### Institution

Science Curriculum Development Centre,  
Njala University College, University of  
Sierra Leone.

### Name of Person and Designation

Dr. M.J.A. Cole, Director

### Main Aims of Project

(a) to determine attitudes of groups such  
as parents, inexperienced and experienced  
teachers toward certain aspects of  
curriculum development  
(b) to develop attitude instruments to be  
used in in-service and other programmes  
related to Science Education.

### Description

Questionnaires were submitted to different  
groups in different parts of the country.  
Some of the groups already investigated  
are samples of primary and secondary  
teachers, lecturers and students at the  
Teacher Training Colleges and foreign  
volunteers in the Sierra Leone Training  
Service.

Date of Commencement - September, 1971

Date of Completion - September, 1974

### Source of Finance

Njala University College, University of  
Sierra Leone.

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### Title of Project

THE PREPARATION OF TEACHERS OF  
ENGLISH AS A SECOND LANGUAGE  
FOR SECONDARY SCHOOLS AND  
TEACHER TRAINING COLLEGES IN  
GHANA

### Institution

Department of Education, University  
College, Cardiff, United Kingdom.

See G 12

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### 24. Title of Project

CURRICULUM ANALYSIS PROJECT

### Institution

Centre for Educational Technology,  
University of Sussex, Brighton,  
United Kingdom.

### Name of Person and Designation

Dr. M.R. Eraut, Project Leader

### Main Aim of Project

To develop a systematic method for the  
analysis of curriculum materials together  
with an associated teaching strategy for  
the introduction of the scheme in workshop  
situations.

### Description

The aim of the project is to develop  
techniques which can be used by practising  
teachers, advisers and members of  
curriculum development teams to analyse  
and review curricula. Initially the project  
will develop an instrument for the analysis  
of curriculum materials (curriculum  
packages, textbooks) which have a signi-  
ficant influence on the curriculum. A basic  
analysis scheme for general use with both  
primary school and secondary school  
materials will be supplemented with commen-  
taries for various aspects of the curriculum  
(Reading, First Language, Second Language,  
Science etc.). Tentative work is also being  
undertaken on the development of a comple-  
mentary scheme for the analysis of the  
curriculum in action.

After testing and revision the instruments  
will be compiled into a manual which will  
give general guidance for their use and  
include several analyses of sample curricula.  
Some training will be needed for intending  
analysts; but the completed analyses will  
be in a form that can be understood and  
used by classroom teachers who have had  
no special training.

It is hoped that the materials developed by  
this project will be suitable for use in  
different educational systems and that they  
will help to create a common basis of  
concepts and terminology which can be  
adopted in several countries. (For this  
reason, trial versions of the materials  
produced will be first tested in Germany  
and the United Kingdom, and it is intended  
that revised editions will be made available  
in other European languages).

Date of Commencement - September, 1972

Date of Completion - August, 1974

### Source of Finance

Stiftung Volkswagenwerk

### Method and Date of Publication

As a Handbook, 1974

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Title of Project

SOCIAL STUDIES EDUCATION

Institution

School of Education, University of the  
West Indies, Jamaica.

See G 13

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## I - EDUCATIONAL MEDIA

### Preparation and evaluation of textbooks and supplementary reading materials; works of reference; use of audio-visual aids; radio, television

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#### 1. Title of Project

HISTORICAL SURVEY OF EDUCATIONAL BROADCASTING IN PAPUA NEW GUINEA

#### Institution

Department of Education and Teaching Methods and Materials Centre, University of Papua New Guinea.

#### Name of Person and Designation

P. Jeffery, Educational Materials Officer

#### Main Aim of Project

To survey the development of educational broadcasting in Papua New Guinea with particular attention to the unique broadcast directed to teachers from the Department of Education (Ministry).

Date of Commencement - June, 1972

Date of Completion - January, 1973

#### Source of Finance

University of Papua New Guinea.

#### Method of Publication

Paper accepted by Papua New Guinea Journal of Education, N.Y.P.

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#### 2. Title of Project

PSYCHOLOGICAL TERMS FOR SECOND-LANGUAGE STUDENTS

#### Institution

Faculty of Education, University of Papua New Guinea.

#### Name of Person and Designation

Dr. J.R. Price, Lecturer

#### Main Aim of Project

To provide a glossary of psychological terms in relatively simple English for second-language students.

#### Description

A glossary of terms is in preparation. Although there are a number of excellent dictionaries of psychology available, the language problem faced by students in Papua New Guinea is such that these publications tend to confuse rather than enlighten.

#### 3. Title of Project

THE EFFECTIVENESS OF THE DIFFERENT FORMS OF TRANSMITTING INFORMATION TO STUDENTS

#### Institution

Educational Research Unit, University of Papua New Guinea.

#### Names of Persons and Designations

Dr. J. Jones, Lecturer  
J. Shea, Senior Tutor

#### Main Aim of Project

A study of the efficiency of (and possible interference between) the various models of information intake by tertiary and secondary students.

#### Description

Pilot studies with tertiary students have indicated that:

(1) simultaneous presentation of spoken and written materials can lower learning efficiency

(2) there is a significant negative correlation between reading and listening comprehension

(3) students find it very difficult to 'translate' from one mode to another. (Written English to algebraic equations for example)

A study has been mounted to explore further in this area, and develop possible remedial materials/instructional procedures.

Date of Commencement - September, 1973

Date of Commencement - December, 1974

#### Source of Finance

University of Papua New Guinea.

#### Method of Publication

Educational Research Unit reports, journal articles.

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#### Title of Project

STUDIES OF READING IN PAPUA NEW GUINEA

#### Institution

Faculty of Education, University of Papua New Guinea.

See F 2

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I - Educational Media

Title of Project

SCHOOLS RADIO DEVELOPMENT

Institution

Department of Education, Konedobu,  
Papua New Guinea and the University  
of Papua New Guinea.

See F 6

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4. Title of Project

FAMILY LIFE RESEARCH ABSTRACTS

Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

Names of Persons and Designations

Dr. A.J. Maleche, Acting Director  
Mrs. A. Krystall, Research Fellow

Main Aim of Project

To make the results of research available  
to policy makers, field staff, teachers,  
and students in programmes, departments,  
and training institutions concerned with  
family life areas.

Description

Approximately 100 articles and books have  
been summarized under the following  
headings: Family Relationships, Child  
Care and Development, Food and Nutrition,  
Health and Home Management.

Date of Commencement - September, 1972

Date of Completion - December, 1973

Source of Finance

Programmes for Better Family Living/FAO

Method of Publication

Programmes for Better Family Living/FAO

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5. Title of Project

THE EFFECTIVENESS OF PROGRAMMED  
INSTRUCTION, CONVENTIONAL CLASS-  
ROOM APPROACH, AND INTEGRATED  
PROGRAMMED INSTRUCTION IN THE  
TEACHING OF PROBABILITY TO HIGH  
SCHOOL STUDENTS IN KENYA

Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

Name of Person and Designation

G.S. Eshiwani, Assistant Lecturer,  
Educational Communication and Technology

Main Aims of Project

(a) To determine the comparative effective-  
ness of Programmed Instruction, Conventional  
Classroom Approach, and Integrated  
Programmed Instruction in the Teaching of  
Probability to Form III Kenyan Students.

(b) To identify some predictors that might  
be used in predicting the performance of  
Kenyan Students studying a unit in  
probability.

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6. Title of Project

TANZANIA EDUCATION SINCE UHURU

Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

Name of Person

G.A. Auger

Main Aims of Project

The intent of this bibliography is to guide  
students and researchers to educational  
writings which will give them better  
understanding of education as is practised  
in Tanzania today.

Description

A bibliography 1961-1971 incorporating  
a study of Tanzania today and yesterday  
and a guide to further sources of information  
on education in Tanzania.

Date of Completion - 1971

Source of Finance

Institute of Education, University of Dar  
es Salaam, Tanzania.

Date of Publication - 1971

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Title of Project

S.S.P. CHEMISTRY - A COLLECTION  
OF READERS FOR EAST AFRICA

Institution

Institute of Education, University of Dar  
es Salaam, Tanzania.

See H 14

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7. Title of Project

SECONDARY EDUCATION TEXTBOOK  
AND TEACHING MATERIALS PROJECT

Institution

University of Zambia.

Name of Person and Designation

P.D. Wilkin, Lecturer

Main Aims of Project

(1) Comprehensive development of Civics (and later Development Studies) syllabuses and textbooks - plus other teaching aids.

(2) Practical classroom experimental projects on how basic concepts for Civics - economic, political and social - can be taught to Zambian youth.

(3) Training Zambian secondary teachers - to replace expatriates - to teach Civics in a formal classroom situation and, likewise, to prepare the same people to face the problems of informal youth and adult education in Civics, stressing 'development'.

Description

Shortly after Independence, the Ministry of Education drew up a Civics syllabus whose aims were - most admirably - as follows:

(1) To introduce pupils to the national philosophy of Humanism and to assure its application to modern Zambian society.

(2) To prepare pupils to be responsible and mature citizens and to give them some knowledge of the workings of particular institutions which they will meet on leaving school.

(3) To give an indication of the political, economic and social structure of Zambia, background to this and the relationship of Zambia to the outside world.

(4) To impart and instil in the pupils a knowledge of a pride in Zambia's heritage.

In effect the academic focus is dualistic: basic Social Science concepts from Economics, Sociology and Political Science; and using these to develop a knowledge of Zambia and her geographical environs - Southern Africa and Eastern Africa.

But for a long time, the results have been mediocre, despite these lofty ideals. The basic problem was that until 1972 there was no training course for Zambian teachers. The Inspector of Civics virtually worked in isolation. The unfortunate result was that Civics, despite being a compulsory examinable subject ended up being taught

by untrained, generally expatriate staff, often the teachers the Headmaster had decided "couldn't do anything else".

In 1971 UNZA decided to offer a Social Science programme to train Civics teachers. Thus, I was appointed as the first civics lecturer. In 1972, the Ministry's affiliated teaching college to UNZA, Nkrumah, also started a programme for training Civics teachers.

In January 1972 a group from UNZA and the Ministry met to begin work on producing materials. They decided that the first priority was a suitable textbook appropriate for students starting secondary school. In the following months, the text was written with national development priorities in mind.

Before the text was completed in October 1972, considerable effort had gone into the work by a large team of educators, both at the university and the secondary schools. The vocabulary and grammar was carefully graded to help the children improve their use of English as a second language. Also, we worked hard to make the text imaginative and hence interesting for youth entering secondary school. It should be noted that the text is now scheduled to be in all schools by January 1974. Also, the expected royalties from the sale of this book - advanced by the publisher, NECZAM - have sponsored most subsequent activity.

Books I and II were started in August 1972. The main authors of Book II have been two secondary teachers, with the university lecturers and other teachers providing extensive assistance. It is due to be handed over to the publishers by 31 December 1973. Book III has not progressed as well, but is due for completion in August 1974.

A Civics Association (Association for Civics Education in Zambia), non-existent in 1971, is now flourishing and many new Zambian graduates and teacher trainees are among its most enthusiastic supporters. It puts out at least one 'Newsletter' to members each term. It is expected that the Association will - in light of its new books - request that the Ministry up date its syllabus and make it more 'development' oriented. It is also hoped that once enough teachers are properly trained, the Ministry will decide to extend Civics, in the form of Development Studies, up to 'O' level.

While the preparation of textbooks has consumed most of our time, there has also been considerable practical experimentation of how to teach the numerous difficult concepts essential to Civics. The major teaching experiment took place from January to August 1972 in a local secondary school,

the Matero Boys Secondary School Civics Project'. A subsequent version of the project is now starting (September 1973). This practical work has not only helped us in preparing new teaching material, but also in the training of new Zambian teachers.

Source of Finance

Institute of Education, University of Ibadan, Nigeria and Ford Foundation.

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Date of Commencement - January, 1972

Date of Completion - Publication of textbooks I, II and III - December 1974. Other work - indefinite.

Source of Finance

School of Education, University of Zambia, use of facilities. Initial grant, Ministry of Education. Mostly self-funded through sale of textbooks.

Method and Date of Publication

NECZAM (National Publishing House)  
Book I - December, 1973, Book II - December, 1974, Book III - December, 1975.

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8. Title of Project

DESIGNING A SUITABLE GEOGRAPHY TEXTBOOK FOR NIGERIAN SECONDARY SCHOOLS

Institution

Department & Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation

Professor J.A. Majasan, Head of Department & Director of the Institute

Main Aim of Project

To produce a textbook or series of textbooks which will give satisfactory geographical knowledge required by young citizens of the modern age in the West African setting.

Description

The establishment of a small field unit to collect local examples of standard geographical terms, physical, social short term trial texts written from the human approach to link them with people's activities food, development and information from other parts of the world. The University Staff School and the International School may be convenient institutions for trying out such texts.

Date of Commencement - August, 1969

Date of Completion - June, 1973

## I - SELECTION AND PERFORMANCE OF STUDENTS

Access to education, selection procedures; choice and preference of subjects; performance; behaviour, wastage; operational factors (school environment, residence, staff-student relations); methods of assessment

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### 1. Title of Project

THE ADAPTATION OF SOUTH EAST ASIAN STUDENTS AT THE UNIVERSITY OF NEW ENGLAND (NEW SOUTH WALES, AUSTRALIA)

#### Institution

University of Otago, New Zealand.

#### Name of Person and Designation

P. Rich, Lecturer

#### Main Aims of Project

To ascertain the perspectives adopted by South East Asian students in adapting to the university environment, to investigate the dynamics of development and maintenance of such perspectives, and to present insight into the experience of students undergoing adaptation in an overseas university.

#### Description

An exploratory field study using participant observation, interview and questionnaire. By the application of these techniques during two and a half years of fieldwork, and through the utilization of a symbolic interactionist framework an attempt is being made to achieve the general aims set out above. Particular attention is paid to the delineation of perspectives in the academic and social areas of university life. Cross-cultural, social integration and overseas students' sub-culture are also analysed.

Date of Commencement - February, 1968

Date of Completion - December, 1973

Source of Finance - Self

Method and Date of Publication

University of New England, 1974.

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### 2. Title of Project

INTERESTS AND ATTITUDES OF SENIOR HIGH SCHOOL STUDENTS IN PAPUA NEW GUINEA

#### Institution

University of Papua New Guinea.

#### Name of Person and Designation

E.B. Thomas, Senior Lecturer

#### Main Aim of Project

To research interests of senior high school students; attitudes to school, social activities, sports; expectations; effects of certain variables on attitudes and values; commitment to traditional values.

#### Description

A questionnaire has been administered to 330 students at Sogeri and Keravat High Schools, and interviews with 40 students were conducted and tape-recorded at each school.

Date of Commencement - June, 1972

Expected Date of Completion - August, 1975

#### Source of Finance

University of Papua New Guinea.

#### Method of Publication

Higher degree thesis and Journal articles.

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### 3. Title of Project

WASTAGE IN INDIAN SCHOOL EDUCATION - A REVIEW OF METHODOLOGY

#### Institution

Institute of Applied Manpower Research, New Delhi, India.

#### Names of Persons and Designations

Q.U. Khan, Senior Research Officer

Professor M. Debeauvais

K. Raghavan, Research Assistant

S. Prasad, Research Assistant

#### Description

The paper provides a detailed review of wastage studies conducted in the country so far, and applies the UNESCO methodology to the new series of detailed data available with the Ministry of Education. The analysis is given both at the national and state levels, and also separately for varying duration of primary education. The salient features of the UNESCO method are that in the first instance it takes into account total effect of promotion, repetition and dropout rates on the problem of wastage in school education and secondly, it provides a number of

indicators for evaluation of the internal efficiency of the educational system. It also provides an idea as to how these factors could affect the cost of education.

By applying this methodology on Indian primary school education data for the year 1963-64, a wastage of the order of 78 per cent (94 per cent for girls and 71 per cent for boys) is noticed. The total output per 1000 cohort enrolment on the assumption of three years' repetition in each grade was only 453 (409 for girls and 473 for boys). This output varied from 680 to 224 in States following a 5-grade system and from 813 to 412 in States following a 4-grade system.

It reveals the weakness of the enrolment data as collected today and recommends that the freshers of grade II and onward may be split into (a) promotees from previous grade and (b) pupils directly enrolled in the grade.

Date of Completion - April, 1972

Source of Finance

Institute of Applied Manpower Research,  
New Delhi, India.

Method of Publication - Rotaprint.

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#### 4. Title of Project

TEACHING PATTERNS AND PUPILS' ATTAINMENT

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
Miss M.S. Padma, Lecturer

Main Aim of Project

To find the comparative effectiveness of different teaching patterns in achieving the application objective.

Description

With the aim at the background, four different teaching patterns are framed. The patterns are developed with the combination of factors, viz., problem-solving approach, lecturing, question-answer, and feed-back. The teaching subject selected is science for primary seventh standard. Independent Units of the syllabus are selected. From among the schools of Baroda, India, 4 seventh standard classes are selected. The design of the experiment under study is the

Graeco Latin Square Design. Within the framework of this design, the combinations are made with patterns and units. Care is taken that no class is repeated with the same pattern or same unit. Each unit is planned to be taught in three successive lessons. Tests are constructed for each unit. The criterion against which the effectiveness of the four patterns of teaching are tested, is the ability of applying the knowledge learnt in the new situations. The application is restricted to convergent application only. The investigator herself is the teacher for all the lessons. This is to overcome inter-teacher variations in teaching. For each lesson plans are developed according to the different patterns. The teacher is programmed with respect to the lesson and teaching. Each unit is taught in three lessons and is followed by the respective unit test. Before starting the experimented design, a pre-test in achievement in science and an intelligence test are administered.

Date of Commencement - September, 1972

Date of Completion - September, 1974

Source of Finance - Self

Method of Publication

In summary form by CASE.

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#### 5. Title of Project

AN INVESTIGATION INTO THE EFFECTS OF TEACHERS' CLASSROOM BEHAVIOUR ON PUPILS' ACHIEVEMENT

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
Miss T.P. Lulla, Senior Research Fellow

Main Aim of Project

To find out the effect of teacher classroom influence on pupil achievement.

Description

It was a field experiment, wherein teachers were trained to acquire indirect influence patterns of classroom behaviour and pupil achievement under their charge was studied. The study employed pre-test post-test control group design. The teachers with high indirect influence formed the experimental groups and those with high direct influence constituted the control group. Forty eight teachers along with their usual

classes were involved. Teachers identified having indirect influence were further trained through Flanders' Interaction Analysis category system to produce indirect influence patterns. Pupils (N = 1800) were pre-tested on an achievement test in Geography. Both the groups were taught by their respective teachers a unit on Arab countries, specially selected for the purpose. The teaching and observation of the same was covered by eight periods of twenty-five minutes each. A post-test on this unit was given to both the groups. The two groups were also pre-tested on the Desai-Bhatt group test of intelligence. But did not show any difference in intelligence across the groups. Analysis of covariance was used for analysing the data. The results showed that indirect teacher influence in the classroom is conducive for better pupil achievement.

Date of Commencement - August, 1969

Date of Completion - September, 1973

Source of Finance

Centre of Advanced Study in Education,  
M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

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#### 6. Title of Project

RELATIONSHIP BETWEEN PATTERNS  
OF TEACHER CLASSROOM BEHAVIOUR  
AND PUPILS' ATTAINMENT IN TERMS  
OF INSTRUCTIONAL OBJECTIVES

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
Miss S. Sharma, Junior Research Fellow

Main Aim of Project

To find out the relative effectiveness of the four patterns of teacher classroom behaviour, namely, (i) narration, (ii) open questions, (iii) narrow questions and (iv) narrow questions with feedback, upon pupils' attainment for instructional objectives of knowledge, comprehension and application.

Description

A pre-test, post-test design with four replications was used to see the effect of

four treatments applied by three teachers. The experiment has been limited to a specifically selected unit in History and was conducted in fortyeight classes of VII grade. The attainment on post-treatment test (after teaching through four patterns) represented four different attainment criteria according to the objectives of knowledge, comprehension, application and total attainment. The study involved the use of the Flanders' Interaction Analysis Category System for the purpose of training the three teachers to produce desired patterns. An intelligence test (the Desai and Bhatt Verbal Group Test of Intelligence) and an achievement test in History for VII grade (Kokila Jhaveri, 1970) were used to adjust the post-treatment scores for initial ability and achievement. Analysis of covariance was used for adjusting the post-treatment scores for initial ability and achievement. The investigation revealed feedback was relatively effective in the realization of instructional objectives of knowledge and comprehension. But none of the four patterns involved in this study showed any differential effect as far as the objective of application was concerned. The findings help to infer that some participation of pupils is necessary in the classroom discourse as against either no participation (Pattern I) or comparatively more participation (Pattern II). The second conclusion is that narrow questions are comparatively more effective than open questions in the realization of knowledge and comprehension objectives. The nature and amount of feedback requires further investigation.

Date of Commencement - August, 1970

Date of Completion - January, 1973

Source of Finance

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

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#### 7. Title of Project

BARRIERS TO CHANGE IN SECONDARY  
EDUCATION

Institution

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of  
Advanced Study in Education  
M. Mukhopadhyay, Research Fellow

## J - Selection and Performance of Students

### Main Aim of Project

The major aim of the project is to study the system variable and socio-personal behaviours of the Educational Administrators, Principals, Teachers, Students, and Parents that resist the change process in education.

### Description

In continuation with the previous projects completed in the Centre on factors affecting diffusion of innovation this study endeavours to go deep into the problem from the other side namely, the factors hindering the change process. With the assumption that a non-flexible, static system having no or inadequate feedback system has built in resistance which creates barrier to change. Here complete district educational systems are being studied in order to find out the various stages and various forms in which an innovation is resisted. Besides, the socio-personal behaviour including attitudinal disposition towards innovations, the educational administrators, (the district level Inspectorate staff, school management), principals and headmasters, teachers, students and parents and guardians are also being studied with a view to locating specific behaviour patterns that is dys-functional to the diffusion of an innovation. The study is being conducted in two provinces of India, viz., Gujarat and West Bengal. The sample units are schools on one hand and the district educational administration on the other hand.

In the case study approach quite a few standardised tools to measure the various personality dimensions, separate interview schedules, observation, study of records are being used.

Date of Commencement - March, 1972

Date of Completion - July, 1974

### Source of Finance

Centre of Advanced Study in Education,  
Faculty of Education and Psychology,  
M.S. University of Baroda, India.

### Method of Publication

In summary form by CASE

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### 8. Title of Project

MOTHER TONGUE AND EQUALITY OF  
OPPORTUNITY IN EDUCATION

### Institution

National Council of Educational Research  
and Training, India.

### Names of Persons and Designations

Dr. B.S. Goel, Lecturer  
S.K. Saini, Senior Research Assistant

### Main Aims of Project

- (1) To understand the relationship between mother tongue and equality of opportunity in education
- (2) To examine the relationship between the provision of a foreign medium of instruction and practice of equality of opportunity in education in the historical perspective in India
- (3) To study from scientific and practical points of view the case of a medium of instruction which can be best suited to the Indian situation vis-a-vis equality of opportunity in education.

### Description

The practice of the ideal of equality of opportunity in education is influenced by a number of factors. Mother tongue is one such factor which influences it in a very subtle way. Not only does it influence the educational achievements of the student both in terms of psychology and sound pedagogy, it also effects vital changes in such broad process of provision of "equality of opportunity" as increasing enrolment and reduction of wastage and stagnation.

The present Report incorporates an attempt to examine how far the teaching of mother-tongue both as a subject of study and also as a medium of instruction affects the equality of opportunity in education in a multi-lingual country like India. It further discusses the fact that partly because of historical factors and partly because of the differences in the cultural patterns of Indians living in different parts of the country, the different languages could not evolve uniformly. Some languages are highly cultivated while others are not. This has affected the practice of equality of opportunity adversely. The Report highlights in detail the present situation of teaching of various languages at various levels of education and the position of the media of education. The Report also discusses the wider issues of attitudes of people, enrolment at various levels of education and the problem of wastage and stagnation vis-a-vis the introduction of the mother-tongue as a subject of study and the medium of instruction. Lastly, some problems which come in the way of realisation of 'equality of opportunity' and some tentative suggestions have also been given. A wealth of data concerning the existing position of languages taught in various states and book production in different languages have been given in appendices.

## J - Selection and Performance of Students

Date of Commencement - April, 1971

Date of Completion - December, 1971

Source of Finance

First it was UNESCO Project. Afterwards it was converted into NCERT Project.

Method and Date of Publication

It was published in 1972 by the NCERT.

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9. Title of Project

EDUCATION FOR SELF-RELIANCE

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

Name of Person

Dr. A.A. Lema

Main Aim of Project

To assess the extent and scope of change of attitudes of young Tanzanians in schools towards the policy of "Education for Self-Reliance".

Description

A brief survey of self-reliance activities in some Tanzanian schools and colleges.

Date of Commencement - 1970

Date of Completion - 1972

Source of Finance

Institute of Education, University of Dar es Salaam, Tanzania.

Date of Publication - 1973

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10. Title of Project

A STUDY OF THE DEVELOPMENT OF HISTORICAL THINKING IN SECONDARY SCHOOL CHILDREN IN ZAMBIA

Institution

School of Education, University of Zambia.

Name of Person and Designation

B. Garvey, Lecturer

Main Aim of Project

To examine the processes of historical thinking among secondary pupils and to determine the average ages at which various stages in that development are reached.

Description

Work has been done in the United Kingdom (Hallam, 1966, 1967) on the ages at which British secondary pupils reach the stages of logical thinking devised by Piaget in respect to the study of history. A similar study would be useful in Zambia but it has been decided that two other aspects of historical thinking ought to be examined as well. Following the difficulty experienced by University students with the imaginative side of their history assignments it will be necessary to look especially at the iconic stages of logical development (following Bruner). The problems of secondary schooling in a second language will also affect thinking and test items to examine the amount of first language interference etc. will be devised and used. For this reason, after an initial pilot project in Lusaka schools, the main research will be done in schools in the Copperbelt and Northern Province, where the first language is Bemba with which the researcher is already familiar.

Date of Commencement - Pilot Project: November, 1973, Main Project: 1974

Source of Finance

University of Zambia.

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11. Title of Project

PRIMARY SCHOOL DROP-OUT STUDY

Institution

Department of Education, University of Ibadan, Nigeria

Name of Person and Designation

Dr. E.A. Yoloye, Reader in Education

Main Aim of Project

To identify the major causes of drop-out in the Primary Schools, following the findings of a previous I.L.O. study that drop-out rate can be as high as 80% in some parts of the Western State.

Description

A longitudinal study of pupils in selected schools in urban and rural areas. Pupils in Primary 1 and Primary 4 fill supply questionnaire information on their socio-economic background. They are then followed up annually to identify drop-out cases and reasons for the drop-out.

Date of Commencement - January, 1971

Expected Date of Completion - December, 1976



Source of Finance - Personal

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12. Title of Project

THE CORRELATION BETWEEN STUDENTS' ENTRY QUALIFICATIONS AND THEIR PERFORMANCE IN DEGREE EXAMINATIONS AT THE UNIVERSITY OF IBADAN

Institution

Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation

Professor J.A. Majasan, Head of Department and Director of the Institute

Main Aim of Project

To discover the correlation between performance at the Advanced Level Examination or the Higher School Certificate and the subsequent performance in University examinations and to determine how far such examinations can be relied upon for University selection.

Description

The subjects for study will be the graduates of the University of Ibadan over the years, particularly those who passed "A" Level or the High School Certificate examination as their entry qualification. Actual scores on each academic subject taken will be obtained from the West African Examinations Council and/or the other examining bodies. Scores from University examinations will also be obtained for comparison and analysis by regression and multiple correlation.

Date of Commencement - 1970

Date of Completion - 1972

Source of Finance

Senate Research Grant, University of Ibadan, Nigeria.

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13. Title of Project

A COMPARATIVE STUDY OF EDUCATIONAL ATTAINMENT OF STUDENTS IN "PRIVATELY-MANAGED" SECONDARY GRAMMAR SCHOOLS AND THOSE IN "PUBLICLY-MANAGED" SECONDARY GRAMMAR SCHOOLS IN WESTERN STATE OF NIGERIA

Institution

Department of Education, University of Ife, Nigeria.

Name of Person and Designation

A.A. Taiwo, Maintenance Officer

Description

This study looked into one of the possible reasons of accounting for the academic disparity between the performances of students in "publicly-managed" secondary grammar schools and those of their counterparts in "privately-managed" secondary grammar schools in Western State of Nigeria. The study focussed attention on the quality of "entering" students in the two types of schools by testing the hypothesis that:

The cream of "entering" students are to be found in the first-year classes of "publicly-managed" secondary grammar schools in the State.

Amongst other things, the study involved the administration of a battery of tests. Two t-tests were carried out on the data obtained for the study. The tested hypothesis was upheld.

Date of Commencement - January, 1970

Date of Completion - June, 1970

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14. Title of Project

A STUDY OF THE RELATIONSHIP BETWEEN COGNITIVE STYLES, AFFECTIVE PREFERENCES AND STUDENT SCIENCE ACHIEVEMENT IN NIGERIA

Institution

Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation

The late Dr. E. 'Lanre Ogunyemi, Lecturer

Main Aims of Project

(1) To investigate the relationship between cognitive styles, affective preferences and student science achievement.

(2) To utilise this information to suggest an exploration of strategies and techniques that could improve science teaching/learning and science evaluation in Nigeria.

Description

Low and High science achievers (defined as students scoring in the 1st and 4th quartiles of a science examination respectively) are selected by stratified random sampling from Forms II, V and Upper VI of various categories of secondary schools in Nigeria and the faculties of science in the Nigerian universities. Three different instruments are administered to

the students and the results are analysed to see if there are relationships between science achievement levels and cognitive and affective styles as measured by the three instruments. Implications for science teaching and evaluation are then explored. The study is to be carried out in phases to cover secondary schools and the universities in the 12 States of Nigeria.

Date of Commencement - July, 1971

Date of Completion - 1st Phase in 1973

Source of Finance

Senate Research Fund, University of Ibadan, Nigeria.

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15. Title of Project

TRADITIONAL AFRICAN TECHNOLOGY AND ITS IMPLICATIONS FOR SCIENCE TEACHING

Institution

Science Curriculum Development Centre, Njala University College, University of Sierra Leone.

Name of Person and Designation

Dr. M.J.A. Cole, Director

Main Aims of Project

(a) to identify common scientific principles applied in traditional African technology and to describe certain of the scientific processes in the traditional African setting

(b) to relate scientific processes in the traditional African setting to science curriculum development

(c) to study ways in which some of the scientific processes could be improved to a more economic level.

Description

Various materials from the African environment are being used in different ways. Some of the methods used in transforming these materials may involve scientific principles which could best be illustrated to the African child by reference to items in their immediate environment. The investigation would involve extensive travel to meet indigenous people involved in these local industries.

Date of Commencement - October, 1973

Expected Date of Completion - August, 1975

Source of Finance

Njala University College, University of Sierra Leone.

Method of Publication

Journal articles and departmental monographs.

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Title of Project

ATTITUDES TOWARDS EDUCATION IN LAGOS

Institution

Centre of West African Studies, University of Birmingham, United Kingdom.

See E 16

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Title of Project

AN INVESTIGATION INTO THE PROBLEMS OF LEARNING AND TEACHING ENGLISH IN TRINIDAD AND TOBAGO

Institution

School of Education, University of the West Indies, St. Augustine, Trinidad.

See F 13

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16. Title of Project

READ WITH ANANCY

Institution

School of Education, University of the West Indies, Jamaica.

Name of Person and Designation

D. Wilson, Lecturer

Main Aim of Project

To develop reading habit and skills in reluctant readers of post primary schools.

Description

10 lessons: each lesson has a set of slides depicting Anancy story (or other folk tale), a tape-recording of the story, questions for discussion, and a companion story written in standard English to be read by the pupils.

Date of Commencement - 1971

Date of Completion

Experimental version completed in Summer 1973

Source of Finance

Institute of Education, University of the West Indies and Language Materials Workshop, University of the West Indies.

Date of Publication - 1974

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Title of Project

A STUDY OF FACTORS RELATED TO THE PERFORMANCE OF THIRD YEAR STUDENTS IN MATHEMATICS IN JAMAICAN POST PRIMARY SCHOOLS

Institution

School of Education, University of the West Indies, Jamaica.

See E 20

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17. Title of Project

OCCUPATIONAL AND ETHNIC STRATIFICATION AND SELECTION, TRAINING AND RECRUITMENT IN SECONDARY EDUCATION IN BARBADOS AND TRINIDAD AND TOBAGO

Institution

Faculty of Education, University of Calgary, Canada.

Name of Person

A. Layne

Main Aims of Project

- (1) Generally to investigate the relationship between educational and social change.
- (2) Specifically to examine the extent to which the Development Plans are functional for the development of the two countries.

Description

Sociological analysis of the relationship between occupation, ethnicity and equality of opportunity in secondary schooling. Application of the perspective of dialectical functionalism based on theoretical frameworks of Szymanski and Hopper. Occupational and ethnic stratification will be treated as part of a general problem of stratification, while selection, training and recruitment will be dealt with as sub problems of the "total selection process". The following analytical steps are proposed:

- (a) The structure and process of social stratification and the relationship of secondary education to the changing social order;
- (b) Analysis of the Development Plans in relation to the "warming up - cooling-out dilemma".

Date of Commencement - April, 1973

Date of Completion - June, 1974

Source of Finance

Graduate Teaching Assistantship, University of Calgary, Canada.

Date of Publication - 1974

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18. Title of Project

FOREIGN STUDENT EXPERIENCE IN THE UNITED STATES

Institution

School of Education, University of Pittsburgh, United States of America.

Names of Persons and Designations

Professor S. Spaulding, Director  
M. Flack, Co-Director  
S. Tate, Research Assistant

Main Aim of Project

To prepare a comprehensive analytical and evaluative bibliography of the research since 1947 on the foreign-student experience in the United States.

Description

Evaluative criteria for each type of study reviewed will be formulated and the various types of study will be compared in developing conclusions. Differences will be examined which appear to stem from social backgrounds, countries, regions and cultures of the foreign students involved in exchange programmes in cases where such variables are relevant to the problem being studied. Based on the studies reviewed, a summary will be made on what is known of the problems surrounding foreign-student experience in the United States and the programmes established to assist this experience. The study has been requested by the Department of State to assist them in formulating future policy concerning the role of the Federal Government in stimulating and aiding foreign-student activities in the United States.

Date of Commencement - July, 1973

Date of Completion - August, 1974

Source of Finance

Office of External Research, U.S. Department of State.

Method and Expected Date of Publication

Duplication of Final Report, August, 1974. Possible publication in book form, 1975.

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## K - CAREERS

### Careers; occupations; training; vocational guidance and counselling

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#### 1. Title of Project

Overall project:  
REVALUATION AND RESTRUCTURING  
OF THE SALARIES OF TEACHERS IN  
FIJI

Specific project:  
JOB EVALUATION OF TEACHING IN FIJI

#### Institution

New Zealand Educational Institute,  
Wellington, New Zealand.

#### Name of Person and Designation

A.I. Charles, Past President of the  
NZEI

#### Main Aims of Project

- (1) To advise the teacher organisations in Fiji on steps and procedures related to the project.
- (2) To assist with the job evaluation exercise.
- (3) To assess the results and reports on the job evaluation.

#### Description

During 1972 the Fiji Government agreed to have the teaching service evaluated for the possible review of salaries relative to other Fijian civil service occupations.

Both the Fijian and New Zealand Governments agreed to the request of the Fijian Teachers Association and the Fijian Teachers Union to appoint Mr. A.I. Charles, the then President of NZEI, as Overseas Adviser to the working party because of his extensive experience of working party studies and salary negotiations in New Zealand.

The working party, which consisted of Mr. H. Curtis (O & M expert from England), Mr. F. Moffett (Under Secretary for Education), Mr. J. Bolatoku (FTA), Mr. R. Prasad (FTU) and Mr. A.I. Charles (NZEI) agreed to evaluate the teaching service by determining the duties and responsibilities attached to posts within the service and to grade the various posts:

- (a) in relation to other posts within the teaching service;
- (b) in relation to posts within the civil service.

The procedures agreed upon were based largely on a British Institute of Management publication "Job Evaluation" which, as it

was not orientated towards the needs of the teaching service, required Mr. Charles and the teachers' representatives to constantly highlight the human values, the complexities and the intangibles involved in the teaching situation.

The final report which was published in November 1972 provided good evidence that teachers' salaries should be improved and acknowledged clearly the need for better conditions for primary teachers and in particular rural primary teachers.

Finally, it should be stated that this international involvement has forged valuable links between the teachers of Fiji and New Zealand and engendered a better understanding of the difficulties experienced by peoples of different countries and their aspirations for the future.

Date of Commencement - May, 1972 - June, 1972 (Full time), June, 1972 - December, 1972 (By correspondence)

#### Source of Finance

NZEI, Fijian Government.

Date of Publication - November, 1972

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#### 2. Title of Project

PRODUCTION OF MATERIALS FOR THE  
DEVELOPMENT OF "LOGICAL" SKILLS

#### Institution

Educational Research Unit, University of  
Papua New Guinea.

#### Name of Person and Designation

Dr. J. Jones, Lecturer

#### Main Aim of Project

To identify "skills and abilities" objectives which are common to a range of secondary curricula; and the production of materials for the fostering of these.

#### Description

An inter-disciplinary working party is engaged in producing materials aimed at the development of specific skills in secondary school pupils. The materials will be largely in the form of games, and 'fun' to use. In this way it is hoped to build in a self-motivating element. Materials will be piloted in a cross-section of schools during 1974.

## K - Careers

Date of Commencement - August, 1973

Expected Date of Completion - February, 1975 (first phase)

Source of Finance

Department of Education (Government).

Method of Publication

Reports to the Director of Education:  
E.R.U. Reports.

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### 3. Title of Project

EMPLOYERS' VIEWS OF DESIRABLE  
ATTRIBUTES IN STUDENTS

Institution

Educational Research Unit, University of  
Papua New Guinea.

Names of Persons and Designations

Dr. J. Jones, Lecturer

Miss A. Jones, Research Assistant

Main Aims of Project

To investigate the attributes which  
employers would most like to see in  
students leaving the educational system  
at the various levels. Further, to investi-  
gate the extent to which the educational  
system has these aims.

Description

A pilot project, based on two centres of  
population will be carried out to design  
an appropriate form of enquiry. It is  
envisaged that both circulated questionnaire  
and individual interview methods will be  
used.

Date of Commencement - September, 1973

Date of Completion - August, 1974

Source of Finance

University of Papua New Guinea.

Method of Publication

E.R.U. Reports

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### 4. Title of Project

A STUDY ON THE SALARY STRUCTURE  
OF AND INCENTIVES FOR THE  
AGRICULTURAL GRADUATES OF  
BANGLADESH

Institution

Institute of Education and Research,  
University of Dacca, Bangladesh.

Names of Persons

Dr. M. Selim

Dr. M. Haque

Main Aims of Project

To identify and determine the salary  
structure of agricultural graduates of  
Bangladesh. To identify the material and  
psychological incentives for the agricultural  
graduates in order to measure their job  
satisfaction.

Description

It is a survey study concerning agricultural  
graduate employees of Bangladesh in order  
to identify the problems of agriculture in  
Bangladesh in relation to agricultural  
education.

Date of Commencement - 1972

Date of Completion - January, 1973

Source of Finance

Government of Bangladesh.

Method of Publication

Mimeographed Research Report.

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Title of Project

COMPARISON OF THE EFFECTIVENESS  
OF TEACHING BASED ON MULTIDISCI-  
PLINARY APPROACH OF CONTENT  
ORGANISATION OF THE SOCIAL  
SCIENCES - KNOWN AS THE EXPERI-  
MENTAL FACTOR - WITH THE TEACHING  
OF CONTENT ORGANISED IN THE  
TRADITIONAL WAY

Institution

Institute of Education and Research,  
University of Dacca, Bangladesh.

See F 10

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Title of Project

A STUDY OF EDUCATION SYSTEM AND  
MANPOWER IN HARYANA

Institution

Institute of Applied Manpower Research,  
New Delhi, India.

See A 7

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Title of Project

WOMEN IN LABOUR FORCE AND THEIR  
EDUCATIONAL COMPOSITION

Institution

Institute of Applied Manpower Research,  
New Delhi, India.

See A 5

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Title of Project

THE ATTITUDES OF PROSPECTIVE  
SECONDARY SCHOOL/PRIMARY  
SCHOOL MATHEMATICS TEACHERS  
TOWARDS MATHEMATICS

Institution

Bureau of Educational Research,  
University of Nairobi, Kenya.

See E 10

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5. Title of Project

CHOICE OF SCIENTIFIC CAREERS

Institution

Department of Education, University of  
Ibadan, Nigeria.

Names of Persons and Designations

Dr. E.A. Yoloye, Reader in Education  
Dr. C.M. Bakare, Lecturer  
Dr. J.O. Abiri, Lecturer

Main Aim of Project

To identify reasons for choice or non-  
choice of scientific careers among  
Nigerian youths.

Description

A questionnaire requesting information on  
career preferences of University students,  
Sixth Form students and employed adults  
between the ages of 18 and 28 was  
administered to a country-wide sample.  
The data will be confronted with environ-  
mental influences such as policy state-  
ments and public opinion.

Date of Commencement - August, 1970

Date of Completion - October, 1972

Source of Finance - UNESCO

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6. Title of Project

AN INVESTIGATION OF CERTAIN  
ENVIRONMENTAL AND PSYCHOLOGICAL  
FACTORS INVOLVED IN THE VOCA-  
TIONAL CHOICE AND SCIENTIFIC  
INTERESTS OF A SELECTED GROUP  
OF SECONDARY SCHOOL PUPILS IN  
CEYLON

Institution

University of London, Institute of  
Education, United Kingdom.

Name of Person and Designation

Dr. S. Muthulingham, Senior Lecturer in  
Education

Main Aim of Project

The study attempts to assess the environ-  
mental and psychological factors related  
to the choice of vocations and scientific  
interest of Secondary Schools pupils in  
Sri Lanka.

Description

The study has been worked out with a  
sample consisting of 1030 pupils from 18  
schools in different parts of Sri Lanka.  
Environmental, Economic, Educational,  
Occupational factors etc. have been  
studied for the purpose. Questionnaire  
technique was adopted.

Date of Commencement - 1969

Date of Completion - December, 1971

Source of Finance

University of Sri Lanka.

Method and Date of Publication

Questionnaire method and other relevant  
procedures have been adopted for this  
study. Propose to publish in 1974.

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7. Title of Project

THE RELATIONS BETWEEN EDUCATION  
AND UNEMPLOYMENT IN NORTHERN  
GHANA

Institution

Centre of West African Studies, University  
of Birmingham, United Kingdom.

Name of Person and Designation

K. Blakemore, Ph.D. Student

Main Aim of Project

The expansion of formal schooling (primary  
and middle) in Ghana in the 1960's has been  
followed by declining enrolment in all  
regions. The main object of this research  
is to discover the extent to which this  
resistance to education is a re-assertion of  
traditional attitudes towards education,  
especially in northern Ghana and/or  
whether it is associated with disillusionment  
with the educational race caused by the  
unemployment of school leavers.

## K - Careers

### Description

Middle school leavers accordingly provided a major focus of this study: their aspirations of work and further education, and attitudes towards life in their home communities were thought to be significant influences upon the value of schooling in an African (and particularly a rural) social context. Older members of the communities selected for study were also interviewed. From a combination of evidence from school leaver and household surveys it has been possible to build up a picture of small-scale social groups' (e.g. Muslims as opposed to Christians, "rich" and "poor" farmers, large and small families) acceptance or rejection of formal education. Comparative generalizations based on the empirical findings in the three communities (Ko-Nandom, Upper Region; Savelugu/Pong-Tamale, Northern Region; Kpetoe, Volta Region) have then been made, particularly with reference to the limitations of formal education as an innovator of social change.

Date of Commencement - October, 1971

Date of Completion - October, 1974

Source of Finance

1971-1973 on SSRC studentship

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### Title of Project

KENYA SECONDARY SCHOOL LEAVERS AND THE LABOUR MARKET

### Institution

Department of International Economic Studies, University of Glasgow, Scotland, United Kingdom.

See M 4

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### 8. Title of Project

A MODEL FOR GUIDANCE AND COUNSELLING SERVICES FOR THE UNIVERSITY OF BENIN, NIGERIA

### Institution

Department of Education, University College, Cardiff, United Kingdom.

### Name of Person

R. Momoh

### Description

The study consists of a survey of current guidance and counselling practices in the United Kingdom and Nigerian Universities, an analysis of these, together with an analysis of student and staff needs and expectancies. On the basis of these it is intended to construct a model suitable for adoption at the University of Benin, Nigeria.

Expected Date of Completion - June, 1975

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## L - THE TEACHING PROFESSION

Professional status; conditions of work;  
social status; values and image; competence;  
migration; rating, recruitment and retention

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### Title of Project

Overall Project  
REVALUATION AND RESTRUCTURING  
OF THE SALARIES OF TEACHERS IN  
FIJI

Specific Project  
JOB EVALUATION OF TEACHING IN  
FIJI

### Institution

New Zealand Educational Institute,  
Wellington, New Zealand.

See K 1

the basic core of teachers in the English schools, for the recognition of their teacher-training qualification as the basic minimum for entry to the Singapore Education Service.

Part 2 covers the period from 1955-1959 when the locally elected government shared power with the colonial officials under the terms of the Rendel Constitution. Chapters 9-12 deal with the normal-training issue, the aspiration of the Graduate Teachers' Association, the 1958 Singapore Education Service Scheme, and the reaction of the Singapore Teachers' Union to the new emphasis in education, introduced by the newly elected government in mid-1959 when Singapore gained full internal self-government.

Date of Commencement - April, 1970

Date of Completion - April, 1972

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### 1. Title of Project

THE ORIGIN AND DEVELOPMENT OF  
THE SINGAPORE TEACHERS' UNION

### Institution

Department of Education, University of  
Adelaide, Australia.

### Name of Person

Kwa Boo Sun

### Description

The study tries to bring into focus the essence of colonialism as it affected the trade unionism of teachers in the English schools in Singapore in the post-war period. The motive force of the union was its aim of a unified education service for all qualified teachers, government or aided, regardless of race or sex - i.e. they should all be placed on one basic scale, the minimum qualification for entry to the scale being the normal-training certificate, and the differences in the points of entry and the maxima for the non-graduate and the graduate teachers should be minimal.

Part 1 covers the period from 1946-1954 when the European expatriate officers held all the commanding positions in the education service. Chapter 1 provides the background for the study. Chapters 2-8 deal with the working conditions of the teachers, the formation of the Singapore Teachers' Union, its pan-Malayan activities, the struggle for the unified education service, the various salaries commissions, the 1953 Singapore Education Service Scheme, and the beginning of the struggle of the normal-trained teachers,

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### Title of Project

ROLE PERCEPTION: A COMPARATIVE  
STUDY - HOW FAR TEACHERS OF  
ABORIGINAL CHILDREN IN S.A. AND  
N.T. SCHOOLS (RESERVE, MISSION  
AND SETTLEMENT) SEE THEMSELVES  
AS SOCIALISING AGENTS

### Institution

Sturt College of Advanced Education,  
Australia.

See E 5

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### 2. Title of Project

PILOT PROJECT OF TEACHER ASSESS-  
MENT OF PRACTICAL SKILLS IN  
CHEMISTRY AT ADVANCED LEVEL

### Institution

Department of Education, University of  
Hong Kong.

### Name of Person and Designation

R.T. Allsop, Lecturer in Science Education

### Main Aim of Project

A number of attempts have been made in other countries to introduce schemes of continuous assessment by teachers as alternatives to the established science practical examinations at Advanced Level.



Description

An initial survey of Hong Kong schools showed that the present practical examinations in Chemistry imposes some limitations on the type and range of practical work carried out in the schools. Teachers also feel that any assessment of a student's practical ability should include an assessment by the teacher. By June 1975, when the project will be completed, it is hoped that the results will make possible:- (1) Evaluation of the proposed method of teacher assessment. (2) Comparison of teachers' assessments of practical ability with results obtained in the external practical examination and with any portions of the written papers which may test knowledge gained from practical experience. (3) Provision of information about the problems which teachers may encounter in assessing the practical abilities of their students.

Date of Commencement - September, 1973

Expected Date of Completion - June, 1975

Source of Finance

University Research Grant

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3. Title of Project

PERSONALITY, ATTITUDES AND CLASSROOM BEHAVIOUR OF TEACHERS

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

Name of Person and Designation

Professor M.B. Buch, Head, Centre of Advanced Study in Education

Main Aims of Project

(i) To study the relationship between four selected dimensions of teacher behaviour plus one dimension of student behaviour with certain personality traits and attitudes of teachers. (ii) To predict these five behaviour dimensions on the basis of personality traits and attitudes. (iii) To study the effect of personality upon proportion of indirect behaviour to direct behaviour ratio (I/D ratio)

Description

The dimension of teachers and student behaviour have been adopted from Flanders' Interaction Analysis Category System (FIACS). The five selected dimensions were (i) I/D ratio (ii) i/d ratio which differ from I/D ratio in respect of being

devoid of content emphasis, (iii) T/S ratio which is the proportion of teacher talk to student talk, (iv) Teachers accepting behaviour of student's ideas and (v) Student initiation. These five ratios served as dependent variables and seven personality and eight attitudinal variables as independent variables. The samples comprised 200 teachers drawn from twenty one secondary schools of Baroda city, India. FIACS was used for recording the teacher student behaviour in the classroom. Thurstone Temperament Schedule was employed to assess the personality traits and attitude scales constructed by Wandt, Glassey and Jasumati Patel were adopted to measure attitudes. Each teacher was observed for two periods of 35 to 40 minutes duration of each period. Pearson Product Moment correlation was used to study the relationship between dependent and independent variables. The effect of personality on direct and indirect behaviour was studied using t-test. The study revealed that teacher verbal behaviour is related in small measure to his personality and attitudes. Sociable trait was significantly related to student initiation. For the prediction of I/D and/or i/d ratios and also student initiation, attitudes towards a democratic classroom procedure, attitudes towards management, and re-affective and sociable traits were the best.

Date of Commencement - October, 1969

Date of Completion - October, 1973

Source of Finance

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

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4. Title of Project

Project for Early Childhood Education (4-6 year olds)

A STUDY OF TEACHING COMPETENCE OF TEACHERS IN AND TEACHING SITUATIONS OF SCHOOLS PARTICIPATING IN THE PECE

Institution

Institute of Education, University of the West Indies, Jamaica.

Name of Person and Designation

D.R.B. Grant, Senior Lecturer and Director of the Project for Early Childhood Education

Main Aim of Project

To ascertain the teaching competence development of basic school teachers exposed to the teacher training strategies of PECE.

Description

124 basic school teachers selected from 4 parishes, different sizes of schools, teaching 4,5 and 6 year olds, with teaching experience ranging from 0-5 years. Academic status averaging Standard 6, and average fees collected \$3.00 weekly. Teaching conditions range from under a tree to in a market to on a verandah, in a carporte - Church hall, Community hall. No previous training; teaching by rote and content based on what they were taught as children. Study based on observation schedule (T.O.S.) - on pre-post methodology.

Date of Commencement - July, 1971

Date of Completion - 1974

Source of Finance

The Bernard Van Leer Foundation, Holland.

Method of Publication - Mimeograph

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Title of Project

OCCUPATIONAL AND ETHNIC  
STRATIFICATION AND SELECTION,  
TRAINING AND RECRUITMENT IN  
SECONDARY EDUCATION IN BARBADOS  
AND TRINIDAD AND TOBAGO

Institution

Faculty of Education, University of  
Calgary, Canada.

See J 17

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M - OUT-OF-SCHOOL EDUCATION: YOUTH ACTIVITIES:

ADULT EDUCATION

Out-of-school activities; youth organisations; further education; methods and media in adult education

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1. Title of Project

LANGUAGE AND LITERACY SURVEY

Institution

Educational Research Unit, University of Papua New Guinea and Summer Institute of Linguistics.

Names of Persons and Designation

G. Kemelfield, Lecturer, Educational Research Unit  
Dr. A. Healey, Technical Studies Adviser, Summer Institute of Linguistics  
Miss J. Franklin, National Languages Co-ordinator, Summer Institute of Linguistics

Main Aim of Project

A general overview of aspects of language usage and literacy in Papua New Guinea, in order to ascertain the feasibility of introducing early primary education in the vernacular languages, and to guide future policies with regard to adult literacy, and the preparation of vernacular orthographies.

Description

The following aspects of language and literacy are being investigated by means of a questionnaire to be circulated among government and voluntary agencies involved in community education:

(1) Frequency and circumstances of usage of different languages (e.g. English, Pidgin, vernaculars); (2) Extent of literacy, motivation for literacy; (3) Description of past and present literacy programmes and opportunities for continuing literacy; (4) Availability and characteristics of vernacular orthographies and teaching materials; popularity of different kinds of vernacular reading materials.

Date of Commencement - July, 1973

Date of Completion - 1974

Source of Finance

University of Papua New Guinea, University research grant and Summer Institute of Linguistics.

Method of Publication

Final joint report and seminar papers.

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Title of Project

MODELS OF RURAL COMMUNITY-ORIENTED EDUCATION

Institution

Educational Research Unit, University of Papua New Guinea.

See A 3

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Title of Project

POPULATION EDUCATION AND PARENTHOOD PLANNING PROJECT

Institution

Department of Education, University of Hong Kong.

See R 1

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2. Title of Project

THE NANDI MALE YOUTH CIRCUMCISION CEREMONIES AND THEIR FUNCTION IN SOCIALIZING THE YOUTH IN NANDI

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

T. Barng'etuny Sambu, Research Fellow

Date of Commencement - 1971

Date of Completion - 1973

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3. Title of Project

SELF-RELIANCE ACTIVITIES IN SCHOOLS AND YOUTH PARTICIPATION IN VILLAGE DEVELOPMENT

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

Name of Person

Miss M.R. Besna

Main Aim of Project

To assess the extent of scope and change of attitudes of students in primary schools towards the government policy of "Education

M - Out-of-School Education; Youth Activities:  
Adult Education

for Self-Reliance"

Description

A brief survey of self-reliance activities in some primary schools in Bagamoyo and Rufiji.

Date of Commencement - 1972

Date of Completion - 1973

Source of Finance

University of Dar es Salaam, Tanzania.

Date of Publication - 1974

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Title of Project

A RURAL, REGIONAL (NORTH-WESTERN PROVINCE) HISTORICAL STUDY OF SECONDARY SCHOOL LEAVERS: 1958-1971

Institution

University of Zambia.

See B 12

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4. Title of Project

KENYA SECONDARY SCHOOL LEAVERS AND THE LABOUR MARKET

Institution

Department of International Economic Studies, University of Glasgow, United Kingdom and Institute for Development Studies, University of Nairobi, Kenya.

Names of Persons and Designations

Dr. J.L. Latham, Lecturer, University of Glasgow  
E.R. Rado, Senior Lecturer, University of Glasgow  
H.C.A. Somerset, Senior Research Fellow, University of Nairobi  
P. Kinyanjui, Research Fellow, University of Nairobi  
(John Anderson, while at the Institute for Development Studies, Nairobi, played a major part in setting up the project 1969-1970)

Main Aim of Project

To trace the careers of selected secondary school leavers and to relate their success or failure in the labour market to their educational and socio-economic background.

Description

During 1969-1971 a sample of Kenyan

Secondary Form 4 leavers of the years 1965-1968 were traced, and their educational and employment history recorded. A sample of 1969 leavers was also interviewed, and information recorded about their examination performance, their educational and occupational preferences and expectations and about their socio-economic background. It is hoped also to collect follow-up information on the subsequent careers of the 1969 leavers.

Date of Commencement - 1969

Date of Completion - 1974

Source of Finance

Data collection financed by the Institute of Development Studies, University of Nairobi and the Overseas Liaison Committee, New York.

Method and Date of publication

Articles, possibly monograph, 1971 onward.

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5. Title of Project

AGRICULTURAL EXTENSION WORK AMONG RURAL WOMEN: AN ASSESSMENT OF STAFF TRAINING NEEDS IN SELECTED DEVELOPING COUNTRIES

Institution

Agricultural Extension and Rural Development Centre, University of Reading, United Kingdom.

Name of Person and Designation

Miss J.E. Smithells, Research Officer

Main Aim of Project

A study of the roles and functions, and the training needs of women employed in agricultural extension services in Uganda, Kenya, Nigeria, Trinidad and Tobago, St. Vincent, Puerto Rico and Jamaica.

Description

From observations made in visits to the countries concerned, the role of women in rural developments is discussed with an emphasis on Agriculture and Home Economics. The organisation of extension services for women is discussed, and the training opportunities open to women preparing to work in these services are reviewed. Factors concerned in planning curricula to train women for extension work are analysed. The role of donor countries in developing Agricultural Extension and Home Economics training is then discussed.

M - Out-of-School Education: Youth Activities:  
Adult Education

Date of Commencement - 1968

Library. Possible publication by East African Publishing House, 1974.

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Date of Completion - 1970

Source of Finance

Overseas Development Ministry

Method and Date of Publication

Published by the Agricultural Extension and Rural Development Centre, Reading University, March, 1972.

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6. Title of Project

ADULT EDUCATION AND DEVELOPMENT IN TANZANIA

Institution

Department of Educational Foundations, University of Alberta, Canada.

Name of Person and Designation

P. Ng'Wandu, Graduate Student

Main Aims of Project

(1) To identify the development goals of Tanzania and the role adult education is expected to play in achieving these goals

(2) To assess the major on young adult education programmes being conducted by the Government to see whether or not it is making the contribution to the country's development which is expected of it.

Description

The Government of Tanzania through its leaders has clearly stated development goals and objectives of the nation. This study aims at identifying these goals, especially those to which adult education is expected to make its greatest contribution. This would be followed by an analysis of the structure of Tanzanian society to identify the possibilities and constraints which are likely to face adult education in Tanzania in achieving its expected goals. Lastly, an assessment would be made of the effectiveness of the on-going adult education programmes in the country.

Date of Commencement - September, 1972

Date of Completion - August, 1973

Source of Finance

Canadian International Development Agency.

Method and Date of Publication

Thesis in the University of Alberta

N - SPECIAL EDUCATION

Education of the handicapped and the  
educationally sub-normal

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1. Title of Project

TEACHER TRAINING AND CURRICULUM;  
DEVELOPMENT FOR THE DEPRIVED

Institution

Malaysia Federal Ministry of Education.  
(In co-operation with the Bernard Van  
Leer Foundation of Holland)

Description

In 1973 the Federal Ministry of Education, Malaysia, in co-operation with the Bernard Van Leer Foundation set up an integrated programme of educational activities for "deprived" children. Exploratory meetings were held early in 1973 with the Faculty of Education staff of the University of Science, Malaysia, and the University of Malaya to discuss the necessary preliminary research. The Ministry of Education organised a pre-school education workshop in April 1973, followed in September 1973 by a national seminar on Early Childhood Education. As a result the Ministry has been able to define its policy and formulate strategies for launching an Early Childhood and Primary School Education Programme in Malaysia.

The main target population of children in the project are those of pre-school and lower primary school age in rural and depressed urban areas. The 3-year project will aim at identifying weaknesses and recommending improvements in the present Pre-School and Lower Primary School Education Programmes in order to incorporate compensatory/enrichment efforts in the normal school activities.

A team of teachers specially trained by the project staff will implement the programme.

The choice of schools in which to operate will depend on the willingness of the school staff to participate in the experimental work of the Project and the ability of the school staff to co-operate with the Project Staff.

Special orientation and training activities will be organised in order to prepare teacher-trainers, teacher-aides, social agency workers, administrators, parents and community leaders in their role as participants in the project. All this will require improvements in the teaching - learning situations encountered in the schools i.e. their organisation, administration, time-table, personnel, equipment

facilities etc.

The Project Staff in association with the project schools and the Curriculum Development Centre of the Ministry of Education, will be responsible for developing curriculum. Such curriculum must be flexible in character and exploratory in design taking into account such factors as teachers' competence, teaching-learning conditions, parents' attitudes towards the school and the childrens' own readiness. It must also be relevant to the special needs of Malaysian rural and depressed urban areas.

Research is an integral part of the project and will be planned by the project staff team in collaboration with the Curriculum Development Centre, the Educational Planning and Research Division of the Ministry of Education, the Universities and the Teacher-Training College.

Date of Commencement - 1973

Source of Finance

Bernard Van Leer Foundation, Holland.

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Title of Project

A STUDY ON THE SALARY STRUCTURE OF AND INCENTIVES FOR THE AGRICULTURAL GRADUATES OF BANGLADESH

Institution

Institute of Education and Research, University of Dacca, Bangladesh.

See K 4

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1. Title of Project

TEACHING OF AGRICULTURE IN UGANDA SECONDARY SCHOOLS

Institution

Department of Education, University of Zambia.

Name of Person and Designation

A.K. Tiberondwa, Lecturer  
(The project started when the researcher was Director of National Teachers College, Kyambogo, Kampala, Uganda - a college with special academic relationship with Makerere University).

Main Aims of Project

Part I - To investigate the facilities for teaching agriculture as an academic/practical subject in Uganda Secondary Schools and the progress being made in the training of professional teachers of agriculture.

Part II - To determine the effectiveness of teaching agriculture in schools as a way of producing successful farmers.

Description

Uganda's economy is mainly agricultural, and as such school leavers have been urged to "Return to the Land" and engage themselves in productive agriculture. The Government felt that in order for school leavers to become effective farmers they should first be exposed to agriculture as an academic/practical subject in their schools. This exercise calls for the training of teachers of agriculture. This project is in two parts:

Part 1 - A survey of the facilities available for teaching agriculture in secondary schools and the progress being made in the training of secondary school agriculture teachers to meet the country's goals. It is a project involving the collection of information that might be put to use by educational and other planners.

Part II - If the conditions allow the researcher to return to Uganda, the second part of the project will involve the assessment of the effectiveness of teaching agriculture in schools as a way of producing successful farmers.

Date of Commencement - Part I - October, 1971

Date of Completion - Part I - October, 1972

Source of Finance - Private

Method and Date of Publication

Possibly as a monograph, December, 1973.

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Title of Project

RURAL DEVELOPMENT PROJECT

Institution

University of Ife, Nigeria and the Agricultural Extension and Rural Development Centre, University of Reading, United Kingdom.

See R 4

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Title of Project

AGRICULTURAL EXTENSION WORK AMONG RURAL WOMEN: AN ASSESSMENT OF STAFF TRAINING NEEDS IN SELECTED DEVELOPING COUNTRIES

Institution

Agricultural Extension and Rural Development Centre, University of Reading, United Kingdom.

See M 5

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1. Title of Project

RESEARCH SURVEY OF INDUSTRY,  
TECHNICAL MANPOWER AND  
TECHNICAL EDUCATION

Institution

Institute of Applied Manpower Research,  
New Delhi, India.

A joint and co-operative enterprise of the  
Institute of Applied Manpower Research,  
Jawaharlal Nehru Technological University,  
Andhra University and the Indian Institute  
of Technology, Madras.

Main Aims of Project

(1) To develop a clear understanding of  
functional requirements of engineering  
positions and job levels in industry,  
Government departments and other  
organisations. The understanding will be  
expressed in terms of technical/  
professional knowledge, skills and  
competences for the posts concerned.

(2) To evolve goals of engineering  
education and relate them to the  
educational and training systems.

Description

The whole survey will be both qualitative  
and quantitative and will seek to provide  
the basic information and data from the  
professional field to the academic faculty  
for curriculum development, preparation  
of instructional material, development of  
new teaching and learning processes. It  
will also bring about a better under-  
standing of the problems and potentialities  
relative to the component and effective  
utilisation of technical manpower.

Date of Commencement - November, 1973

Source of Finance

Institute of Applied Manpower Research,  
New Delhi, India.

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Title of Project

THE ADAPTATION OF SOUTH EAST ASIAN STUDENTS AT THE UNIVERSITY OF NEW ENGLAND (NEW SOUTH WALES, AUSTRALIA)

Institution

University of Otago, New Zealand.

See J 1

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1. Title of Project

LEARNING IN SMALL GROUPS AT THE TERTIARY LEVEL

Institution

University of Papua New Guinea.

Name of Person and Designation

Dr. J.P. Powell, Senior Lecturer in Education

Main Aim of Project

To investigate group processes in learning situations.

Description

Tape-recording of leaderless and tutorial groups; analysis of: participation rates, content of communications, tutor and student opinions of method.

Date of Commencement - February, 1971.

Date of Completion - February, 1972

Source of Finance

Australian Vice-Chancellors' Committee.

Method of Publication

Report to Australian Vice-Chancellors' Committee.

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Title of Project

AN INVESTIGATION INTO SOCIAL ATTITUDES HELD BY PAPUA NEW GUINEAN HIGH SCHOOL STUDENTS AND THEIR RELATIONSHIP TO RELIGIOUS BELIEF

Institution

University of Papua New Guinea.

See C 3

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2. Title of Project

CASE STUDIES ON THE USE OF RECORDINGS (TV - AUDIO-FILM) IN HIGHER EDUCATION IN KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

J. Heaps, Unesco Expert in Educational Media

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3. Title of Project

UNIVERSITIES OF EASTERN AFRICA CONFERENCE ON TEACHER EDUCATION, 1972

Institution

Institute of Education, University of Dar es Salaam, Tanzania.

Names of Persons and Designations

J.R. Adams, Editor  
G. Mmari, Editor  
Sr. J. Vella, Editor

Main Aim of Project

The theme of this conference was "Strategies for Educational Change".

Description

This is a report of universities of Eastern Africa on Teacher Education which was attended by over 70 delegates from 10 countries and was held at the University of Dar es Salaam.

Date of Commencement - 1972

Date of Completion - 1972

Source of Finance

Institute of Education, University of Dar es Salaam, Tanzania.

Date of Publication - 1972

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4. Title of Project

ACADEMICS AGAINST POVERTY - A HIGHER EDUCATION ACTION FOR DEVELOPMENT PROGRAMME ADMINISTERED IN THE YOUTH & UNIVERSITIES UNIT OF V.C.O.A.D.

Institution

Voluntary Committee on Overseas Aid and Development, London, United Kingdom.

## Q - Higher Education

(This organisation is a registered charity and co-ordinates activities of the major United Kingdom aid agencies in field project co-operation and in public education)

### Names of Persons and Designations

R.J. Congdon, Secretary Academics Against Poverty  
P. Osborn, Unit Co-ordinator

### Main Aims of Project

Although not itself a formally constituted academic research programme, Academics Against Poverty supports and services research on development topics in universities and colleges in the United Kingdom and overseas. In so doing the aim is to utilise the willingness and resources of universities in solving perceived needs of developing communities. So far our experience has been in technological projects. There has been a considerable learning element in such projects for the staff and students involved. A longer term objective than the mere generation of solutions by academics in this country is the establishment of precedents and the changing attitudes so that it becomes possible, and desirable, for academics everywhere to study and articulate the problems of the local community and use their skills and resources in suggesting alternative solutions.

### Description

Academics Against Poverty is a continuing programme of a United Kingdom development organisation mostly concerned with public education on problems associated with economic growth. It will, therefore, act as a co-ordination point for higher education involvement in development and provide access to information on problems and solutions.

The first phase of A.A.P.'s activities will be simply to collect information to gauge and evaluate the degree of university and college involvement in development topics. Certain disciplines - development economics or area studies - are well known to be committed but in others such as the sciences and technologies the activity is fragmented. As well as an evaluation of the work in the higher education sector there will be an 'Access Guide' to sources of information for academics wishing to orientate their teaching or research to such problems. A questionnaire to be mailed to all United Kingdom academic staff should reveal a considerable number of staff who have had experience of developing countries. Apart from tapping this source for other less experienced staff and student groups it is hoped that,

for instance, it might produce external examiners or advisers to help overseas students undertake research relevant to their home countries.

After this information gathering period the Academics Against Poverty programme will develop along several fronts. The principle activity will be to provide a link between development agencies and other who have defined specific obstacles to development and those academics who have the resources to study and suggest solutions. Almost by definition it will be the problems of small rural communities that will receive most attention and existing and new channels for publicising such results will be utilised. The programme will seek to capitalise on these results by marshalling precedents and making cases to research councils for greater expenditure, to overseas universities for closer liaison with the academic community both here and overseas.

Date of Commencement - July, 1973

Date of Completion

On-going programme with no fixed completion date.

Source of Finance

Unesco and Voluntary Committee on Overseas Aid and Development.

Method of Publication

An occasional bulletin recording on-going research and teaching activity, updating the list of research briefs and publicising results.

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### 5. Title of Project

THE NATURE AND SIGNIFICANCE OF PROFESSIONAL LINKS IN THE COMMONWEALTH

Institution

Institute of Commonwealth Studies, London, United Kingdom.

Names of Persons and Designations

T.J. Johnson, Research Fellow  
Miss M. Caygill, Research Assistant

Description

A survey of professional practitioners in the field of accountancy, law, medicine, architecture, and surveying in Ghana, India, Australia and Jamaica.

Date of Commencement - October, 1969

Date of Completion - January, 1973

Source of Finance

Social Science Research Council.

Method and Date of Publication

"The British Medical Association and its Overseas Branches: A Short History",  
Journal of Imperial and Commonwealth History, May 1973.

Community in the Making: Aspects of Britain's Role in the Development of Professional Education in the Commonwealth - mimeo, Institute of Commonwealth Studies, London, 1973.

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Title of Project

A MODEL FOR GUIDANCE AND  
COUNSELLING SERVICES FOR THE  
UNIVERSITY OF BENIN, NIGERIA

Institution

Department of Education, University  
College, Cardiff, United Kingdom.

See K 8

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Title of Project  
EMPLOYERS' VIEWS OF DESIRABLE  
ATTRIBUTES IN STUDENTS

Institution  
Educational Research Unit, University of  
Papua New Guinea.

See K 3

Family Planning Association of Hong Kong  
and by the Department of Education and  
Extra-Mural Studies of the University of  
Hong Kong.

Date of Commencement  
Kit construction (24 initially) June to  
December, 1973

Date of Completion  
Open-ended. Further development  
anticipated.

Source of Finance  
Asia Foundation.

Method of Publication  
Articles in various publications at various  
times.

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Title of Project  
SELF CONCEPT AND EXPECTATIONS  
AND CONFLICT OF PAPUA NEW  
GUINEAN STUDENTS

Institution  
University of Papua New Guinea.

See E 1

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1. Title of Project  
POPULATION EDUCATION AND  
PARENTHOOD PLANNING PROJECT

Institution  
Department of Education, University of  
Hong Kong.

Name of Person and Designation  
A.R. Marsh, Lecturer in Science  
Education

Main Aims of Project  
To disseminate among leadership groups  
associated with the education and welfare  
of young adults:  
(1) information concerning the nature of  
the human population problem as it affects  
both society and the individual, and  
(2) information concerning birth-control  
practice as a possible solution to the  
aforementioned problem.

Description  
Multi-media bi-lingual kits (English and  
Chinese) incorporating literature, slides,  
models, charts, radiographs, silhouettes,  
microbial cultures, contraceptives,  
posters and cassetted tapes, will be  
deployed on a gift or loan basis among  
teacher-training staff, teachers, social  
workers, nurse tutors and similar  
professionals.

Evaluation materials will be included  
and the views and responses of kit users  
and their audiences will be gathered.  
Outlets will include courses offered by the

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2. Title of Project  
ROLE PERCEPTION AND ROLE AWARE-  
NESS OF FAMILY PLANNING FIELD  
EDUCATORS

Institution  
Bureau of Educational Research, University  
of Nairobi, Kenya.

Names of Persons and Designations  
Dr. A.J. Maleche, Acting Director  
Mrs. A. Krystall, Research Fellow

Main Aims of Project  
To determine motivations, skills, attitudes  
and job expectations of newly recruited  
field educators; to identify the conditions  
which affect their job performance; to  
trace the changes in attitudes which occur  
as a result of job-conditions; to identify  
changes in their own attitudes toward  
family size which take place as a result  
of field workers' training and field  
experience.

Description  
Structured questionnaires and instructed  
personal interviews with a group of 20  
newly-recruited field educators and with  
the total population of existing family  
planning field educators.

Date of Commencement - February, 1973

Date of Completion - December, 1973

Source of Finance  
Programmes for Better Family Living/FAO.

R - Others

Method of Publication  
Programmes for Better Family Living/FAO

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3. Title of Project  
RESEARCH 1960-1972 ON TEST TAKING  
BEHAVIOURS

Institution  
Bureau of Educational Research,  
University of Nairobi, Kenya.

Name of Person  
Mrs. N.P. Muinde

Main Aim of Project  
A study to examine man's most negative  
experiences as he perceives them.

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Title of Project  
THE MAJOR PHENOMENA IN AFRICAN  
NATIONALISM DURING THE 20TH  
CENTURY

Institution  
Bureau of Educational Research,  
University of Nairobi, Kenya.

See B 9

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Title of Project  
CHOICE OF SCIENTIFIC CAREERS

Institution  
Department of Education, University of  
Ibadan, Nigeria.

See K 5

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Title of Project  
A STUDY OF THE PROBLEMS FOR  
NURSES FROM DEVELOPING  
COUNTRIES IN THE UNITED KINGDOM

Institution  
Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See E 15

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Title of Project  
A CASE STUDY OF EDUCATION WITHIN  
ITS CULTURAL CONTEXT IN A RURAL  
AREA OF SARAWAK

Institution

Department of Education in Developing  
Countries, University of London Institute  
of Education, United Kingdom.

See B 16

---

Title of Project  
THE NATURE AND SIGNIFICANCE OF  
PROFESSIONAL LINKS IN THE  
COMMONWEALTH

Institution  
Institute of Commonwealth Studies, London,  
United Kingdom.

See Q 5

---

Title of Project  
RELIGIOUS EDUCATION IN SOUTH  
WALES AND WESTERN STATE, NIGERIA

Institution  
Department of Education, University  
College, Cardiff, United Kingdom.

See N 17

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4. Title of Project  
RURAL DEVELOPMENT PROJECT

Institution  
University of Ife, Nigeria and the  
Agricultural Extension and Rural Develop-  
ment Centre, University of Reading,  
United Kingdom.

Name of Person and Designation  
Dr. P. Roberts, Research Fellow,  
Agricultural Extension and Rural  
Development Centre, University of Reading

Description  
The project concerns rural development  
in a small geographical area in Nigeria in  
which the processes and methods of  
development are being intensively studied.  
The patterns of leadership have been  
studied by O.G. Adeogun in an M.Phil.  
thesis "The exercise of influence in a  
Nigerian village community; a study in  
leadership", University of Reading, 1971.

Date of Commencement - 1972

Expected Date of Completion - 1975

Source of Finance

I.U.C. and the University of Ife, Nigeria.

Method of Publication

Further publications will be made during the duration of the project.

---

Title of Project

FOREIGN STUDENT EXPERIENCE IN  
THE UNITED STATES

Institution

School of Education, University of  
Pittsburgh, United States of America.

See J 18

---

## INDEX OF INSTITUTIONS

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C 1
2. New Zealand Educational Institute, Education House, 178, Willis Street, Box 466, Wellington, New Zealand.  
K 1
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C 3, E 1, E 4, F 1, F 3, F 4, F 7, F 8, H 1, H 2, H 3, H 4, H 5, I 1, J 2, Q 1
  - (i) Department of Education and Teaching Methods and Materials Centre.  
F 5, F 6, F 9
  - (ii) Educational Research Unit.  
A 3, C 2, E 2, E 3, I 3, K 2, K 3, M 1
  - (iii) Faculty of Education.  
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L 1
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D 1, D 2
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L 2, R 1
  - (ii) Department of Education Research Unit.  
A 4
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N 1
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F 10, G 1, K 4
13. University of Sri Lanka, Peradeniya Campus, Sri Lanka.  
B 2, B 3, D 3, E 6, E 7, E 8

14. Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, Baroda 2, Gujarat State, India.  
D 4, D 5, E 9, G 2, G 3, G 4, J 4, J 5, J 6, J 7, L 3
15. Institute of Applied Manpower Research, Indraprastha Estate, Ring Road, New Delhi, India.  
A 5, A 6, A 7, J 3, P 1
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J 8
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B 4, B 5, B 6, B 7, B 8, B 9, E 10, E 11, E 12, F 11, G 5, G 6, G 7, H 6, I 4, I 5, M 2, Q 2, R 2, R 3
18. Institute of Education, University of Dar es Salaam, P.O. Box 35091, Dar es Salaam, Tanzania.  
H 7, H 8, H 9, H 10, H 11, H 12, H 13, H 14, H 15, H 16, I 6, J 9, M 3, Q 3
19. University of Zambia, P.O. Box 2379, Lusaka, Zambia.  
I 7
- (i) Department of Education.  
A 8, O 1
- (ii) School of Education.  
B 10, B 11, B 12, J 10
20. University of Ibadan, Nigeria.
- (i) Department of Education.  
E 13, F 12, H 17, J 11, K 5
- (ii) Department and Institute of Education.  
A 9, B 13, B 14, C 5, G 8, G 9, I 8, J 12, J 14
- (iii) Institute of Education  
C 4, H 18
21. Department of Education, University of Ife, Ile-Ife, Nigeria.  
J 13, R 4
22. Faculty of Education, University of Cape Coast, Ghana.  
D 6, H 19
23. University of Sierra Leone, Private Mail Bag, Freetown, Sierra Leone.
- (i) Institute of Education.  
H 20, H 21, H 22
- (ii) Njala University College.  
E 14, H 23, J 15
24. University of London Institute of Education, Malet Street, London WC1E 7HS, United Kingdom.  
B 15, K 6
- (i) Department of Education in Developing Countries.  
A 10, A 11, B 16, B 17, E 15, G 10, G 11



25. Institute of Commonwealth Studies, 27, Russell Square, London WC1B 5BS, United Kingdom.  
A 12, Q 5
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London S.W. 1, United Kingdom.  
Q 4
27. Centre of West African Studies, University of Birmingham, P.O. Box 363, Birmingham B 15 2TT,  
United Kingdom.  
E 16, K 7
28. Department of Education, University College, P.O. Box 78, Cardiff, Wales CF1 1XL,  
United Kingdom.  
A 13, G 12, K 8
29. Department of International Economic Studies, University of Glasgow, Scotland G 12 8QQ,  
United Kingdom and Institute for Development Studies, University of Nairobi, P.O. Box 30197,  
Nairobi, Kenya.  
M 4
30. University of Reading.
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Road, Reading RG1 5AQ, United Kingdom.  
M 5, R 4
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United Kingdom.  
C 6
31. National Foundation for Educational Research in England and Wales, The Mere, Upton Park,  
Slough SL1 2DQ, United Kingdom.  
C 7
32. Centre for Educational Technology, University of Sussex, Sussex House, Falmer, Brighton,  
United Kingdom.  
H 24
33. School of Education, University of the West Indies, St. Augustine, Trinidad, W.I.  
F 13
34. University of the West Indies, Mona, Kingston 7, Jamaica, W.I.
- (i) Institute of Education.  
E 17, E 18, L 4
- (ii) School of Education.  
E 19, E 20, G 13, G 14, J 16
35. Department of Educational Foundations, University of Alberta, Edmonton 7, Alberta, Canada.  
D 7, E 21, M 6
36. University of Calgary, 2920 24 Avenue N.W., Calgary, Alberta, Canada.  
A 15, B 19, F 14
- (i) Faculty of Education.  
A 14, J 17

37. Althouse College, University of Western Ontario, Canada.  
B 20
38. School of Education, University of Pittsburgh, Pennsylvania 15260, United States of America.  
J 18

## AUTHOR INDEX

|                      |   |                        |   |
|----------------------|---|------------------------|---|
| Abiri, Dr. J.O.O.    | E 13, K 5   | Edwards, P.J.          | E 15                                    |
| Adams, J.R.          | Q 3   | Ekuban, Dr. E.E.       | D 6                                     |
| Adeyinka, A. Ade.    | A 9, B 13   | Eraut, Dr. M.R.        | H 24                                    |
| Agarwal, Dr. S.P.    | A 5   | Eshiwani, G.S.         | E 10, E 11, I 5                         |
| Aggarwala, S.        | A 5   | Ewing, Dr. J.L.        | D 2                                     |
| Ajimoko, I.O.        | H 18  |                        |   |
| Alles, Mrs. E.P.R.   | E 8   | Ferron, Prof. O.M.     | E 14                                    |
| Allsop, R.T.         | L 2   | Flack, M.              | J 18                                    |
| Anderson, J.E.       | A 11  | Francis, R.J.C.        | B 1                                     |
| Anderson, J.         | M 4   | Franklin, Miss J.      | M 1                                     |
| Arumugam, V.         | B 15  |                        |   |
| Auger, G.A.          | I 6   | Garvey, B.             | B 10, B 11, J 10                        |
|                      |   | Ghosh, R.              | A 14                                    |
| Bacchus, Dr. M.K.    | D 7, E 21   | Godfreden, Dr. E.A.    | H 11                                    |
| Bagha, A.M.          | B 4   | Goel, Dr. B.S.         | J 8                                     |
| Bakare, Dr. C.M.     | K 5   | Grant, D.R.B.          | E 18, L 4                               |
| Balogun, T.A.        | F 12  | Greenland, J.J.        | A 10                                    |
| Beddoe, I.B.         | G 13  |                        |   |
| Besna, Miss M.R.     | M 3   | Haque, Dr. M.          | G 1, K 4                                |
| Blakemore, K.        | K 7   | Healey, Dr. A.         | M 1                                     |
| Borely, C.B.         | F 13  | Heaps, J.              | Q 2                                     |
| Brammall, C.J.S.     | E 1   | Henderson, N.K.        | A 4                                     |
| Bruton, R.A.         | B 16  | Hill, D.R.             | H 21                                    |
| Buch, Prof. M.B.     | D 5, E 9, G 2,<br>G 3, G 4, J 4,<br>J 5, J 6, J 7,<br>L 3 | Isaacs, I.             | E 20                                    |
| Bundu, S.T.P.        | H 21  | Jayasekera, Dr. U.D.   | B 2                                     |
|                      |   | Jayaweera, Dr. Mrs. S. | B 3                                     |
| Carrington, Dr. L.D. | F 13  | Jeffery, P.            | F 3, F 5, F 6,<br>I 1                   |
| Case, J.H.           | A 8   | Johnson, R.K.          | F 8, H 1, H 2,<br>H 4, H 5              |
| Caygill, Miss M.     | Q 5   | Johnson, T.J.          | Q 5                                     |
| Charles, A.I.        | K 1   | Johnson, Dr. V.O.I.    | H 21                                    |
| Clancy, P.A.         | E 5   | Jones, Miss A.         | K 3                                     |
| Cole, Dr. M.J.A.     | H 23, J 15  | Jones, Dr. J.          | C 2, E 2, E 3,<br>H 1, I 3, K 2,<br>K 3 |
| Congdon, R.J.        | Q 4   |                        |   |
| Craig, Dr. D.R.      | E 19  |                        |   |
| Cripwell, K.R.       | G 11  |                        |   |
|                      |   | Kale, Mrs. J.          | F 7, F 9                                |
| Debeauvais, Prof. M. | J 3   | Kemelfield, G.         | A 3, M 1                                |
| Dow, P.              | A 8   | Kent, J.               | H 14                                    |

|                      |                        |                        |                |
|----------------------|------------------------|------------------------|----------------|
| Khan, Q.U.           | A 5, J 3               | Nyagwaswa, M.P.        | H 15           |
| Khatum, Dr. S.       | F 10                   | Nwaogu, J. I.          | A 13           |
| Kinyanjui, P.        | M 4                    |                        |                |
| Knight, H.E.         | F 13                   | O'Brien, A.C.          | H 21           |
| Krystall, Mrs. A.    | E 12, G 5, I 4,<br>R 2 | Ogunyemi, Dr. E. Lanre | C 5, G 8, J 14 |
| Kwa, Boo Sun         | L 1                    | Okonkwo, Mrs. R.U.     | H 7            |
|                      |                        | Okunrotifa, Dr. P.O.   | H 17           |
|                      |                        | Orebanjo, M.A.         | B 18           |
| Latham, Dr. J.L.     | M 4                    | Osborn, P.             | Q 4            |
| Layne, A.            | J 17                   | Owusu-Sekyere, G.      | G 12           |
| Lee, J.M.            | A 12                   |                        |                |
| Lema, Dr. A.A.       | H 16, J 9              | Padma, Miss M.S.       | J 4            |
| Levine, Miss M.      | E 2                    | Pangotra, N.           | G 3            |
| Lockwood, F.G.       | C 6                    | Patel, Mrs. Y.         | E 9            |
| Lohia, R.            | F 1                    | Peil, Dr. M.           | E 16           |
| Lucan, Mrs. T.A.     | H 20                   | Pendaeli, J.           | H 14           |
| Lulla, Miss T.P.     | J 5                    | Perry, Dr. J.          | C 1            |
| Lutterodt, Mrs. S.   | H 19                   | Petter, Dr. M.         | A 12           |
|                      |                        | Piele, Dr. P.K.        | D 1            |
|                      |                        | Pillai, Mrs. K.        | D 5            |
| Majasan, J.A.        | B 14, I 8, J 12        | Powell, Dr. J.P.       | E 4, Q 1       |
| Maleche, Dr. A.J.    | E 12, G 5, I 4,<br>R 2 | Prasad, S.             | A 5, J 3       |
| Manocha, Mrs. L.     | A 6                    | Price, Dr. J.R.        | F 2, I 2       |
| Marsh, A.R.          | R 1                    |                        |                |
| Martin, Miss J.      | A 3                    | Radcliffe, Dr. D.      | B 20           |
| Matiba, Mrs. E.W.    | G 6                    | Rado, E.R.             | M 4            |
| Misir, Mrs. L.S.     | G 10                   | Raghavan, K.           | A 6, J 3       |
| Mlay, P.H.           | H 13                   | Rajaratnam, Miss K.S.  | E 6            |
| Mmari, G.            | H 8, H 9, Q 3          | Randell, Mrs. S.K.     | C 3, F 7, F 9  |
| Momoh, R.            | K 8                    | Reid, Dr. L.H.E.       | G 14           |
| Moody, H.L.B.        | H 22                   | Rich, P.               | J 1            |
| Muinde, Mrs. N.P.    | G 7, R 3               | Roberts, Dr. P.        | R 4            |
| Mukhopadhyay, M.     | J 7                    | Roe, Mrs. M.           | F 1            |
| Muthulingham, Dr. S. | K 6                    |                        |                |
|                      |                        | Saini, S.K.            | J 8            |
| Narayan, Miss S.S.   | B 17                   | Sambu, T.B.            | M 2            |
| Ng'Wandu, P.         | M 6                    | Samungole, T.K.        | B 12           |
| Niles, Mrs. F.S.     | E 7                    | Schmidt, P.E.          | B 19           |
| Nkonoki, S.R.        | H 10                   | Selim, Dr. M.          | G 1, K 4       |
| Nobers, M.A.         | G 7                    | Shah, Dr. G.B.         | D 4            |
| Nolan, R.            | A 3                    |                        |                |

|                         |                                |
|-------------------------|--------------------------------|
| Sharma, Miss S.         | J 6                            |
| Sharma, M.              | D 4                            |
| Shea, J.                | C 2, 1 3                       |
| Sifuna, D.M.            | F 11                           |
| Silvernail, J.          | G 7                            |
| Singh, L.P.             | G 2                            |
| Sivaramakrishanan, K.R. | A 6                            |
| Smithells, Miss J.E.    | M 5                            |
| Somerset, H.C.A.        | M 4                            |
| Spaulding, Prof. S.     | J 18                           |
| Sumner, Dr. R.          | C 7                            |
| Taiwo, A.A.             | J 13                           |
| Tate, S.                | J 18                           |
| Thomas, E.B.            | J 2                            |
| Tiberondwa, A.K.        | O 1                            |
| Trevaskis, Dr. G.A.     | F 1, F 4                       |
| Ukaga, G.C.             | A 15                           |
| Velayutham, T.          | D 3                            |
| Vella, Sr. J.           | Q 3                            |
| Walker, Prof. W.G.      | D                              |
| Wang'ombe, C.R.         | G 6                            |
| Wang'ombe, M.T.         | B 5, B 6, B 7<br>B 8, B 9, H 6 |
| Wein, N.                | E 17                           |
| White, H.J.             | H 7                            |
| Whitehead, C.           | A 1, A 2                       |
| Wilkin, P.D.            | B 12, 1 7                      |
| Wilson, Mrs. A.H.       | H 3                            |
| Wilson, D.              | J 16                           |
| Wilson, J.M.            | E 4, H 3                       |
| Wingfield, R.J.         | H 4, H 5                       |
| Woodye, Mrs. M.I.       | F 14                           |
| Yoloye, Dr. E.A.        | C 4, G 9, J 11,<br>K 5         |

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