	•	
Table No.	<u>Description</u>	Page No.
52.	The teacher-perceived categories of adopters	414
. 53•	The Change Proneness factor-wise teacher-mean scores and their levels	417
54•	The categories of adopters as perceived by the adopters themselves	423
55.	The Change Proneness factor-wise teacher-mean scores and their levels.	426
56.	The 'effect' of the scores on the factoral dimensions of Teacher Morale	436
57.	The Individual factor-wise teacher-mean scores and levels	437
58.	Teacher-perceived climate of the school	438
59•	The categories of adopters as perceived by the adopters themselves	442
60.	The Change Proneness factor-wise teacher-mean scores	445
61.	The self-perceived categorisation of the staff.	449
62.	The Change Proneness factor-wise teacher-mean scores and levels	452
63.	The self-perceived categorisation of the adopters ••	458
64.	The Change Proneness factor-wise teacher-mean score and their levels	461
65.	The maximum score allotted for each factor and the mean scores of the 25 schools.	470
66.	Factor-wise differences of the mean scores, percentage levels, individual maximum and minimum scores among 'high', 'average', 'low', and 'Non-Innovative' schools	471
67.	The types, areas and number of innovative practices adopted in secondary schools	486
