

# FOURTH SURVEY OF RESEARCH IN EDUCATION

1983-1988

Volume I

M.B.Buch  
*Chief Editor*



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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## Foreword

One of the important functions of the National Council of Educational Research and Training is dissemination of research findings in education. The Council does this through its journals and many other publications. In fact, each department of the NCERT has a programme of research, training and extension. Through extension activities, efforts are made to disseminate new knowledge generated through research in each department. This modality of dissemination has been going on for the last three decades. With increasing volume of research, new avenues for dissemination need exploration. For a vast country like India, planned efforts at documentation of research and dissemination of the same to the field cannot be overemphasized. In the early sixties, the NCERT had published titles of M.Ed. dissertations and Ph.D. theses completed in Indian universities. In 1968, the NCERT published the Third Yearbook of Education—Educational Research. This book reviewed researches in education—mostly at the M.Ed. level. In the same decade, all available tests of mental measurements were documented and the first Indian Yearbook on Mental Measurement was published. In the later years of sixties, the NCERT through the erstwhile Department of Field Services started the project of identifying innovative practices in schools and disseminated the same through the network of Extension Services Departments.

The Third Yearbook suggests a model of documenting research, preparing trend reports in different areas and identifying gaps and indicating the direction for future research. This pioneering work of the NCERT was taken up by national agencies like ICSSR, NIEPA, Indian Institute of Education, Pune, and thus, documentation and dissemination of research in education, social sciences and natural sciences came to be recognised as an important activity in addition to research. In early seventies, the Centre of Advanced Study in Education (CASE), M.S. University of Baroda initiated the project of abstracting all Ph.D. theses and post-doctoral research, classifying the same and developing trend reports in each area. The project was financed by the UGC and the ICSSR. This work came out as "A Survey of Research in Education" under the editorship of Prof. M.B. Buch, the then head of the CASE, in the year 1974. The survey made a breakthrough in the efforts to prepare abstracts from the original works, classify them and prepare the trend report. This was an improvement over the earlier surveys where only the titles and not the abstracts were published. In this project a large number of leaders in education and other allied disciplines were involved.

In 1979 the "Second Survey of Research in Education" was published by the Society for Educational Research and Development, Baroda. In 1981, the NCERT initiated work on the "Third Survey of Research in Education" inviting Prof. Buch to be the Chief Editor. An editorial board of academics drawn from education and allied disciplines was appointed to assist in planning and compiling the manuscript. An important feature of the Third Survey was a review of researches on Indian education completed in foreign

universities. The Third Survey of Research in Education surveyed 1481 research studies as against 731 studies in the first survey and 839 in the second survey. In 1985, the NCERT started work on the "Fourth Survey of Research in Education". This survey completed in 1988 reviews 1652 studies. A special feature of this volume is that the editorial board has made some important additions to the areas of research. New areas have been added. Some of the areas added in this volume are early childhood education, elementary education, vocational and technical education, higher education, women's education, education of disadvantaged sections of the society, social science education, mathematics education, science education, creative functioning, etc.

When one looks at the researches and the institutions where these researches were completed, one is dismayed to see that with certain exceptions, no institution has made sustained studies in depth in any educational area. The result is that the discipline of education does not get enriched significantly by new knowledge generated through research.

The present volume shows the lopsided development of educational research in the country. There are a few universities having a sizeable output of educational studies, whereas a large number of institutions do not have significant research activities. The quality of research output is disturbing. In spite of national efforts to have quality control in educational research, improvement in this direction is not easily visible.

It is seen that most of the research in education is undertaken by individuals towards their doctoral requirement. There are very few studies which are undertaken to generate knowledge rather than earn degrees. But these studies are mostly trivial. One does not find senior academics working as a team on any research problem of national significance.

If team research is conspicuous by its absence, so also one sees absence of inter-disciplinary research on an organised base. From more than 4700 studies, it is difficult to find studies undertaken by senior academics of education and allied disciplines working as a team. This is so in spite of efforts to stimulate inter-disciplinary research for more than two decades in the country.

The surveys of research in education are useful not only to the educational researchers, but also to the schools. A careful study of the implications of research findings and their application to the classroom practices would help them to modify their teaching behaviour and make it more effective. The Navodaya Vidyalaya Samiti has studied the implications of research findings given in the four surveys and prepared reading materials for their teachers under the title of "What research tells to the classroom teachers". The Educational Research and Innovations Committee (ERIC) of the NCERT has also initiated work in this direction. These developments indicate that the research findings will start influencing educational practices in the near future.

To the educational researchers, this publication will be of immense use. It will provide them with guidelines to select research problems on a priority basis and also provide them with the much needed reference work. I am sure it will be a useful publication to all those who are interested in Indian education. I cannot help suggesting that abstracts of researches may be documented and published with greater frequency and trend reports published atleast once in five years. After all, it will not be fair to the researchers to keep the abstracts of research away from them for five years. Some mechanism has to be devised for the speedy dissemination of research findings. Suggestions in this direction and also for the improvement of this exercise are welcome. They will go a longway in the improvement of the usability of subsequent surveys.

I would take this opportunity to acknowledge the initiative taken by the former Director of the NCERT, Dr.P.L. Malhotra, in quickly deciding the planning of the Fourth

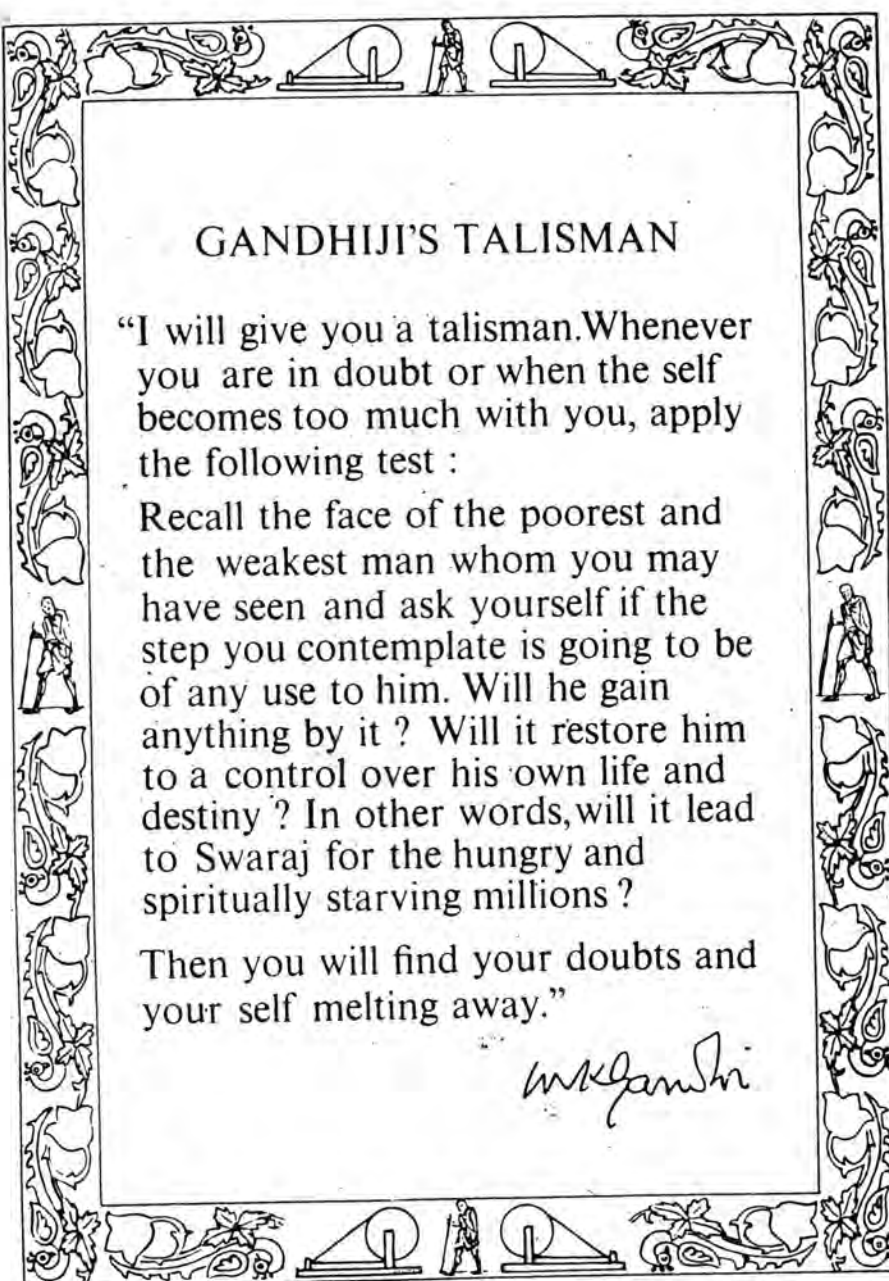
Survey and with the assistance of the colleagues in the NCERT and Prof.M.B.Buch, appointing the editorial board of an inter-disciplinary nature to steer the work. I am thankful to Prof.A.K.Jalaluddin, the then Joint Director of the NCERT, for giving far reaching suggestions to make the survey as comprehensive as possible. I should acknowledge the contributions of Prof. P.N.Dave and Prof. Snehlata Shukla who, as true professionals, helped the work of the survey willingly. Prof. A.N.Sharma and Prof. C.H.K. Misra steered the proposal of the Fourth Survey very deftly and provided the infrastructural facilities of ERIC office for the smooth running of the project. I acknowledge the work of all these colleagues.

Prof. Buch, who was formerly head of the Centre of Advanced Study in Education, has been mainly responsible for initiating the work on surveys of research in education. Beginning from 1971, he has worked continuously on four surveys of educational research as the chief editor. Because of his foresight and dedication, the programme of documentation and dissemination of educational research has finally been institutionalised. I am highly obliged to him for all that he has done to lay the foundation of compiling and publishing educational research surveys. The Head, Publication Department and his colleagues deserve special mention for putting in extra efforts to bring out this technical work. My thanks are also due to the heads of departments of education of universities in the country for extending their helping hand to this project.

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## GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away.”

*M.K. Gandhi*

## Preface

In 1974, *A Survey of Research in Education* was published by the Centre of Advanced Study in Education, M.S. University, Baroda. The Society for Educational Research and Development, Baroda, brought out the *Second Survey of Research in Education* in 1979. This activity now forms a continuing programme of the NCERT which published the Third Survey in 1987, and now the *Fourth Survey of Research in Education* has been completed. The Fourth Survey covers researches in education completed during the period 1983 to 1988.

These surveys are not merely status surveys of educational research in India. They aim at something more than compiling an annotated bibliography of research in education. The volumes are surveys and reviews as well. Many conceive of reviewing as the summarizing of research studies in order to inform readers and keep them abreast of their field. Such an annotated bibliographic approach can have only a limited use. The larger function of this project is to analyse the studies in specific areas of education, to assess the strengths and weaknesses of research in an area, to probe the studies in the area and point the way to enlargement and improvement; only secondarily is its purpose bibliographic.

The form and content of each volume in this series have been planned more or less uniformly. In the First Survey, almost all studies beginning with the first Ph.D. research in education were covered up to 1972. The survey included 731 studies. The classification of studies included philosophy, history, sociology of education, personality, learning and motivation, guidance and counselling, tests and measurement, curriculum, programmed learning, correlates of achievement, educational evaluation and examinations, teaching and teacher behaviour, teacher education, educational administration, economics of education, social and adult education, and educational surveys. *The Second Survey of Research in Education* included 839 abstracts and covered the period 1972-78. Chapters on comparative education, and higher education were added. Studies on social education, adult education and non-formal education were grouped under the chapter, Nonformal Education. The chapter on educational surveys was dropped and studies under this were distributed among relevant chapters. The Third Survey was undertaken by the National Council of Educational Research and Training. It covered the period 1978-83 and included 1481 abstracts. The Third Survey added a new chapter on language education. It also surveyed research on Indian education in foreign countries.

When the Fourth Survey was undertaken, the Editorial Board decided to add chapters on creativity, social science education, mathematics education, science education, early childhood education, elementary education, vocational and technical education, special education, higher education, women's education and education of the disadvantaged. The

studies on adult education and non-formal education were grouped under two separate chapters. The Fourth Survey has a new dimension. There is a chapter on review of research at the M.Phil level in Indian universities. The review is based on an analytical study of the titles of M. Phil. dissertations. A complete bibliography of M.Phil. dissertations is also appended to the chapter.

When this project was launched in the early seventies, the purpose was to conduct a disciplined inquiry in education through critical and synthesizing trend reports. To help the authors of the reports, it was arranged to procure abstracts of studies on educational problems from universities and research institutes. Only Ph.D. theses in education, Ph.D. theses on educational problems from allied disciplines and institutional and sponsored studies were included. Area collaborators collected these data. They were requested to include in the abstracts, the major objectives of the study, hypotheses examined, research methods used, sampling procedures adopted, tools for data collection used, research design, findings and implications, if discussed by the authors. A more or less similar procedure was followed in the Fourth Survey also.

While the area collaborators did an excellent job of abstracting theses, quite a few research reports presented problems. In such cases, detailed summaries were procured. The research covered included Ph.D. theses in education, Ph.D. theses on education problems from other departments like psychology, sociology, economics, history, management, etc., research projects financed by agencies like the UGC, ICSSR, NCERT, state level agencies and universities, and institutional projects of research institutes like the IIE, ISEC, CASE, NCERT, NIEPA and SCERTs.

The authors of trend reports have analysed the researches in their area, critically probed into their methodology, sampling procedures, tools for data collection, etc. They have tried to identify research trends, research gaps and the priorities of research in their area. The authors, while focusing their attention on studies procured during 1983-88, also kept in mind researches completed earlier. Some of the abstracts were received late and could not be considered while writing the trend reports. These have been marked with an asterisk(\*) and included in relevant chapters. Some abstracts were received after the manuscript of the book was finalised. These abstracts are placed in the appendix after "References".

For the current survey, a new system of classification of studies has been adopted. Research problems in education do not have clear boundaries. A problem may simultaneously belong to curriculum, language education, educational technology and elementary education. It may belong to more than one area. It was therefore decided to adopt a multiple-classification system. The abstracts have been put into that category to which they belong in terms of major objectives, but the titles are also cited under the heading 'Also See' at the end of the abstracts. This system will help users to get a complete list of studies in their area of interest. This arrangement was made possible as a data base of research titles with other details and a good retrieval programme was developed by the Society for Educational Research and Development, Baroda.

The references are divided into two parts. Part I gives those references which the authors have used in their trend reports and for which there are no abstracts. Part II is a complete list of researches at Ph.D. level and also project reports for which abstracts are available in the four surveys. A number (1, 2, 3, or 4) at the end of each entry in Part II



indicates whether the abstract of the research is located in the First, Second, Third or Fourth Survey.

Each chapter consists of a trend report followed by abstracts in the area. The abstracts are numbered serially across all chapters for ease of locating a study. After the abstracts, a further list of studies is given under the heading, 'Also See'.

The present survey covers 1652 research studies. To accommodate these studies in one volume would make it unmanageable to handle for the users. It has, therefore, been divided into two volumes. Volume I contains first eighteen chapters—the remaining chapters, the references and the index forming Volume II.

The experience of working on four educational research surveys generates mixed reactions. There is the joy of achievement when one finds young researchers working on complex educational problems. Depression sets in when it is realized that senior academicians discourage the youth and create hurdles in their selfless work for research review. One finds apathy to meaningful research which would influence the educational system. This apathy is everywhere—in government offices, universities, education colleges and schools. The same attitude prevails towards teachers. The research institutes, the university departments of education and other national-level research bodies have never considered the schoolteacher as their accomplice in the common endeavour for improving education. As a result, a careful reading of teachers' general opinions on research shows some degree of animosity towards researches. This is not unexpected, but there is no reason to regard this situation as unalterable. If one comes across some degree of indifference to or cynicism about the value of research among teachers and administrators, academicians should undertake some introspection on their own, personal attitude to teachers. Administrators too, while looking upon teacher-researchers, derisively regard teachers as a liability. Both researchers and administrators should look upon teachers as assets.

With such a change in attitude, administrators and researchers would get the cooperation of an army of teachers, facilitating experiment-based research which would be action oriented and focused on problems related to the renewal of the educational system with a view to making it relevant and efficient. When this happens, research would show more productivity, in the sense it would start influencing everything that goes on within schools as far as teachers are involved. This study of more than 4700 researches clearly points to the urgent need to change our modality of organizing research, to bring it down to earth and make it really effective.

The *Fourth Survey of Research in Education* was completed at a time when research activity in education has really grown exponentially. During the last three years, 1985-88, the volume of research has grown at an unprecedented rate. Practically one research report in education is coming out on every working day. By 1974, when the First Survey was published, there were 731 research studies in education completed in about thirty years. By 1988, the total number of studies covered in four surveys is 4703. There might be about 250 studies which have not been traced and therefore not included. In view of this, the existing modality of documentation and review appears quite outdated and inadequate for the task.

An attempt was made to use a modern information storage and retrieval system by developing a computerized data base of educational research. This pilot exercise has

proven its feasibility and utility. Research reports need to be procured regularly and stored in computers in regional centres. The storage capacity and service facilities of university-based computers need to be harnessed for this project. While storage and retrieval are no doubt needed, what is more important is to procure the data—abstracts of research reports and unabridged reports themselves. A network of professionals for the work of abstracting researches needs to be created. The universities have to devise procedures which would yield an automatic supply of approved theses on educational problems to the National Documentation Centre at New Delhi. It is only through such machinery that the burgeoning research could be properly stored and effectively retrieved for users' benefit. It is only then that the objective of this survey cum review would be fully achieved.

The publication of Surveys of Research in their present form needs fresh thinking. It required about four years to put the *Third Survey of Research in Education* in the hands of users. The studies of 1978 were documented only by 1987. This time lag needs to be drastically cut. The survey should be so organized that researchers get abstracts within six months or so. Reviews and trend reports may be undertaken every five years.

The impact of a review publication is difficult, perhaps impossible, to assess. If it has a very limited impact on research and practice, there is little point in its publication. If this exercise is to have impact, it must view educational research as an enterprise devoted to understanding educational programmes; part of its main thrust must be to analyse deficiencies and to point out obstacles in the way of such understanding. Researchers need such reviews. The anxious inquiries from academics and young scholars about this survey, their requests to have access to the manuscripts, the speed with which the earlier volumes have been sold out and NCERT's decision to reprint the first and the second volumes—all go to show that researchers need these surveys for facilitating the research process. If research is to influence the educational process, research—good, bad, whatever it is—must be made available to decision-makers. This endeavour has its clearly visible impact.

It is not possible to acknowledge all the help extended by a large number of professional friends in completing this volume. The chief editor received extensive academic support from the members of the editorial board whose suggestions were responsible for giving a new shape to the *Fourth Survey of Research in Education*. Their close interest in this academic venture and well-thought-out interventions helped the editor immensely in successfully completing the project.

The chief editor is specially grateful to the Director and the Joint Director of the NCERT for taking quick decisions every time he approached them for one.

With the educational ferment following the adoption of the National Policy on Education, 1986, and the Programme of Action, the authors of the trend reports were under heavy pressure. The total volume of research had also increased. The new classification of researches also created problems for the authors of the trend reports. The office infrastructure could not meet their requirements. In spite of these barriers, the authors rose to the occasion; for them this was a professional calling and they completed their assignment in a truly professional manner. I extend my gratitude to these learned authors.

Professor C.H.K. Misra was highly professional when he steered the proposal for the Fourth Survey in appropriate bodies of the NCERT and the first meeting of the editorial

board. Professor M.K. Raina, Secretary of ERIC, and other officers of the Department of Policy Research, Planning and Programming were always ready to help the project. Professor Ranu Vanikar of M.S. University of Baroda, Dr. V. Veeraraghavan of JNU and Dr. A.S. Pillai of Bhartiya Vidya Bhawan helped in editing and reviewing some of the chapters. Dr. D.N. Sansanwal of DAVV, Indore and Dr. P.K.Ganguli of NEHU were helpful in obtaining research abstracts from non-responding institutions. I acknowledge with thanks the help extended by all these friends. Dr. S.P. Malhotra, K.U. Kurukshetra, extended his academic support in editing and compiling the press copy of the manuscripts purely as a professional gesture in the course of three years of the Fourth Survey, devoting more than three months of his vacation to the project. I acknowledge his academic support with a deep sense of gratitude. I also extend my thanks to Ms.Nirmal Malhotra of NIEPA for extending her professional support at various stages of the project and for preparing the Subject Index and Author Index for this publication.

Finally, my thanks are extended to all area collaborators in the country who painfully located the theses and project reports and prepared abstracts, showing a high sense of commitment in the discharge of their assignments. Young researchers in the field of education participated in this national project by giving suggestions, reactions and taking up any odd assignment given to them. The chief editor is grateful to all of them.

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## Abbreviations Used in this Book

### A. *Universities and Institutions*

Agr. Sc.U.	Agricultural Science University
AIU	Association of Indian Universities
All. U.	Allahabad University
AMU	Aligarh Muslim University
And. U.	Andhra University
Anna. U.	Annamalai University
APSU	Awadhesh Pratap Singh University
ASCI	Administrative Staff College of India
Ban. U.	Bangalore University
BHU	Banaras Hindu University
Bih. U.	Bihar University
Bom. U.	Bombay University
Burd.U.	Burdwan University
Cal. U.	Calcutta University
CASE	Centre of Advanced Study in Education
CBSE	Central Board of Secondary Education
CET	Centre of Educational Technology
CIE	Central Institute of Education
CIEFL	Central Institute of English and Foreign Languages
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CPR	Centre for Policy Research
CSD	Council for Social Development
CSIR	Council for Scientific and Industrial Research
DAVV	Devi Ahilya Vishwa Vidyalaya
DEI	Dayalbagh Educational Institute
Del. U.	Delhi University
DEPSE	Directorate of Extension Programmes for Secondary Education
DHSGVV	Dr.Harisingh Gaur Vishwa Vidyalaya
Dib. U.	Dibrugarh University
ERIC	Educational Research and Innovations Committee
F.F.	Ford Foundation

Gau. U.	Gauhati University
Garh. U.	Garhwal University
GCPI	Government Central Pedagogical Institute
GNDU	Guru Nanak Dev University
Gor. U.	Gorakhpur University
Guj. U.	Gujarat University
HAU	Haryana Agricultural University
HPU	Himachal Pradesh University
IAMR	Institute of Applied Manpower Research
ICMR	Indian Council of Medical Research
ICSSR	Indian Council of Social Science Research
IIE	Indian Institute of Education
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
ISEC	Institute for Social and Economic Change
ISI	Indian Statistical Institute
IUBIC	Inter-University Board of India and Ceylon
Jab. U.	Jabalpur University
Jad. U.	Jadavpur University
JKU	Jammu and Kashmir University
Jiw. U.	Jiwaji University
JMI	Jamia Millia Islamia
JNU	Jawaharlal Nehru University
Jod. U.	Jodhpur University
Kal. U.	Kalyani University
Kan. U.	Kanpur University
Kar. U.	Karnataka University
Ker. U.	Kerala University
Kum. U.	Kumaon University
Kur. U.	Kurukshetra University
Luc. U.	Lucknow University
M. Sukh. U.	Mohanlal Sukhadia University
Mag. U.	Magadh University
Mee. U.	Meerut University
Mar. U.	Marathwada University
MIER	Model Institute of Educational Research
MKU	Madurai Kamraj University
MQE	Ministry of Education
MSBTPCR	Maharashtra State Board of Textbook Production and Curriculum Research
MSU	Maharaja Sayajirao University of Baroda
Mys. U.	Mysore University
Nag. U.	Nagpur University
NCERT	National Council of Educational Research and Training



NCTE	National Council of Teacher Education
NEHU	North East Hill University
NIBE	National Institute of Basic Education
NIE	National Institute of Education
NIEPA	National Institute of Educational Planning and Administration
NIPCCD	National Institute of Public Cooperation and Child Development
NIRD	National Institute of Rural Development
Osm. U.	Osmania University
Pan. U.	Panjab University
PAU	Punjab Agricultural University
Pat. U.	Patna University
PRSU	Psychological Research and Service Unit
Raj. U.	Rajasthan University
Ran. U.	Ranchi University
RBU	Rabindra Bharati University
RCE	Regional College of Education
RCEM	Regional College of Education, Mysore
RDVV	Rani Durgavati Vishwa Vidyalaya
RSU	Ravishankar University
Sag. U.	Sagar University
Sam. U.	Sambalpur University
Sam. San. U.	Sampurnanand Sanskrit University
Sau. U.	Saurashtra University
SCERT	State Council of Educational Research and Training
SGU	South Gujarat University
Shi. U.	Shivaji University
SIE	State Institute of Education
SIERT	State Institute of Educational Research and Training
SITU	South India Teachers Union
SNDTU	Shreemati Nathibai Damodar Thakersey Women's University
SPU	Sardar Patel University
SSV	Sampurnand Sanskrit Vishwavidyalaya
SVU	Sri Venkateswara University
TISS	Tata Institute of Social Sciences
TTTI	Technical Teachers Training Institute
TCRTI	Tribal Centre of Research and Training Institute
UAS	University of Agricultural Science
Udai. U.	Udaipur University
Vik. U.	Vikram University

#### B. Other Abbreviations

Agri. Ext.	Agricultural Extension
Anthrop.	Anthropology
Com.	Commerce
Eco.	Economics
Edu.	Education

Eng.	English
Hist.	History
Hum.	Humanities
Ling.	Linguistics
Phi'.	Philosophy
Pol. Sc.	Political Science
PSSC	Physical Science Study Committee
Psy.	Psychology
Sans.	Sanskrit
SMP	School Mathematics Project
Soc.	Sociology
Stat.	Statistics

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