

**SIXTH SURVEY
OF
EDUCATIONAL
RESEARCH
1993-2000**

VOLUME I



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

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Foreword

Research in education has been perceived in diverse ways, sometimes in a manner consistent with current ideas in the social sciences and at times in ways that make it more utility-oriented. As a means of understanding, and not merely as a basis for decision-making, research in education demands a complex mix of capabilities and resources. As an applied discipline, education presents a highly challenging task for different kinds of research because as a field of enquiry, education represent the interplay of factors belonging to discrete areas of human action. For educational research to be relevant to the system as well as to the larger community of researchers and students, it must be epistemologically inclusive and imaginative enough to draw into its orbit theories and concerns which have their origin in ostensibly unrelated sectors of social activity. This is where the primary relevance of trend studies that NCERT has been pursuing arises. These studies aim at serving educational researchers and institutions by providing a landscaping device to assist scholars and decision-makers in sizing up a complex body of information.

Surveys of educational research comprise a significant place among NCERT's wide-ranging activities. As a national-level organisation set up to advise the government and to act as a clearing house of ideas, the Council has served the fraternity of scholars and research institutions by providing reliable information on studies conducted on different aspects of education. The sixth survey of educational research covers more than 2500 studies carried out by individuals and different kinds of organisations in the country between 1993 and 2000. The range of areas is quite broad — from philosophy of education to health and sports. The studies covered under each theme have been selected for discussion from a wider pool. The review process and the stature of scholars involved ensures that the selection of studies for discussion is free of bias and reflective of the sector. It is our hope that the volume will meet the expectations of the user community, particularly its younger members who perceive research as a means to make sense of education, both as a system and as a constellation of concepts.

Apart from researchers, those involved in decision and policy making at different levels can find in these trend studies a basis for weighing choices and

directions. In a context marked by limitation of resources, the utility of such guidance for the decision-makers is obvious. As a national level research institution, NCERT hopes that the publication of Volume I of the 6th Survey of Educational Research will generate wide ranging discussion on policy choices available in the light of evidence, to prepare the nation for facing critical challenges in a phase of major economic and social changes. We regret the delay in the publication of this volume and we expect to compensate for it in the second volume and in our future surveys.

KRISHNA KUMAR

Director

National Council of Educational
Research and Training

Preface

The *Sixth Survey of Educational Research* is coming out in two volumes. The present volume contains trend reports in respect of 12 areas. The remaining areas will be covered in the second volume. The Sixth Survey contains certain features different from the previous surveys. It covers researches conducted mainly during 1993-2000. This publication includes research articles abstracted from journals in addition to the doctoral dissertations and research projects carried out by professionals. In the earlier publications, research trends were accompanied by research abstracts, either appended to each report or, as in Fifth Survey, a companion volume containing abstracts. However, subsequent to the completion of *Fifth Survey of Educational Research*, NCERT decided to publish research abstracts as occasional publications on regular intervals to reduce the time gap to disseminate information of completed researches. Starting from 1995 to 1999, eight publications of *Indian Educational Abstracts* were released and from 2000 onwards the Council started a periodical of the same name, i.e. *Indian Educational Abstracts*, to appear regularly twice a year with a date line of January and July. In the light of this development, *Sixth Survey of Educational Research* contains only the research trends and the bibliography.

I would like to take this opportunity to thank the Advisory Committee members, the trend report writers and the reviewers for their contribution of time and expertise in bringing out the survey volume. I would also like to thank specially Dr. C.G. Venkatesh Murthy who was responsible for collecting and editing the publication of *Indian Educational Abstracts* from 1995-1999. I thank the faculty members, the administrative and secretarial staff of Department of Educational Research and Policy Perspectives and the project fellows for their help and support in the publication.

C.S. NAGARAJU
Coordinator

CONSTITUTION OF INDIA

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship; .

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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C.S. Nagaraju

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CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties – It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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Contents

FOREWORD	v
PREFACE	vii
PROJECT TEAM	ix
ADVISORY COMMITTEE	x
1. Philosophy of Education C. SESHADRI	1
2. Teacher and Teaching R.N. MEHROTRA	13
3. Language Teaching Strategies L. DEVAKI	54
4. Science Education SUGRA CHUNAWALA	77
5. Physical Education, Health Education and Sports Science D.K. KANSAL	93
6. Vocational Education A.K. SACHETI	129
7. Educational Technology O. S. DEWAL	152
8. Distance Education and Open Learning LOKESH KOUL	166
9. Inclusive Education SMRITI SWARUP	197
10. Women's Studies in Education B.K. ANITHA	212
11. Guidance and Counselling NIRMALA GUPTA	227
12. Population Education TARA KANITKAR	259

