

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

VOLUME II



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 represents 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 2,500 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 education. The studies covered under each theme have been selected for discussion from a wider pool. The review process and the stature of scholars involved ensure 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 decisions and policy deliberations 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 decision-makers is obvious. As a national level research institution, NCERT hopes that the publication of Volume II of *Sixth 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 also hope that this volume will arouse the interest of scholars and students in some of the neglected sectors of educational research, such as, history of education and management of elementary education. Apart from these, this volume covers psychological and sociological dimensions, economics and sociology of education and studies pertaining to curriculum and teaching of Mathematics, value education and the educational problems of deprived sections of society. Some of the areas have now emerged as significant themes for systematic studies in the context of the *National Curriculum Framework-2005* (NCF-2005). Its vision for educational reforms requires a strong supportive, series of research initiatives.

New Delhi
20 April 2007

KRISHNA KUMAR
Director
National Council of Educational
Research and Training

Preface

The *Sixth Survey of Educational Research* is being published in two volumes. The first volume, already published contained trend reports in respect of twelve areas. These were on Philosophy of Education, Teacher and Teaching, Language Teaching Strategies, Science Education, Physical Education, Health Education and Sports Science, Vocational Education, Educational Technology, Distance Education and Open Learning, Inclusive Education, Women's Studies in Education, Guidance and Counselling and Population Education. The remaining eight areas are being covered in this volume. The *Sixth Survey of Educational Research* (Vol. I and II) cover researches conducted mainly during 1993-2000. This publication, like the previous volume, covers 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*, the NCERT decided to publish research abstracts as occasional publications on regular intervals to reduce the time gap in disseminating 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 by 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 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 bringing out the publication in the present form. Thanks are also due to Shri Virender Kumar for providing computer support and other assistance in preparation of the present volume.

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