

## Research on Indian Education Abroad

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The number of research studies on Indian education conducted in foreign universities is large. Although most of the scholars are of Indian origin, quite a few belong to other nationalities. The researches included in this review refer to Ph.D. dissertations submitted to American and British universities and cover a period of approximately two decades. The relevant dates are mentioned in the appropriate place. Of the 192<sup>1</sup> studies, American universities account for 169 and British universities for 23 researches. Of these, 56 researches were conducted in Columbia (14), Michigan State (11), Ohio (10), Oregon (7), Catholic (7), New York (7) and 16 researches were conducted in London University. In all, 57 universities in the U.S.A. and 6 in the U.K. find place in the present list. The field of research covered is wide. For the purpose of this review, the following classification has been adopted: Foundations of Education; Comparative Education; Curriculum Development and Instructional Material; Higher Education; Teacher Education and Teacher Behaviour; Educational Administration and Planning; Educational Evaluation and Examinations; Innovations in Education and Educational Technology; and Agricultural and Rural Education.

Although a complete list of researches has been provided, only a few studies have been mentioned under each heading to indicate the nature of researches in the area.

### Foundations of Education

One group of studies is devoted to philosophy of education. They discuss mainly educational ideas of Tagore and Gandhi. The authors have studied the nature of educational theory—how a particular theory has influenced

the practice of education. Jalan (1976) points out that Tagore did not try to control directly the ideas, feelings, and values of children, but provided an environment and a lively programme of activities and experiences which helped them learn with interest. Tagore wanted the environment to be stimulating and joyful. Sil (1967) also discusses Tagore's educational ideas and their implications for classroom teaching and learning. Kundu (1967) tries to determine the nature of educational theories. Gandhi wanted the child to learn through experience, observation, and discovery. Education, to be meaningful, must contribute to the making of the future society in India. Thirtha (1959) points out that the Gandhian ideal had a rural orientation whereas the government-supported schools seemed to have a bias towards industrialization. Bal (1970) examines the educational ideals of Gandhi from the point of view expressed by Dewey. In the light of his understanding, he evaluates the basic education programmes in Punjab. Balla (1980) considers the relevance of Dewey's educational philosophy to Indian education. Fernandes (1966) examines educational goals and philosophy underlying nursery education in India. Pillai (1954) studies the educational ideas of Gandhi and tries to relate them to educational needs of the community.

The historical studies related to the period prior to 1947. Singh (1965) has undertaken a historical survey of facilities for vocational and professional education till 1947, while Sarkar (1961) traces the development of women's education. The studies by Ghosh (1962), Ahmed (1981), and Lahiri (1979) relate to an earlier period.

There are a few studies in the area of psychology. John (1978) studies the learner's perception of learning, in a multi-cultural situation. Other studies relate to ego-attitudes of language learner (Ganguly, 1980), Piagetian-

<sup>1</sup>The list of research studies is given in 'References' — Editor.

based objectives (Soaman, 1980), factor analysis (Raval, 1972), exceptional children (Ward, 1979) and concept formation (Roy, 1974). Only four studies were undertaken in the area of guidance. They relate to development of guidance programme (Haq, 1974; Ghosh, 1966), vocationally relevant motivation among high school students (Gulati, 1967) and factors affecting guidance services (Kaur, 1967).

In sociology, there is considerable variety. Roy, (1961) considers culture contact as a dynamic of social change in the study of treatment of the blind in India. Sridhar (1977) studies the development of English as an elite language in the multiple language context of India. Thomas (1968) examines a few educational reforms to determine their impact on cultural transmission and innovation. Students from India in the U.S.A. are studied by two scholars from the point of view of political socialization (Katz, 1974) and cultural and religious attitudes (Coelho, 1972). Sandhu (1972) examines the problem of student unrest in colleges and universities. Jain (1979) examines the problem of status conflict and economic disparity to get an insight into the wider problem of education and inequality.

### Comparative Education

Since facilities are available for comparative studies, research scholars have utilized such opportunities. A large number of studies are, therefore, found in the area of comparative education. These studies compare the conditions and facilities in India and the U.S.A. They relate to social studies (Khasnavis, 1969), teacher education (Malikail 1968; Nizami, 1963; Rolston, 1967), ideals of secular state (Noronha, 1970), values (Zachariah, 1964; Sethna, 1964) and guidance (Ghosh, 1966; Gulati, 1967). Eisenson (1973) examines the impact of the U.S. aid on engineering education and Moncur (1968) undertakes a survey of extension systems in twenty countries, including India. Tambe (1965) compares two institutions in U.S.A. and India from the point of view of administrative and organizational problems. Gupta (1970) uses basic concepts relating to economic, geographic, historical-political, socio-cultural aspects of India from the writings of American and Indian writers to test the knowledge of American students about India. The author suggests that such studies may be useful in preparing curriculum relating to India at the high school level. Anderson (1970) studies the status of Javanese and Indian music in the programmes of American elementary schools. He finds that music of both types can be introduced with instruments available in Ameri-

can schools. Foreign music attracts children; the author thinks this interest enhances the understanding of foreign culture. Desai (1977) compares the practices of financing public schools in the state of North Carolina with the practices of financing public schools in the State of Gujarat. Sharma (1974) undertakes cross-institutional comparison among the perceptions of student-teachers about the nature and significance of student-teaching in their professional education for the secondary level in an Indian, English, and American institutions. Tickoo Dulari (1975) investigates, analytically, literature on education in India and the U.S.A. The study compares the evolution of the development of education and its organizational structure in the two countries.

### Curriculum Development and Instructional Material

This area has a large number of researches. The studies have covered practically the whole area of curriculum research. They relate to curriculum development in general and in the case of Phanuel (1966) a plan for developing enriched curriculum in Tamil Nadu is prepared. The other studies refer to specific subjects: Bhat (1977) examines the status of art in home science curriculum; Appasamy (1976) compares the effectiveness of didactic and experimental methods of teaching inter-personal helping skills in India; Varghese (1972) prepares guidelines for effective teaching of biology in Kerala schools; Bhatia (1972) examines comprehensibility of educated Indian English and its implications for curriculum and pedagogy; Khasnavis (1969) analyses social studies programmes in the secondary schools in India and the U.S.A. Sivashanker (1964) prepares an intramural sports programme for boys in secondary schools in Mysore. Chacko (1970) evaluates the American secondary schools world history textbooks with a view to ascertain the treatment of India in these books; he also tries to determine the amount of space devoted to India in such books. Kalra (1973) and Sapre (1972) prepare guidelines for science education and commerce education, respectively. Thomas (1974) prepares programmes for a summer institute for selected high school mathematics teachers in Kerala. Interest in population education and citizenship education is reflected in two studies by Sharma (1974) and Ghosh (1964).

### Higher Education

Interest in higher education is reflected in several studies. The aspects covered are: student unrest, case studies of institutions, foreign influence on Indian in-

stitutions, and history.

Altbach (1966) examines the relationship of students and politics in higher education with special reference to Bombay. Sandhu (1972) and Ray (1975) also examine the problem of student unrest in colleges and universities. Katz (1974) examines some aspects of the political socialization of students from India in the U.S.A. Several scholars have provided case studies of well-known institutions: McGreal (1971) traces the development of Mayo College, Ajmer, and examines its academic and co-curricular programmes; Erickson (1980) and Jones (1980) undertake the study of the programmes of the Spicer Memorial College, Poona. Sebaly (1973) considers the contributions of four nations in detail in the establishment of Indian Institutes of Technology. Eiseimon (1973) examines the professional activities and outlooks of Indian engineering faculty and tries to determine the impact of American educational assistance. The other studies in this area are by Bennet (1971), Murthy (1973), Gopalakrishnan (1973), and Chaturvedi (1962).

#### **Teacher Education and Teacher Behaviour**

Since most of the university departments of education in India are concerned with teacher education, researches in this area are more numerous than in many other areas. The aspects covered are: attitude of teachers to their work; in-service education; teaching career; comparison of institutions; microteaching.

Kale (1970) examines the career of secondary school teachers in Poona and their attitude to their work. Sullivan (1966) compares the social attitudes of basic student-teachers, and those in ordinary training colleges. Noronha (1979) studies the possibility of introducing microteaching with videotape in pre-service teacher education programme in Bombay. Sinha (1962) prepares a teacher evaluation instrument for secondary schools in India.

The concept of in-service teacher education emerged from the report of the Secondary Education Commission (1953). The studies are devoted to the critical examination of extension programmes—Desai (1968), Ahmed (1967) and Vedanayagam (1967). Rolston (1967) studies the implications of in-service teacher education programmes for secondary school teachers in India and the U.S.A.

#### **Educational Administration and Planning**

In this group, planning accounts for fewer researches

than administration. Dhar (1969) identifies important areas in which adjustments are needed for regulating the planning of university education. Sen (1979) studies educational planning for generating self-employment—an aspect of manpower planning. Zacharia (1962) makes an appraisal of educational strategy. The study seeks to identify and evaluate the programmes and policies of the government for reconstructing secondary education during the first two five-year plans. Wood (1969) examines the problem of higher education in the light of local interest. Downie (1976) analyses two individualistic approaches to development of India. Larsen (1964) makes a critical estimate of national planning in relation to higher education since 1947.

Research efforts in educational administration can be classified as follows: (a) organizational structure; (b) organizational climate; (c) personal variables in administration; and (d) selection and preparation of administrators.

Sekhri (1967) examines the role of local and state governments. Shah (1954) compares the organization of primary education in London and Bombay. Lulla (1963) undertakes a study of educational administration in the U.S.A. and indicates implications for India. Four studies are devoted to the understanding of organizational climate. They are: a study of relationship between eight dimensions of the organizational climate of selected schools and student achievement in five subjects in the final public examinations in India by Patel (1978); Organizational climate of secondary schools in Delhi by Mehra (1967). Devadoss (1980) and Saini (1966) also contribute to the understanding of organizational climate. Gupta (1979) investigates the relationship between personality characteristics of education officers in Punjab and their willingness to accept innovation in schools. Choudhury (1980) examines the characteristics and responsibilities of school principals. Joshi (1974) and Shaw (1981) prepare programmes for the preparation of educational administrators in India. Arayathinal (1967) examines selected supervisory practices of headmasters of Catholic schools in Kerala.

#### **Educational Evaluation and Examinations**

Santhappa (1976) studies the examination system in India. He wants the system to be modernized and Indianized. He thinks that one way in which equality of educational opportunity can be achieved is by reforming the examination system. Srinivasan (1971) studies the nature of annual terminal examinations in the Jesuit High schools of Madras. Sachdev (1971) evaluates the



impact of summer institutes for higher secondary mathematics teachers. John (1969) undertakes an evaluative study of the effectiveness of regional college programmes and develops an instrument for the purpose.

### **Innovations in Education and Educational Technology**

There are only a few researches in this area. Saxena (1973) undertakes a feasibility study for a plan of instructional technology development for agricultural universities in India. Noronha (1979) similarly explores the possibility of introducing microteaching with videotape in pre-service teacher education programme in Bombay. Duraiswamy (1974) studies innovation diffusion in science education in the Tamil Nadu school system.

### **Agricultural and Rural Education**

Eight studies were located in this area. Khan (1963) makes a comparison of rural education system of Mexico with that of India. Ratiram (1976) studies education as a quasi-factor of production: the case of India's agriculture. Patel (1967) studies communication behaviour of village-level workers in Surat and Mehsana districts of Gujarat. Bhatnagar (1980) offers an educational policy analysis in relation to education of rural women and its influence on fertility decline in India. Dahama (1962), Hogle (1970), and Singh (1969) study different aspects of agricultural extension.

### **Trends in Research Studies**

1. Although 192 researches were conducted in 63 universities in the U.K. and the U.S.A., the majority of these were concentrated in a few universities. Thus, seven universities led by London and Columbia account for more than one-third of the research studies.
2. During the last two decades several foreign universities, especially in the U.S.A., have introduced courses in Indian studies. This interest in India is reflected in fairly large numbers of studies in comparative education. In several states in America, courses relating to India have been introduced in high schools. A number of research scholars have under-

taken studies to determine children's interest in India. In this context social studies programmes in secondary schools have been examined by a few scholars.

3. During the decade prior to 1970, the researchers paid adequate attention to India's development plans and new experiments such as basic education, multipurpose schools, extension services for teachers and the four-year integrated teacher training in the regional colleges.
4. Case studies as a method of studying educational institutions have been used quite frequently. This is particularly noticeable in the case of institutions known for their excellence, e.g., Indian Institute of Technology, Regional Colleges of Education, Mayo College, etc. In some cases American institutions have been included for comparative purposes.
5. In the U.S.A. numerous researches have been conducted in the area of educational technology. This, however, has not influenced scholars conducting research on Indian education. Very few studies were located in this area. Innovation in education also did not get adequate attention. Only two studies relating to agriculture were concerned with this concept.
6. Studies in classroom setting are almost absent.
7. There is no conscious attempt at theory-building in any of the researches reported here. Although each research effort has a theoretical base, adequate theoretical orientation has not been provided; at least, this is not noticed in any of the abstracts examined by the present reviewer. Theoretical contribution, however, can emerge only from long-range planned research based upon explicit theoretical assumptions from such social sciences as anthropology, sociology, psychology and economics.
8. Some of the studies may be of use to foreign scholars who wish to have an insight into some of the problems of Indian education, but such insight would be fragmentary as the studies do not seem to be additive. Since none of the studies relate to classroom settings, practising teachers will derive little benefit from the studies under reference. A number of studies, especially of comparative nature, would be useful to teacher-educators and planners. Research abstracts, if published, would be of use to future research scholars in the respective areas.