

# THIRD SURVEY OF RESEARCH IN EDUCATION

1978-1983

M.B. BUCH  
*Chief Editor*



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## Foreword

The importance of documentation for research of any kind cannot be over-emphasized. For a vast country like India where researchers in education and allied sciences are scattered in hundreds of academic bodies, the need for having a document containing all the abstracts of doctoral, institutional and individual researches is also specially important. Dr. M.B. Buch has already done laudable work in this direction, having published, along with a few co-workers, two surveys of research in education. At his initiative too, the Educational Research and Innovations Committee (ERIC) of the Council has taken upon itself the task of publishing the third volume of the series onwards as a continuing and regular activity of the Council. An Editorial Board consisting of eminent educationists and experts in allied fields took active interest in writing the trend analysis reports on the basis of the abstracts of all the three volumes. Thus a clear picture of about a decade of research in each specific area has emerged, which is in itself very useful for potential researchers. Apart from the Indian abstracts, the present volume also contains a list of research studies on Indian education done outside India. Further, trend analyses of the abstracts on universalization, vocationalization, etc., are also under way. It is hoped that supplementary volumes of the present and subsequent issues containing these trend reports will also be available from time to time. Action regarding the next volume, the Fourth Survey of Research in Education, has already started after approval from the Educational Research and Innovations Committee in its fourteenth meeting held in October 1984. Here too, the efforts of Dr. M.B. Buch along with those of Prof. A. Sharma, Head, DPRP&P and Dean Research, NCERT, are appreciated. The experience of the Third Survey of Research will no doubt be of a great value in expediting and smoothening its production in the Council. Currently, efforts to reprint the first two volumes, presently exhausted from stock, are also under way, which will be taken up after permissions of the previous publishers are available.

Combining the research findings and taking signals from them for their policy implication for solving some of the vexing problems of education is yet another difficult task and would require a lot of vigorous conceptual exercise from the experts. Such analyses will certainly lead to a better understanding of the role of research in policy-making. Although researchers in education have very little part to play so far in policy-making, there has been perhaps no barrier for their participation on the conceptual plane. As far as I can see, even this has been few and far between. To cater to the needs of policy-makers, educational research will have to reorient itself. It will have to take stock of the policy implications, of policy needs and of the complex situation in which education is implemented in the field. For one thing, it will have to be more futuristic in its approach and, for another, it will have to expand a little more in terms of space and time. Most of the doctoral researchers in social sciences from different universities and institutions have not gone beyond a limited distance from the place of submission. The nature of their data and conclusions, therefore, have remained confined to a narrow and specific region, whereas the remote regions have remained untouched and nonvulnerable. That creates a hiatus, which takes research away from the needy and thus renders it virtually non-relevant for policy-making. Further, from micro-level research findings like these it is very difficult to cull out an exact picture of the macro-level phenomenon. The research act determines the conclusions and we have only a sketchy diagram of the actual event in education.

Similarly, short-term researches, meant solely for acquiring some degree or motivated by some financial support, are likely to end up with only limited policy implication. Longitudinal and long-term studies, on the other hand, are but a few in number, possibly because such efforts are not conducive to the award of a degree or of financial assistance. Yet another change in orientation, to my mind, is a shift from an individual level to a team work since the whole backyard cannot be cleared merely by singular efforts for a limited period of time. To achieve the objectives of expansion in time, space and efforts, every university and academic institution concerned with research should try and develop a long-term research policy and build facilities, manpower and resources to fulfil and implement it.

I do not think immediate rewards would be available to researchers under such a reoriented framework. However, no committed researcher ever bothers for an immediate reward. Therefore concerted efforts for building a repertoire of a fair amount of meaningful research findings with regard to real life problems in education would seem possible. Another dimension of reorientation that has concerned me for some time now is that of opening a dialogue between researchers in education and allied sciences, on the one hand, and users of the researches, on the other. Sometimes the gap between the research community and the user community is too large. This is perhaps a world-wide phenomenon. To make a beginning of such a dialogue it may be worth while to have people from either side together trying to interpret some research findings for the use of administrators, policy-makers and class teachers.

This would, of course, require a different set of skills in communication. The researcher is drawn towards his own terminologies and precise expressions, and sometimes jargons from his discipline whereas the language of administrators and policy-makers is guided by their respective immediate situations. Fortunately, the researcher will be in an advantage to understand the other side a little more than vice versa. The initiative for the dialogue, therefore, should come from the community of researchers. Such an effort could be for mutual benefit and would certainly result in a more meaningful implementation of research findings as well as in generating new programmes for research.

I would take this opportunity to respectfully acknowledge the initiative taken and efforts made by Prof. Shib K. Mitra, former Director, NCERT, both as an active member of the Editorial Board and as an author of the final chapter for this book which gives a thorough and indepth analysis of the total research situation along with research gaps and lacunae. Similarly, I gratefully acknowledge the help, both technical and administrative, rendered by Dr. T. N. Dhar, former Joint Director and Chairman (ERIC), who has taken active interest in the endeavour of publishing this volume. The staff of the ERIC Secretariat, including the Member-Secretary (ERIC), Prof. C.H.K. Misra, and his colleagues, Dr. D.N. Abrol and Dr. (Smt.) G.M. Miyan, have also done considerable work for the volume, including corresponding, exchanging references and abstracts demanded by the members of the board of editors and content editing the material. Dr. Buch has himself content-edited most of the chapters, for which I am extremely obliged. Prof. A. Sharma, Head, DPRP & P, Dean(R) and Chairman (ERIC), has mobilised the publication work of the book and his efforts in this regard are to be acknowledged. The Head, Publication Department, and the Chief Production Officer and their staff have also been extra careful to bring out this document of a complex and technical nature for which their help is acknowledged.

I am sure that this volume will reach the hands of the researchers everywhere in the country as a useful reference book. I also hope it will reach others who are interested in

education in India. Since this is an ongoing programme of the Council, suggestions for improvement and other general comments from experts in education and allied sciences and other users in general will be gratefully acknowledged.

New Delhi  
31 March 1987

P.L. MALHOTRA  
*Director*  
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## Preface

The first systematic effort at documenting educational research in India was made by the National Council of Educational Research and Training (NCERT) in 1961 when it published the titles of M.Ed. and Ph.D. theses in education completed during the period 1939-1961. This was followed by a supplementary publication which contained the titles of all Ph.D. and M.Ed. theses up to 1966. Encouraged by the reactions of researchers to these publications, the NCERT published, in 1968, the *Third Yearbook of Education*, edited by S.B. Adaval. This yearbook gives not only classified lists of titles of Ph.D. and M.Ed. theses but also provides synoptic reviews of the work done in various fields of education. The reviews have attempted to identify gaps and indicate the directions for future research.

The University Grants Commission, at its meeting in August 1971, desired that the Centre of Advanced Study in Education (CASE), M.S. University of Baroda, may undertake the work of abstracting M.Ed. and Ph.D. theses in Education and publish the same. The CASE took up the first systematic planned effort to compile all researches at Ph.D. and project levels and published *A Survey of Research in Education*, which covered 731 research studies completed up to 1972. The publication of this volume fulfilled a long-felt need of educational researchers in India. Though the CASE published the first Survey of Research in Education, it had no institutional commitment to continue the project in the absence of any infrastructure set up for undertaking such major national projects and it was left to a voluntary association of a few motivated research workers to undertake the *Second Survey of Research in Education*. This voluntary association — the Society for Educational Research and Development, Baroda — published the Second Survey, which covered additional 839 research studies completed mostly between the years 1972-1978. The Second Survey contains a complete list of 1,570 researches completed in Indian universities and research institutes up to 1978. Even after the publication of the Second Survey, the need for institutionalizing the project remained unfulfilled till 1980 when the NCERT took a historic decision to undertake the 'Third Survey of Research in Education' under the editorship of M.B. Buch, who had already edited two earlier surveys. The chief editor had an editorial board of nationally recognized social scientists to advise and assist in the major national venture.

The Third Survey of Research in Education covers the period 1978-1983. It also includes those research studies of the earlier years which could not be included in the first two surveys. Again, because of the involvement of social scientists from the disciplines of psychology, sociology, economics, history and management, a large number of researches on educational problems completed in the departments of these disciplines could be identified and included in the Third Survey. This has helped to make the current survey more comprehensive.

The structure of the Third Survey of Research in Education follows the same pattern as that of the earlier volumes except for two departures. The chapter on Research in Higher Education has been dropped and a new chapter on Research in Language Education added. Again, a feature of special significance is the chapter on Research on Indian Education in the Universities of the U.S.A. and the U.K. This chapter is based on 175 researches on Indian education completed in the U.S.A. and the U.K. up to 1982. With the

addition of this chapter the Third Survey has covered all educational studies completed up to 1983 in India and also researches on Indian education completed in the English-speaking countries of the world, up to 1982. An overview of the researches in education is given in the first chapter whereas the priorities are discussed in the last chapter.

The abstracts follow more or less a uniform pattern. Each abstract gives the objectives, the hypotheses examined, the research design and the major findings. For developing the trend reports, it was suggested to the authors to keep in view the earlier studies. Except for a couple of authors, almost all authors have followed this suggestion. Some abstracts were received late and, therefore, could not be sent to the authors or writers of the trend reports. These have been marked with an asterisk.

The references are divided into three parts. Part I deals with those references for which there are no abstracts in the volume. Part II lists the researches completed in the U.S.A. and the U.K. on the basis of which Chapter 19 is written. Part III is a complete compendium of researches at the Ph.D. and project levels completed in India up to March 1983. A number at the end of each entry in Part III indicates whether the abstract is located in the First Survey, the Second Survey or the Third Survey.

The three Surveys of Research in Education, encompassing more than three thousand studies, spread over a period of forty years and about one hundred institutions have revealed quite a few pertinent features about the status of research in education in the country. The first impression one receives is rather disturbing. It appears that no adequate thinking is given to long-term planning in educational research by the research institutes and the universities. This is borne out by the opinions of a number of experts involved in developing trend reports in the three surveys. Many of the authors of the trend reports were of the opinion that it was difficult for them to draw any significant generalization from the analysis of researches. This only indicates the ad hoc nature of research activity. Next to adhocism, more serious is the lack of tenacity on the part of researchers to delve deep into an educational issue and plan sequential research on the same with continuing sustained efforts. This appears to be one of the reasons for research failing to influence significantly educational programmes, practices or policy.

The Indian researcher seems to have the weakness of not learning from earlier research. As a result, he is tempted to start any research right from the beginning rather than pick up the thread at which the earlier researchers left. As a result, significant research findings are not generated and a reviewer of research or a student of research trends finds it difficult to draw any significant generalization for practitioners or policy-makers. Stagnancy and stalemate plague the research institutions. The educational research tends to remain repetitive and becomes non-productive.

Developing countries are facing a mounting demand for more and better education. Adequately planned research efforts are needed to infuse quality in education. Constant pressures are applied for enhanced financial allocation to research. But the unpalatable fact remains that though more money is allocated to research, scholars are not coming forward with challenging research proposals on problems of national significance and the scarce resources made available for educational research go unutilized. This should be a matter of concern to educational leadership of the country.

A careful study of the trend reports written by experts indicates an urgent need for more rigorous training of educational researchers in an interdisciplinary context. It is imperative that researchers develop the insight for identifying the problems which have proved major barriers to efforts at qualitative improvement of education. When these problems are identified, individuals and research institutes need to be commissioned to provide answers to these questions on the basis of empirical research. Educational research needs steering by dynamic leadership.

The Third Survey gathers the harvest of doctoral and institutional research from the universities and the research institutes of the country. The yield is far greater than one would have guessed. This is an eloquent testimony to increased interest in research in the young scholars. However, the increased quantum of research is also accompanied by an expected fall in quality. An encouraging feature is the increasing concern which university teacher.

have shown about maintaining a quality control in educational research. The profession seems to be developing a serious concern regarding the quality of educational research.

A bright feature of the educational research in India is the emergence of young researchers who are making their presence felt in various national forums. They are the leaders of educational research of the twenty-first century. These young men and women are very clear about the interdisciplinary nature of educational research and they rub their shoulders with leaders of social sciences, humanities and natural sciences. Researches like Physics Curriculum or Teacher Education for Teachers of English or Management of Education — all interdisciplinary researches — are the outcomes of such interdisciplinary interactions.

The experience in undertaking three surveys of research in education suggests that the time has come for having a fresh look at the policies that guide the development of educational research in India. That no serious consideration has been given to fix priorities in educational research is seen from the erratic way research is developing in the country. The premier national organizations concerned with educational research need to have a fresh look on the bases to fix priority areas and what is more important is to develop planned, sequential research in crucial areas of education. The university departments of education do not have a forum to exchange experiences and develop fresh thinking in the vital areas of education so important for developing a sound theory, practice, policy and programme of education. They should feel concerned about the present state of affairs and evolve new structures to build the professional base of education which would facilitate planning, developing and undertaking relevant research studies. That some concrete action in this area is needed, seems to be the concensus of the authors of trend reports in the three surveys on the basis of exhaustive examination of available research in the various areas studied by them. The educational leadership in the country will need to focus its attention on these issues.

It is impossible to acknowledge all the help that has been given by individuals and institutions in the preparation of the Third Survey of Research in Education. The chief editor received extensive support from the members of the editorial board most of whom struggled hard to stick to the time-limit given to them to complete the task accepted by them voluntarily. Some of the authors of the trend reports had retired from active work and had no institutional support. Even they rose to the occasion and helped to see the project through within the scheduled time-limit. The ERIC secretariat took special care to see that the proverbial red-tape did not delay the smooth run of the project at any stage. The member-secretary of the ERIC, who was also the convener of the Editorial Board, took special care to keep track of the immense amount of details that such a project entails. His contribution and that of his colleagues in the ERIC secretariat, Dr. D.N. Abrol and Dr. (Smt.) Girija Mohammed Mian, call for special acknowledgements.

Finally, thanks must be expressed to all area collaborators in the country who took the assignment of identifying the researches and abstracting them in a fitting professional spirit. The three surveys of educational research have, at their base, the concern and dedication of a large number of young research scholars all over the country who extended a willing cooperation to these ventures during the years 1972 to 1985. The chief editor is grateful to all of them.

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31 March 1987

M.B. Buch



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## Abbreviations Used in this Book

### A. Universities and Institutions

Agr. Sc. U.	Agricultural Science University	IAMR	Institute of Applied Manpower Research
AIU	Association of Indian Universities	ICMR	Indian Council of Medical Research
All. U.	Allahabad University	ICSSR	Indian Council of Social Science Research
AMU	Aligarh Muslim University	IIE	Indian Institute of Education
And. U.	Andhra University	IIM	Indian Institute of Management
Anna. U.	Annamalai University	IIT	Indian Institute of Technology
APSU	Awadhesh Pratap Singh University	ISEC	Institute of Social and Economic Change
ASCI	Administrative Staff College of India	ISI	Indian Statistical Institute
		IUB	Inter-University Board of India and Ceylon
BHU	Banaras Hindu University	Jab. U.	Jabalpur University
Bih. U.	Bihar University	Jad. U.	Jadavpur University
Bom. U.	Bombay University	JKU	Jammu and Kashmir University
		Jiw. U.	Jiwaji University
Cal. U.	Calcutta University	JMI	Jamia Millia Islamia
CASE	Centre of Advanced Study in Education	JNU	Jawaharlal Nerhu University
CBSE	Central Board of Secondary Education	Jod. U.	Jodhpur University
CET	Centre of Educational Technology		
CIE	Central Institute of Education	Kal. U.	Kalyani University
CIEFL	Central Institute of English and Foreign Languages	Kan. U.	Kanpur University
		Kar. U.	Karnataka University
CIET	Central Institute of Educational Technology	Ker. U.	Kerala University
		Kum. U.	Kumaun University
CIIL	Central Institute of Indian Languages	Kur. U.	Kurukshetra University
CPR	Centre for Policy Research		
CSD	Council for Social Development	Luc. U.	Lucknow University
Del. U.	Delhi University	Mag. U.	Magadh University
DEPSE	Directorate of Extension Programmes for Secondary Education	Mar. U.	Marthwada University
		Mee. U.	Meerut University
Dib. U.	Dibrugarh University	MIER	Model Institute of Educational Research
		MKU	Madurai Kamaraj University
ERIC	Educational Research and Innovations Committee	MOE	Ministry of Education
		MSBTPCR	Maharashtra State Board of Textbook Production and Curriculum Research
F.F.	Ford Foundation	MSU	Maharaja Sayajirao University of Baroda
		Mys. U.	Mysore University
Gau. U.	Gauhati University		
Garh. U.	Garhwal University	Nag. U.	Nagpur University
GCPI	Government Central Pedagogical Institute	NCERT	National Council of Educational Research and Training
Gor. U.	Gorakhpur University	NCTE	National Council of Teacher Education
Guj. U.	Gujarat University	NEHU	North East Hill University
		NIBE	National Institute of Basic Education
HAU	Haryana Agricultural University	NIE	National Institute of Education
HPU	Himachal Pradesh University		

NIEPA	National Institute of Educational Planning and Administration	SNDT	Shreemati Nathibai Damodar Thakersey Women's University
NIPCCD	National Institute of Public Cooperation and Child Development	SPU	Sardar Patel University
NIRD	National Institute of Rural Development	SVU	Sri Venkateswara University
Osm. U.	Osmania University	TISS	Tata Institute of Social Sciences
Pan. U.	Panjab University	TTTI	Technical Teachers' Training Institute
PAU	Punjab Agricultural University	UAS	University of Agricultural Science
Pat. U.	Patna University	Udai. U.	Udaipur University
PRSU	Psychological Research and Service Unit	Vik. U.	Vikram University
Raj. U.	Rajasthan University	<i>B. Other Abbreviations</i>	
Ran. U.	Ranchi University	Agri. Ext.	Agricultural Extension
RCE	Regional College of Education	Anthrop.	Anthropology
RCEM	Regional College of Education, Mysore	Com.	Commerce
RSU	Ravishankar University	Eco.	Economics
Sag. U.	Sagar University	Edu.	Education
Sam. U.	Sambalpur University	Eng.	English
Sam. San. U.	Sampurnanand Sanskrit University	Hist.	History
Sau. U.	Saurashtra University	Hum.	Humanities
SCERT	State Council of Educational Research and Training	Ling.	Linguistics
SGU	South Gujarat University	Phil.	Philosophy
Shi. U.	Shivaji University	Pol. Sc.	Political Science
SIE	State Institute of Education	PSSC	Physical Science Study Committee
SIERT	State Institute of Educational Research and Training	Psy.	Psychology
SITU	South India Teachers' Union	Sans.	Sanskrit
		SMP	School Mathematics Project
		Soc.	Sociology
		Stat.	Statistics

## Contents

FOREWORD	v
PREFACE	viii
1. EDUCATIONAL RESEARCH IN INDIA — AN OVERVIEW M.B. Buch, R. Govinda	1
2. PHILOSOPHY OF EDUCATION <i>A Trend Report:</i> Manoj Das <i>Abstracts</i> (1–39)	32
3. HISTORY OF EDUCATION <i>A Trend Report:</i> Aparna Basu <i>Abstracts</i> (40–84)	56
4. SOCIOLOGY OF EDUCATION <i>A Trend Report:</i> B.V. Shah <i>Abstracts</i> (85–335)	88
5. COMPARATIVE EDUCATION <i>A Trend Report:</i> Pratibha Deo, Gulistan J. Kerawalla <i>Abstracts</i> (336–358)	245
6. ECONOMICS OF EDUCATION <i>A Trend Report:</i> P.R. Panchamukhi <i>Abstracts</i> (359–393)	263
7. LEARNING, MOTIVATION AND PERSONALITY <i>A Trend Report:</i> S.B. Menon, J.M. Ojha <i>Abstracts</i> (394–619)	298
8. GUIDANCE AND COUNSELLING <i>A Trend Report:</i> J.N. Joshi, Sudesh Gokhar <i>Abstracts</i> (620–658)	440
9. TESTS AND MEASUREMENT <i>A Trend Report:</i> S.S. Kulkarni, Kuldip Kumar <i>Abstracts</i> (659–741)	468
10. CURRICULUM, METHODS AND TEXTBOOKS <i>A Trend Report:</i> R. Srinivasa Rao <i>Abstracts</i> (742–841)	511

<b>11. LANGUAGE EDUCATION</b>	<b>575</b>
<i>A Trend Report: D.P. Pattanayak,</i>	
<i>Abstracts (842–911)</i>	
<b>12. EDUCATIONAL TECHNOLOGY</b>	<b>615</b>
<i>A Trend Report: C.H.K. Misra</i>	
<i>Abstracts (912–949)</i>	
<b>13. CORRELATES OF ACHIEVEMENT</b>	<b>648</b>
<i>A Trend Report: C.L. Anand, M.S. Padma</i>	
<i>Abstracts (950–1029)</i>	
<b>14. EDUCATIONAL EVALUATION AND EXAMINATION</b>	<b>700</b>
<i>A Trend Report: B.K. Passi, R.C. Hooda</i>	
<i>Abstracts (1030–1082)</i>	
<b>15. TEACHING AND TEACHER BEHAVIOUR</b>	<b>750</b>
<i>A Trend Report: P.N. Dave</i>	
<i>Abstracts (1083–1121)</i>	
<b>16. TEACHER EDUCATION</b>	<b>782</b>
<i>A Trend Report: R.C. Das, N.K. Jangira</i>	
<i>Abstracts (1122–1242)</i>	
<b>17. EDUCATIONAL MANAGEMENT AND ADMINISTRATION</b>	<b>857</b>
<i>A Trend Report: G.K. Valecha, Shuba Abraham</i>	
<i>Abstracts (1243–1450)</i>	
<b>18. NON-FORMAL EDUCATION</b>	<b>990</b>
<i>A Trend Report: M.N. Palsane, K. G. Rastogi</i>	
<i>Abstracts (1451–1481)</i>	
<b>19. RESEARCH ON INDIAN EDUCATION ABROAD</b>	<b>1019</b>
P.K. Roy	
<b>20. PRIORITIES IN EDUCATIONAL RESEARCH</b>	<b>1023</b>
Shib K. Mitra	
<b>REFERENCES</b>	<b>1029</b>
<b>INSTITUTION INDEX</b>	<b>1107</b>
<b>NAME INDEX</b>	<b>1110</b>
<b>SUBJECT INDEX</b>	<b>1122</b>