

Draft

**Fifth Survey of Educational Research and Innovations
A Broad Framework**

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NIEPA DC



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**Educational Research & Innovations Committee
Department of Policy Research Planning and Programming
National Council of Educational Research and Training
New Delhi**

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Preface

I am happy to present a comprehensive introduction on the Fifth Educational Research and Innovations Survey prepared by Dr. V. K. Raina. Dr. Raina has traced not only the history of such publications brought out earlier by CASE, Baroda; Ministry of Education or the NCERT, he also has sought to bring out clearly the distinctive features of the proposed work. The NCERT has taken upon itself to collect data, get trend reports written and also publish the Survey. Indeed, two facts bear emphasis and repetition, 1. the surveys are now institutionalized and 2. they shall include innovations.

Besides the fact that the NCERT has the tremendous advantage of being an apex educational body, it has at its command resources and managerial skills unmatched by any single institution or agency. Being with the NCERT the perspective of this survey itself will have undergone numerous changes. One should feel happy to utilize the services of distinguished academicians that this country happens to have and let me state here that I certainly am happy to have such a feeling.

Professor P. N. Dave has joined this project as Consultant. May I say here how happy I am to have his expertise made available to us.

No venture is an individual venture although in the end only one person gets the credit. I am quite sure that at least for once the above adage shall stand belied.

(R. P. Singh)
Dean Research

Fifth Survey of Educational Research and Innovations A Broad Framework

Introduction

Historically speaking, systematic attempts to present the various educational developments taking place in the post-independence period were through The Indian Year Books of Education, to begin with published by the then Ministry of Education and later on taken over by the National Council of Educational Research and Training (NCERT).

The aim of these yearbooks was to formulate current problems and future tasks in the various spheres of education, to provide an objective appraisal of the progress made in the country in these spheres and to focus the attention of educationists on present needs in the World of Education. Each volume in the series was devoted to a vital aspect of Indian education. The yearbooks intended to provide an objective assessment of what had been achieved or was in the process of being achieved in the pursuit of the national goals of education. In addition to the insights the yearbooks offered into the developments that were reshaping the world of education in this country, these publications provided a wealth of statistical information and detailed references to the reading material available on each subject that was dealt with.

The First Yearbook of Education (1961), which was prepared and published by the Ministry of Education, Government of India under the Editorship of Shri J. P. Naik, sought to serve as a comprehensive review of education in India from 1947, when the

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country attained independence, to 1961. This yearbook reviewed the main educational developments in the country during this period and traced the educational developments at the Centre and in the States during the post-independence period.

The Second Yearbook of Education (1964) was prepared and published by the National Institute of Education, National Council of Educational Research and Training with Shri Raja Roy Singh and Shri J. P. Naik acting as Editors. The Yearbook was devoted to an examination of the problems of elementary education in India. The yearbook provided an account of the historical development (1800-1961) of elementary education in India. Issues such as objectives, curricula and teaching methods in elementary education along with birth and growth of basic education were presented in this yearbook. Issues relating to the quantitative and qualitative development of education were also presented in the yearbook. A perspective plan for the development of elementary education in India, along with a tentative proposal to this end was also put forward in this yearbook.

The Third Yearbook of Education (1968) was devoted exclusively to review of educational research in India. The year book was brought out under the Editorship of Professor S. B. Adaval. The yearbook attempted to demonstrate how vital the place of educational research is in the field of education. It emphasized the urgent need for effective and fruitful research work in the vast and important areas of education that were left largely unexplored and suggested how best research can serve as an instrument of economic and social change. Each Chapter,

written by a specialist or eminent scholar in the field, attempted to present an objective appraisal of the research done in a specific area of education. In all, the year book discussed at length twenty areas of educational research based on the researches carried out at the Masters level, Doctoral dissertations and independent projects. The areas of educational research discussed in the yearbook were: research in the philosophy of education, education and social change, psychology of learning, child and adolescent development, curriculum, research in methods of teaching school subjects, review of research in educational evaluation, review of tests and measurements, teacher education, educational finance, research in legal education, research in medical education, research and extension services in technical and professional education, research in basic and social education and other branches of education.

The Fourth Yearbook of Education (1973) under the Chief Editorship of Professor K. G. Saiyidain focussed attention on different aspects of secondary education in this country. It analyzed the situation as it existed then, presented a historical background of the subject and also indicated the lines along which the work should be planned and the manner in which it should be carried out. It also provided a wealth of statistical information on secondary education. An attempt was made to present various outstanding contemporary problems relating to secondary education against the background of a historical survey of the development of secondary education.

Surveys of Educational Research

Chronologically speaking, the first survey of educational research: A Survey of Research in Education 1947-1972 (Buch, 1974) followed the Fourth Year Book of Education (1973). Content wise the NCERT's The Third Year Book of Education (Adaval, 1973) on Educational Research could be rightly considered a precursor to First Survey of Educational Research, in an organized and systematic manner. In the early sixties, the NCERT published a list of dissertations, at the M.Ed. and Ph.D. levels, completed in Indian Universities upto 1961 under the title Educational Investigations in Indian Universities (1939-61). This was followed by a mimeographed supplement which contained titles of all M.Ed. and Ph.D. dissertations upto 1966. During these years, the Indian Council of Social Science Research (ICSSR) started the Indian Dissertation Abstracts for publishing abstracts of Ph.D. theses in social sciences completed in Indian Universities. The publication of the Indian Dissertation Abstracts in 1973 was the first systematic effort to provide a clearing-house for Ph.D. research in social sciences coming out from Indian Universities.

First Survey of Educational Research

It was in the August 1971, that University Grants Commission desired that the Centre of Advanced Study in Education, M. S. University of Baroda may undertake the work of abstracting the M.Ed. and Ph.D. theses in education and publish them. The Centre decided to abstract the research studies both at the Ph.D. level and at the institutional or project level. This project got

started in March 1972. In the First Survey (1974), almost all studies beginning with the first Ph.D. research in education were covered upto 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 General Editor of the First Survey was Professor M. B. Buch.

The Second Survey of Research in Education (1979) was brought out by the Society for Educational Research and Development, Baroda, under the General Editorship of Prof. M. B. Buch. The Second Survey covered the period of 1972-78 and included a total number of 839 abstracts. In addition to the Chapters provided in the first survey, two chapters on comparative education, and higher education were added. The studies on social education, adult education and non-formal education were grouped under the chapter - non-formal education. The chapter on educational surveys was dropped and studies under this were distributed between relevant chapters.

The Third Survey of Research in Education (1987) was undertaken by the National Council of Educational Research and Training and was brought out under the Chief Editorship of Professor M. B. Buch. The Third Survey covered the period of 1978-1983 and included a total number of 1481 abstracts. It also included those research studies of the earlier years which

could not be included in the first two surveys. The structure of the Third Survey remained almost same as that of the earlier two surveys. The Chapter on Research in Higher Education was dropped and a new chapter on Research in Languages Education was added. Another important chapter that was added to the Third Survey was a chapter on Research on Indian Education in the Universities of the USA and UK.

The Fourth Survey of Research in Education which is currently under print covers the period of 1983-88 and is being brought out by the National Council of Educational Research and Training under the General Editorship of Professor M. B. Buch. It roughly includes a total number of 1700 abstracts and thereby the total number of studies covered in the four surveys is 4703. In the Fourth Survey, 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 have been included. The studies on Adult education and Non-formal education were grouped, under two separate chapters. A chapter on review of researches at M.Phil. in Indian Universities has been added in the Fourth Survey. The review is based on an analytical study of the titles of M.Phil. dissertations and a complete bibliography of these dissertations has also been provided.

Fifth Survey of Educational Research and Innovations:
Organisational Structure

An important step towards the partial institutionalization of Survey of Educational Research got initiated with the

publication of the Third Survey of Research in Education in 1986 by the National Council of Educational Research and Training. It was also decided that the Educational Research and Innovations Committee (ERIC) of the Council would take upon itself the task of publishing the Surveys as a continuing and regular activity of the Council. It was during the course of initiating action for the Fifth Survey that the Eighteenth General Body meeting of the ERIC recommended that "a Steering Committee may be appointed to decide about the issue of the Chief Editorship and other modalities including chapters, budget etc. "The Steering Committee so Constituted by the Director, NCERT, which met on May 17, 1990 recommended that "institutionalization of educational surveys is a welcome proposal. In the fitness of things it will be desirable if the Educational Survey Unit is located in the ERIC Sectt. with proper academic support... It was necessary that for carrying out the work, a suitable nucleus of academics is created within the ERIC."

In pursuance of the recommendations of the above Steering Committee, an Editorial Board (Annexure-I) constituted by the Director, NCERT which had its first meeting on August 28, 1990, took important decisions regarding issues such as general editorship, contents, format, style and operational modalities. The major decisions taken in the meeting are given in the Annexure-II. A list of the Chapters to be included in the Survey as approved by the Board is given in Annexure III.

The work of Fifth Survey started in the real earnest sometime during the late October and early November 1990. In order to collect the abstracts of the researches and different projects completed in different universities and research organizations, contact-persons were identified from the different universities of the country as well as research organizations. To date a total number of 68 Contact Persons drawn from the various universities of Northern, Southern, Western and Eastern region have been identified, and they have started the work of abstracting the researches. The names of the identified Contact Persons from the different universities are given in Annexure.IV. The process of identification of Contact Persons from the remaining universities and research organisations of national importance is continuing.

It is for the first time that the Regional Colleges of Education have been associated with the work of survey. In consultation with the Principals of the Regional college of Education, four Regional Contact Persons drawn from the RCE's have been identified for Northern, Southern, Western and eastern zones. the names and addresses of these Regional Contact Persons are given in annexure V.

FIFTH SURVEY OF EDUCATIONAL RESEARCH: NEW DEPARTURES

Education and educational research, all over the world including India, are in a continuous process of change. Reforms are taking place in most countries of the world, and statistical data soon become obsolete, some new research ventures contribute new knowledge to the world, new educational organisations emerge, new points of view evolve about paradigms in educational research. This necessitates that at various intervals attempts are made to update information and determine state of art in various areas.

In view of the above, a basic question that we need to answer here is - What are we attempting to present in such a survey? To us the broad objectives of the Survey would be to present the following:

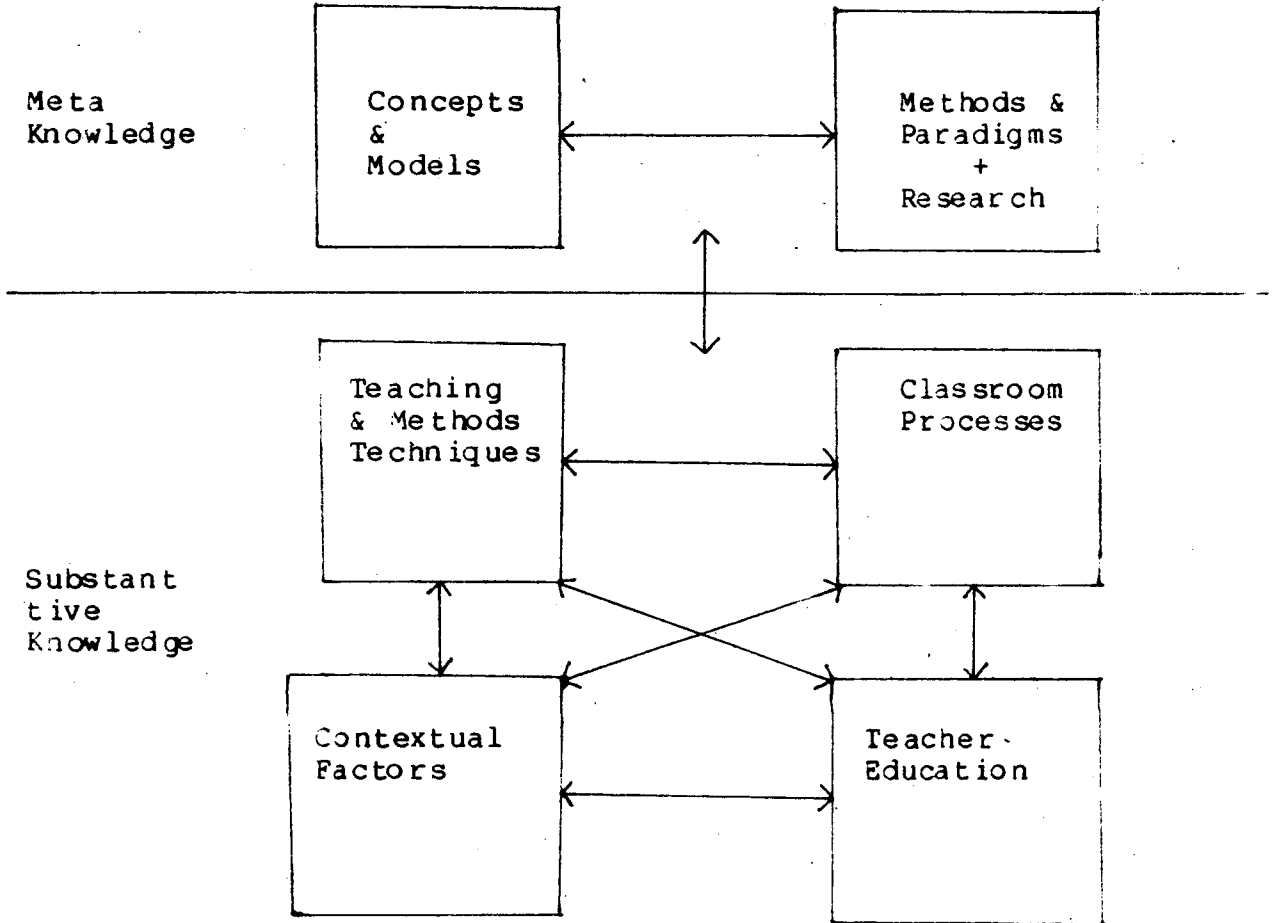
1. What is the state of art in the various fields of education?
2. What scientifically sound and valid information is available within the various areas of education?
3. What further research is needed in the various aspects of education?
4. What is the international status of a particular area of research and how do attempts in India figure in that perspective ?

It is possibly the approach/treatment to be given to answer the above questions within the survey, that would constitute a major departure from the earlier surveys. It is assumed here that there are two main levels of knowledge about any given area of education and educational research. For want of better terms these levels could be labelled as "meta knowledge" and "substantive knowledge". "Meta knowledge" refers to attempts to

classify and analyse conceptual and theoritical positions about the nature and proper functioning of and methods of obtaining empirical evidence about any area of educational problem. To elaborate, if it is the area of teacher and teacher education, knowledge that there are humanistic, behavioural and information processing models of teaching, is an example of meta knowledge about theory. Knowledge of issues raised in debates about different methods of observing in the class rooms, and of statistically manipulating data thus obtained, are examples of meta knowledge about methodology.

"Substantive knowledge" as used here refers to information obtained as a result of attempts to test hypotheses and answer questions about the various educational issues being researched. Applying this idea again to the area of teaching and teacher education, substantive knowledge would refer to information obtained as a result of attempts to test hypotheses and answer questions about these two processes, their relationship with each other and with other phenomena. A schematic representation of the application of "meta knowledge" and "substantive knowledge" as applied to the area of Teacher and Teacher Education would be as follows:

A SCHEMATIC REPRESENTATION OF THE "META" AND "SUBSTANTIVE" KNOWLEDGE RELATED TO TEACHER EDUCATION



It is broadly expected that while presenting the information within an area of educational research which in our case takes a form of a trend report, this classification of presenting the total quantum of knowledge at the 'meta' level and 'substantive' level can be, profitably followed.

In addition to making the Fifth Survey a compendium of reviews of the available knowledge that has implications for a particular area of research, an attempt may also be made to make this survey a book of ideas. Research related to most of the

issues that would be taken up in the Survey are experiencing a surge of new ideas. The ideas that are being explored, even more than the knowledge developed to date, may be of interest to the contemporary reader, since the ideas represent the very foundations on which an edifice of knowledge may be built. It is for this reason that a number of new areas have been included for the first time in the Fifth Survey. We would like to look at this Survey as a 'spring of fresh ideas which may encourage many who drink of that spring to pursue development that may help to bring fresh approaches to education.'

Following from the above, many a time a common reaction of authors writing or reviewing a comparatively new area of research, express disappointment about the lack of substantive research in that area. After reviewing the literature, the author may take the decision that the material was such that he could not write a chapter bringing the findings together- the complaint being that the research consisted of a patchwork of unrelated items that neither fitted together nor yielded a useful set of generalizations. It is this situation which we really consider will pose a challenge to the person who has accepted to write a chapter.

Faced with such a problem, the typical response of the author ought to be to consider why the research had not been productive and how a productive programme of research should be planned. A search for ideas that might form the basis of a worthwhile programme of research then can become the foundation for the chapter.

Alternatively, many a times we may have a situation where we may already have an excellent review of research related to a research issue. In such cases we visualize that the work of the author of a chapter is not just to provide yet another review article but to refer the reader to the previously published reviews and then direct their own contribution towards a discussion of their research issues. As such it is hoped that we shall have a volume in which considerable emphasis would be placed on a consideration of how research should be undertaken if it is to be productive.

A major point of departure in this Survey, as we visualize, would be the comparability with the International research reporting. This may amount to presenting a brief International status of that particular area with a major emphasis on the researches being carried out in the Third World Countries. This would help us to know where we stand in comparison to the researches being conducted in the international circles and also the status of researches among the different Third World Countries. It is hoped that this would help provide a proper perspective of the research issues being discussed in a chapter.

We believe that 'Beauty Is in the Eye of the Reviewer'. With this statement in mind, the work of abstracting the research studies, whose scope has been widened to include, in addition to the doctoral dissertations, published research reports, research projects, M.Phil. researches, important research contributions in the Journals etc. is being done by the senior University
Professors and Readers. Research abstracts in a way form the very edifice on which the trend reporter has to build the

structure. As such it is visualized that a research abstract should also be critical evaluation of the research study rather than the faithful reporting of the objectives, hypotheses and major findings of the research study. To this end, the format developed by the Editorial Board as given in the Annexure-II was revised/modified within the ERIC to meet the above requirements. The revised format is given in the Annexure-VI.

The mechanism for getting the researches abstracted, has been decentralized, and a zonal approach identifying different contact persons from different Universities and Central and State research organizations is being followed. Each zone would have a zonal contact person, one each from the four Regional colleges of Education.

ANNEXURE - I

Editorial Board for the Fifth Survey of Educational
Research and Innovations

1. Dr. M. B. Buch
46, Hari Nagar
Gotri Road
Baroda
2. Prof. Durganand Sinha
National Fellow
Department of Psychology
University of Allahabad
Allahabad 211002
3. Prof. B. N. Mukherjee
Prof. Computer Centre
Indian Statistical Institute
Barrackpore Road
Calcutta 700035
4. Prof. E. G. Parameshwaran
Dean, Faculty of Commerce
University College of Commerce
& Business Management
Osmania University
Hyderabad 500007
5. Prof. Lokesh Koul
Professor & Head
Department of Education
Dean Faculty of Education
H. P. University
Shimla 171005
6. Prof. P. S. Balasubramaniam
Head, Department of Education
Madras University
Madras
7. Prof. Suma Chitnis
Tata Institute of Social Sciences
Bombay University
New Campus
Bombay
8. Prof. K. P. Pandey
Director
Directorate of Correspondence Courses
H. P. University
Simla 5

9. Prof. K. C. Panda
Principal
Regional college of Education
Bhubaneshwar
10. Prof. C. Seshadhari
Head
Department of Education
Regional College of Education
Mysore
11. Prof. A. Sukumaran Nair
Vice Chancellor
University of Kerela
Trivandrum 695034
12. Prof. J. N. Joshi
Professor of Education
Punjab University
Chandigarh
13. Prof. Binod Kumar
I.I.M. Calcutta
Diamond Harbour Road
Calcutta 79
14. Prof. Ajit Mohanty
Utkal University
Psychology Department
Vani Vihar
Bhubaneshwar
15. Prof. P. R. Panchmukhi
Director
Indian Institute of Education
128/2, J.P. Walk Path
Karve Road
Khohind
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16. Prof. T.V.Rao
Organisational Behaviour Area
Indian Institute of Management
Basba Pur
Ahmedabad

17. Prof. R. P. Singh
Head
Department of Policy Research
Planning and Programming

18. Prof. N. Vaidya
Member Secretary(ERIC)
NCERT

19. Chairman(ERIC)

Ex-Officio Convenor

ANNEXURE - II

Major Decisions Taken By the Editorial Board

General Editorship:

The Board, after discussion, decided that there will be no General Editor. However, the names of the members of the Editorial Board will be put as Editors as they are to share the responsibilities jointly and severally.

Contents/Chapterisation

The steering committee of the Fifth Survey in its meeting held on 15.12.89 had developed a chapter plan which was approved by the ERIC and the Director, NCERT. However, the chapter arrangement did not indicate the inclusion of innovations. The Editorial Board finalised the nomenclature for each chapter.

the two members of the Editorial Board, Prof. K. C. Panda and Prof. E.G. Parameshwaran made some suggestions and drew up the lists of the contents that may also be considered for their finalization. After discussion, the board unanimously recommended the contents given in Annexure-1.

Format, Style and Standard

The members had a detailed discussion with regard to the the utility of the current arrangements as followed in the third and fourth surveys. They felt that in the absence of the analysis of the area or theme, the trend report does not help help the researchers. It also does not help the consumers of the research and the guides. Therefore, they desired that in the fifth survey it should carry critical analysis of the area or theme dealt with in each chapter. In

the analysis, the author may highlight the significance or importance of findings and their limitations by identifying gaps in the research area. They need not make a mention of the weak researches or indifferent researches. However, towards the end of each chapter a complete bibliography of the research in the area/ theme may be given. It was suggested that the information may be collected in the following format:

1. Title
2. Degree of submission
3. Date of submission
4. Date of Award
5. Name of the researcher with address
6. Name of the Guide/Supervisor
7. Nature of the study -
descriptive/evaluative/experimental/historical etc.
8. Objectives of the study
9. Hypotheses, if any
10. Methodology
 - a) Sample and sampling procedure
 - b) Tools used
 - c) statistical technique/treatment used
11. Major findings
12. Implications

The maximum length for a study in the above format may not exceed two full-scale pages.

Operational Modality

The overall guidance and co-ordination will be the responsibility of the Editorial Board which is headed by the the Director, NCERT. However, at different levels of data collection and data compilation, the following organizational arrangement will work:

a) At the headquarters, two Readers supported by a Research Associate in the DPRPP -ERIC will work under the direction and guidance of the Chairman, ERIC who is the ex-officio convenor of the Editorial Board.

b) The Regional level

Four Regional Colleges of Education will provide coordination and collection services in their respective regions. Every Principal of the Regional College of Education has been requested to nominate one senior faculty members who will collect the necessary information, compile and coordinate it at the regional level from the universities and research organisations located within the jurisdiction of each Regional College of Education. Since some of the areas assigned to the Regional College of Education are geographically very large, it is, therefore, proposed that at the university level, one Professor will act as the contact person who will collect and coordinate the research and innovations from the university/universities assigned to him. He will collect the information, coordinate summarize and pass on the information in the format as stated above, to the Regional College of Education for further action and processing.

It was also decided that some states have a small number of universities i.e. one or two only whereas certain other states have a very large number of universities such as UP, Bihar, MP. It was, therefore, decided that if it is found necessary to have state level coordinator in such states, researchers known in the area may also be appointed from state university/state level systems as contact person and assigned the work.

Support Services

The Board decided that each Regional College of Education may be provided with the services of one JPF at the fixed consolidated pay of Rs. 1,500/- per month for a period starting from October, 1991 to March, 1993. At the headquarters, the services of one research associate at the rate of Rs.1300/- or Rs.2100/- (fixed and consolidated) per month may be provided for a period of 2 years i.e. from October 1991 to September 1993.

Typing, Stenographic and Secretarial Assistance

A block grant of Rs.500/- per month for two years (April 91 to March 1993) each Regional College of Education may be provided. The board also decided that the persons appointed as contact persons in the universities/research organisations for collection of the research/innovations abstracts (data) in the format may be paid at the rate of Rs.75/- per abstract including editing. Besides, typing charges @ Rs.10/- (ten) per abstract may also be paid. They will prepare two copies of each abstracts and these will be forwarded to the Regionals College of Education. the board also suggested that in certain situations, it may be

necessary to pay conveyance to the persons who are deputed by the regional centres for collection of research abstract/data and information. He will be paid second class train or bus fare depending on the mode of conveyance used by him. The board agreed that the next meeting of the Editorial Board may be held as and when needed for guidance and work. The board endorsed that the ceiling of the budget estimates of Rs.7.07 lakhs as approved by the ERIC may be maintained.

Other Decisions

The Regional Colleges of Education will collect the material year and area-wise which will be sent to them or collected either by themselves or through the contact persons in the universities and states. The period which the survey will cover is January 1988 to December 1992. All the Ph.D. theses and M.Phil dissertations, innovations and researches conducted by different research institutions/organisations/agencies in the country in the field of education and other cognate areas, such as, psychology, economics, communication, mass media etc. concerning educational process at different levels will be analysed chapterwise. Headquarters will contact the research institutions of national importance functioning under the Ministry of Human Resource Development and other institutions/organisations at Delhi and outside. This will include Indian Universities Association. ICSSR, NIPCCD, Administrative Staff College, Hyderabad, etc.etc.

Role of the NCERT Staff

The NCERT staff will providing the secretarial help as well as coordination to the board and to the authors involved in the preparation of the chapters. The Head, Department of Library and Documentation Services will help in documentation and reference collection work from different libraries and researach institutions and organisations. The authors of the chapters will be paid remuneration at the ratae of Rs.1500/- per chapter besides they will be paid the typing charges at the ratae of Rs.5/- per page of quarter size. They will be sending three copies of the chapters.

ANNEXURE - 111

Chapter Plan of Fifth Survey of Educational
Research & Innovations

<u>Sl.No.</u>	<u>Title</u>
1.	Educational Research in India - An Overview
2.	Philosophical Perspectives on Education.
3.	Sociological Perspective of Education. Research on Education of Social Groups : 1. Women 2. Tribal 3. Rural 4. Workers Education; 5. Weaker Sections 6. Disadvantaged/Underprivileged 7. Problem behaviour among school Children and 8. Student unrest Anthropological studies: Social Structure : Stratification; Occupation and Social Mobility; Status of Students, Law: Politics of Education: Education in Developing/ Third World Countries; State Education and Working Class Life: Multi-cultural Education.
4.	Historical Perspectives on Education.
5.	Cognitive Process - Perception, Learning Groups: Group approaches to Teaching Inter-Personal Relations.
6.	Social Process-Dynamic of Learning Groups: Approaches to Teaching Inter-Personal Relations.
7.	Motivations Beliefs, attitudes and Values.
8.	Creativity Research and Innovations.
9.	Special Education
10.	Guidance, Counselling Services and Academic Consultancy Services.
11.	Moral, Art and Aesthetic Education.
12.	Language Education in a Multi-lingual context (Social Learning)

13. Teaching Strategies : Research and Innovations/
Teaching Behaviour.
14. Curriculum Development Theory and Practice.
15. Mathematics Education.
16. Science Education.
17. Social Studies Education.
18. Education Technology-Computer Instruction.
Production of Educational Material: Communication,
Documentation, Print-Media.
19. Organisation, Administration and Management of Education.
Systems Development and Performance Appraisal (Individual
and Institutional)
20. Educational Planning and Policy Research.
21. Educational Measurement and Evaluation.
22. Economics of Education.
23. Adult, Continuing and Non-formal Education.
24. Child Education: Pre-Primary and Primary Education (UEE).
25. Secondary Education.
26. Higher Education.
27. Open and Distance Education systems.
28. Teacher Education, Pre-service and Inservice
Teaching Training, Strategies of Human Resource
Development.
29. Technical and Vocational Education.
30. Physical and Health Education.
31. Demographical Studies in education and Population
Education.
32. Ecological and Environmental Studies in Education.

33. Mental Health
34. Perspectives in Education
(Gaps in research areas)
35. Comparative Education.
36. Academic Performance Correlates/Determinants

ANNEXURE - IV

List of Contact Persons

Northern Zone

University Covered

- | | | |
|----|--|---|
| 1. | Prof. S. P. Suri
Head
Department of Education
Jammu University
Jammu Tawi(J&K) | University of Jammu
Jammu |
| 2. | Prof. A.G. Madhosh
Head & Dean
Department of Education
Kashmir University
Srinagar(J&K) | University of Kashmir
Srinagar |
| 3. | Prof. J. N. Joshi
Dean
Department of Education
Punjab University
Chandigarh-14 | University of Punjab
Chandigarh |
| 4. | Dr. D. K. Chaddha
Head & Dean
Department of Education
M. D. University
Rohtak(Haryana) | Maharshi Dayanand
University
Rohtak |
| 5. | Prof. C. L. Kundu
Director
Academic Staff College
Kurukshetra University
Kurukshetra | Kurukshetra University
Kurukshetra |
| 6. | Prof. Lokesh Koul
Head & Dean
Department of Education
H. P. University
Shimla | Himachal Pradesh
University
Shimla |
| 7. | Dr. Saroj Saxena
Lecturer,
B. R. College
67, Professor Colony
Hari Parbat
Agra 282002 | Agra University
Agra |

- | | | |
|-----|---|--|
| 8. | Dr. R. C. Mishra
Reader in Psychology
Department of Psychology
B. H. U.
Varanasi | Banaras Hindu University
Varanasi |
| 9. | Dr. S. N. Rai
Reader & Head
Department of Psychology
Meerut University
Centres of Adv. Stu.
Meerut | Meerut University
Meerut |
| 10. | Dr. (Ms.) Kamla Diwedi
Kanpur University
Kalyanpur
Kanpur | Kanpur University
Kanpur |
| 11. | Prof. G. D. S. Tyagi
Head & Dean
Department of Education
DEI Dayal Bagh
Agra | Dayalbagh University
Dayalbagh (Agra) |
| 12. | Prof. Beena Shah
Prof. & Head
Department of Education
Rohilkhand University
Bareilly | Rohilkhand University
Bareilly |
| 13. | Dr. R. J. Singh
Reader
Department of Education
Lucknow University
Lucknow | Lucknow University
Lucknow |
| 14. | Prof. J. K. Sood
Dean of Instruction
Regional College of Education
Ajmer | University of Jaipur
Jaipur and University of
Ajmer, Ajmer |
| 15. | Prof. R.. S. Shukla
Principal
Vidya Bhawan
Teachers College
Udaipur | Mohan Lal Sukhadia
University
Udaipur |

16. Dr. C.P.S. Chauhan
Reader
Aligarh Muslim University
Aligarh
Aligarh Muslim University
Aligarh
17. Dr. A. B. Phatak
Principal
Mahesh Teachers Training
College, Jodhpur
Jodhpur University
Jodhpur
18. Dr. (Mrs.) Amrit Kaur
Prof. & Dean
Department of Education
Punjab University
Patiala
Punjab University
Patiala
19. Dr. Neerja Shukla
Reader
DNFEES&SCST
NCERT
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22. Prof. P. C. Saxena
Professor
Department of Education
University of Allahabad
Allahabad
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Allahabad
23. Dr. (Ms) Bharti Baveja
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Delhi
University of Delhi
Delhi

Eastern ZoneUniversity Covered

1. Prof. R. P. Singh
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Post Graduate,
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Kalyani University
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5. Shri Pankaj Ghosh
Computer Science Centre
Indian Staistical Institute
Calcutta 35
University of Calcutta
University of Jadhavpur &
University of Kalyani
6. Prof. Aarti Sen
Head & Dean
Faculty of Education
Vishwa Bharti
Bolpur (WB)
Vishwa Bharti Bolpur
(West Bengal)
7. Dr. S. P. Bhattacharya
Head
Department of Education
Calcutta University
Alipur Campus
Calcutta 27
University of Burdwan
Burdwan

8. Prof. (Mrs.) Renu Debi
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Guwhati (Assam) Guwhati University
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9. Dr. Gokal Nathan
Professor
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University
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10. Dr. Vasantha Ramkumar
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17. Prof. M. A. Sudhir
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Western Zone

University Covered

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University of Bombay
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2. Dr. Bhalwankar
Registrar SNDT University
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3. Dr. V. N. Kulkarni
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Aurangabad
4. Dr. S. Khandewala
Principal
Govt. College of Education
Amravati
5. Dr. A. N. Joshi
Reader
Department of Education
Shivaji University
Kolhapur
6. Prof. M. S. Yadav
Department of Education
CASE Baroda
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Baroda
7. Prof. P. Patel
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8. Dr. U. G. Uchat
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- | | | |
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| 9. | Prof. Subhash Jain
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Gujarat | Sardar Vallabh Bhai
Patel University
Vallabh Nagar |
| 10. | Prof. R. P. Shukla
Asstt. Prof.
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Jiwaji University
Gwalior | Jiwaji University
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| 11. | Dr. R. C. Dev
Retd. Professor
C/o Principal
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Rewa (M.P.) | Awadesh Pratap University
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| 12. | Prof. R. S. Dubey
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C/o Miss Prajna Sharma
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Barktullah Khan
University
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ANNEXURE - V

ANNEXURE - VI

FORMAT FOR COLLECTION OF ABSTRACTS OF Ph.D./INDEPENDENT RESEARCHES/INNOVATIONS

1. Author(s):

Example: Panchamukhi, P.R. or Mutali, K. & Borude, R. or Munshi, M. et al.

2. Title:

Example: Motivational factors of achievement, affiliation and power as reflected in Gujarati novels in the period from thirties to seventies of the present century. (Note that only the first letter of the first word and G of Gujarati are capitalized. Only the first letter of special words/terms may be in capital.).

3. Organization where document originated:

Example: Centre for Multi-disciplinary Research, Dharwar or The M.S. University of Baroda, Baroda. [It is necessary to reproduce the full name of the university as is on the record of the university. If it is a sponsored study, insert additional information as follows: Spons Agency--National Council of Educational Research & Training (NCERT), New Delhi. These names should be underlined.

4. Type of document: Ph.D. or M. Phil. or Independent Study.

5. Discipline or area in or the faculty/department to which submitted and the nature of the study:

Example: Education or Sociology or Economics, etc.; Descriptive, Experimental, Evaluative, Historical, Case Study, etc.

6. Date of submission and award, and/or publication/presentation:

Example:
September, 1988; June, 1990.

Zimmerman, B. & Rosenthal, T. (1974).
Observational learning of rule governed behaviour by children. Psychological Bulletin, 31, 29-42.
(The journal be underlined.)

Presented at the Unesco Seminar on Determinants of Achievement at the Primary Stage of Education, Bangkok, Thailand, May 15-17, 1990.

Alternate source for obtaining document (if any):
Sale Section, NIE Campus, NCERT, New Delhi, 110016.

7. Language of document: Hindi, English, Tamil, etc.

8. Name of the major guide, with the designation:

Durank Kohli (if the first name available) or D.
Kohli; Professor/Reader, etc.

9. Problem: A brief statement of the problem.

Example:

a. "This study addresses the problem of evaluation of the instructional process of the Academic Instructor School (AIS) which serves to insure the quality of instruction for instructors in the United States Air Force." or

b. "The study centred upon the problem of equality in educational opportunities."

10. Objective(s):

Example:

The main objectives of the study were: (1) to identify vital problems in higher education such as enrolment, expenditure, financing and planning, (2) to assess the total cost of higher education, (3) to compare the costs for different aspects of higher education...

11. Hypotheses:

Example:

H1: SC female graduates perceive significantly more discrimination than SC male graduates. H2: SC graduates perceive less discrimination in the humanities departments than in other departments of the university.

12. Methods and Procedures:

1. Sample(s) and sampling procedure
2. Instruments/tools used
3. Statistical techniques/designs

13. Major Findings: It is most important that both positive and negative findings are given adequate representation. The statistical values along with relevant details are indicated in support of each of the major findings.

Example:

1. Males obtained a higher mean in the mathematics test than females ($t = 2.80$, $df = 148$, $P < .01$).
2. SES was significantly related to the attitude towards sex ($r = .57$, $N = 50$, $P < .01$).
3. Income was not related to pupil achievement.

14. Conclusions:

Example: On the basis of the research findings, it was concluded that SC females did not perceive more discrimination than SC male graduates in Bihar.

15. Descriptors or Key Words: RIE, offering services for the dissemination of abstracts internationally, explains descriptors as follows:

"Subject terms which characterize substantive content."

Following are some examples given from a study entitled "Career education for women." —Career Opportunities, Career Planning, Careers, Demand Occupations, Employment Opportunities, Vocational Guidance, Working Women, etc.

Under the area of Elementary Education, the following terms can be the examples of descriptors/key words: Universalisation of Elementary Education (UEE), Education for All, Basic Education (BE), Primary Education (PE), Enrolment, Gross Enrolment Ratio (GER), Retention, Attainment, Minimum Level of learning (MLL), Minimum Learning Outcome (MLO), Operation Blackboard (OB), etc. (It is most crucial that abbreviations are inserted only after once their expanded form has been used.).

16. Critical Comments: Lastly, an overall evaluation on a 5-point scale may be made keeping all aspects of research in view i.e. Excellent, Very Good, Average, Poor and Very Poor. Criteria used for making the judgement may also be briefly described.

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