

Supplementary Volume No. V-C

EDUCATIONAL RESEARCH IN INDIA

*Recommendations of a Seminar organized by
the Education Commission and the National
Council of Educational Research and Training*



EDUCATION COMMISSION
University Grants Commission Building
Bahadur Shah Zafar Marg
New Delhi
1966

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EDUCATION COMMISSION
Government of India
New Delhi

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Recommendations to the Education Commission
on the Development of Educational Research
(based on the Seminar on Educational Research
held in Delhi from February 14-16, 1966).

By

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The Seminar was held in Azad Bhavan from February 14-16, 1966, as per programme given in Appendix I. The Seminar was attended by a large number of persons from all over India as may be seen from the list of participants and observers given in Appendix 2. A large number of papers besides the four working papers were received and distributed to the participants as per list given in Appendix 3.

The Seminar, after a general discussion on the first topic on "Education as a Discipline, Educational Development & Educational Research" split into three groups to discuss "Training and facilities for research workers", Policy on Priorities in Educational Research" and "Administration, Finance, Coordination of Research and Dissemination of Research Findings". The reports of these three groups and their recommendations were considered in the afternoon of the last day and were approved with slight amendments here and there. The reports and recommendations appear in Appendix 4.

On the basis of the discussions and recommendations in the seminar, I have to submit the following points:-

Educational research in India has been in general

poor in quality as well as in quantity. By and large such research has been done by students of M.Ed. in the Training Colleges and University Departments of Education. The doctoral level programme in Education has been weak on the side of methodology. It has suffered further on account of the fact that faculty system in the universities has not allowed students from other faculties to take their Ph.D. in Education. Having depended only on the M.Ed. students as the pool from which to draw the Ph.D. students for education, a restriction has been imposed unnecessarily on the level of ability. It is also recognised that there are few scholarships, fellowships and other attractions for good students to enter into the field of educational research. The expenditure on educational research has been very low.

The meagre resources in both men and money for educational research have not been utilized properly. More people have not been trained in research; important educational problems have not been studied closely by research workers. There has been very little coordination of research even for the students at the Master's and Doctor's level so that there has been duplication of studies. Administration has not used research findings either in the formulation or implementation of policies. The lack of a good journal to disseminate research findings has been a long-felt need. Certain other kinds of services like those of documentation, computation, consultation, etc. have not been developed.

In the background of all this, it is necessary to take certain steps immediately, and also in the long run, to see the development of educational research and place it on a secure foundation. In order to improve the quality of research it is necessary to attract and train talent from various fields. This can be done by offering a two-year M.A. in Education in addition to M.Ed. This M.A. should be open to all graduates with a minimum percentage of marks in aggregate so as to avoid the low calibre students who may come to education simply because they cannot get admission in their own faculties.

A minimum of two-year Ph.D. programme in Education along with a good stipend (Rs.300/-) for Ph.D. students may be worked out in a few selected centres, which should be equipped with adequate staff, library, laboratory, and computational facilities. In this two-year programme, the entire first year should be devoted to the preparation of the background of those students who do not come from education as such. For those students who come from education, the first year should go into a very thorough preparation for research which should include formal courses on Research Methodology and on at least one of the sciences, including social science, or on one of the humanities, for those few students who have high ability and intend to take their doctorate in History, Philosophy and such other areas in Education. The second year of the Ph.D. programme should have four research seminars by the student as a minimum.

The number of fellowships and scholarships should be much more than what it is at present. The N.C.E.R.T.

has instituted junior and senior fellowships at Rs.200 and Rs.500/- respectively. The number of such fellowships should be at least one hundred to be maintained at selected universities as well as at the National Institute of Education.

One per cent of the Union Budget on Education should be the minimum allocation for educational research. This will encourage a rapid quantitative development and undertaking of research in a big way in those organisations which are capable of doing it (like the NCERT). A part of this one per cent may be funnelled through the U.G.C. to the universities, where this money should be available not only to the Education Faculty but to any other faculty, with the restriction that the money may be used only for educational research and that an interdisciplinary team may be appointed by the university to supervise the research work done under such grants. This will bring about the much needed cross-fertilization of ideas in education. The rest of the money may be funnelled to individual research workers and agencies through the NCERT. The NCERT has already expanded its research committee to include scholars from other fields of study and further it has plans to have panels of consultants located in various parts of India who will not only recommend studies which may be supported by financial grants, but for the supervision of which they will be responsible. This very committee should also be charged with the responsibility of working out the priorities from time to time. In such

decisions they may involve, by invitation, educationists as well as specialists and administrators.

The impact of the fellowship programme, Ph.D. programme and two-year M.A. programme will perhaps take a decade to be felt. Immediately, the problem of qualified manpower is acute. In order to improve the quality of research which is going on and will go in the Training Colleges and Universities, it is necessary to provide adequate learning experiences by way of Refresher Courses, Summer Courses, Seminars, Workshops, etc., to the staff who are guiding research in the Training Colleges and Universities. The NCERT has made a start in this direction by offering a nine-month course in Research Methodology, Summer Course on Measurement and Learning and in-service training in Research Methodology to the research staff of the State Institutes of Education. The NCERT may, therefore, undertake to organise, more systematically, short courses and workshops in addition to what is already being done.

A documentation centre for education will be established shortly in the NCERT and a journal on Educational Research is due for publication in April 1966. This will go a long way towards fulfilling the need for dissemination of research findings. However, an annual conference of research workers may be organised by the NCERT in addition to the above so that the isolation among research workers is broken and educational research acquires a professional status. Such conferences can be very educative, particularly for senior persons in the field, who may find it

inconvenient to attend courses to make their knowledge upto-date.

In the matter of priorities it should be realised that priorities at the national level for the educational planner and administrator may be very different from the priority at levels lower down the administrative ladder and with the teacher and researcher. Any attempt at laying down a fixed set of problems as demanding prior attention is likely to be frustrating to researcher. Problems of education vary from time to time and place to place. Problems arise from the subject matter of education, from its theories and practices, as well as from other subjects, particularly psychology, sociology and anthropology. Problems arise from administration and policies determined by administrators as well as from classroom practice. It should, therefore, be best left to the various agencies who give research grants and conduct research to lay down for themselves the important problems which demand immediate attention. A voluntary effort on the part of the researchers to be more useful to society is likely to pay off more than what may appear to be an imposition from the top. What should be encouraged, therefore, to arrive at priorities, which are more realistic, is a get-together of educationists at various levels from time to time to identify problems which they will like to see solved. Similarly, even the parents and citizens may be helped to make their opinions felt in matters of education, because, like government of a country, a society gets

the kind of education it wants.

For the development of educational research at a high level it is necessary to provide the services of data-processing, statistical analysis and consultation. With high-speed electronic computers which have been installed in several places in the country, it should be possible to use them for purposes of educational research analysis. But if educational research has to expand in a big way, it is very necessary that facilities are available centrally in the NCERT, which has started in a small way a data-processing centre. This has to expand considerably and should have high-speed electronic equipments. This will enable researchers to tackle problems with much larger samples than what they have done so far to take care of the heterogeneity of the population in India and will enable them to use much more complicated multivariate analysis, which, again, in a subject like educational research, is a necessity. An educational research problem if it has to answer the challenge of our times should not avoid a complicated design of experiment which alone can tackle and control the various factors in educational experiment and which so far has eluded our grasp because of lack of high-speed computational service and competent statistical advice. The NCERT's effort in this direction should, therefore, be re-inforced considerably. This also suggests that unless research is done in teams, it will be difficult to solve the complex educational problems which we have to face in this country. For any one person it becomes a stupendous task, whereas in a cooperative research team,

Involving persons from other disciplines like Psychology, Sociology, Anthropology and Statistics, it will be much easier to face the challenge.

The serious lacuna between research and practice in education should be met organisationally by establishing several centres in the field under a central coordinating body like the NCERT where the implications of research for educational practice should be elucidated and practical methods and ideas should be tried out. These development centres or field units should also undertake the big task of introducing these tested ideas and methods in the schools. Implementation of research findings need not be the prerogative of the administrator, though his help will be very much useful in bridging the gulf between research and practice. If such an organisation is set up, it may also serve to give the necessary feed-back from the field to the researcher, which the researcher needs to make his research, if he so wishes, practically more effective. If educational research, in the short run, is expected to help in bringing about desirable change in educational policy and practice, the organisation of development centres will go a long way towards meeting this expectation. Rothamstead has become famous in statistics because it was in the agricultural experimental station here that Fisher produced his epoch-making ideas on design of experiments. By having several such educational experiment centres or development centres or field units, whatever we may call it, educational research in India will have at least a surer footing in the soil of the country, though a Fisher may not be produced.

Appendix - I

SEMINAR ON EDUCATIONAL RESEARCH
February 14-16, 1966

PROGRAMME

<u>February 14</u>	<u>Morning Session</u> (10 a.m. to 1 p.m.)	<u>Afternoon Session</u> (3 p.m. to 5 p.m.)
10 A.M.	Registration	Discussion on the same topic continued
11 A.M.	Inauguration by Dr. D.S. Kothari	Chairman, Sh. J.P. Naik
12 Noon	Discussion on 'Education as a Discipline, Educational Develop- ment and Educational Research, Inter- Disciplinary approach to Educational Research'. (Working Paper No.1)	Recorders, Sh. B. Mehdi Sh. M.V. Rangana
	Led by Sh. J.P. Naik	
	Chairman, Dr. K.G. Saiyidain	
	Recorders Dr. B. Mehdi Sh. M.V. Rangana	
<u>February 15</u>		
10 A.M.	Discussion on the same topic continued.	
	Chairman, Dr. SK Mitra	
	Recorders, Dr. A. Sharma Sh. R.P. Singh	
12 Noon	Discussion in three groups:	Discussion in the three groups continued.
	1. Discussion on 'Training and facilities for research workers'. (Working Paper No.2)	
	Led by Prof. S.B. Adaval	
	Chairman, Dr. N.P. Pillai	
	Recorders, Dr. AN Sharma Sh. R.P. Singh	

2. Discussion on 'Policy on Priorities in Educational Research'.
(Working paper No.3)

Led by Dr. SN Mukerji

Chairman, Dr. Madhuri Shah

Recorders, Dr. Uma Sinha
Mr. Balasubramaniam

3. Discussion on 'Administration, Finance, Coordination of Research and Dissemination of Research Findings'.

(Working paper No.4)

Led by Sh. A.C. Deve Gowda

Chairman, Dr. Prem Nath

Recorders, Dr. Prayag Mehta
Mr. A. Aziz

February 16 (Closing session)

Consideration of the group reports and the report of the seminar.

Chairman: Prof. P.S. Naidu

Recorder: Mrs. S. Shukla

6.15 P.M. Address by
Shri P.N. Kirpal

SEMINAR ON EDUCATIONAL RESEARCH

List of the participants

1. Sh. S.B. Adaval,
Head,
Department of Education,
University of Allahabad,
ALLAHABAD (UP)
2. Mr. S.L. Ahluwalia,
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3. Shri T.S. Avinashilingam,
Director,
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9. Prof. H. Datta,
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Agra

10. Dr. (Mrs) Indu Dave,
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16. Sh. A.R. Kamat,
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(Representative)
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20. Dr. Shib K. Mitra (Convener)
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28. Dr. Prem Nath,
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29. Prof. Ramanujachari,
Annamalai University,
Annamalai Nagar, Madras State
30. Dr. M.S.A. Rao,
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Deptt. of Sociology,
Delhi School of Economics, Delhi-7
31. Prof. P.K. Roy,
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Central Institute of Education,
33-Chhatra Marg, Delhi-7
32. Dr. Salamat Ullah,
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Teacher's College, Jamia Islamia,
Jamia Nagar, New Delhi - 25

33. Sh.M.C. Sekhar,
UNESCO Research Centre,
University Enclave, Delhi-7
34. Dr. Madhuri Shah,
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35. Miss M.S. Shah, Reader,
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38. Shri R.P. Singh,
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Mathura
39. Shri H.K. Rukmarao Vangala,
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40. Miss S.K. Zaidi,
Reader in Education,
Aligarh Muslim University, Aligarh

SEMINAR ON EDUCATIONAL RESEARCHList of the Observers

1. Dr. Walker H. Hill (T.C.C.U. Team)
2. Dr. Robert W. Pile (T.C.C.U. Team)
3. Dr. Ramakrishnan (I.I.T.) Delhi

N.C.E.R.T. Staff

1. Sh. N.A. Ansari
2. Mrs. Kamala Arora
3. Sh. Q.L. Bagga,
4. Sh. S.C. Chaudhary
5. Sh. M.R. Chilana
6. Sh. K.C. Datta
7. Smt. P. Dass Gupta
8. Shri S.L. Gajwani
9. Sh. Kanta Prasad Garg
10. Shri A.S. Ghosh
11. Sh. J.C. Goel
12. Sh. S.L. Gupta
13. Sh. N.K. Jangira
14. Sh. M.L. Jha
15. Sh. L.P. Kadam
16. Dr. G.N. Kaul
17. Sh. P.D. Khera
18. Sh. R.N. Mago
19. Dr. (miss) E. Marr
20. Mrs. Perin H. Mehta
21. Shri K.V. Nair
22. Smt. M. Pachori

23. Miss. A.D. Premalatha
24. Dr. H.P. Saksena
25. Mrs. Sohinder Kaur
26. Sh. I.S. Sharma
27. Shri L.C. Singh
28. Shri C.L. Sapra
29. Mrs. V. Sondhi
30. Sh. L.R.N. Srinivas
31. Sh. C.S. Subba Rao

List of papers

Topic (1)

1. Education as a Discipline
(Working Paper-1)
Dr. A. Mujib,
Head, Deptt. of Education,
Muslim University, Aligarh
2. Educational Research & Educational Development
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Principal,
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Calcutta - 27
4. Research & Educational Development
Dr. D.V. Chickermane,
Director, G.K. Institute of Rural Education,
Gargoti
5. Educational Research in India: A Review
Dr. B.De.M.A.Ph.D.
Director of Educational & Vocational Guidance Bureau,
Patna (Bihar)
6. A note on Educational Research in India
Mr. S.L. Gajwani, Mr. K.K. Sharma and
Dr. Shib K. Mitra (NCERT)
7. Inter-disciplinary approach in Educational research
Mr. Anil Vidyalankar,
D.C.M.T.
5, West Patel Nagar, New Delhi
8. Inter-disciplinary approach in Educational Research
Sh. R.P. Singh,
Principal, Kishori Raman Teachers Training College,
Mathura

9. Inter-disciplinary approach in Educational Research

Dr(Mrs) P. Phatak,
Reader in Child Development,
Faculty of Home Science, Baroda

10. The Need for Inter-disciplinary approach to
Research in Education

R.K. Misra,
Deptt. of Psychology, University of Allahabad

11. Inter-disciplinary approach in Educational Research

Dr. (Mrs) Parkash P. Singh,
Sr. Research Officer,
N.C.E.R.T., New Delhi

12. Inter-disciplinary Research - A Promising Challenge

Dr. Jagdish P. Dave,
Reader in Education
Gujarat University, Ahmedabad

13. Planning Educational Research

Dr. H. Webster,
T.C.C.U. Team, Delhi

14. Development of Educational Research

Dr. Shib K. Mitra,
N.C.E.R.T., Delhi

Topic (2)

1. Training & Facilities for Research Workers
(Working paper No.2)

Dr. S.B. Adavai,
Head, Deptt. of Education,
University of Allahabad, Allahabad

2. Training of Research Workers

Dr. V. Rukama Rao Vangala
College of Education,
Osmania University, Hyderabad-7

3. Training of Research Workers

Dr. K.G. Desai,
Principal, A.C. Teacher College,
Ahmedabad - 9

4. The Training of Research Workers

Dr. N.P. Pillai, M.A.Ph.D. (B'ham)
Dean, Faculty of Education,
University of Kerala

5. Teacher Education, Educational Development
and Educational Research

Mrs. Nalini Das,
Principal, Institute of Education for Women,
Calcutta - 21

6. Post-Graduate Studies and Research in Education

Dr. Salamat Ullah,
Principal, Jamia Millia College,
New Delhi

Topic (3)

1. Policy for fixing priorities in
Educational Research.
(Working paper No.3)

Dr. S.N. Mukerji,
Head Deptt. of Educational Administration,
Delhi

2. Priorities in Educational Research in India

Shri K.P. Chaudhary,
Principal, Training College,
Burdwan (W.Bengal)

3. Policy regarding Educational Research

H.K. Khanapurkar,
Lecturer, College of Education,
Osmanabad

4. Policy on Priority in Educational Research

Dr. N. Mukerji,
Prof. Of Psychology,
Bombay University, Bombay

Topic (4)

1. A Note on Educational Research in India
(Working Paper No.4)

Sh. A.C. Deve Gowda,
Director,
D.E.P.S.E.
Delhi - 7

2. Dissemination of Research Findings

Dr. R.C. Das
Prof-in-charge,
Bureau of Educational & Psychological Research
David Hare Training College
Calcutta - 19

3. Dissemination of Research Findings

Dr. N.N. Shukla,
Principal,
Sadhana School of Educational Research & Training,
Bombay

4. Dissemination of Research

Dr. (Miss) C.L. Bhatt,
Reader in Education,
Gujarat University

Miscellaneous

1. The Expendiency of the Guidance & Counselling Programme
in the Secondary Schools of India

Dr. Shukumar Bose M.S.D. Phil.
Department of Psychology,
University of Calcutta

2. Modern Trends in Psychology and Education

Dr. S. Bhattacharya, M.Sc.
University
Baroda

3. Abstracts of papers

Prof. R. Ramanujachari
Deptt. of Education
Annamalai University

4. Education, Social Stratification & Mobility

Dr. M.S.A. Rao,
Reader in Sociology,
Delhi School of Economics
Delhi - 7

TRAINING AND FACILITIES FOR RESEARCH WORKERS

Chairman: Dr. N.P. Pillai

Discussion
Leader: Dr. S.B. Adaval

Recorder: Dr. A. Sharma

Research workers require certain qualities like scientific attitude and self-study habits, which should be developed as a part of education in general and at the higher secondary and collegiate levels in particular. In the instructional programme at the B.Ed. level also, special attention should be paid for developing their right attitude necessary for research.

The recommendations of the group were as follows:-
Educational Research consists of various levels and therefore, training should be organised to meet the need of these different levels.

(1) At the B.Ed. level the aim should be to acquaint the students with research such as they may undertake to do as a teacher e.g. action research to improve classroom practice. No separate course work is involved.

(2) At the M.Ed. level, which is not a mere continuation of the B.Ed. course at higher level, there shall be a paper on Research Methodology and a dissertation related to the field of specialisation be taken up.

(3) The course in Research Methodology in M.Ed. should be made more intensive than it is at present.

(4) In order to make the guidance in Research Methodology more useful the supervisory staff should be expected to undertake projects themselves to create a better research atmosphere. Wherever possible the M.Ed. dissertation may be taken in the field in which the guide has made or is making further researches.

(5) For a topic of inter-disciplinary nature, it will be advisable to have a committee of supervisors drawn from the concerning disciplines.

(6) One of the requirements for Ph.D. should be an advanced course in Research Methodology.

(7) Separate diploma courses in Research Methodology may be instituted in the universities on the pattern which is being currently followed by NCERT.

(8) The Ph.D in Education may be made open to post-graduates belonging to disciplines other education. They should take a planned programme of studies in education as a part of the Ph.D. programme.

(9) Periodic inservice training in Research Methodology be organised for training colleges teachers and staff members of Education Departments for improving their professional competences.

(10) The research colloquia, seminars should be a regular feature of post-graduate training courses.

(11) A research library with good collection of journals and books and qualified staff to look after its functions should be provided to every research centre.

(12) Computational and data-processing facilities should be provided to every research centre.

(13) Incentives by way of scholarships, stipends, or fellowship be instituted for attracting talented persons to educational research.

(14) In a college where both B.Ed. and M.Ed. courses are run with a common staff, the research supervisors should be freed from supervision of practice teaching.

(15) Grants under a separate head research be provided to the Departments for encouraging research to be undertaken by the research supervisors.

POLICY ON PRIORITIES IN EDUCATIONAL RESEARCH

Chairman: Dr. Madhuri Shah

Discussion
Leader: Dr. S.N.Mukerji

Recorder: Dr. Uma Sinha

Researches in the field of education in this country have been extremely few because of manifold reasons. Even the few researches carried out have found practically no application and we have depended more on the research findings and publications in other countries, without critically evaluating or carefully adapting them to our conditions.

The problems that have arisen as a result of educational development during the last two decades are numerous and they all need to be investigated into, but our resources of manpower and finance are extremely limited and as such all cannot possibly be given immediate attention. It will be desirable to concentrate mainly on a limited number of problems, but comprehensive and well-integrated in nature. Execution of a random assortment of research projects is not likely to yield much desirable results. The problems undertaken for research should be with reference to a large context and in accordance with a carefully considered plan. The research programme should further be such that it breaks the existing resistance to it.

It was in this context that the group discussed the question under three main heads.

1. Criteria for fixing priorities.
2. The problems or areas that thus should receive priority.
3. Agencies for determining priorities.

While laying down the important criteria for fixing priorities the group was clear on the point that they are not of fixed importance for all the times to come, but that they are changeable depending upon the circumstances and stage of educational development. They thus need re-thinking and reformulation from time to time.

The group felt that the principles for laying down priorities for the next few years should be as follows:

(1) The educational problems which have utmost national, social and economic importance. (2) Problems for which we have the manpower facilities and finances available. At the same time efforts have to be made to train personnel wherever not available. (3) Continued appraisal of implementation and evaluation of educational plans. (4) Continuation and expansion of existing research programmes and adapting after careful appraisal ideas and experiments carried out in other countries. (5) Projects which are comprehensive and well-integrated and have practical implications.

II. The following broad areas are suggestive only and have not been arranged in order of priority. The areas for research suggested are as follows:-

1. Wastage in education = Wastage of human resources (pupils and teachers) and of economic resources; problems of exceptional children, of under achievers, of first generation learners, stagnation, drop-outs etc.

2. Improvement of Learning and its applications:
including curricular and other types of learning situations; evaluation basic tools, techniques etc.
3. Development of various aspects of the pupils
cognitive, affective, motivational, values and attitudes with a view to promoting his adjustment and facilitating their application to real life situations.
4. Relating education to national needs - making the child a good citizen, a good worker and good member of a family; relating education to employment.
5. Dealing with resistance:- of the community to new ideas in order to ensure better response to experimentation and research.
6. Evolving or adapting new educational practices:- through actual tryouts.
7. Raising Teachers morale and inter-personnel relationship at different levels - between teachers, administrators, and community.
8. Selection, recruitment, retention and inservice education of teachers
9. Curriculum studies with special reference to work load at different levels
10. Student Services - their planning and execution with a view to make them more effective e.g. mid-day meals, scholarships residential facilities, day centres etc.
11. Evaluation of educational administration planning and finance - the role, functions and distribution of responsibilities of different agencies, unit cost of

different types of institutions; laying down norms for financing education etc.

III. The group felt that a central agency may be set up for planning, fixing priorities, financing, coordinating and execution of the research programmes. It should consist of representatives of the Ministry of Education, NCERT, State Governments, UGC, Planning Commission, Universities, Local Authorities, and selected professional organisations.

Attempts should also be made to set up a similar agency in each of the States.

In addition to the above the following areas were mentioned by different members to be considered for inclusion under priorities,

1. Researches on personnel in education - in view of the expansion of education, newer classes of personnel are likely to be recruited, knowledge about their abilities, attitudes and background would be helpful in planning innovations in education.
2. Division of educational efforts between formal and informal agencies at one point, in time over different areas, and its changing pattern over time in the same area.
3. Production of low cost instructional materials
4. Some of the newer methods of teaching and learning such as programmed instruction, correspondence courses.
5. Sociological studies to understand precise utilisation of education, areas and classes where it is spreading(This, it was pointed out would help further planning in education)
6. Class-room interaction (within students, between students and teachers and between teachers and administrators).
7. Critique of Educational Objectives.

- 3 -

Administration, Finance and coordination of Research
&
Dissemination of Research Findings
February 15 and 16, 1966

Chairman: Dr. Prem Nath
Discussion
Leader: Shri A.C. Deve Gowda
Recorder: Dr. Prayag Mehta.

1. The small group on Administration, Finance and Coordination, of research had two meetings on February 15 and another on February 16. The Chairman set the tone of the discussions by describing educational research as an endeavour needing cooperation of many people. This requires communication and coordination at several levels. He stressed the need to distinguish between fundamental and practical research on the one hand on that passes as research but is trivial on the other.
2. Shri Deve Gowda initiated the discussion by giving a gist of his working paper. He first described some salient features of the present position with regard to financing, administration, coordination and dissemination of research. He then posted the following problems: (i) long delays in getting sanctions of funds for research projects (ii) lack of flexibility in allocation and utilisation of funds, (iii) lack of facilities for the research worker to get funds directly from the source (iv) despite the NCERT, inadequate coordination of research on all India level (v) lack of interest in research on the part of Educational Associations, (vi) lack of journals, (vii) many research reports because of their format, cannot be readily published,

(viii) most of the reports are vague and unspecified about the line of action for the implementation of their findings, (ix) lack of machinery for implementation of research.

Shri Deve Gowda then suggested the following: (i) Larger allocation of funds for research (ii) Lumpsum grants to Universities and more freedom to them for research activities (iii) more facilities at teachers' colleges to enable them to take up research (iv) Agencies at Central and State levels for financing and supervising research (v) freedom from some of the financial formalities (vi) an All India Abstract of Educational Research (vii) Reporting of Research findings in a specific proforma (viii) Findings to be forwarded to appropriate agencies for implementation (ix) translation of research reports into Regional languages (Extension Centres and the proposed Field Units of the NCERT may take up this work) (x) Careful checking of projects before approval, thorough supervision and serious attention to findings (xi) Annual Conferences of research workers.

3. Discussions

Several points were made during the discussions that followed the working paper. The following presents a summary under appropriate headings:

A. Structure and Organisation of Research

There was a general consensus that efforts should be made to create and promote a climate for research. In this connection, the members emphasised the need for freedom from rigid rules and routine administrative control. They felt that more and more freedom should

be given to the researchers to plan and carry out their projects.

The following points were raised:

- (i) Organisation of research can be distinguished at three levels: Teacher level, teachers college level and the University or the NCERT level.
- (ii) Cooperative research or team projects should be encouraged.
- (iii) In order to ensure effective research a minimum size and status of a research unit should be specified.
- (iv) Some agency at the national level and/or State level should be created to promote developmental activities.
- (v) Efforts should be made to secure active cooperation of the State Departments of Education. They should be sensitivised to enable them to feel the need for research.
- (vi) Instead of creating new agencies, the existing SIEs should be strengthened. These also lack of adequate trained personnel.
- (vii) Proper staffing is essential. Promotions by seniority alone should be discouraged.
- (viii) Some agency needed at State level to bridge the gap between service and research. The proposed Field Units of the NCERT may fulfil this task.

B. Sanction of Projects and Grants

There was a consensus that more flexibility was needed in rules regarding sanctions, allocation and

utilisation of research funds. The members felt the need for making a direct contact with the researchers, without going through the routine administrative channels. The following points were raised:

- (i) The sanctioning agencies should communicate to the concerned persons the reasons in case the projects are not accepted. Whenever possible meetings should be arranged to discuss such reasons. Such discussions would be useful for other projects too.
- (ii) The grants should be given directly to the individuals concerned. In some cases grants may be made to professionally known and competent researchers irrespective of whether they apply for such grants or not.
- (iii) Grants may be released in one instalment once the project has been approved.
- (iv) The Universities and other established research organisations have the duty to see that their project research staff get their salary on time, whether or not the grants are released in time.
- (v) Good research is not possible without minimum financial outlay.
- (vi) A list of project titles, for which funds might be available, should be circulated widely, inviting proposals. The best of these proposals should be selected and financed.

Dissemination

The members felt that very little facilities exist today for dissemination of research. There was also a feeling that sometimes researchers do not report their

findings even when facilities are offered to them. The following points were made: 0

- (i) The existing journals should be subsidised and encouraged for organising seminars, conferences and publications.
- (ii) Professional associations should be subsidised and encouraged for organising seminars, conferences and publications.
- (iii) More and more State level meetings of researchers and others should be organised.
- (iv) Wide publicity should be given to availability of research funds and procedure for getting sanctions.

4. Recommendations

The group made the following specific recommendations

1. At least 1% of the total budget on education should be annually spent on educational research. This should be earmarked only for research, and should be separated from service and development activities.
2. The SIEs and the Universities should have more collaboration.
3. An Indian Educational Research Association (IERA) be formed with similar State Councils of Educational Research. A conference of the Association be held annually.
4. A comprehensive programme of training of research workers should be undertaken.

5. Some studies on strategies for implementation of research findings should be undertaken.
6. There should be a provision for sufficient number of fellowships. These fellowships should be for 4 or 5 years in the University lecturers' grade. The fellows should be treated as faculty members. The rules should be flexible in order to attract competent students from various disciplines with or without degree in Education.
7. The NCERT should be requested to take lead to initiate actions to implement the above recommendations.