

CHAPTER XIV

THE RESEARCH PRACTICES

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CHAPTER XIV

THE RESEARCH PRACTICES

We recommend that the Board of Education in each province should provide on its academic side for an efficient staff of educational experts. This staff should carry on scientific research to fit the school curriculum to the real life of the people and to guide the teachers in the use of the new standards and norms of achievement.*

Dr.Zakir Hussain Committee.

The above recommendation was made in the later part of 1937. The establishment of Boards of Education for conducting research in Basic education had a limited objective. A similar recommendation was made by the Indian Education Commission (1966) for the establishment of autonomous State Boards of Educational Research.¹ These Boards are expected to take up research on all aspects of Education.

In 1956, the Assessment Committee recommended that scholarships should be offered to young men interested in educational research and they should be asked to work with selected Basic Training Schools and Basic Training Colleges, by offering suitable scholarships to them. In order to guide and coordinate such researches the Committee recommended the establishment of a Central Institute of Basic Education.² In response to that recommendation the Government of India established a National Centre for Research in Basic Education, in 1956 itself. Later, this centre was called the National Institute of Basic Education, which was handed over to the National Council of Educational Research and Training.

* Report of Dr.Zakir Hussain Committee:(Educational Reconstruction) Sevagram: Hindustani Talimi Sangh, 1950, Pp.122-123.

¹The Hindustan Times: 30th June 1966.

²Report of the Assessment Committee, New Delhi: Ministry of Education, Government of India, 1957. P.17.

Consequent to the establishment of the National Institute of Education under this Council again the name of this Institution was changed as the Department of Basic Education and it became a wing of the National Institute of Education.

In the report of the 1956-57, survey of Basic schools in Telangana a recommendation was made for the establishment of a State Centre for Research in Basic Education, under the directorship of an officer of the rank of Deputy Director of Public Instruction. A plea was made for the appointment of five research officers besides the Director and the Deputy Director of the Centre. They were expected to be experts in Basic education, Psychology, Crafts, Statistics, and mass communication techniques. A budget of Rs.1,50,000 was suggested for this state centre, with liberal assistance from the central Government.³

The conferences of Elementary Education organised every year by the Ministry of Education, Government of India repeatedly recommended the establishment of Institutes of Primary Education at the state level for conducting research. The Ministry of Education took a decision to establish fifteen State Institutes of Education for conducting research, extension, training and publication programmes.⁴ Even though the scope of these new State Institutes of Education was not restricted, in the beginning they were asked to concentrate on the qualitative improvement of the primary education in the state. They got academic guidance from the Department of Teacher Education, National Council of Educational Research and Training at Delhi. Since then the State Institute of Education, Andhra Pradesh was involved in conducting research and other programmes in the State. But these institutes were functioning under the administrative control

³ Subba Rao, C.S. Basic Education in Practice, Secunderabad: Ajanta Publications, 1958. Pp.45.48.

⁴ The Hindu, 8th June 1963.

of the State Education Department, getting cent per cent aid of two lakhs of rupees during the third plan period. But in the fourth plan period this expenditure would be treated as committed and the State Governments would spend the same, while the centre would give aid for the development plans only. If the recent recommendation of the Education Commission was to be implemented the State Institutes of Education were to be converted into autonomous State Boards of Educational Research and Training, on the lines of the National Council of Educational Research and Training.

The Director of Public Instruction Andhra Pradesh outlined the immediate tasks of the State Institute of Education. They were expected to take up an educational survey of the whole state, so that the desirable locations of the schools based on the needs of the community could be effected. The State Institute of Education was expected to start a school improvement programme and also orient the educational workers in the district seminars.⁵

Besides the State Institute of Education a voluntary organisation by the name of Educational Research Society was functioning at Hyderabad. This society was encouraging teachers to undertake simple investigations and conducting summer courses in Educational Research Methodology.⁶ As per the policy of the Society more emphasis was given to the action research programmes. The Educational Research Society sponsored a study on assessing the popularity of Basic education with Shri K.Ramarao as the Principal investigator and a reference was made to this paper earlier in chapter X.

⁵The Deccan Chronicle, October 21, 1964.

⁶The Deccan Chronicle, May 30, 1963.

Besides the State Institute of Education and the Educational Research Society, mention must be made of the College of Education, Osmania University, where a number of researches in Basic education were undertaken towards partial fulfilment of the M.Ed. and Ph.D. studies. A reference was made to these studies in chapter I while discussing the related studies.

The Department of Public Instruction made a grant of Rs.1000/- to every Training College in the state to enable their staff to undertake some research. But so far no research with mentioning emerged out of this scheme.

The National Council of Educational Research and Training at Delhi financed research undertaken by workers in the states under their Grants-in-Aid Research Programme. The staff of the Osmania University availed this scheme but no research was taken by them in the field of Basic education under this programme.

The Special Committee for Basic education observed that practically no research was being done in the Basic Training Institutions and repeated the suggestion of the Assessment Committee for encouraging research in some selected Basic Training institutions, by making provision for scholarships. Even though the Department of Public Instruction collected some educational statistics the data were not systematically studied to understand their implications.⁷

In Chapter XII a thorough discussion was made on the attitude of the Educational Officers towards research. They mentioned a number of difficulties that came in the way of their undertaking research. They contended that they were over burdened with official routine work and they did not have the facilities of guidance and library.

⁷Report of the Special Committee for Basic Education
Andhra Pradesh, Hyderabad: Education Department,
1961. Pp.55-56.

The school teachers were asked whether they were doing any research. Some of them replied that some research work on correlated technique of teaching and ~~student~~ indiscipline was going on. They made a number of suggestions for conducting researches and experiments in the state:

TABLE 122
SUGGESTIONS FOR CONDUCTING RESEARCH

Suggestions	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1. A research society should be established with experienced and capable Basic teachers	87.22	87.03	83.72	86.52
2. The headmasters of Basic Schools should be asked to incorporate their experiences in the school annual report	71.43	74.07	83.72	74.35
3. A Basic education manual should be compiled	74.44	72.22	76.74	74.35
4. Establishment of a central library with rich literature	60.09	70.37	76.74	66.09
5. A state research centre should be established in a Basic Training College	64.66	62.96	72.09	65.65
6. An autonomous research centre should be established	56.39	61.11	74.42	60.87
7. Atleast one Basic trained graduate in each of the training institutions should be given all facilities to conduct research	51.88	68.52	76.74	60.43
8. Study circles of officers and teachers may be established to study problems of research	51.88	59.26	72.09	57.39
9. Staff of Basic Training institutions should take up some joint research projects	50.38	57.41	76.74	56.96
10. Efficient research scholars may be awarded scholarships not less than Rs.200/- to conduct investigations into specified problems	47.37	62.96	69.77	55.22

Suggestions	Andhra seema	Rayala- seema	Telan- gana	Total
11. A research wing should be established in the office of the Director of Public Instruction	48.12	51.85	67.44	52.61
12. A course in experimental and action research should be made a compulsory requirement in B.Ed. and M.Ed. studies.	43.61	46.30	72.09	49.56

A large number (81.25%) of Basic Training Schools favoured the establishment of a research society with experienced and capable basic teachers, functioning at a reputed Basic Training College. Seventy five per cent of them also recommended that the Headmasters of Basic Schools should be requested to incorporate their experiences in an annual report to feed the research society with data. These two recommendations of the training institutions tally with the first two suggestions of the Basic schools arranged in their rank order in the above table. Publication of Basic education manuals also was a good idea as they would feed the schools with the results of the researches. Of course a good library is a must for aiding research work.

Needed Research:-

The list of needed research in the field of Basic education was compiled in two ways. The teachers, teacher educators and Educational Officers were asked to supply problems for research based on their field experiences and the same was compiled determining the priorities of areas according to the frequency of responses. Again another list of needed research was suggested by the investigator as emanating from the investigation itself. The lists of needed researches compiled by the National Institute of Basic

education and other national conferences were not taken into consideration as the problems listed therein might not be of direct relevance to the situations in the state of Andhra Pradesh.

TABLE 123
NEEDED RESEARCH IN BASIC EDUCATION

(%)		
Area	Basic Schools	Training Schools
1. Philosophy of Basic education(including objectives and goals)	75.00	25.00
2. Curriculum	84.50	37.50
3. Syllabus	94.40	43.75
4. Methods of teaching	89.50	56.25
5. Teaching aids	87.20	18.75
6. Text books	78.10	43.75
7. Educational administration	48.70	18.75
8. School organisation	59.70	18.75
9. Evaluation	69.90	37.50

From the above table it could be clearly found out that the weakest areas in Basic education which needed research were curriculum, syllabus, methods of teaching, teaching aids and text books. Both the Basic schools and the Training schools agree on the urgency of conducting research in these areas, even though the Basic schools emphasised on the syllabus and the Training Schools on the methods of teaching and text books.

The following area-wise list of problems was suggested by the teachers, teacher educators and Educational Officers in response to the questionnaire:

1. Objectives:-

- a). Listing of the traits of a participating and discriminating citizen, who can play his role efficiently in the social democracy.
- b). Evolution of the working definition of the concept of 'Alround development of the personality of the child and man-body, mind and soul.'
- c). Working out details for the development of character and willingness to take responsibility for the individual and group projects.

2. Curriculum:-

- a). An examination of the basic school curriculum in relation to the social and natural environment of the children, and feasibility of its realisation through the techniques of teaching within the reach of the school teachers.
- b). A critical evaluation of the basic school curriculum from the point of view of its utility in relation to the realisation of the accepted objectives of basic education.
- c). An estimate of the basic school curriculum to find out to what extent it is useful for taking Basic education the spearhead of silent social revolution that is taking place in India consequent to the implementation of the Constitution and the Five Year Plans.

3. Syllabus:-

- a). Preparation of new syllabuses in different school subjects suitable to the different regional peculiarities, taking into account the competencies of students in ~~account-the-ee~~ each class, dividing the same into suitable units indicating the period of time needed per unit and when this unit is to be taken for coverage, suggesting the expected outcomes and the tools required for each unit.

4. Methods of Teaching:-

- a). Experimentation in the methods of teaching which can be easily put into operation with the help of books and tools usually available in the schools. Now a days there is feeling that the methods of teaching taught in the Training institutions are not practicable and it is necessary to examine the justification of this claim.

5. Teaching Aids:-

An investigation into the various types of teaching aids needed in relation to the different subject syllabi and recommendation of the techniques of preparing the same by the teachers themselves to a great extent. This need is more felt in the fields of General Science and Social Studies, for making an easy understanding and practical application of knowledge by students.

6. Textbooks:-

An analytical survey of textbooks used at present in different subjects in different regions with a view to recommend content for the students and guidance for the teachers suggesting the use of dynamic and activity methods of teaching. The objective of this research should be the production of literature which will be within the comprehension of both teachers and students.

7. School Administration:-

A survey on how much responsibility is delegated to the student cabinets under the self-government programme functioning under the guidance of the teachers without resulting in indiscipline and the extent of success of these programmes.

8. School Organisation:-

A study of the organisation-line and staff in basic schools and role expectations and analysis of the Headmasters and Assistants.

A study to estimate the extent of responsibility taken by H.Ms.& Assistants for making practical work successful in the basic schools.

9. Evaluation:-

- a). An examination of the present examination system in the basic schools. How far the short answer objective new type tests are useful for the basic schools.
- b). Devising reliable and valid tests for measuring craft competencies.
- c). Consideration of holding external annual examinations at 5th and 8th grade levels, to check malpractices in evaluation by the school teachers themselves.
- d). Standardisation of scholastic achievement tests for the different regions in the country.

The following problems, as revealed in the course of the present investigation, are suggested for further research:

I. Development of Basic Education.

1. Compilation of a comprehensive history of Basic education in Andhra Pradesh from 1937 to 1967.

II. Administration of Basic Education.

1. A study of the factors influencing the Government's policy to adopt Basic education as the universal pattern at the elementary stage.
2. A comparative study of the enrolment of pupils in Basic and non-Basic Elementary Schools, wherever they were situated side by side in the same village or town, and listing of problems of enrolment in Basic schools, if any.
3. A study of the special difficulties faced by the single teacher Basic Schools in implementing the principles of Basic education, and development of suitable techniques for eradicating the same.
4. An investigation into the factors responsible for less wastage and stagnation in Basic schools than in the traditional primary schools.
5. A study to estimate the cost of a model Basic school.
6. An investigation into the reasons for not upgrading a majority of the institutions as Senior Basic Schools.
7. An evaluation of the programme to orient the traditional elementary schools into Basic pattern.
8. A study of the factors responsible for the failure of total conversion of traditional elementary schools into Basic pattern.
9. A study of the impact made by the following on the functioning of Basic schools in Andhra Pradesh:
 - a). Democratic Decentralisation of Administration,
 - b). Re-organisation of the administrative set up during 1965.
 - c). Bifurcation of Administration of Higher Education from school Education.

10. Development of an action programme for the improvement and holding power of Basic schools.
11. Development of a scheme for the over all and intensive improvement of the Basic Training Schools in Andhra Pradesh.
12. Development of blue prints of school buildings for constructing the same at a lower cost and suitable to the Basic school programmes, both in rural and urban settings.

III. School Organisation.

1. A study to find out the effect of double shift system on the Basic school programmes, with a view to suggest suitable measures for minimising the adverse effects, if any.
2. A comparative study of the class teacher system prevailing in Andhra and Rayalaseema and subject teacher system in Telangana, with a view to find out their effects on Basic schools at both the Junior and Senior levels.
3. Preparation of annual calender of working days, holidays and vacations for Basic schools and Basic Training Schools, through experimental methods, for maximum utilisation of the resources.

IV. Teachers and Their Condition.

1. A study of the professional and social problems of teachers trained in the Basic Training Institutions situated in urban areas, but working in rural areas and vice versa.
2. A study to find out the relationship between higher salaries and teacher effectiveness, in Basic schools.
3. Development of an action programme for the Professional Organisations of Teachers for promoting professional growth among the Basic school teachers.

V. Curriculum and Text Books.

1. A comparative study of the attitudes of the Basic and traditional school children towards life and work.
2. A comparative study of the study habits of the Basic and non-Basic school children.
3. An evaluation of the seven year integrated elementary school curriculum in vogue with a view to find out how far it meets the objectives of Basic education and the needs of the community.

4. A comparative study of the seven year integrated elementary school curriculum and the Basic school curricula immediately preceding the same, in Andhra and Telangana regions.
5. A critical evaluation of the theory and practice of the curriculum of Basic schools with a view to find out whether it is within the level of the pupils, and catering to the needs of the local communities.
6. A critical examination of the Basic system of education and its curricula to find out whether they are suitable to the modern scientific and technological social order.
7. Development of a comprehensive correlated curriculum for Senior Basic Schools through experimental methods, for the realisation of the social goals, thorough suitable content and learning experiences.
8. An investigation to find out whether the use of the common text books for both Basic and traditional elementary schools is having any adverse effect on the Basic school programmes.
9. A study of the effects of nationalisation of text books on the instruction in Basic schools.
10. Development of suitable literature from practical class room situations for helping different aspects of Basic schools work.
11. An evaluation of the curriculum of the Basic Training School to find out its suitability to meet the requirements of Basic education.

VI. Methods and Techniques of Teaching.

1. Devising suitable methods for the development of desirable attitudes in the Basic school population.
2. An investigation into the reasons for the failure of the correlated technique of teaching, with a view to strengthen this aspect in the Basic Teacher Education programmes.
3. An experiment to devise substitute methods without losing efficiency, in order to reduce the relative costliness of Basic education, including the aspect of craft work.

VII. Craft Practices and Self Sufficiency.

1. A comprehensive survey of the handicrafts of Andhra Pradesh with a view to determine their educational and economic potentialities.
2. A status study of the position of craft work in the Basic schools and the Basic Training Schools, in order to determine the deficiencies of the teachers, so that the Basic Teacher Education programme is strengthened accordingly.
3. Determination through experimental techniques of the right grade from which Basic craft should be taught from the points of view of the child, teacher, society, education and economy.
4. Determination of achievable targets of production in different crafts for different grades based on empirical studies.

VIII. Impact and Popularity of Basic Education.

1. A study of the impact Basic schools and Basic Training Schools could make on the surrounding community.
2. An investigation into the causes for the slow progress and unpopularity of Basic education.

IX. Evaluation and Assessment.

1. Development of suitable evaluation tools for different subjects in different grades in relation to the objectives of both Basic schools and Basic Training Schools.
2. Development of criteria and tools for the Evaluation and inspection of Basic schools by the Educational Officers.
3. Development of the criteria and a check-list-cum-rating scale for the assessment of the Basic schools and Basic Training Schools in Andhra Pradesh.

X. Basic Teacher Education.

1. Development of admission tests to the candidates for Basic Training, in order to select those who have aptitude for this line and can deliver the goods.
2. Preparation of an integrated Teacher Education course to include the philosophies of Red Cross, Scouting, Health Education Physical Education, Citizenship and National Integration.

XI. Research.

1. Development of extension techniques for orienting the teachers to tackle the class room problems, preferably through action research.
2. An investigation into the difficulties of the Teacher Educators and Educational Officers for taking up research.

XII. Education Commission and Basic Education.

1. A comparison of the Basic system of education as accepted and practised by the Government of Andhra Pradesh with the recommendations of the Education Commission on the Elementary education.

Summary:-

Researches were undertaken by the State Institute of Education functioning under the Education Department and a voluntary organisation called the Educational Research Society in Andhra Pradesh. A number of researches were conducted by the post-graduate students of the College of Education, Osmania University towards partial fulfilment of the requirements of M.Ed. degree examination. The Education Department made a grant of Rs.1000/- to each training college in the state for meeting the expenditure on researches of individual staff members. Apart from this no educational research was conducted in the state.

Various suggestions were made for effectively organising research in Basic education, like the establishment of an independent research society with expert teachers capable of undertaking research, giving facilities to the Basic training institutions for doing research, offering scholarships for young men interested in doing research and attaching them to Basic Training Colleges, organisation of a research wing in the office of the Director of Public Instruction, establishment of a central library with good books useful for research, introduction of a research course in B.Ed. and M.Ed. degree programmes.

All the above were useful suggestions. But the establishment of the State Institute of Education has met all the above types of demands and in view of the recent recommendation of the Education Commission this institution may become an autonomous State Board of Educational Research.

Now the problem is to encourage the Basic Training Institutions, the teachers of Basic schools and the Educational Officers to undertake simple research. They complain of paucity of time and lack of facilities of guidance and library. The State Institutes of Education should devise some action research programme involving each category of officers mentioned above.

The teachers, teacher-educators and the Educational Officers stated that curriculum, syllabus, methods of teaching, teaching aids and text books were the areas in which research in Basic education should receive first priority. They also suggested some details under each category which needed intensive investigation.

During the course of this investigation a number of problems worth investigation have been located and the same were listed carefully, so that the future researchers may take them up for further investigations.
