

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 DESIGN**

The methodology of descriptive research was employed in the conduct of this study. Since the purpose of the study was to assess the impact of international co-operation on Indian education, in the areas chosen, it was necessary to provide an operational definition of the term "impact". Impact, in the sense of strong influence or powerful effect, is not a quantifiable and measurable concept, has to be determined inferentially. Like most psychological constructs, impact can be inferred from specific indicators. In this study, the following indicators were used to assess the impact of international co-operation in each of the three selected areas :

- 1) An innovation or programme that has, to a large extent, been institutionalised and become an integral part of the Indian educational system indicates strong impact.
- 2) An innovation or programme that exists in some form where it was originally launched but has not been replicated, has not taken roots

in the country and has been largely ignored by researchers and professionals indicates limited impact. The basic idea and its merit are not discarded, yet public policy does not seem to support it.

- 3) An innovation or programme that has become practically non-existent indicates no impact.

### **3.2 NATURE AND SOURCES OF DATA**

Printed materials, published and unpublished, were the major sources of data. Library search and documentary analysis were used as means of collecting them. Printed materials included reports and other publications of state agencies in India and abroad, of professional and voluntary organisations, both national and international, books, journals, newsletters, bulletins, research reports, annual reports, resource books, project studies, articles and abstracts.

Most of the individuals who participated in programmes and projects of international co-operation in the initial periods, who had a feel for their basic objectives and justification, and were aware of the problems and limitations in implementing them, are no longer available. However, a few individuals who were available, were contacted with a request to share their experiences in formulating and implementing the projects. Unstructured interviews were conducted with educationists, educational

administrators and researchers associated with recent international co-operation projects in the three areas chosen, who could shed light on their operation and effectiveness. It is also heartening to report that a few national and international educationists and educational administrators responded favourably to the investigator's correspondence with them.

### **3.3 PROCEDURES OF GATHERING DATA**

Exploratory visits were made to libraries at SNDT Women's University, Bombay University, PVDT College of Education, Bombay Teachers' Training College and the Tata Institute of Social Sciences (TISS) to identify and locate research studies and related materials in The Encyclopedia of Education, The International Encyclopedia of Education, Indian Education Index, Survey of Educational Research compiled by M.B. Buch, recent issues of Dissertation Abstracts International (DATRIX), Current Index of Journals on Education (CIJE) sponsored by ERIC and Documentation Encyclopedia of UNESCO and Education.

The Annual Reports of the Ministry of Education, the Government of India and the Annual Reports of the NCERT were major sources for identifying programmes and projects undertaken with international co-operation in the three areas of investigation.

The investigator visited the following libraries to review and collect available reference books, periodicals and non-research literature relating to international co-operation in education.

- a) UNESCO Library, Delhi
- b) Indian Institute of Education, Pune
- c) National Council of Educational Research and Training (NCERT),  
Delhi
- d) National Council of Educational Research and Training (NCERT),  
Extension Centre, Pune
- e) Maharashtra State Council of Educational Research and Training  
(MSCERT), Pune
- f) United States Information Service (USIS), Mumbai
- g) British Council, Mumbai
- h) Homi Bhabha Centre for Science Education (HBCSE), Mumbai
- i) Homi Bhabha Science Library, Mumbai
- j) Tata Institute of Fundamental Research (TIFR), Mumbai
- k) Chembur Comprehensive College of Education, Mumbai
- l) H.R. College of Education, Mumbai
- m) University of Bombay, Mumbai
- n) International Institute of Population Studies (IIPS), Mumbai

- o) UNICEF (Mumbai)
- p) Ministry of Education (New Delhi)
- q) Regional College of Education (RCE), Mysore
- r) University of Mysore (Mysore)

Correspondence with UNESCO, Paris, UNESCO Regional Office, Bangkok, Japanese Embassy, Canadian Embassy, USIS, UNDP and USAID resulted in the collection of some printed documents pertaining to co-operation in education with India.

The investigator had detailed discussions with the department heads, professors, readers, directors and project co-ordinators of NCERT (New Delhi), NCTE ( New Delhi), NCERT (Pune), RCE (Mysore), IIPS (Mumbai), IIE (Pune), MSCERT (Pune), BMC (Mumbai) and USEFI Regional Office (Mumbai). Many of these individuals were closely associated with some of the recently completed projects and programmes of international co-operation in education in the three chosen areas and were instrumental in providing technical assistance in their implementation. The academicians of IIPS who were closely involved in evaluating the National Population Education Project (NPEP) were also interviewed. The following is a select list of those interviewed :

- 1) Dr. A. K. Sharma - Director, NCERT

- 2) Dr. N. K. Jangira - Professor & Head DTESEES, NCERT, New Delhi / At present associated with World Bank
- 3) Smt. N. Sabharwal - Reader, DTESEES, NCERT, New Delhi
- 4) Dr. P. S. Kawatra - Deputy Librarian, NCERT, New Delhi
- 5) Dr. P.K. Bhattacharya- Professor & Head, Workshop Department, NCERT, New Delhi
- 6) Dr. H.O. Gupta - Reader, Workshop Department, NCERT New Delhi
- 7) Dr. M.S. Khaparde - Professor & Head International Relation Unit, NCERT, New Delhi
- 8) Dr. Jawaharlal Pandey- Reader, Department of Social Sciences and Humanities (DESSH), New Delhi
- 9) Dr. Smt. S. B. Yadav- Reader, Department of Social Sciences and Humanities (DESSH), New Delhi
- 10) Dr. R. D. Shukla - Professor, Department of Education in Science & Mathematics (DESM), NCERT New Delhi
- 11) Prof. K. V. Rao - Professor, Department of Education in Science & Mathematics (DESM), NCERT, New Delhi
- 12) Dr. D. Lahiry - Professor, Department of Education in Science & Mathematics (DESM), NCERT, New Delhi
- 13) Prof. J. Mitra - Professor, Department of Education in Science & Mathematics (DESM), NCERT, New Delhi

- 14) Dr. J. S. Gill - Professor, Department of Education in Science & Mathematics (DESM), NCERT, New Delhi
- 15) Dr. Venita Kaul - Professor, Head of Department of Pre-school and Elementary Education (DPEE), NCERT, New Delhi
- 16) Dr. Smt. Shukla Bhattacharya - Professor, Head of Department of Pre-school and Elementary Education (DPEE), NCERT, New Delhi
- 17) Shri. A. A. C. Lal - Professor, Head of Department of Pre-school and Elementary Education (DPEE), NCERT, New Delhi
- 18) Dr. (Kum) P. Das Gupta - Professor, Head of Department of Pre-school and Elementary Education (DPEE), NCERT, New Delhi
- 19) Dr. C. Seshadri - Principal RCE, Mysore
- 20) Dr. N. N Prahallada - Reader in Education, RCE, Mysore
- 21) Dr. Sudha Rao - Reader Population Education, RCE, Mysore
- 22) Dr. P. R. Lalitha - Reader in Physics, RCE, Mysore
- 23) Dr. S. N. Prasad - Reader in Physics, RCE, Mysore
- 24) Dr. P. R. Rao - Reader in Physics, RCE, Mysore
- 25) Dr. K. D. Doraiswamy - Reader in Teacher Education, RCE, Mysore
- 26) Dr. O.N. Awasthi - Field Advisor, NCERT, Pune
- 27) Dr. B. K. Jape - Deputy Director of Education, MSCERT, Pune

- 28) Dr. V. S. Deshpande- Director, Indian Institute of Education,  
Pune
- 29) Prof. Smt. T. Kanitkar- Reader, International Institute of  
Population Studies (IIPS), Mumbai
- 30) Dr. B. M. Ramesh - Reader, International Institute of  
Population Studies (IIPS), Mumbai
- 32) Dr. Ravi Varma - Reader, International Institute of  
Population Studies (IIPS), Mumbai
- 33) Dr. M. L. Sharma - Administration Officer, National Institute  
of Educational Planning, New Delhi
- 34) Dr. B. K. Passi - Vice Chairman, NCTE, New Delhi

The following educationists, administrators and specialists, who have been closely associated with teacher education for decades and are knowledgeable about international co-operation projects in teacher education were interviewed to supplement data from published materials.

- 1) Dr. G. Chaurasia - President, World Council of Curriculum  
and Instruction and Founder Principal,  
RCE, Mysore
- 2) Dr. P. M. Sapre - Professor Emeritus, New York  
University
- 3) Dr. K. T. Singh - Former Principal of RCE
- 4) Dr. S. R. Rohidekar - Retd. Joint Director of Education,  
Karnataka
- 5) Dr. Rajani Asher - Retd Reader, PVDT College of  
Education, Mumbai



- 6) Dr. A. Lingajammanni- Former Prof. of Education, Mysore University, Mysore
- 7) Dr. V. G. Kulkarni - Former Director, Homi Bhabha Science Centre, Mumbai
- 8) Dr. Udgaonkar - Professor of Physics (Rtd.) TIFR and former Member of UGC
- 9) Dr. S. C. Agarkar - Reader, Homi Bhabha Science Centre, Mumbai
- 10) Dr. H. C. Pradhan - Reader, Homi Bhabha Science Centre, Mumbai
- 11) Shri. V. G. Gambir - Reader, Homi Bhabha Science Centre, Mumbai
- 12) Dr. Chitra Natarajan - Reader, Homi Bhabha Science Centre, Mumbai
- 13) Shri. Gunavant Naik - Senior Project Officer, British Council, Mumbai

Unstructured interviews with the following persons gave a lot of insight into UNESCO's operations in India.

- (1) Mrs. Marian Hook , Director of Education, UNESCO (New Delhi),
- (2) Dr. Warren Meller, Director of Education, UNESCO (New Delhi),
- (3) Mrs. Jannie Good Kope, Director of Special Education, UNESCO, New Delhi.

No systematic documentation of international co-operation activities in education could be found. No authentic information is available pertaining

to the objectives, implementation procedures, etc. set forth in the memorandum of understanding with Partners of Co-operation. The Ministry of Human Resources which is the major nodal agency for channelising the co-operation activities and organising the implementation, methodologies / systems, only maintains funds given to various programmes. These vital facts surfaced during non-structural informal interviews with the senior administrators and officials of the Ministry of Human Resources.

Sporadic attempts have been made to assess the impact of a few international co-operation programmes in education. Even such evaluation studies have not been published. Some of them appear to have been lost in the fire at NCERT during 1988. The archives of NCERT and the Central Secretariat Library, New Delhi could not help the investigator in locating any such evaluation study material. IIPS, Mumbai conducted an evaluation of NPEP project funded by UNFPA, volunteered to spare the report.

UNICEF, one of the principal agencies involved in co-operation and education could not fish out and make available any document in spite of personal visits to the UNICEF Office at New Delhi and many requests through letters.

The UNESCO Library at New Delhi, the MSCERT Library at Pune, NCERT, Pune and NCERT, New Delhi, were the main sources of documents for the present study.

### **3.4 DATA ANALYSIS**

The research questions formulated in Chapter I of this report guided the investigator in the collection of data from both published and unpublished materials and unstructured interviews. The persons involved in the projects in the early years of co-operation were either retired or deceased and only a few of them were available. The investigator had access to more published documents relating to educational projects / programmes taken up during and after the 60s. The people involved in framing the policy and programmes / projects in latter years were available to give their hind views.

For purposes of analysis, the data obtained from published documents as well as through personal interviews were organised as follows. Information about projects and programmes involving international co-operation in each of the three fields was noted in sufficient detail so as to constitute answers to the research questions formulated earlier. Particular attention was given to the objectives of projects and programmes and the role of organisations and agencies involved in implementing these, the nature and extent of

assistance received, the major activities through which implementation was attempted, and the outcomes thereof. This information was appropriately supplemented by the responses of individuals who were interviewed during the research process. This procedure helped in providing an overview of the effect of international co-operation on teacher education, science education and population education.

Since the impact of international education can only be inferred from specific indicators, an operational definition of impact was formulated earlier. On that basis, the present status of each of the project and programme involving international co-operation was carefully analysed to determine the impact of such co-operation. The results of this analysis constitute the findings of this investigation and are presented in the following chapters.