

Feature

Education

Overriding Need for Educational Research

By Raffat Binte Rashid

the South Asian sub-Regional meeting of Education Researchers. Each paper discusses and describes extensively about the process of Educational Research in their respective countries. Dr Shamsul Haque in his paper discussed elaborately, Bangladesh's standings on Educational Research

highlighted that India is presently half literate and half illiterate. Literacy rate of the population has grown from 18 per cent to 52 per cent. She said that the National Policy of Education (NPE) undertaken in 1986 is a major landmark in Indian education. After independence in 1947, in order to find research-based

sponsible for promotion of research works. The Seventh Five-Year Plan of Nepal (1985-90) made some reference to the promotion of research activities in various development sectors in the country.

Dr N G Kularatna of Sri Lanka in his paper said that in Sri Lanka the universities have borne the major responsibility of educational research in the country until the establishment of the National Institute of Education in 1987. These institutions have always enjoyed a long tradition of research and are manned by personnel who possess expertise in different fields of educational research. The Department of Educational Research of the National Institute of Education is one of the major institutions currently undertaking and promoting educational research in Sri Lanka.

At the inaugural session of this meeting the Vice-Chancellor of Dhaka University, speaking as chief guest, underlined the need for identifying issues and ways of educational uplift. He urged the researchers to undertake giant strides and make best use of concrete proposals.

He said the research area was always neglected and it is time to gear up. Dr A K Jalaluddin Unesco senior Programme Adviser in his address at the meeting pointed out a crisis in funding research in developing world. Education, Science and Technology are important to change the world because education is not for understanding reality but to change reality.

This particular area has been always neglected and with this unique initiative we can only hope and look forward to a better global interaction on this issue and put emphasis to undertake more research studies on educational issues. We should try to materialize further this professional growth by creating awareness, social consciousness and exchange of ideas and experiences. Shamsul Haque pointed out that research should be addressed to find the root causes of underdevelopment and should no longer be viewed as an input-output process. Increased emphasis should be given to combine qualitative aspect with quantitative data in research.

BAFED is a voluntary, non-profit, non-governmental organization devoted to educational research, publication and educational development. Its chairman Dr Abu Hamid Latif said that this meeting has given us an opportunity for a wider South and South Asian interaction. The two major objectives of this meeting are to arrive at a state-of-the-art delineation of educational research in the sub-region with special attention to the building of research capacity building and research utilization; and to identify areas of educational research programmes and explore the possibility of establishing a network for South Asia.

Among the SAARC country delegates, the meeting was attended by Dr Usha Nayar from India, she is a Professor and the head of the department of women's studies National Council of Educational Research and Training (NCERT). Dr Ratna Man Pradhan from Nepal, he is an executive director, Research Centre for Educational Innovation and Development (ERICD). From Sri Lanka Dr N G Kularatna, Education Division, the open university of Sri Lanka and Dr Shamsul Haque from the host country. He is a forum professor of Institute of Education and Research (IER). They have all submitted papers on Educational Research Environment, at the three-day workshop from Sept. 5-7 '93 for

Dr Usha Nayar in her presentation has

work. He said that the country has quite an extensive education system with more than 51,000 general primary schools, 16,000 religious primary schools and 13 universities. But the country, after independence inherited the indifferent attitudes in general and educational research which it still bears. The First Bangladesh Education Commission was constituted in 1973. But the process gained momentum during the Third Five-Year Plan (1985-90), and now with new opportunities, during the Fourth Five-Year Plan (1990-94), the scope is expanding. Educational research has not been institutionalized yet. It might be concluded that educational research has not quite developed as a profession yet.

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solutions to educational problems, a large number of institutions were amalgamated into an autonomous National Council of Educational Research and Training (NCERT) which was set up in 1961. The NCERT became the promoter of educational research. There is intense activity in institutionalizing educational research.

Dr Ratna Man Pradhan in his paper explained that Nepal has achieved a literacy rate of 40 per cent in 1991. But the importance of promoting research activities to serve as a sound basis for effecting development activities has only recently been felt in Nepal. With aims to institutionalize research activities of the Tribhuvan University (TU) in the total national and global context, it has set up a research coordination council. This council is re-

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