CHAPTER-3

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

The existence of the present is based on the past. The history of the past provides the structure like which present would review of related literature is seen as a necessary evil to be completed as fast as possible so that one can get on with the study. The review of related literature however is as important as any other component of the research process, and it can be conducted quite possibly if it is approached in an orderly manner. A summery of writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and yet to be testified. Besides this, review of related literature helps the researcher to avoid duplication of study and it points out research strategies and specific procedures and measuring instruments that have and have not been found to be productive in investigating problem.

Review of related study assist the researcher academically to proceed in the right direction that is why it’s considered one of the most important steps of research methodology or methodology of educational research. According to Van-Dalen’s (1973) “The review of educational research gives you an excellent overview of the work that has been done in the fields and helps you keep up with recent development”. According to C. V. Good (1959) “Survey of related
literature helps us to know whether evidence already available to solve problem adequately without future investigation and thus may save duplication. It may contribute to general scholastic ability if the investigator by providing ideas, theories, theories and explanation, help in formulating the problem and may also suggest the approximate method without research.

3.2 STUDIES RELATED ON SCHOOL EDUCATION IN INDIA

Acharya, S. (1980), had conducted a study on Education in Bengal (1813-1859)- A Historical study and analysis to analyze and explain the emergence and growth of a new education system in Bengal (19813-59) and its role in the advent of modern waves in Bengali society. The chronological limit of the study was set by the Charter of 1813 and Lord Stanley’s Despatch of 1859. The major issues discussed and the outcomes of the study were: 1. A brief sketch of the evangelical and utilitarian movements which dominated British liberal ideas and expression through T.B. Macaulay in Bengal. 2. The state of classical Hindu and Muslim education in the first half of the 19th century and official efforts to revive them by adaptation with western culture. Evaluation of Higher Education in Bengal, from Bentinck’s resolution 1835 to Stanley’s Despatch 1859. 3. Explanation of the growth of the new elite and its role in the modernization of the Bengal society. 4. Stress on the analysis of the development of education from inside along with the larger social context in which the educational institutions had to grow.
A critical Appraisal of indigenous Efforts for Development of Education during the period 1834 to 1947 was studied by Awasthi, K.K (1985), to study the critical evolution of the indigenous efforts for the spread of education during the period of 1834 to 1947. The author observed that- 1. In ancient times education was imparted in the Gurukuls which were managed by individual teachers. During the Muslim period, education was imparted in Muktabs and Madrasas. 2. During the freedom movement, attention was to reforms in education. The sergeant scheme was formulated for the reconstruction of the educational system after the Second World War. 3. In earlier times private initiative played a very important role in the spread of education, but after the attainment of independence, government had to assume the responsibility for provision of education. Consequently, during the post independence period, government played a more important role in the spread of education in India.

Basu, S. (1977), researched on Indigenous Education in Bengal (1835-82) with the following objectives-(i) the background of indigenous education as it existed in 1835, (ii) government policy towards indigenous education between 1835 and 1854, and (iii) the shift in government policy towards indigenous education in 1854 and its continuation up to 1882. The findings of the study were: 1. The period between 1835 and 1882 witnessed significant development in Bengal in the field of education in general and vernacular education in particular; the policy declaration of 1882 especially, hastened the
development. 2. There were both individual and collective efforts for the promotion of vernacular education. 3. Government officials like Campbell and Temple took much interest in the expansion of elementary mass education, but their efforts suffered from many limitations and, consequently proved ineffective.

Bhattacharjee, D. S. (1986), investigated study on Educational Development in Sikkim, with the following objectives (i) to study the development of education in Sikkim in a historical perspective, and (ii) to ascertain the current status of educational development with respect to schools, teachers, pupils, parents and educational administrators. The major findings of the study were- 1. There was no formal system of education for the Lepchas who were the original inhabitants of Sikkim. 2. The monastic system of education, which was brought by the Tibetans to Sikkim, became an organized system of elitist education during the 17th century. 3. Three major factors that led to the introduction of modern education in Sikkim were the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighboring district of Darjeeling, and exposure of some members of the ruling family to liberal education in England leading to a positive attitude to modern education. 4. Systematization of administrative machinery in the state began in the early part of the century but gained momentum in the early fifties and consequently the Directorate of education
was created in 1954. 5. The process of planned educational development in Sikkim was initiated in 1954.

Progress of Education in Assam 1882-1937, was conducted by Devi, R. (1972) The main aim of then study was to survey the progress of education in Assam over the period 1882-1937. The study was both an interpretative and a narration of events, based mainly on published official material. Some of the major conclusions of the study were: 1. The progress of primary education was not as it ought to have been. 2. Secondary education aimed at producing a set of men suited to running the administration at the permissible levels. 3. Progress in special education was rather tardy and many of the specialized institutions relating to law, medicine, and technical industrial education did not attain maturity even by 1937. 4. Oriental education was organized better by far, but progress in this field also was not ideal. 5. There was slow progress in the matter of teacher’s training. There was lack of interest in opening training schools exclusively for woman. 6. Both public and private sources contributed towards the educational expenditure. Public funds contributed a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period. 7. Reconstruction of the whole education system emerged is an urgent necessary if further progress is desired.

Dwivedy, J.K., (1983) was investigated on British Educational Policy in Orissa, 1803-1936, to analyse the implementation of the educational policy
followed in the Orissa Division of then Bengal Presidency comprising the districts of Cuttakk, Puri and Balsore from its inception (1803) to the days of transfer of the control of education to the newly created province of Orissa. Data were collected from the National Archives of India, New Delhi, and different state archives, reports and contemporary newspapers. Educational policy documents concerning primary education, secondary, higher, woman’s education, professional education and technical educational were analyzed in the study. The major findings of the study were: 1. evangelical work of the Baptists led to the beginning of western education in Orissa. 2. They were more progressive with regard to woman’s education, establishment of printing press and preparation of textbooks. 3. The filtration theory of Macauley did not operate successfully in Orissa. 4. British educational policy was affected by immigration of Bengalis to Orissa. 5. The educational policy for higher and secondary level education was exotic in nature; however indigenous education was encouraged through vernacular schools since 1854. 6. After 1854 the government stimulated private efforts by grant in aid to schools imparting secular education.

Hluna, J.V. (1986) conducted a research study on Education in Mizoram, 1894-1947, A Historical Study with special reference to the Role of Christian Missions. The main aim of the study was to provide a comprehensive history of the progress of education in the erstwhile Lushai Hills in the context of the British rule in India. The major conclusions of the study were: 1. The Western
education introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India. 2. Various factors were responsible for this progress. They were also pioneers in many fields, like female education, and vocational and practical subjects. 3. Christianity and education brought a great change in Mizu society. 5. The education introduced by missionaries had its limitations.

Rai, R.K (1979), studied about the progress and problems of secondary Education in Bihar after independence. The study revealed that 1. Though there was some progress, the prevailing situation was not satisfactory. Many difficulties and problems were identified. 2. Since independence there had been unplanned and unchecked expansion of the system. Due to the laissez faire policy of govt. mushroom growth of institutions took place. All the financial input had proved ineffective in the face of expansion and all efforts at qualitative improvement were abortive. Government had tried to check the rate of expansion but the problem was still harrowing. 3. Education at the secondary stage received the least creative consideration and, as a result, there was no significant improvement. 5. The alien character of the system created a number of problems. There were many defects, such as unqualified teachers, defective curriculum, and stereotyped and ineffective quality control systems. As a result, all efforts at improvement did not yield significant results.
Jalal, J. (1987), investigated into the Development of secondary education in Meghalaya since Independence. The main objective of the study were i) to study the development of secondary education in Meghalaya since independence in historical perspective, ii) to critically examine the role played by missionaries in the development, administration and control of secondary education in Meghalaya, iii) to study the contributions of the government and private enterprise in the development of secondary education in Meghalaya, iv) to study problems connected with secondary schools in Meghalaya. The study revealed that 1. There was no formal education in Meghalaya till about the end of 19th century. 2. Christian missionaries were the first to start modern education in the Khashi, Jaintia and Garo Hills. 3. All through the British period some kind of grant in aid to private schools was given. 4. Expansion in secondary education in Meghalaya between 1972 and 1948 showed encouraging trends. 5. Educational development in Meghalaya was faced with a number of problems. Development of education was uniform in various district and rural and urban areas.

Masih, J. (1976) examined the contribution of foreign Christian Missionaries towards Education in India with the following objectives- i) to investigate the systematic horizontal growth, the vertical growth, variety in the field of education (technical, special, woman, tribal and teacher education), and the characteristic features like curriculum, supervision, examination, fixed time table (both yearly and daily) and the like introduced by Christian missionaries in
their education. ii) to find out how the spread of their institutions contemporary education and to what extent their system of education were suited to conditions in the country; their auxiliary and other measures helped to promote new education in the country; and how far they influenced the people and the decision-makers, earning their sympathy for new education, and teaching the esteem of both the teacher and education in general; iii) to study how far education in India, good or bad, was the result of their influence, and iv) to study to what extent they led the parallel local agencies to take to education as a measure for amelioration of the conditions of the people. The major findings of the study were- 1. Missionaries had enjoyed marked chronological precedence in practically all the significant areas of educational development in the country. 2. The new education had adapted itself adequately in the various regions of the country and their education was universally acceptable. 3. The early 19th century tended to stress missionary leadership which repeatedly opposed and effectively thwarted the government policy of intended unconcern in the provision of educational facilities. 4. Missionaries schools and colleges, through experiments carried out in various spheres and situations, had evolved a diversified and broad based pattern which was eventually adopted by the state with modifications. The ladder of education and their system of circle of schools based on strict economy and through supervision were two, in the main, district novel missionary features admittedly recorded as adopted by the state.
Mukhapadhyay, G.C. (1983) focused attention on the 19th century renaissance in Bengal and its influence on Indian education. The aspects studied were i) historical background of the renaissance and the factors responsible for it, ii) the nature of the renaissance and its manifestations, iii) the different leaders and their contributions to the renaissance movement, and iv) the educational bearing of the movement in relation to the concepts and aims of education, organization and expansion of education, curriculum and textbooks, growth of language and literature, woman’s education and the influence of Bengal on other regions of India. This was a library based research with data from primary and secondary sources. Some of the main observations of the study were- 1. The 19th century was a crucial period in Indian history. It marked the transition of Indian society from medievalism to modernism. In this period, the renaissance began in Bengal and spread all over the country. It was very closely interlinked with the activities of the Christian missionaries and the introduction of English education. 2. The renaissance movement resulted in an increase in the number of primary schools and the establishment of the institutions like the Hindu college, followed by a large number of institutions both in and outside Calcutta—such as Calcutta School Book Society. 3. During this century, three universities were established—in Calcutta, Bombay and Madras. Along with the expansion of educational institutions, the renaissance period saw the expansion and the enrichment of curriculum also.
Nagarju, C.S. (1983), studied growth and stagnation of school Education in Karnataka from 1961 onwards with the following objectives- i) to ascertain the policies, objectives and strategies for reducing educational disparities across districts as well as population sectors, ii) to examine the change in the status of school enrolment among the districts from 1961 to 1973, covering the second and forth five year plans, and iii) to examine the interaction of educational expenditure and educational enrolment at the school level during the fifth five year plan. The major findings were: 1. Qualitative analysis of the plan documents revealed that the specific programmes and targets in each of the plans were not directly related to the overall thrust of the. There was no indication of depth in the planning exercises done to arrive at specific strategies and programmes. 2. In specific terms, during the second and third five year plans much attention was given to consolidating school education and improvement of quality of education; even though the third five year plan mentioned compulsory education, the programmes were not directly related to the objectives; the forth five year plan had specific strategies to achieve CPE; the fifth five year plan took cognizance of the regional disparities.

Pati, K. (1984), attempted to study the history of primary, secondary and higher education, missionary education, teacher education and woman’s education in Orissa from 1803 to 1912. It was observed from the study that- 1. The British administration committed a grave mistake by completely overthrowing indigenous education in Orissa in the beginning of their rule. 2.
Missionary activities were a mixed blessing for the spread of education in the province. 4. The economic degradation of the Oriyas by the British administrators was responsible for slow progress in education during the 19th century. 5. The grant-in-aid principle was not at all beneficial for a poor province like Orissa. 6. The policy of ‘quality and efficiency’ as introduced by Lord Curzon, was detrimental for Orissa in as much as it obstructed the expansion of institutions when the province was in dire need of expansion. 9. The ‘Payment by Result’ system was highly effective in spreading primary education.

Siddqui (1985) conducted a research to study the evolution and growth of university education from 1900 to 1947 with an appraisal of its role in the social, economic and political spheres.


Kapadia (1984) investigated the development of primary education in the state of Gujarat after independence.

Universal free and compulsory primary education in Bihar (1950-74) was studied by Mandal (1980).

Misra (1984) wanted to know the educational finance for primary education in India after Independence.
Birdi, Bimlesh (1987) studied about the growth and development of the primary education in Punjab from 1947 to 1987 with the following objectives. i) to trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure, ii) to find out the impact of the changed curriculum and other facilities, iii) to trace the changes in the administrative and supervisory system, and iv) to suggest, on the basis of the data, how the primary education programme can be effectively carried on or elimination of illiteracy from Punjab. The major findings of the study were- (1) In 1947-48, there were 31% students in the age- group 6-11 years who were enrolled in primary schools. In April 1962, the Compulsory Primary Education Act was introduced in the State. The enrolment rose by 23% within two years, but compulsion had not been introduced by 1987. The all-India percentage of enrolment in 1986-87 was 90.3, but for Punjab it was 61.77. During 1987-88, the number of boys and girls enrolled in the primary classes was 10.29 lakh, and 8.74 lakh, respectively, which was 61.98% of the total population in the age- group 6-11 years; the corresponding figure for India was 82.50%. The punitive clauses of the Act mostly remained on paper and the Department showed a lukewarm attitude in the implementation of the Act properly. (2) The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards. (3) In 1947-48, there were 5,337 teachers, and in 1964-65
the number rose to 50,654. During 1987-88, the total number of the teachers was 47,493, which was nearly nine times of that observed in 1947-48.

Mohapatra (1988) conducted a study of the development of the primary education in the Orissa Division of the Bengal Presidency from 1803 to 1903. The objectives of the study were- i) To delineate the state of the indigenous educational system and its gradual decay during the 19th century ii) to trace the growth and development of primary education during the period under study iii) to document the quantitative growth of the primary education during the period, iv) to indicate the changes in the curriculum, v) to indicate the changes in educational administration, and vi) to briefly indicate the role of persons in shaping the primary education. Major findings were- (1) A brief of the Orissa Division and its people during the 19th century was provided as the backdrop. The coming of the British ushered in urbanization, reformation in social life, the development of modern literature and the publication of printed books, magazines and newspapers. (2) Adam’s survey of indigenous education indicated the existence of a large network of indigenous schools. (3) English education was introduced in 1835, and the missionaries were the pioneers in the field. Initially, the people resisted this education, but later accepted it because it was a passport for all governmental jobs. Hardinge established village schools. However, anglo-vernacular schools were more popular.

Ralte, (1992) made an analytical study of primary education in Mizoram during the post-Independence period with the following objectives- i) to review
the pattern of educational growth at the primary stage in Mizoram from 1947 to 1979, ii) to examine the pattern of enrolment, teacher strength and teachers’ qualifications, facilities available in the schools and the expenditure pattern at the different stages of education since 1979, iii) to analyse the proportion of the teacher and non-teacher costs, and iv) to analyse the achievements of the primary school children in English, mathematics and general science. Major findings were- (1) Primary education developed in a big way during the post-Independence period. (2) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79. (3) The percentage of wastage of girls (36.8) was higher than that of boys (31.3). (4) The non-teacher cost per pupil was about Rs.27 in 1985 and Rs.75 in 1986-87. (5) The expansion in enrolment was not matched by a proportionate increase in teacher population.

Behera, M. (1988), researched on growth and development of education under the Baptist Missionaries in Orissa, 1822-1947. The author observed: i) To bring into the limelight the dark and deplorable conditions prevalent in Orissa when the Baptist missionaries launched their operation in 1822, and ii) To emphasise the various educational efforts of the missionaries to evangelise and civilize Orissa and rouse it from the deep slumber of ignorance and illiteracy. Some of the major conclusions were; 1. The Baptist missionaries first arrived in Orissa in 1822. 2. The Baptist missionaries operated throughout the Oriya speaking areas. 3. The Baptist missionaries came immediately after the East
India Company’s occupation. 4. The missionaries gave much importance to female education and zenana teaching. 5. The missionaries also played a significant role in the education of the tribals. 6. The mission press published religious books, textbooks for schools, dictionaries and other valuable books.

Birdi, Hardev (1990), conducted a study of the implementation of National Educational Policies in India. The objectives of the study were: i) To trace the development of education in India as reviewed by various Commissions and Committees, ii) to find the impact of the qualitative and quantitative aspects of national educational policies since 1854, particularly the educational policies of 1854, 1904, 1913, 1968, 1979 and 1986, on the development of primary, secondary, higher, professional, vocational, technical, women’s and adult education, and on administration and supervision of education, and iii) to suggest how national educational policies can be more effectively implemented. Major findings were: 1. The policy decision of 1814 by the British Government to develop oriental languages can be called the first policy on education in India. 2. In 1813, it was for the first time that the British Government decided to grant one lakh rupees for the development of oriental languages in India. But the provisions of the Charter Act of 1813 were not given practical shape for about twenty years, because of a controversy between anglicists and orientalists. 3. Lord Macaulay’s Minute of 1835 set the controversy to rest. It was decided that a sum of one lakh rupees would be spent on the propagation and development of the English language. Lord
William Bentinck through his Government Resolution dated 7 March 1935 accepted this resolution, which may be called the Second Policy Resolution on Education.

An analysis of the relationship between the political system and education with particular reference to primary and secondary education in Bombay (1901-60) was studied by Fonseca(1988). The objectives of the study were-i) to analyse the relationship between the political system and education with reference to policy-making, aims, priorities, control and access to primary and secondary education, ii) to assess the role of the govt. in education, i.e. the extend of its participation, the motives behind its activities or omissions, the planning it undertook and the problems it confronted through its involvement in education, and iii) to ascertain whether constitutional changes implied continuity or change in primary and secondary education in Bombay and, if so, the kind of changes involved. The researcher observed from his study that- 1. During the period 1901-21, the policies enunciated by the Govt. of India for controlling and reforming education were not implemented due to shortage of funds and lack of political will. 2. Though the Bombay primary education act of 1918 which aimed at universalisation of primary education was passed by the Legislative Council, its implementation was unsatisfactory. 3. During Dyarchy (1921-37) too, mass education was neglected, 4. The Congress government’s desire to overhaul the system of education and regain control over it enabled
the Bombay Primary Education Act of 1938 to be passed, though its implementation, too, was badly affected.

Henia (1988), studied the growth and development of education in Manipur (1947-68) with the objectives-i) to critically analyse the historical and political background of Manipur, ii) to examine the state of general education in the state and how the education administration functioned according to the changing political climate from time to time, iii) to study the progress of primary, secondary and higher education in Manipur since Independence, iv) to analyse the state of education in the hill areas, and v) to study the missionaries contribution towards education in Manipur. The researcher observed from his study that- 1. The modern system of education developed late in Manipur. During the monarchical days education was based on physical prowess; physical education was more valued and literary education was neglected. The arrival of Hindu Vaishnavism along with Bengali language and the Bengali script for the Manipuri language marked a turning point in the State’s education. With the coming of colonial rule a formal system of education was introduced in Manipur. 2. The Western Christian missionaries contributed a lot to the rapid development of Hill Tribal Education. After Independence specially after the special constitutional provision for tribal education increased in geometrical proportion by getting all incentives and facilities. 3. Adult education or social education was launched in Manipur to removed illiteracy by opening up adult literacy centres, community-cum-information centres, village libraries, rural
youth services, etc. 4. The earlier role and contributions of Christian missionaries in the rapid educational development of Manipur were noteworthy. The Mission education quickly flourished in the valley-plain areas, especially in and around Imphal. 5. A complex of political and insurgency activities then hampered the progress of education in the hill areas.

Mishra, N. (1989), studied the development of a programme of the primary education for Orissa with special reference to the coastal districts i.e. Puri, Cuttack and Balasore. The main aim of the study was to suggest ways and means to improve the following dimensions of the primary education which include: structure and other related problems of the primary education, formulation of aims and objectives of the primary education in the present context, development of a suitable syllabus and other teaching components of the primary education; co-curricular programme for primary schools; provision of education for the weak and the gifted students at the primary level, introduction and concept work experience at primary stage, method of teaching in primary schools, discipline in primary schools, primary school library, wastage and stagnation in primary education, examination at primary level, primary school teachers’ training, primary school teachers’ recruitment and promotion, and school and society. Some of the conclusions were- 1. A majority of respondents favoured the introduction of eight years of the primary schooling, so that students could equip themselves with the necessary knowledge and skills to face the future. 2. Positive incentives should be provided to improve
discipline. Parent-teacher associations should be activated to maintain discipline of the school. 3. To check wastage and stagnation at the primary level, adequate financial help in the shape of cash or kind should be given to the needy students. 4. There should be a common central examination in Classes III, IV and VII to improve the standard of the students. 5. Better qualified and trained primary teachers should be appointed. To improved teacher training the syllabus should be re-designed with greater emphasis on skill-oriented education. 6. For better social relations, all developmental programmes operating in the village should be carried under the supervision and with the cooperation of the school.

Naik, Sipra, (1992), researched on development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership with the objectives-i) To trace the development of the primary education in Sundargarh District in the post-Independence period, ii) to survey a representetative sample of the primary schools to find the types of facilities available, iii) to identify and describe the role played by local leaders in the development of the primary education n their localities, and iv) to identify and describe the problems faced by primary schools in Sundargarh District. The author observed: 1. The average expenditure per student on primary education in Sundargarh District was Rs 154.48 as per the figures for the late 1980s. The average non-teacher cost was 1.02% of the total expenditure. 2. The percentage of boys dropping out of the primary schools was more than girls
being in access of 55% in case of boys. 3. The Sevashram type schools had very poor building facilities. The student hostels provided were also found to be inadequately furnished. The amount sanctioned by the government came to Rs 65 per pupil per month.

Verma, G.C., (1968), researched on growth and development of modern education. The study aimed at describing the growth and development of education Rajasthan from 1819 to 1949 onwards. The study reported the following findings- 1) The progress of education in Rajasthan largely depended on the views on education, hold by the ruler or his adviser or minister, 2) The indigenous educational institutions in Rajasthan were mainly of two kinds, namely, those dealing with elementary education, and those concerning higher education.

Shastry, V.B., (1980), Researched on development of secondary education in Orissa from 1882 to 1986, with the objectives (i) to review the policies relating to secondary education, (ii) to trace the growth and development of secondary schools, and (iii) to study such important dimension of secondary education as administration, finance, curriculum and functioning of the Board of Secondary Education, Orissa.

Sharma, S.S., (1981), Secondary education in the urban community of Gwalior. The study aimed at (i) tracing the development of education in M.P. (ii) tracing the development of education in Gwalior. The research revealed that 1) The number of primary schools in Gwalior was 297 in 1947, 774 in 1970-71
and 1,068 in 1979-80. 2) The number of secondary schools were 26 in 1947, 58 in 1970-71 and 62 in 1979-80. 3) The number of middle schools rose from 177 in 1970-71 to 264 in 1979-80.

Tamjenkaba (1993) reported that, (i) Christian Missionaries played an important role to establish schools in the then Naga Hills. Dr & Mrs Clark started the first School at Moleng Ymsim in 1878 with the enrolments of 6 students. After the 2nd World War, more people got interested to receive education. (ii) Development of Education in Nagaland started after the attainment of statehood of Nagaland while participating in the National Five Years Plans, starting from the Fourth Five Year Plan.

3.3 AN OVERVIEW OF THE RESEARCH STUDIES

In the present chapter the researcher has reviewed a good numbers of research studies of educational research thoroughly. It is revealed from the above discussion that majority of the study have been attempted to study about the historical development of primary education and secondary education before and after independence in different states of the country. Again it is found by the researcher that few of the study have attempted to study the various problems found in primary and secondary education such as- wastage and stagnation problem, then role of different organization or body in the development of primary and secondary education such as contribution of missionaries in the development of education, besides these it is again found that few studies have attempted to find out different stages of development of
primary and secondary in different states in particular and India as a whole. For example- growth and development of the primary education in Punjab from 1947 to 1987, Bimlesh (1987), progress in education in Assam 1882 to 1937 by Devi, R. (1972) etc. From these study the researcher could learn about the overview of the historical development of education in India, and could get some enlightens to conduct the present study in particular. The present chapter also helped a lot to the researcher to have the thorough knowledge about the various study to avoid the duplicacy to make a particular study in the field of educational history or historical development of education.

It is a matter of regret that though a good number of study have been conducted in the field of historical development of education in India but hardly any study have been conducted on the various policies, and its implementations in the field of school education. Therefore, the researcher has become interested to study about the school education policies, their implementation and its impact on education in India. The research studies reviewed in the foregoing section of this chapter has enlightened the present researcher to single out the school education policies in India to find out objectives, recommendations, and implementations of these Commissions and Committee in the history of education in India. Again the review of research has provided an idea to the investigator about the methodology to be adopted in terms of sources of data, procedure to be followed for collecting data and to analyze and
interpret also. Keeping these points in view, the investigator has developed the methodology and the approach for the present investigation.

3.4 REFERENCES

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