द्वितीय अध्याय
दूसरी अध्याय
सम्बन्धित साहित्य की समीक्षा
मानव मस्तिष्क की यह एक महत्वपूर्ण विशेषता है कि वह अनुभवों को संचित कर आवश्यकता पड़ने पर उन्हें प्रयोग करने के लिए प्रस्तुत करता है। यदि इन अनुभवों को पुस्तकें के रूप में लेखक द्वारा दिया जाये तो अन्य लोग भी उससे लाभ उठ सकते हैं। विषय से सम्बन्धित इन पुस्तकों को सम्बन्धित साहित्य की संज्ञा दी जाती है। वास्तव में समस्त मानव ज्ञान पुस्तकों तथा पुस्तकालयों में उपलब्ध हो सकता है। अन्य जीवनाधीनों से भिन्न जो प्रत्येक नई पीढ़ी के साथ पुनः पुनः नवे सिरे से कार्य आरम्भ करते हैं मनुष्य अतीत के संचय एवं आलोचित ज्ञान के आधार पर नवीन ज्ञान का सुधार करता है।

इसी बात को जॉन डब्ल्यू. बेस्ट ने अपने प्रभावशाली शब्दों में इस प्रकार कहा है:-

"Practically all human knowledge can be found in books and libraries. Unlike other animal that must start a new with each generation. Man builds upon the accumulated and recorded knowledge of the Past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour." 1

सम्बन्धित साहित्य का अनुसंधान के क्षेत्र में अपना अज्ञात ही स्वाभाविक है। जब तक यह पता न चल जाये कि अनुभव क्षेत्र में कितना कार्य हुआ है या कौन सी विद्या प्रस्तुत करते परिस्थितियों में निकले रहे हैं तब तक न तो समस्या का अधिक रूप से निरूपण हो कि कैसे हो सकता है और कैसे हमें उसकी दृष्टि को आगे बढ़ाना जा सकता है। सम्बन्धित साहित्य ज्ञात को ज्ञातियों के समान हैं जिस प्रकार ज्ञात की प्रतिदृष्टि तथा महत्वपूर्ण होती है यदी उसी प्रकार अनुसंधान एवं प्रदर्शन द्वारा महत्वपूर्ण होता है।

सम्बन्धित साहित्य सर्वेक्षण द्वारा यह स्पष्ट हो जाता है कि प्रत्येक समस्या के क्षेत्र में अनुसंधान की स्थिति क्या है तथा कितने कब कहाँ क्या और कैसे अनुसंधान कार्य किया है।

1. Best, John, W. - Research in Education.
Prentice Hall Inc. Englewood Cliffs, New Jersey, 1959, P. 31
इसके ज्ञान द्वारा अपने अध्ययन की योजना बनाना सुविधाजनक हो जाता है। संबंधित साहित्य का सर्वक्षण इस बात का भी आभास देता है कि चयन किया गया अनुसंधान कार्य किस सीमा तक सफल हो सकेगा और प्राप्त निष्कर्ष की उपयोगिता क्या होगी।

संबंधित साहित्य के अध्ययन से हमारा तात्पर्य अनुसंधान की समस्या से संबंधित उन सभी प्रकार की पुस्तकों, ज्ञान कोशों, पत्र-पत्रिकाओं, प्रकाशित तथा अप्रकाशित शोध प्रबंधों एवं अभिलेखों आदि से है जिनके अध्ययन से अनुसंधान कर्ता को अपनी समस्या के चयन, परिक्षयना के निर्माण, अध्ययन की रूपरेखा तैयार करने एवं कार्य को आगे बढ़ाने में सहायता मिलती है।

संबंधित साहित्य के अध्ययन के बिना अनुसंधानकर्ता का कार्य अंधे में तीर के समान होगा। इसके आभास में उचित दिशा में वह एक गण भी आगे नहीं बढ़ सकता, जब तक उसे यह ज्ञान न हो कि अनुकूल क्षेत्र में कितना कार्य हो चुका है और उसके निष्कर्ष क्या आये हैं। इस प्रकार शैक्षिक अनुसंधान के प्रत्येक क्षेत्र में संबंधित साहित्य का सर्वक्षण आवश्यक एवं उपयोगी होता है। संबंधित साहित्य अनुसंधान संबंधी विभिन्न समस्याओं के समाधान में सहायता करके भावी शोध कार्य के प्रति प्रोत्साहित करता है। अन्वास्थ्यक पुनरावृत्ति, समय, श्रम, आदि से बचाया है साथ ही बौद्धिक ज्ञान व कार्यकुशलता की उत्सर्जन वृद्धि करता है।

कभी कभी समस्या के अध्ययन की पुनरावृत्ति आवश्यक होती है क्योंकि एक संदर्भ में जो अध्ययन किया जाता है वही अध्ययन दूसरे संदर्भ में भी उपयोगी हो सकता है। जैसे एक व्याख्यान पर किया गया अध्ययन दूसरे व्याख्यान पर भी उपयोगी हो सकता है। कभी कभी एक व्याख्यान पर किये गये

अध्ययन के निष्कर्ष सार्वजनिक हो सकते हैं, ऐसी स्थिति में उसी व्याख्यान पर दूसरा अध्ययन उपयोगी हो सकता है और सत्य की खोज में क्रांति चैंकिंग हो सकती है। कभी कभी अध्ययन की तकनीक पर निष्कर्ष आधारित हो जाते हैं इसलिए दूसरी तकनीक अपना कर दिशा पर अध्ययन करने नयी दिशा और नये निष्कर्ष प्राप्त किये जा सकते हैं समय और परिस्थितियों के अनुसार विभिन्न अध्ययनों के निष्कर्षों के अर्थ में कालान्तर में परिवर्तन होता रहता है। इन सभी निष्कर्षों और
उनके अर्थों से शोधकर्ता को परिचित होना आवश्यक है इससे उसे अपने शोध के निष्कर्षों एवं अर्थों को परिभाषित करने में बड़ी सुविधा होती है।

पूर्व किये गये शोध कार्यों का विवरण

पूर्वकृत अध्ययनों की समीक्षा की अच्छी सुविधायें अपने देश में अभी भी नहीं है, इसलिये किसी भी शोधकर्ता को विभिन्न अध्ययनों की जानकारी डांब ठक नहीं मिल पाती है। विभिन्न विषयों के अध्ययनों के डाक्यूमेंटेशन की कोई उचित व्यवस्था नहीं है फिर भी शोधकर्ता ने विभिन्न स्रोतों से पूर्वतत्त्व अध्ययनों की समीक्षा करने का प्रयास किया है।

शोधकर्ता ने पाश्चात्य शोध...अध्ययनों को मूलभूत रूप से देखा किंतु कोई उपयोगी समय और प्रयास नहीं किया।

1. ईंग्ल. आर. एल.- इंसाइक्लोपीडिया आफ एजूकेशन एन्ड रिसर्च द्वारा संस्करण, 1964
2. गदीनेव वाल्टर एस. एन.- इंसाइक्लोपीडिया आफ एजूकेशनल रिसर्च द्वारा संस्करण, 1956
3. भिरजल, एच.ई.- (एजूकेशन) इंसाइक्लोपीडिया आफ एजूकेशनल रिसर्च पंक्ति संस्करण -
   वाल्ट्यूम -2 दि प्री प्रेस, लखनऊ, 1982

अपने देश के अध्ययनों के लिये मुख्यतः मूलभूत शोध प्रमाणों का आक्रमण किया गया है:

1. दुबं, एम0 बी0- ए सवर्ण आफ रिसर्च इंज एजूकेशन
   सोसाइटी फार एजूकेशनल रिसर्च एल्ड इवजमेँट, बड़ी

2. दुबं, एम0 बी0- सेंकेंड सवर्ण आफ रिसर्च इंज एजूकेशन- 1972-73
   सोसाइटी फार एजूकेशनल रिसर्च एल्ड इवजमेंट बड़ी, 1979

3. दुबं, एम0 बी0- दसवां सवर्ण आफ रिसर्च इंज एजूकेशन - 1978-83
   एजूसी0ई0आर0वी0 नई दिल्ली, 1986

4. पोर्च सवर्ण आफ रिसर्च इंज एजूकेशन 1983-1988 वाल्ट्यूम -1
   पोर्च सवर्ण आफ रिसर्च इंज एजूकेशन 1983-1988 वाल्ट्यूम -2
   एजूसी0ई0आर0वी0, नई दिल्ली-1991
Abstracts

A Survey of Research in Education - M.B. Buch

49. NABAR R. A.

The history of education in the city of Bombay. (1820-1920)

Ph.D Edu. Bombay University 1964

The aim of this project was to find out as many factors as possible which had contributed to the progress of education in the city of Bombay during the period between 1820-1920.

Some of the salient findings of the study are the following -

(1) During the period under study, Education in Bombay could progress in various branches of knowledge such as primary education, secondary education, and higher education in arts and science technical, commercial and legal education. Education of art, physical education and education of the educator, most satisfactorily because there had been a happy co-operation between the officers of the government and private individuals.

(2) Medical and technical education was not only possible but popular too in Bombay. but institution for such education were not encouraged by the government which wanted all education through the medium of English alone.

(3) Among other finding are those the progress of literacy among different communities, the success of morning classes in professional schools and the unsatisfactory progress of night schools, the percentage of literacy among Mohammedans de
yet strangely enough the Mohammedans had been demanding special favour for their children, schools and colleges.

55- PRASAD, S.

Education in Bihar. (1854-1904)

The main aim of the study was to trace the growth of education in Bihar during 1854 to 1904. The period between 1813 and 1853 was a period of experiements - experiements imparting education in oriental as well as accidental languages. Education of the period might be termed as a dark one for Bihar. The real progress in education in Bihar began with the Despatch of 1854. It outlined a complete and elaborate system, touching all the aspects of education. The aim of education was the diffusion of arts, science philosophy and literature of Europe. The Despatch of 1859 made recommendations to establish universities to expand secondary education and to encourage private enterprise to come into the field of higher education through the grant-in-aid system.

The Patna colleges attracted moreand more students, from the province four new colleges were established. The missionaries also set up the St. Columbas college at Hazaribagh for the uplift of the ab-originies. The private colleges were popular among the people, because they charged less fees than the government colleges.

60. RENU DEBI

Progress of Education in Assam. (1882-1937)

The aim was to Survey and critically analyse the progress of education in Assam during the period 1882-1937.

The old records, reports, minutes and review publications of the
government were consulted as source material. A brief review of the progress of education in Assam from 1826 to 1881 was made to serve as the background for the study. collegiate education in Assam was imported, up to 1930, in only two colleges, private colleges could not prosper due to lack of official interest in regard to their needs. another handicap was the lack of a separate university for the province.

68. UPRETI, D. C.

Political development and growth of Education in British India. 1904-1947

PH. D. Edu. MSU., 1972

The aim of the present study is to reinterpret the evolution of education policies in British India in relation to contemporary political developments. An ancillary aim was also to unravel the hither to unknown facts about educational developments during that period. The evidences have been called out from the educational records of that period mainly from National Archives of India, New Delhi. The evidences have been sorted from official files, quinquennial reviews, contemporary news papers and also from same secondary sources.

The change in educational policy in 1904 was a major challenge to the assumption held till then that higher education acted as a establishing influence of the British rule. Carzon wanted to circumscribe higher education but his policies did not succeed. The reappraisal of educational policies during this period finally culminated in the Government of India Resolution of an education in 1913. The demand for a separate Muslim University was voiced since the beginning of this century.
Second Survey of Research in Education.

(1972-1978) M.B. Buch.

40. MURUGHENDRAPPA, D.R.

Twenty five years of Education in the State of Mysore (1947 to 1972)

R.V. Teachers college, Bangalore. 1972

The purpose of the present study was to survey the progress of education in Mysore state during the post independence period.

For the collection of data annual reports of Government, reports of the educational surveys, university reports etc. were consulted. This project surveyed the progress of education at pre-primary, primary, secondary, pre-university, colleges, university and professional education levels.

The number of universities increase went up from one to five. The colleges of general education went up from 4 to 197. There were sixteen commerce colleges, thirteen law colleges. Fifteen Engineering Colleges, four Medical Colleges.

742. BOSE, P.K.

Calcutta University, some problems and their Remedies.

Cal. U. 1973 (UGC & MOE Financed)

The objectives of the project were -

(i) To assess broadly the needs for higher education and research and to examine in particular, the development of the university departments.

(ii) To examine the question of conferring the status of autonomous colleges on selected institutions.

(iii) To suggest organisational and structural changes in the university and...

(iv) To indicate the financial implications of the recommendations.
Some of the major findings were as follows-

(i) The problems of the university as detected were the increase in number of the institutions, students and examinees irrespective of the constant remaining resources at the disposal of the university shortcomings in the administrative arrangements over consciousness among students and employees about their rights and privileges, paucity of funds, paucity of space, recurring deficits, problems related to the opening of new departments and starting new courses, developing university press, maintenance and repair of buildings, starting hostels, providing students with satisfactory welfare services, holding examinations, maintaining adequate and able staff (teachers and administrative officers) financial position of some affiliated colleges, the demand for teachers and improvement in the library and laboratory facilities.

(ii) As regards the undergraduate education, the percentages of passer were less than forty in the university examinations in a large number of private colleges, the main causes being inadequate number of working days. Poor college libraries, ill-equipped laboratories, disproportionate teacher-student ratio and lack of motivation on the part of teachers and students. The per capita expenditure of the affiliated colleges was less than the government sponsored colleges. Some of the important remedial suggestions with regard to the affiliated colleges were to provide more inputs in the nature of grants, equipments and books, formation of under graduate college boards responsible for introducing new types of examinations, teaching methods and admission policies.

(iii) Almost all the colleges had financial difficulties except two or three. Every college had common problems of library, laboratory, building and furniture. However, the emoluments of teachers did not differ remarkably. The enrolment in commerce
stream was found to be higher, conclusively, students explosion and the extreme paucity of funds were the two main factors which hindered the functioning of the university efficiently.

PIMPALKHARE, M.H.

**A Study of Arts, Science and Commerce Colleges in Maharashtra.(1971-72)**

Ph.d. Edu. Poona University, 1976

The purpose of investigation was to conduct a status of the non-government arts, science and commerce colleges in Maharashtra in the year 1971-72, with a view to finding out the growth of these types of colleges during the period 1966 to 1972, studying the pattern of enrolment in the year 1971-72, the teaching and the non-teaching staff the physical facilities and the financial position of the colleges, and teaching subjects under the faculties of arts, science and commerce.

Out of the 329 colleges teaching arts, science and commerce in Maharashtra in 1972-72, as many as 303 colleges responded to the study. The data were collected through a mailed questionaire visits to some of these colleges were also made. Reports of various commissions and committees both Indian and foreign dealing with higher education were also used.

There were 95 arts, science and commerce in 1960 when the Maharashtra state came into being. The number of such colleges increased to 189 in 1965-66 and further to 329 in 1971-72. The figures of enrolment for 1966-67 and 1971-72 were 138765 and 271584 respectively. During the period 1966-70 the maximum enrolment was in the arts faculty followed by science and commerce. In 1966-67 the average enrolment per college was 806 and it increased to 896 in 1971-72. Nearly 7.27 percent of the total seats available were lying vacant 1971-72. In the same year, out of the total...
enrolment, girls formed 23.24 percent. The percentage of girls varied from university to
university, the maximum being 36.67 in Bombay and 7.23 in the colleges affiliated to the
Marathawada University. About 4.23 percent of the teachers had to their credit the Ph.D.
degree. The pay scale of the non teaching staff varied from the jurisdiction of each univer-
sity and even among colleges affiliated to the same university compared to the norms of
physical facilities laid down by the committee an improvement of standards of university
education appointed by the UGC, a number of colleges fell below the expected norms.
The state government incurred an expenditure of rupees grant in aid to non government
colleges. It increased to rupees 74.21 lakhs in 1966-67 and to rupees 257.47 lakhs in
1971-72. nearly 44.30 percent of the student availed themselves of the facility of commis-
sion available to the economically backward classes.

773. SHAHNAZ MUSHRAT.

A Critical Study of American Influences on post-Independence Higher Education in
India.

Ph.D. Edu. AMU. 1975

The study aimed at exploring American interest in Indian education
and critically assessing American influence on the development of higher education in
India, mainly its theory and practice, during the post independence period. The study also
tried to take into account the attitudes and opinions of those Indian scholars who had
studied in the U.S.A. and other European countries and were now associated with various
Indian Institutions of higher learning.

The findings of the study were -

(1) American assistance to Indian can at a time when the nation possessed insuffi-
cient school too few text books, out moded system of education.
(ii) The U.S. aid was provided in such programmes as Marshal plan, point four programmes, PL-480 programme, Mutual Security Act, TCM USAID and Fulbright, etc.

(iii) The total financial assistance for development of higher education in India through U.S. Governmental agencies came to about Rs. 719.65 crores. During the same period, the assistance from Ford Foundations came to about Rs. 261.7 crores. Apart from this, the equipments, apparatus and thousands of books given as gifts and donations from the American Government and various private publishers, organisation etc.

(iv) From 1951 to 1970, under the Fulbright programme 1151 and under USAID programme 3000 American specialists served as teachers and consultants in India.

(v) The total number of Indian specialists who visited U.S.A. was 2449 under Fulbright scheme and 5758 under USAID scheme. Moreover, till 1969 about 68000 Indians students studied in U.S.A. in the year 1969 alone. 8000 Indian students, 3000 Indian medical doctors, 4000 Indian university faculty members were in the U.S.A. studying for various degrees or engaged in research work.

781. SINHA, N.

University Administration in Bihar.

Ph.D. Soc. Pat. U. 1975

The main purpose of the study was to analyse the present administrative structure of Universities in Bihar and suggest some sort of planning in university manner.

The major finding of the study were as follows-

(i) The evils, such as casteism, petty politics, low level of morality resulting from mass
illiteracy, were reflected in the universities.

(ii) The authoritarian traits of the society too were reflected in the universities, e.g. rigid hierarchy emphasis on compliance, and resistance towards innovation and experimentation. The power of decision making concentrated in the hands of a few.

(iii) Principles of democracy, election for example, whenever or wherever introduced, failed mainly due to social factors, lack of training and half hearted efforts. Democracy was prevalent in the form of 'casteocracy'.

(iv) Channels of communication between the different components of the universities were restricted, and the junior teacher and students were prevented from taking active part in the affairs of the universities. This frustrated the sense of belongingness to the universities and resulted in problems of discipline and lower level of academic output.

(v) The universities on the whole were not performing their role as the main producer of knowledge and intellect or trained personnel. They were, thus, unable to become agents of social change.

Third survey of Research in Education.(1978-1983)  
M.B. Buch.

49. DESAI, H.G.

A Decade of Educational Research in the Universities of Gujarat.


The study was carried out with the following objectives

(i) To find out the areas and extent of research work done in various universities of Gujarat.

(ii) To produce reference material for future researchers who may want to review re
search work carried out in their areas of interest.

(iii) To help avoid duplication of research work, and

(iv) To suggest topics for research in unexplored areas. The study was an extensive survey of research done in the five universities of Gujarat during 1961-70. The study covered 685 studies and investigations carried out for M.Ed. and Ph.D. degrees. The study revealed

The number of studies and investigations in various universities were -

(i) Gujarat university 232, M.S. University of Baroda-244, Sardar Patel University-105 Saurashtra Univesity-78, and South Gujarat-26

(ii) The number of studies and investigations in various areas were: educational evaluation-163, education and social change-115, educational administration-76 teacher education-60, child development and adolescence test construction-51, curriculum-50, and measurement-50, methods of teaching-34, basic education-17, social education-5, process of learning-4, economics of education-3.

(iii) The almost unexplored areas were economics of education, law and education, psychology of learning medical education, technical education, moral education etc.

(iv) The same terms had been used with different researchers by different researchers.

(v) The studies submitted for the same degree differed greatly in precision of sampling, coverage, depth procedures of analysis, conclusions, etc.

(vi) Investigations had been repeated in the same university (duplicated).

(vii) Survey and studies were conducted on the same topics by various universities. There were instances of doctoral theses submitted on the same topics in the same
year in two or more universities.

(viii) Researchers had many misconceptions about term and procedures.

(ix) Most studies were based on questionnaires, the use of other tools interdisciplinary approach in studies.

53- DOCTOR, T.H.

Progress of University Education in Gujarat State after Independence.


This study starts with the position of university education in Gujarat from the year 1950-51 and stretches it up to the year 1974-75, there were only two universities in 1950-51 while in 1974-75, there were five academic and two professional universties. The study was done in blocks of four years and traced the growth of all the five universities in the matter of enrolment, faculty wise number of colleges, strength of faculty members, post graduate centres, enrolment of postgraduate students, amount of research work done, addition of books in the library, number of readers of library books, external examinations, income and expenditure of the university, students welfare activities and such other aspects. The growth study of each university was done reporately for each block of four years and for the whole period under study.

At the end of the thesis the progress of university education for the whole of Gujarat was also studies. The trends of development were crystallized and suggestions were made for improvement.

59. LANDAGE, C.N.

The History and Survey of Education in Sholapur District.


The main objectives of the study were -
(i) To take a historical review of the educational development at the pre-primary, primary, secondary, and higher stages of education as well as technical education during the pre-independence and the post-independence period.

(ii) To study the facilities available in the district of Sholapur at all stage of education including technical as well as teacher education.

(iii) To make constructive suggestions for the development education at all levels in the district of Sholapur.

The normative survey method was adopted in the investigation with a question aire was administered to pre-primary schools, primary schools, secondary schools, and colleges of education, Government offices and field workers concerned were interviewed. The data were also collected from different documents, reports of schools and the Government publications.

The recommendations were classified under different heads, such as

(i) General recommendations.

(ii) Higher educations

There should be a sub centre of the Shivaji University at Sholapur.

64. MISHRA, M.

Education in Uttar Pradesh from 1858 to 1900


The study was an attempt to critically survey the educational policy carried out by the Government in Uttar Pradesh from 1858 to 1900. The study was based on the original material (both published and unpublished) available in the National Archives, New Delhi, The Record Office Lucknow Secretariat, Lucknow the Central Record Office Allahabad, the annual reports in the secretariat library Lucknow, and the District
Gazetteers available in the District Gazetteers Office, Lucknow. Material was also collected from the Pioneers Press, Lucknow, Kashi Nagri Pracharini Sabha, Varanasi, and other libraries.

The finding were: The Wood's Despatch of 1854 and the Hunter Commission 1887 proved the way for educational revival carried on in North Western provinces. The advice tendered by the Wood’s Despatch and the Education Commission of 1882 to pay more attention to regional languages was disregarded and not given effect to keeping the needs of collegiate educations in focus, the entire secondary course was dominated by the university. The Muir central College Allahabad was at table shed with the object of creating a centre for vernacular education and was expected to develop into a vernacular university, but it belied the expectations of its sponsors and turned out to be only a supervisory authority for the vernacular middle examination.

66. NAGAR. R .S.

Development of Education in Manipur from 1891 to 1970


The objectives of the study were

(i) To trace the cultural background of Manipur and its relation with various aspects of Indian culture.

(ii) To trace the growth of indigenous system of education in Manipur and its relation with the mainstream of National Culture.

(iii) To trace the growth of education after Manipur accession to India.

(iv) To study the growth and impact of the Western Education on Manipur.

(v) To trace the growth of education from 1891 to 1970 and

(vi) To study the educational administration in Manipur.
The sources of data were the records of the government, the books written by the local authorities and the information collected by the statistical department. The research methods used were the historical and the library methods.

The major finding were the affiliation of educational institutions to the Gauhati university also presented problems, the high schools were affiliated to the Gauhati University where as the higher secondary schools were affiliated to the Central Board of Secondary Education. Again, the colleges were under the Gauhati University and post-graduate education under the Jawahar Lal Nehru University.

83. VERMA, G.C.

Growth and Development of Modern Education in Rajasthan


The study aimed at describing the growth and development of education in Rajasthan from 1819 to 1949 onwards. The investigator used all possible sources in carrying out the study. He mainly depended on the unpublished relevant documents in the National Archives of India, New Delhi, and also utilized the education department files of the various former states of Rajasthan, prescribed in the Rajasthan Archives, Bikaner, The annual reports of the Scottish Presbyterian Mission were also made use of.

The study reported the following findings. There were three colleges functioning in Rajasthan in the beginning of the present century.

These were: The Government College Ajmer, the Maharaja College, Jaipur and the Jaswant College Jodhpur. There was very limited demand for higher education in Rajasthan till the twenties of the present century and these colleges located in three distant places, fully met that demand. But in reality, the demand for collegiate education in the province was so small that even these colleges did not have for a long time,
sufficient number of students in them.

Fourth Survey of Research in Education. (1983-88)

volume I  M.B. Buch.

48. ACHARYA, S.

Education in Bengal. (1813-59)

A Historical Study and Analysis.


The study sought to analyse and explain the emergence and growth of a new education system in Bengal (1813-59) 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 -

(i) A brief sketch of the evangelical and utilitarian movements which dominated British liberal ideas and found expression through T.B. Macaulay in Bengal.

(ii) The state of classical Hindu and Islamic education in the first half of the 19th century and official efforts to revive them by adaptation with Western Culture.

(iii) The state of varnacular mass education in the early 19th century and the official policy to encourage it.

(iv) Evolution of higher education in Bengal from Bentinck's Resolution of 1935 to Stanley's Despatch of 1859.

(v) An account of official and non-official enterprises in stimulating awareness of the need for varnacular Mass Education in Bengal.

(vi) Some special aspects of new education in Bengal like female education, professional education etc.
(vii) Nature and causes of slow development of a central authority for educational supervision from the early amateur bodies of ultimate assumption of government control.

(viii) Explanation of the growth of the new elite and its role in the modernization of the Bengal Society.

(ix) 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.

61. INDERJIT KAUR.

Higher Education in Punjab from 1882 to 1982.


The objectives of the study were -

(i) To represent the educational scene obtaining in Punjab in 1882.

(ii) To trace the development of higher education in Punjab from 1882 to 1947.

(iii) To find out how development of higher education in Punjab was influenced by the country's independence i.e. by the Government National Policy.

(iv) To find out the impact of territorial reorganization of Punjab on higher education there.

(v) To review the problems of higher education in Punjab as they varied from time to time and how their resolution were attempted.

(vi) To suggest measure to solve current problems and to improve prospects of developing higher education in Punjab.

The study revealed with the foundation of Punjab University in 1882, higher education in the state started spreading gradually. In 1947, the Punjab University went to Lahore and a new Punjab University was started in India and all the colleges
located in Indian East Punjab were affiliated to the new university in India. The East Punjab University was renamed Punjab University in 1950. In 1957, the Punjab University was shifted to Chandigarh along with its library and teaching departments. In 1956 another university was started at Kurukshetra with the bifurcation of Punjab in 1966 Chandigarh was declared Union Territory. Consequently, Punjab University was no longer under the administrative control of Punjab Government. In 1961, the Punjab Agricultural University was established. The university was modelled on the pattern of the Land Grant Institutions of the U.S.A. In 1962, Punjabi University was established with the objective of promoting the study of Punjabi language. The Guru Nanak Dev University was founded in 1969. This University had 19 teaching departments and 75 affiliated colleges.

80. SIDDQUI, M.A.

**Growth of Modern Education in India from Curzon to 1947.**


The objectives of the research was to study the evolution and growth of university. Education from 1900 to 1947 with an appraisal of its rule in the social, economic and political spheres. Charters discuss the main provisions of Wood's Despatch of 1854 and their impact on Indian education, the structure and working of the universities and affiliated colleges, the circumstances leading to the establishment of the universities of Punjab and Allahabad and the recommendations of the Education Commission of 1882 and their impact of Indian Education. Lord Curzon considered Indian schools and colleges as seed beds of anti-British agitation and wanted greater control over them. As a result of the repressive policies of the Government, the number of colleges decreased from 192 in 1902 to 174 in 1907. Education expanded rapidly from 1907 to 1918. The number of college going students increase from 18001 in 1906-07 to 36,533 in 1911-12.
There was great increase in the privately managed schools and colleges. The government appointed the Calcutta University Commission to survey the conditions prevailing in Indian universities. The number of universities increased from 5 in 1907 to 8 in 1921. The number of university students rose to 66,865 in 1921-22. During 1921-37 the government appointed the Auxiliary Committee of Statutory Commission on education as adjunct of the Simon Commission and revived the Central Advisory Board of Education. The number of universities increased from 8 to 19. The number of colleges and university students rose to 128,623 in 1936-37. The Sargent Committee was appointed which suggested opening of more polytechnics and provision of better facilities for training of teachers. The quality of instruction remained as poor in 1947 as it had been in 1858.

Fourth survey of Research in education. (1983-88)

Volume II  
M. B. Buch  

1530. BENAL, B.I.

A critical study of development of higher education in the State of Karnataka during six five year plan (1950-1985), with special reference to Karnataka University.


The major objectives of the study were:

(i) To study the development of higher education in Karnataka University.

(ii) To study qualitative development through institutional material.

(iii) To study the improvement of quality of teachers.

(iv) To study the problems of examinations and evaluation.

(v) To critically evaluate the nature and extent of development with respect to the trends in developed states in the country.
(vi) To suggest steps for improvement of higher education.

The major findings of the study were:

(i) There was a considerable quantitative growth of the member of institutions, namely, the affiliated and constituent colleges and university post. graduate departments during the plan period.

(ii) It was also seen that the receipts and expenditures had significantly increased due to the developmental programmes initiated and implemented. Similarly, it was seen that the sources of income had increased to the best advantage of the educational institutions.

(iii) The library of the Karnataka University had expended considerably and it was believed to be second biggest in Asia.

(iv) With regard to modernization of Science departments, Physics, Chemistry and Geology had greatly expended and were offering leadership courses in their disciplines in the country.

(v) For student facilities, financial efforts had not been made to the extent expected.

(vi) Quantitative improvement at the affiliated colleges and also at the university was not very significant.

1544. JOSEPH, T.M.

**Progress and Problems of Higher Education in Maharashtra since Independence 1947-1982.**


The objectives of the inquiry were:

(i) To study the progress of higher education in Maharashtra as evidenced by qualitative and quantitative measures.
(ii) To study the innovative schemes launched by the universities.

(iii) To identify the problems in higher education.

(iv) To study the extent, causes, consequences and effects of these problems on higher education in Maharashtra.

(v) To suggest alternative and changes in the pattern of higher education.

The study revealed -

(i) There had been a tremendous increase in student enrolment since independence.

(ii) There had been a noticeable increase in women's enrolment in the Marathwara University area.

(iii) The curriculum and syllabi for the various courses had been along traditional line with little attempt to adopt to local needs and resources.

(iv) Poona University had started a programme of distance education with the preparation of audio-visual material in the university's television studio.

(v) Many university post had not been filled because funds were not forthcoming, particularly all the universities had deficit budgets that were carried forward from year to year.

(vi) The introduction of the 10+2+3 system had resulted in declining enrolment at the +3 stage in all universites.

(vii) There was an acute lack of hostels for women students belonging to these groups in almost all universities.

(viii) There was little co-ordination among the universities state and central government and the UGC.
प्रस्तुत शोधकार्य हेतु अध्ययन के स्रोत

प्रस्तुत अनुसंधान कार्य एक ऐतिहासिक शोधकार्य है जिसको पूर्ण तथा संपूर्ण करने के लिये ऐतिहासिक स्रोतों को माध्यम बनाया गया है। प्रदर्शन के संकलन में समयानुसार एवं आवश्यकतानुसार विभिन्न स्रोतों का सहारा लिया गया है। प्रदर्शन का संकलन प्रायः प्राथमिक स्रोतों द्वारा हुआ है। ये स्रोत हैं: शिक्षा विभाग, उत्तर प्रदेश, इलाहाबाद द्वारा प्रकाशित शिक्षा की प्रगति की आलावें, नियोजन विभाग उ0590 द्वारा उपलब्ध अन्य अभिलेखों एवं दस्तावेजों का भी अध्ययन किया गया है। ये सभी प्रभाव एवं पुस्तकों सरकार द्वारा तैयार की गयी है यह उनकी विश्वसनीयता स्वंयंसिद्ध है। शोध सामग्री के संकलन के मुख्य स्रोत विभिन्न आयोगों एवं समितियों के प्रतिवेदन, विभिन्न समाचार पत्रों एवं पत्रिकाओं में प्रकाशित शिक्षा सम्बंधी लेख विश्वविद्यालय अनुदान आयोग की वार्षिक रिपोर्ट, विभिन्न विश्वविद्यालयों के समय-समय पर प्रकाशित शिक्षा सम्बन्धी लेख, विश्वविद्यालय एवं उससे सम्बन्धित साहित्य, विश्वविद्यालय एवं कालेज सम्बन्धी डायरेक्ट्री आदि है।