CHAPTER- III

REVIEW OF RELATED LITERATURE

3.1 Introduction

A review of related literature is an essential part of a research study which means to view again the literature related to the researcher’s field of interest. It helps the researcher to acquaint himself/herself with the current knowledge in the field in which he/she is going to conduct his/her study and also helps in planning the study properly. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the important steps in the preparations of the research study. Review also helps in developing understanding better knowledge on methodology and procedures and creates confidence in carrying out his/her research work properly.

Considering the stated objectives, a careful review of some related literature was done by the investigator which consists of review of research journals, books and dissertations, thesis and volumes of survey reports edited by M.B. Buch (1979, 1987) and N.C.E.R.T.

Here, an attempt has been made to review the related literatures highlighting the role of any agency/ society/ NGO, etc. in the educational development in different areas and parts of the country.

3.2 Studies conducted in Karbi Anglong district:

Medhi, G.C. (1980) conducted a study on “Education in Jirkedam- a Tribal Institute” with a view to give an authentic picture of the Jirkedam, the dormitory institution of the Karbi tribe, from the accounts given by a cross-section of the Karbis who had either once lived there or is still having membership of the institution. Primary information was collected through open-ended structured interviews of the organizers and members, both past and present, of the Jirkedam. The data from secondary sources for comparison and analysis were gathered from documents, literature, etc. Suggestions were made only with regard to some essential features that can be particularly used for educating the Karbi youth under the modern system of education. The major findings were the
Jirkedam was mainly an educational institution of the Karbi tribe though it provided little scope for formal teaching except during the oath-taking ceremony, all the requisite factors under the attitude and the behaviour pattern of an educational institution were present in the Jirkedam, which provided mainly vocational education.

Baruah, N.K. (1981) carried out a survey on “A Century of Primary Education in Assam (1874-1974)” with a view to trace and reconstruct the historical development of primary education in the state of Assam, to analyze the factors which had influenced the development and progress of primary education during the different stage of the period, to evaluate the overall impact of primary education at different period, to suggest measures for improvement of primary education in the future. The study was based entirely on original sources available in “Assam Records”. The major findings were discussed with reference to the major objectives. The findings enlist the major stages of development of primary education mainly before and after Independence. The major problems facing the educational system because of a large population, tribal dialects, inaccessibility because of hilly terrain and other problem are discussed.

Bazeley, B.R. (2002) conducted a study on “Development and Problems of Higher education in Barak valley and Karbi Anglong areas of Assam” with a view to trace the development of higher education in Barak valley and Karbi Anglong areas of Assam, to study the present system of administration and financing of higher education, to study the problems faced by the institution of higher education with reference to academic, infrastructural dimensions, administrative, financial and others, to identify the problems faced by teachers and students of higher education. The study was a descriptive survey type. The data were collected from the colleges and university, based on the responses from the questionnaires and interviews. Data was also collected from various documents and records, maintained by different offices, located in Barak valley, Karbi Anglong district and Guwahati, the university, colleges and various libraries. The findings of the study were the year 1935 marked the beginning of Collegiate education in Barak Valley and Karbi Anglong district; the enrolment of students has increased, most of the colleges offered arts courses. It was also noticed that enrolments of girls were higher in Arts course compared to Science or Commerce, the study revealed that the number of general and professional colleges has increased, less development has taken place in Karbi Anglong regarding higher education.
Deka, P. (2008) conducted “An Analytical Study of Secondary Education in Karbi Anglong district of Assam with reference to Bokajan sub-division” with a view to study the development of secondary education in Karbi Anglong district of Assam with reference to Bokajan Sub-division, to study the role of Karbi Anglong Autonomous Council and State government in the development of secondary education in Karbi Anglong with special to Bokajan sub-division, to study the present status of secondary education in Bokajan sub-division with regards to physical facilities, teachers’ qualification, teaching method, examination system and medium of instruction and to study the related problems like wastage, stagnation, administrative problems, economic hardship, problems of supervision in secondary schools in the sub-division The method used in the study was a census survey method. The investigator prepared a questionnaire to collect data The sample consisted of 15 secondary schools selected by random sampling technique The findings of the study were the percentage of graduate head master is 80% in the secondary schools and post graduate head master is 20% only in the district Among them 40% are trained and 60% are untrained; most of the teachers choose teaching profession due to the fact of non-availability of any other profession, the schools are facing major financial difficulties like irregular payment of staff, non release of funds in time, etc , , material resources of the schools are not satisfactory; schools are not regularly inspected, etc.

Swargiary, D. (2009) conducted a study on the “Problem and Prospects of Sarva Siksha Abhiyan (SSA) in Karbi Anglong district of Assam: A Study in Diphu sub-division with special reference to Lumbajong Development Block” with a view to study the present condition of the schools, students, teachers and curriculum for implementing SSA in Karbi Anglong district at Diphu sub-division with reference to Lumbajong block; to study the role played by Karbi Anglong Autonomous Council to remove the problems of SSA; to study the present position and status of SSA programme in Karbi Anglong with special reference to Lumbajong block, etc The investigator used survey method in this study It is found in the study that there are a large number of problems in the implementation of SSA in Diphu sub-division
3.3 Studies conducted in other states of India:

Naidu, N.Y. and Pradhan, F.M. (1973) conducted a study on “Elementary Education in a Tribal Development Block” with a view to study the existing educational facilities in the scheduled tribal areas, how far the physical presence of these institutions in the tribal areas had helped in the educational advancement of the tribals. Data collected with the help of a schedule. Information was also sought from official records and partly by observation and informal discussion with the concerned officials and local leaders. Percentage was used to analyze the data. The findings were that there were 93 elementary schools in the block, which were maintained by different agencies; the average pupil strength of the government managed schools was 42 as against 103 of the missionary schools; the average attendance in government managed schools was half of that in the missionary schools; female education was found to have a low priority in the rural and tribal areas; the number of single teacher schools run by the government was greater than those run by the missionaries.

Pandit, S.S. (1974) conducted “A Critical Study of the Contribution of the Arya Samaj to Indian Education” with a view to assessing the contribution of the Arya Samaj to Indian education. The study has adopted the historical and descriptive survey methods. The data were collected from the writings and correspondence of Swami Dayanand, official reports of the minutes, dispatches, reports of commissions and committees, confidential office records, proceedings of legislatures, census reports, newspapers and periodicals. A questionnaire was also used to collect information regarding Gurukuls. Forty-six prominent leaders of Arya Samaj from various parts of the country were interviewed. The study revealed that the concept of education in the Arya Samaj was religious, social as well as knowledge oriented. Another great contribution to education by Arya Samaj was its scheme of early childhood education which included speech training, sense training, behaviour training, training in personal and habits and sex education. The Arya Samaj had developed two distinct types of educational institutions, viz., D A V Schools and Colleges and Gurukuls.

Sharma, M.L. (1975) conducted “A Critical Study of the Role and Contribution of Private Enterprise in Education in Punjab from 1984-1966” with a view to highlight the purposes with which the private agencies entered the field of education in Punjab; to create awareness for the
significant contribution of the Private Enterprise in Punjab and to determine its place and role in education in a democratic set up. The salient features of the Private Enterprise were gathered through the historical method and these were confirmed through normative survey. For survey, personal interviews were obtained with the heads of privately managed institutions, with the help of self-prepared questionnaire. The major findings of the study were education in India, in the modern sense, dated from 1854, when the promotion of general education was accepted as a state responsibility, and it was accepted as a state responsibility, and it was to be ensured through the private enterprise by encouraging it with liberal grants; the years 1947-1966 witnessed the emergence of the state, especially in the field of primary education where the private enterprise had never been very active; in the Secondary Education field the Private Institution played very useful role despite the state playing the role of a significant partner, in college education they commanded position, and their latest stronghold was teacher education colleges.

Adyapak, U.C. (1976) conducted a study on “The Role of Private Agencies in the Development of Education in Gujarat” with a view to enable one to have an overall picture of the services rendered by private agencies; to highlight their strengths and weakness, and to ascertain the ways and means conducive to a better functioning of such agencies in order to make democracy work smoothly in the country. It was a historical survey utilizing library research method. Relevant source materials like educational records, annuals and quinquennial reports, surveys, educational year book, legislative enactments, gazettes, histories, and biographies were used to collect information for the study. Some information was collected through interview with a few persons actually working in the field. The major findings were private agencies had opened school in very remote areas where government could not venture to go because of lack of imagination or fear of courting failure or incurring huge financial losses, private enterprises in education had resulted in giving the state good educational institutions with good records of achievements and social service to masses.

Masih, J. (1976) conducted a study on the “Contribution of Foreign Christian Missionaries towards Education in India” with a view to investigate the systematic horizontal growth, variety in the field of education (technical, special, women, 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, and to find out how the
spread of their institutions influenced contemporary education and to what extent their system of education were suited to conditions in the country. Both primary and secondary sources were used in the study. The findings were Missionaries had enjoyed marked chronological precedence in practically all the significant areas of educational development in the country, and Missionary 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.

Eapen, K.V. (1981) has conducted a “A Study of the Contribution of the Church Mission Society to the Progress and Development of Education in Kerala” with a view to assess the contribution of the Church Mission Society (CMS) to primary, secondary and higher education, to estimate the missionary activities in such aspects of education as women’s education, education of the backward classes and hill tribes and to examine the nature of special educational organized by the CMS. Both primary and secondary sources of data were gathered and their documentary analysis done. Primary sources like the proceeding of the CMS Missionary Register, Church Missionary Intelligence, CMS Gazette, CMS Mass Movement serves, Madras Church Missionary Records, Travancore and Cochin Diocesan Records, CMS Diary, the Report of Missionary conferences and other CMS publications as well as the Government Gazette were mainly used for the study. They were supplemented by secondary sources like books and references materials written by non-missionaries. Interviews with a few of the bishops and eminent educationists of the Church of South India as well as with a few distinguished old students of the CMS educational institutions were also used for collection of data. The main method used for the study was the historical method. The major findings were the Church Mission society played a vital role in spreading in modern education in Kerala between 1816 and 1947; in the field of primary, secondary and higher education the Missionaries made the most of their opportunities; the Missionaries established slave schools and boarding schools for the depressed classes as a gradual step for their admission to common schools.

Gogate, S.B. (1984) carried out “A Study of Primary Education in Marathwada, a Project undertaken by the Swami Ramananda Teerth Research Institute, Aurangabad, in collaboration with the IIE, Pune” with a view to study the facilities available in primary schools in terms of school
to study the qualitative and quantitative growth of primary education in the pre and post Independence period; to study the extent and causes of drop out and stagnation till the students reached standard IV; to make suggestions to improve primary education in Marathwada. Researchers individually visited 224 schools. The tools were a scale to grade primary schools, questionnaire in respect to teachers and a graded achievement test developed by the project director. Some major findings were girls' education was non-existent prior to 1948, in rural and urban single teacher schools 60-70 percent of the boys dropped out by the time they reach to standard IV and in multiple teacher schools, the drop out rate was between 40 and 50 percent.

Jain, A. (1985) conducted a study on “Development of Primary Education under Local Bodies in Maharashtra” with a view to study the local bodies which were established down the ages till today, whether expansion in primary education had taken place under democratic decentralization over a country and the major findings were that the Primary Education Act 1923 made a revolutionary change in the existing pattern of administration of primary education. All the major municipalities and district and local boards were empowered to manage primary schools situated within the limits of minor municipalities in the district and were regarded as ‘Local Authorities’. The expenditure on primary education had been increasing during 1960-61 and it was expected to rise further. Salaries of teachers formed a major percentage of the total district expenditure.

Samar, S. (1985) conducted a study on the “Contribution of Early Urdu Novels towards the Development of Modern Education among the Muslims of India” with a view to identify and evaluate the role of the early Urdu novels in spreading modern education among the Muslim women of India. The study was based on the content analyses of Urdu novels written during the late 19th and the early 20th century (till 1914). The major findings were the British educational system had made considerable impact on Indian Muslims, especially in the development of modern education. As a result, a new educational movement was launched under the dynamic leadership of Sir Syed Ahmad Khan and his associates, many Urdu authors chose a new form of literacy medium, the novel, to convey this message to Indian Muslims, especially Muslim women, and in this way the first Urdu novel was written on an educational theme, followed by a number of Urdu novels by different writers with the same thematic presentation.
Sarojini, S. (1993) conducted “A Study of the Impact of Andhra Pradesh Primary Education Project on the Quality Improvement of Primary Education in Telengana Districts” with a view to study the impact of Andhra Pradesh Primary Education Project inputs, such as, training programmes, supply of materials to schools, construction of buildings on the quality improvement of primary schools; to study the role of supervisors in monitoring and supervision of primary schools and to suggest strategies for a successful implementation of the project. A sample of 350 functionaries selected from the government, private aided, private unaided recognized schools of English and Telugu medium of urban and rural localities. The data were collected through the questionnaires, interview schedules and observation schedule. Two different questionnaires, one for teachers and the other for supervisors, were constructed separately to elicit their opinions on various aspects of project functioning. Data were analyzed by computing percentage. The findings of the study were most of the teachers in the rural as well as in the urban area were using group work. It was found that progress was being made in the area of pedagogical reform and as a result, the enrolment was increased and the dropout rate came down in the primary schools, the HRD department was formed in DIETS under the project to monitor, supervise and provide support to the project teachers; the findings illustrate the existence of multiple links between the qualities of school facilities and a number of variables of the educational process which were widely considered to be important determinants of the quality of schooling.

Subhi, N. (1993) studied, “The Role of Muslim Minority Institutions in the Educational System of India” with a view to study the development of different type of Muslim educational institutions in India and their role in educating the Muslims; to study their aims and objectives, their administration set up, their buildings and equipment, their curriculum, educational qualification and emoluments of their teachers and the degree of job satisfaction among them. Historical and Normative Survey method was used in research. 147 different types of institutes were selected as a sample. The data were collected with the help of Job-Satisfaction scale by Singh and Sharma (1986). The Observation Schedule developed by researcher was also used for data collection. The data were analyzed by percentage. The findings of the study were all teachers of different institutes were found highly satisfied with their job; in all colleges, there are proper arrangements for co-curricula activities; at present in addition to the institutions imparting education on traditional
lines, such as the Maktabs and the Madrashas, Muslim community has set up many primary and secondary schools, degree colleges and universities which receive grants from the government.

From the above reviews the role of different private agencies in the field of education can be understood. From the above reviews it can be said that most of the studies were conducted by historical and descriptive survey method. In majority of the cases tools were self made and the data were collected from the teachers, students and experts working in the field. Library research method was useful for exploring various documents.

Suera, G.S (1993) studied, “Contribution of the tribal sub-plan in the education of the Adivasis of Sabarkantha district” with a view to study the tribal sub-plan of the Government in terms of education, to study the educational and physical facilities in four Adivasi Talukas of Sabarkantha district, to make a comprehensive study of the primary education in four Adivasi Talukas of Sabarkantha district. The Survey method was employed in this study. Four Talukas were selected for the study. The sample was selected through Random Sampling technique. The data were collected through interviews and questionnaires/opinionnaires developed by the investigator. Separate tools were developed for the principals and teachers and the education inspectors. The data were tabulated and percentages were calculated. The major findings were no obvious change was observed in the educational development of the Adivasis although the tribal sub-plan was implemented since 1976-77; the educational progress of four Adivasi Talukas under the study was not equal, little increase was observed in the educational as well as the physical facilities of the schools, the reasons for drop-outs were uninteresting school climate, illiteracy and poverty of parents, big families, language problem, ambiguity of curriculum, over burden of homework, fear of teacher etc.

Patel, G.S. (1996) studied, “The Contribution of Motibhai Amin (1873-1939) in the Cultural and Educational Growth of Gujarat (1900-1939)” with a view to reflect on Motibhai Amin’s contribution to the educational growth of Gujarat. Motibhai built Gujarat through his library activity, literature and other creative activities. At the time when majority of the Gujarat population was illiterate, Motibhai created interest of reading in people. His library movement created a new social insight in the men, women and children. Motibhai believed that all sound
Sarojini Amma, M.P. (1996) conducted, "A Study of the History and Development of the Nair Service Society (NSS) as a Voluntary Educational Agency in Kerala" with a view to know what were the major social forces and historical antecedents which led to the creation of a strong community organization of the Nayars-NSS-and its entry in the field of education as a voluntary agency. What kind of developments occurred in the educational establishment created by the NSS during the period under study, viz., 1961-1990, divided into meaningful development phases; What are the contributions of the NSS to the total educational development of the state assessed against the socio-political background of the state? The study followed historical descriptive method based mainly on documentary source data. The conclusions were drawn from first hand accounts, reports and official records available in the main office of the NSS. The validity of the available data was critically scrutinized using historical criticism. The content analysis was used for analyzing the data. The findings of the study were the growth and development of the educational institutions under the NSS during the period 1961-1990. The growth and development categories of educational institutions under the NSS since its establishment in 1961 showed that there was a steady growth in the number of educational institutions created by it and in the supporting educational sectors. The activities which started in a humble way by establishing primary and secondary schools gradually developed into a huge system for running all kinds of institutions from school to higher education including arts and science colleges, professional college, etc. The growth and development of institutions indicates certain significant trends, possibly due to its dependence on governmental policies operative from time to time in giving permission for starting new educational institutions. The development and growth of the NSS could be meaningfully placed under four major heads: Phase I: The early developments were the incubation period (period up to 1930); Phase II: The period of crystallization (1930-1947); Phase III: The period of confrontations and expansion (1947-1970), and Phase IV: The period of stabilization and consolidation (1970-1990). Contribution of NSS to the total educational development of the Kerala state was the study gives conclusive evidence of the fact that the NSS played a significant role in the development of educational institutions in the state and in giving...
leadership to the state in deciding critical issues relating to education, including the role it played in creating informed public opinion on contentious issues relating to the operation of education.

Ahmed, M. (2000) conducted a study on the “Comparative Study of Development of Higher Education in British period and Post British period” with a view to study analytically the development of higher education in British period in Uttar Pradesh; to study in detail the development of higher education after British period till the year 1991 in Uttar Pradesh; to compare the development in higher education during British period and after British period; to evaluate present status of higher education with reference to higher education during British period. The hypotheses of study were the development in higher education is not in desired direction according to need of Uttar Pradesh after independence; the qualitative in higher education in Uttar Pradesh is not satisfactory.

Murthy, A.S. (2000) had done “An Investigation in to the Problems of Educational Institutions run by SC/ST Managements in Karnataka” with a view to investigate the educational problems of SC/ST educational institutions; to find out whether there is significant difference in the number and nature of educational problems in respect of management, staff and students of SC/ST educational institutions; to compare educational problems of SC/ST educational institutions when they are classified according to their nature, location, experience, level and type; to offer suggestions to help SC/ST educational institutions to overcome educational problems; to offer suggestions to help SC/ST educational institutions to overcome financial problems. Stratified Random sampling technique was used. Tools used were Educational Problems Check list (EPC), Administrative Problems Check list (APC), Financial Problems Check list (EPC) and Social Problems Check list (SPC). The findings of the study were the nature of institutions was not accountable on the significant difference in the total number of educational, administrative, financial and social problems separately being experienced by aided and unaided SC/ST institutions on the one hand and the respondents separated as management and staff, management and students and staff and students on the other; the location of institutions was not accountable on the significant difference in the total number of educational, administrative, financial and social problems separately being experienced by rural and urban SC/ST institutions on the one hand and
the respondents separated as management and staff, management and students, and staff and students on the other, type of the SC/ST educational institution did not account for significant difference in educational problems on the one hand and the nature of educational, administrative, financial and social problems on the other.

**Saxena, A. (2000)** conducted a study on the “Role of National Service Scheme in Social Development (with special reference to District Shivpuri), an Educational Study” with a view to find out the awareness of School and College student towards various social problems, to find out whether the Development of students taking place through this programme is in accordance in one objectives of National Service Scheme; to assess the usefulness and importance of national Service Scheme from educational point of view and provide necessary suggestion. The study was Survey type. Random Sampling Method selected sample. Data was collected with the help of Interview and Inventory. Findings of the study were National Service Scheme plays positive role in the development of educational, cultural, Economic and National good will; students were aware of solutions of social problems from social development point of views; students are developing according to the objectives of National Service Scheme.

**Mishra, S. (2001)** conducted research on “Critical Study of Development and Problems of Secondary Education in Uttar Pradesh” with a view to study the development of secondary education from 1951 to 1991 in Uttar Pradesh and to study the expenditure on secondary education in Uttar Pradesh (U.P.) from 1951 to 1993. The data were collected with the help of a questionnaire. Sample of 40% teachers, 30% parents and 30% students were selected. The findings were in 1950-51 in U.P. number of high and intermediate level institution was 80 and 80 respectively. This number was gradually increased and in 1980-81 most of the growth was taken place in valley region; in 1951 at secondary level, numbers of boys and girls students were 50, 295 and 4,775 respectively. In 1991 at secondary level, numbers of boys and girls students were 4, 11,547 and 1, 28,519 respectively in valley region.

**Pushpanadham, K.A. (2001)** conducted research on “Decentralized Management of District Primary Education Program (DPEP)” with a view to study the nature of decentralized management of DPEP in Panchmahal district in terms of academic and administrative dimensions, to study the
impact of decentralized management of DPEP on enrolment, retention and achievement, to study the perception of teachers’ village education committee and local community on the district primary education programs. The study was descriptive type research. Sample comprised of state DPEP project officer, Director, SCERT, DPEP Project officer, Block Resource Centre Coordinators, Cluster Resource Group (CRG), Village panchayat parents/ Community and Teachers/ Head masters purposively selected from two talukas, namely, Halol and Kalol of Panchmahal district. For data collection, self-developed questionnaire and interview schedule were used. Data analysis was based on frequency distribution and percentage methods. The findings of the study were the DPEP has made an impact on the academic decentralization institutional resources and teacher training with classroom process, the learner grants and school improvement grants were found as motivational approaches in strengthening and sustaining the retention and individual commitment on the achievement of DPEP goals; the existing structures for the management of primary education and the evolved structures for the arrangement of primary education program have been working as parallel structure and in some cases the vertical and horizontal working relationship are not clear; the gross Enrolment Rate of the students at different standards increased over the years after the implementation of the DPEP in the Panchamahal district; the Retention Rate in lower primary school also increased over the years after the implementation of the DPEP, there has been a significant increase in the academic achievement of the students after the implementation of the DPEP.

Choksi, R.J. (2003) studied “Status of Primary Education in Surat Municipal Corporation Area” with a view to study the system of (a) Fundamentals, (b) School Management, (c) Physical Facility, (d) Educational Programmes, (e) Library facilities and Problems related to Administration and Development in the Primary Schools under study, to study he Grant provision and Nature of Expenditure for the Primary Education of the schools functioning under the Surat Municipal Corporation; to study the growth pattern of Schools, Students and Teachers of the schools functioning under the Surat Municipal Corporation. The population comprised of 261 primary schools managed by SMC. Out of 261, 52 schools were surveyed. In 261 schools, there were 3,275 teachers and 1, 50,613 students. From this, 282 students, 257 parents and 258 teachers were selected through Purposive sampling technique. The researcher developed four tools, namely, a Status Survey schedule to study the status of primary schools, a scale to measure Self-reliance of
primary school children, a scale to measure Job-satisfaction of primary school teachers, and a scale to measure Parents' Satisfaction for primary school management. The qualitative data were analyzed with the help of content analysis technique while t-test and chi-square test were used for analyzing quantitative data. The findings were the schools at present managed by Surat Municipal Corporation (261) had long history about its establishment because some of them were established before independence; the school principals managed the school under the supervision and leadership of Education committee according to the resolutions passed by the general body of SMC; the number of schools, students and teachers increased during the last decade. And more number of private schools was established as compared to SMC schools.

Surana, A. (2003) conducted research on “A Profile of Education Development of a District of Rajasthan” with a view to constructing an Educatory Development Profile on the following issues: (a) Education Level, (b) Population and Background and (c) Education Programme. Educational history of Tonk district was carried out through content analysis, percentage analysis and time series. The historical, social, population of the Tonk district was sought through content analysis, percentage analysis and time series design. Data related to literacy were collected through trend analysis, classification and table wise presentation. Qualitative analysis was done. The findings were after independence state and central administration have seen to facilitate education to all caste; different education programs at primary level aimed to increase enrolment, and achievement amongst students with the help of central administration or international bodies, educational growth in 90’s was visible but the number of government schools in the district remained the same, the enrolment of students belonging to upper class was more as compared to scheduled caste or scheduled tribes.

Patil, G.B. (2004) conducted research on “Role of Gram Shikshan Samiti in Universalization of Primary Education” with a view to study the role of Gram Shikshan Samiti (GSS) in enrollment of children in primary schools, to study the role of Gram Shikshan Samiti in knowing the educational needs; to study the role of Gram Shikshan Samiti in institutional planning of various schools of village; to study the role of GSS in providing pre-primary educational facilities in villages; to study the role of GSS in taking the corrective measures to improve the standard of primary education; to study the suggestions given by the numbers of GSS to improve the education and to give
suggestions to improve the role of GSS in universalization of primary education. For the present study survey method was used. A sample of 300 members (president/secretary) of GSS was selected randomly from Murbad and Shahpur educational blocks of Thane district. The tools used were a questionnaire for the president/secretary of the Gram Shikshan sanstti and an interview schedule. These were constructed by the researcher. The findings of the study were the GSS carried out survey of the children eligible to go to school, drop out children, children unwilling to go to schools due to different reasons, parents reluctant to send their wards to school due to their personal problems and difficulties and educational needs; GSS took up enrollment scheme in their villages, so more children join schools for such job they motivated parents and children to take admission; majority of GSS members provided teaching aids, books to students, books to teachers and reference books and other educational facilities to various schools; they also recommended the qualified D.Ed, B.Ed and special teachers to be appointed in different schools, GSS organized supplementary programs to achieve the target of universalization of primary education. They approached the government agencies for school building funds, GSS promoted adult education and provided co-ordination among the Balwadi, primary schools and non-formal education.

Vaz, T. (2004) conducted “A Study of the Effectiveness of Non-Formal Education Programs run by the society of Jesus in Maharashtra and selected Non-Government Organizations” with a view to analyze the enrolment of students in the selected Non-Formal education (NFE) centre; to measure the language skills of the boys and girls at the selected non-formal education centres; to measure the numeracy skills of the boys and girls at the selected non-formal education centres; to measure the awareness of boys and girls towards the environment at the selected non-formal education centres. It was an assessment study using the Descriptive Survey method. The sample consisted of students, instructors and supervisors from the non-formal centres run by Reach Education Action Program, Universal Education Program, Pratham, YMCA, Vimla Vikash Kendra Dockyard and Jeevan Nirvanha Niketan in Andheri, Mumbai. The sampling techniques used were purposive and convenient sampling. The tools used for the research were NVTI by NAYDE, and those developed by the researcher were interview schedule for students, questionnaire for teachers, questionnaire for supervisors, Achievement test for language ability and Achievement for awareness of value. The statistical measures used for data analysis were percentile rank for the achievement scores of the students the various NFE centres. The findings of the study were the
concentration of students in NFE centres is in the age group 9-12 years, which accounts for 76.2% of the sample. This percentage corresponds to 72.1% drop out rate; girls in general fared better than boys. In particular, boys fared better than girls in numeracy, the NVTI scores revealed that there was no significant difference between the mental perception of boys and girls.