CHAPTER II

REVIEW OF RELATED LITERATURE
2.1 PRE AMBLE

Review of related literature is an essential aspect of research. It involves synthetic and synoptic understanding of the research works already conducted in the same field over a period of time. It serves as a guide-post not only with regard to the quantum of work done in the field but also enables one to perceive the gaps in the concerned field of research. It promotes greater understanding of the problem and its critical aspects and ensures avoidance of an unnecessary duplication and replication.

2.2 INDIAN STUDIES

Quite a number of Indian scholars have conducted their studies on different dimensions of primary education. Some such studies have been discussed here under.

PARASNIS, N.R.¹ "The History and Survey of Education in the Thana District (Bombay State)." Ph.D. Education, Bombay University, 1958.
Parasnis (1958) conducted his doctoral study in education on history and survey of education in the Thana district (Bombay State) with the objectives (i) to study the geographical and economic conditions in the district of Thana in the Bombay State so as to get a general idea about the life of the people; (ii) to have a historical retrospect of the primary, secondary and higher education during the British Period (1819-1947) and the later period; (iii) to investigate into the problem of the adivasis and the displaced; and (iv) to make observations in regard to the educational progress based on facts and figures.

The tools used in this doctoral study were questionnaire for primary and secondary school teachers and 200 adivasi families (parents and children) and also various official publications like committee reports and departmental reports.

The major findings of the study were: (i) The percentage of school going children increased from 40.3 in 1947-48 to 76.7 in 1955-56; (ii) Seventy percent schools were single-teacher schools and only thirty percent teachers were trained in 1955-56; (iii) Only thirty percent girls were in schools in 1944-45; (iv) The difficulties in educating the adivasis were explained and the need for special programmes including a special curriculum and special teachers was stressed;
(v) The geographicasl factor has substantially influenced areas where population is not dense and socio-economic conditions of the people are unsatisfactory.


Shukla (1958) conducted his doctoral study in education on development of education in British India (1854-1904) with the objectives of tracing the growth of education and educational structure during the British Period.

The major findings of the study were: (i) The schools did not function as a distinct social agency and education played a minor role in promoting social mobility; (ii) After the 80’s there was a visualisation of enriching elementary education adopted to rural life or a life of work; (iii) After 90’s, expansion of elementary education slowed down.


Jha (1961) critically analysed the education in Bihar from 1813 to 1859. The study has shown how the working of the various educational schemes during the period produced rather different result in Bihar than in Calcutta.
TIWARI, D.D.4 “Primary Education in Uttar Pradesh”.

Tiwari (1964) conducted his doctoral study in education in Uttar Pradesh to trace critically the development of administration and organisation of primary education in the State and to highlight the causes that led to the present situation.

The study revealed: (i) Due to geographical and climatic conditions, some migratory schools and some temporary schools have come up; (ii) Low economic status of the teachers; due to meagre grant-in-aid, retarded the progress of primary education; and (iii) Main problems of primary education for girls were social prejudices, poverty, early marriages and shortage of women teachers.

Bhave (1967) conducted his study on the development of education in Madhya Pradesh. The study traced the educational history of the British Indian Provinces known as Central Provinces.

The study revealed: (i) The real beginning of modern education in the Central Provinces started in 1827; (ii) Training of teachers was emphasized; (iii) Primary schools had at least three classes; (iv) Wastage for boys and girls was the least in Central Provinces; (v) 65 per cent enrolment was recorded in primary school; (vi) The number of single teacher schools was the least; and (vii) The number of trained teachers was very high.


Kamalamma’s (1969) study concentrated on the major problems of primary education in Kerala.

The objective was to study the major problems affecting primary education in the State of Kerala.
The tool used in the study was a schedule administered to 70 schools in the State taking a one per cent sample from the lower primary schools. To supplement the data, interview and observation were also used. Besides, the sources for data for tracing the history were gathered from government reports, State manuals, gazetters, literature, folk songs etc.

The study revealed that Kerala is the only State to achieve 100 percent enrolment of children in the age group 6 to 11; most of the government schools did not have enclosed areas; sanitary and drinking facilities were unsatisfactory, curriculum in primary classes was not liked by majority of headmasters; problems of wastage and stagnation have been overcome; and stagnation was more in grades I and II than in other classes.

MISHRA, M. 7 “Education in Uttar Pradesh from 1858 to 1900.” Ph.D. History, Lucknow University, 1969.

Mishra’s (1969) study aimed to survey critically the educational policy carried out by the government in Uttar Pradesh from 1858 to 1900.

The tools used in the study were the original material (both published and unpublished) available in the National Archives, New Delhi; the
The major findings of the study were: (i) Schools were established for giving elementary education to the masses through mother-tongue; (ii) Special attention was paid to the education of Muslims, Europeans and Anglo-Indians; (iii) Secondary education was introduced during this period; (iv) Institutions for training teachers were very few and most teachers were untrained; (v) Government policy towards girls' education was not satisfactory; (vi) Education was expensive and beyond the reach of the common man as government allotted less money to education in the annual budget; (vii) The new educational system was incomplete and defective; and (viii) The foundation of several types of education was laid during this period.

DEBI RENU.8 "Progress of Education in Assam (1882-1937)." Ph.D. Education Gauhati University, 1971.

Renu Debi (1971) conducted her study on the progress of education in Assam during 1882-1937.

The objective was to survey and analyse critically the progress of education in Assam during the period 1882-1937.
The tools used in this study were old records, reports, minutes and review published of the government.

The study revealed: (i) The progress of primary education was slow and limited during the period under study; (ii) The government failed miserably to provide compulsory primary education; (iii) There was a severe shortage of finance; and (iv) Wastage was very high.


Chakravarty (1972) conducted his study in History in the State of Assam with the main objective to survey the progress of education in Assam during 1826-1919.

The tools used in this study were old records, documents, reports, journals and periodicals.

The study revealed that the percentage of pupils in primary schools was less than one before 1854. This percentage rose to 2.68 in 1853-54, 4.44 in 1874-75 and 20.61 in 1918-19. But the standard of primary education was low and there was more of wastage at primary level.

Rodricks (1975) conducted his study in order to survey the history of education in Goa.

The objectives of the study were: (i) to study the geographical and social conditions existing in the territory to enable me to get a general idea of the life of its people; (ii) to get a historical retrospect of the progress made in education during the Portuguese regime (1510-1961) and later up to 1974 in all the fields of education; (iii) to take in the existing facilities available at the primary, higher, adult and social education; and (iv) put down to definite observations on the educational progress basing them on facts and figures presented.

The tools used in the study were a questionnaire administered to 405 primary schools, 112 middle schools and 137 high schools. Government orders and Commission reports were also used as tools in the study.

The major findings of the study were: (i) During the Portuguese regime; efforts were made to bring education within the reach of all classes of people; (ii) After the liberation, the territory witnessed an expansion at all
levels of education, and (iii) In the Fourth Five-Year Plan, about seventy per cent of the total expenditure on education was spent on elementary education, secondary education and university education.


Nagar (1975) conducted his study to examine the 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’s accession to India; (iv) to study the growth and impact of Western education on Manipur; (v) to trace the growth of education from 1891 to 1970; and (vi) to study educational administration in Manipur.

The tools used in the study were the records of the government, books written by local authorities and information collected by the statistical department.
The major findings of the study were: (i) Educational development in Manipur was hampered by underdeveloped economy, lack of qualified teachers, non-introduction of tribal languages in schools and lack of continuity of school syllabus from the primary to the high school stage; (ii) The courses of study at the school stage were inadequate and ill planned; and (iii) The teacher education institutions were inadequate in number and pre-service and in-service education needed revamping.


Sharma’s (1977) study was a critical appraisal of the development of primary education in Delhi from 1913 to 1968. The objectives of the study were to find facts related to the development of primary education in Delhi and to analyse critically various trends of development in respect of scholars, schools, teachers, their training, wastage and stagnation, compulsory primary education, educational finance, education for backward classes and role of local bodies.

The research was based on historical method and primary and secondary sources for data were periodical reports and resolutions of the
government, census reports, books and journals, newspapers, proceedings in the central legislature council, lok sabha and local bodies and data available with National Archives of India.

The findings of the study were: (i) The number of primary schools increased from 86 in 1913 to 248 in 1947 with an annual growth rate of 5.4 per cent whereas during the post-independence period the number of primary schools increased from 248 to 922 in 1968 with an annual growth rate of 13 per cent; (ii) The average area served by a primary school decreased from 15.7 Sq.Kms. in 1913 to 6.00 Sq.Kms. in 1947 and to 1.6 Sq.Kms. in 1968; (iii) Scholars in primary schools increased from 5393 in 1913 to 37,350 in 1947 and to 2,65,711 in 1968 with an average growth of 16.9 per cent in pre-independence period and 29.11 per cent in post-independence period; (iv) During the post-independence period, there was a downward trend towards reduction of wastage at primary stage; and (v) Stagnation stood at 11.7 per cent at primary stage in 1968.

DEVI, R. "Education in Assam during 19th Century.”
Department of Education, Gauhati University, 1977.
Devi (1977) conducted a doctoral study in education in Assam during the nineteenth century with the objective to highlight the nature and progress of education in Assam during the nineteenth century.

The tools used in the study were both primary and secondary sources data.

The study revealed that: (i) The educational system in Assam was in the formative stage during the nineteenth century; (ii) About eighty-five per cent of the population living in villages failed to accept the educational pattern as their own; (iii) Tradition and conservation stood in the way of availing the educational opportunities offered; and (iv) The progress of education, both at the primary and secondary stages was very slow.

SREENIVASAS, A.14 “A Comparative Study of the Development of Primary Education in Rural and Urban Areas in the State of Karnataka since 1956.”

Sreenivasas (1979) conducted a study with the objective to trace and compare developmental trends on primary education in the rural and urban areas in the State of Karnataka during the period 1956-74 in respect of changes in
(i) enrolment situation, (ii) schooling facilities, (iii) the teaching force, and (iv) expenditure for the growth of primary education.

The tools used in this study were official records and documents corresponding to the Five-Year Plan periods. Trends in each of the four aspects dealt with were analysed by computing a set of quantitative measures.

The major findings of the study were: (i) A slightly higher annual rate of growth in enrolment was recorded in rural areas (7.48%) than in urban areas (6.89%); (ii) The rate of enrolment growth of girls consistently exceeded that of boys during the different intervals in rural areas while the situation was vice-versa in case of urban area; (iii) A gradual upward trend in respect of enrolment per 1000 population was noticed in the State in rural areas and in urban areas in the first two intervals followed by a fall in the third interval and again an increase in the fourth interval; (iv) A gradual increase in Primary Enrolment Ratio (PER) was noticed in the rural and in urban area; (v) The PER for boys was consistently more than that of girls in the State; (vi) The role of increase in the number of primary schools was not in tune with the rate of increase in the enrolment; and (vii) Availability of primary schools serving smaller geographically units was found in the State and it was more marked in rural areas than urban areas.

Landage (1980) conducted his study to know the history of education in the district of Sholapur.

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 post-independence period; (ii) to study the facilities available in the district of Sholapur at all stages of education including technical as well as teacher education; and (iii) to make constructive suggestions for the development of education at all levels in the district of Sholapur.

The tools used in the study were questionnaire and interview schedule. The questionnaire was administered to pre-primary schools, primary schools, secondary schools and colleges of education. Data were also collected from different documents, reports of the schools and the government publication.

The major recommendations of the study were (i) Nine hundred pre-primary schools should be opened; (ii) Primary education should be
taken away from Zila Parishads and entrusted to a separate, independent department of the State government; (iii) In order to avoid wastage and stagnation, students should be provided with free books and lunch; (iv) Teachers should not be allowed to participate in politics; and (v) It was necessary to develop road and rail lines for the development of education in Sholapur district.

ACHARYA, S. 16 "Education in Bengal (1813-1859)."
Ph.D. History, Burdwan University, 1980.

Acharya (1980) examined the education in Bengal from 1813 to 1859. The study sought to analyse and explain the emergence and growth of a new education system in Bengal from 1813 to 1859 and its role in the advent of modern waves in Bengal society.

The study was based on available original official and non-official records, records at the National Archives, West Bengal State Archives and the institutional records of Presidency College, Hooghly Mohsin College, Serampore Missionary College Bethune College at Calcutta and Krishnanath College of Berhampore. Non-official sources including contemporary missionary tracts, reports and journals and other printed records were also consulted.
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 vernacular mass education in the early 19th century and the official policy to encourage it; (iv) Evolution of higher education in Bengal from Bentick's Resolution of 1835 to Stanley's Despatch of 1859; (v) An account of official and non-official enterprises in stimulating awareness of the need for vernacular 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 to ultimate assumption of government control; (viii) Explanation of the growth of the new elite and its role in the modernisation of the Bengal society; and (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.

Bhattachaijee (1986) critically analysed the development of education in Sikkim. The major objectives of the study were: (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.

This was a descriptive type of study. The sample comprised 60 schools from all the four districts of Sikkim, 240 teachers, 100 pupils from five higher secondary schools, selected parents and all district education officers and regional deputy directors.

The tools for data collection were a school information blank, questionnaires for teachers and pupils and interview schedules for parents and education officers.

The major findings of the study were: (i) There was no formal system of education for the Lepehas who were the original inhabitants of Sikkim; (ii) The monastic system of education, which was brought by Tibetans to Sikkim, became an organized system of elitist education during the 17th century; (iii) Two major influences on the social and cultural life of the people which shaped
educational development in Sikkim were the introduction of Lamaic Buddhism and the development of monasteries; (iv) 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 neighbouring district of Darjeeling and exposure of some members of ruling family to liberal education in England leading to a positive attitude to modern education; (v) While schools initially began with communal identities the government made attempts to amalgamate them and give them a secular character; (vi) The process of planned educational development in Sikkim was initiated in 1954; (vii) The planning period sparked off conflicts with respect to political representation of various ethnic groups, economic imbalances between them and the language issue; (viii) Schools, especially at the primary level, lacked essential physical facilities; (ix) There was a serious dearth of library facilities in various districts of the State; and (x) Although teachers in Sikkim joined the profession without initial motivation, they gradually got tuned to the demands of functioning within the profession, so much so that over time, they found the work satisfying and rewarding.

Henia (1988), in his indepth study, examined the growth and development of education in Manipur from 1947 to 1968. Henia studied all the three levels of education - Primary, Secondary and Higher education.


Kaur (1990) critically studied the education in Punjab from 1707 to 1849. He also studied all the three levels of education - Primary, Secondary and Higher education.

2.3 STUDIES IN ORISSA

In Orissa, only two scholars have conducted their studies on primary education which have been discussed below:

Das (1968) studied the evolution of elementary education in Orissa from 1904 to 1947. The chief aim of the study was to bring to light the development of primary education in Orissa for the period 1904-1947.

The sources of information of this study were manuscripts of letters and proceedings and other government records.

The findings of the study were: (i) Primary education in North Orissa received greater attention after Lord Curzon's educational policy of 1904; (ii) The wastage and stagnation were the most serious obstacles in the development of primary education; (iii) In South Orissa, the beginning of the period 1912-20 was the period of consolidation; (iv) After the formation of the new province of Orissa in 1936, more emphasis was laid on the development of primary education, (v) By 1947, the educational qualification of the primary school teachers was not satisfactory; (vi) The curriculum of the primary stage passed through various stages of development; (vii) By 1947, different local authorities were entrusted with organising and maintaining an efficient system of vernacular education in the areas under their control; (viii) The problem of education of backward classes still continued to remain unsolved; (ix) Till 1908, the government did not open any separate girls' school; (x) By 1947, the literacy
among females was not higher than two per cent and most of the girls were still in the primary stage; (xi) The idea of compulsory Primary Education came only after 1925 and was experimental in various places of Orissa; and (xii) Basic education was introduced only after the discussion of the Congress meeting in 1938.


Pati (1984) made a system analysis of the education in Orissa during British period in respect of constraints, resources, and trends. The major purpose of his research was to study the history of primary, secondary and higher education, missionary education, teacher training and women's education in Orissa from 1803 to 1912.

Data were collected from gazetters, official correspondence, quinquennial reports and books on history of education. The total period of study was sub-divided into four periods - 1803 to 1854, 1854 to 1882, 1882 to 1901 and 1902 to 1911.
The major findings of the study were: (i) The British administration committed a great mistake by completely overthrowing indigenous education in Orissa in the beginning of their rule; (ii) The downward filtration theory of Lord Bentick was a misconception; (iii) Missionary activities were mixed blessing for the spread of education of the province; (iv) The economic degradation of the Oriyas by the British administration was responsible for slow progress in education during the 19th century; (v) The grant-in-aid principle was not at all beneficial for a poor province like Orissa; (vi) The introduction of an education cess would have achieved the best results for the spread of education as was demonstrated by Sri Thomson in the North-West frontier province; (vii) The policy of quality and efficiency as introduced by Lord Curzon was detrimental for Orissa; (viii) The payment by result system was highly effective in spreading primary education; (ix) There should have been more than one teacher training institute in the province; (x) The remuneration of teachers should have been attractive for recruitment of talented teachers; and (xi) Government should have started at least one school for boys in every sub-division.
2.4 CONCLUSION

From the above narrations, it is clear that no study has been conducted on the development of primary education in the rural and urban areas of Orissa. The study conducted by Das (1968) was the evolution of elementary education from 1904 to 1947. Further, the study conducted by Pati (1984) was related to the British period. But the present study was a comparative study of the development of primary education in urban and rural areas of Orissa from 1947-48 to 1973-74. Hence, the present study is claimed to be the first of its kind in the State of Orissa.

REFERENCES


