

2	Review of Related Literature
2.1	Introduction
2.2	Importance of review of related studies
2.2.1	Studies conducted in India
2.2.2	Brief overview of researcher conducted abroad
2.3	Conclusion

CHAPTER: 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Knowledge is cumulative and ever-expanding. Every piece of research contributes to another piece of such studies. A true effective review is a pace-setter that stimulates further research efforts and also plays a very significant role in shaping the nature of that research. The review of related literature enables the researcher to further clarify his objectives and to define the limit of his field avoiding unfruitful and useless problem areas.

2.2 Objectives of Reviewing Related Studies

By undertaking literature review we are able to critically summarise the current knowledge in the area under investigation, identifying any strengths and weaknesses in previous work, so helping us to identify them in our own research and thus eliminate the potential weaknesses, while bringing to the fore the potential strengths. In addition, a good and full literature search will provide the context within which to place we study.

By reading many different studies, we begin to

- gain an impression about the important aspects of the topic;
- identify data sources that other researchers have used;
- identify and become familiar with the style of writing that is used - particularly within the ethos of the area that we are researching;
- identify the relationship between concepts;
- identify ideas for further consideration;
- see how we can prevent ourselves from repeating any errors that have been identified in previous work;
- Create our own reading and critiquing strategy.

Thus, a comprehensive review of the literature is important because it

- provides an up-to-date understanding of the subject and its significance to (our) practice;
- identifies the methods used in previous research on the topic;
- helps us to work out how to answer the questions - and indeed, what questions need to be asked;
- Provides comparisons for our own research findings.

2.1.2 Studies conducted in India

Jain, P.C. (1984) presented a study on the diagnosis of language errors and programme of remedial teaching in Sanskrit. The main objective was to identify errors in Sanskrit, their types, the causes of errors and suggest a programme of remedial teaching. The examination papers of Sanskrit of the Rajasthan Secondary Examination Board were critically analyzed for two years. Diagnostic tests and questionnaire were used as tools. The following were the major findings of the study.

1. Adoption of translation method, poor techniques adopted by teachers and inadequate study of students resulted in low achievement.
2. Students' knowledge of grammar was not satisfactory.
3. Lack of practice of pronunciation in the class, absence of homework and inadequate home support resulted in a poor performance.
4. Most Sanskrit teachers were untrained and so they were not able to create students' interest in the subject.
5. The marks obtained for Sanskrit were not included for awarding grades, so they did not take much interest in the subject.
6. Teaching of Sanskrit as a third language was not according to the syllabus and hence the objectives of Sanskrit teaching were not achieved.

1. Saraprey Broeck, Sofie Kuppens and Jerissa De Bilde in their research examine the role of teacher's expectations in association between children's socio economic background and

achievement, out come. Research has shown that teachers base their expectations on both objective (e.g. student's past achievement) and subjective (e.g. teacher's prejudices) information.

2. Pandya, S. (2015) worked on 'Analysis of a set of stories by Indian teachers and their Educational implications' for the degree of M.Ed. in Sardar Patel University. The objectives were to study the role of teacher in developing student's behaviour as presented in the stories. To know about essential teaching skills as presented in the stories. To study teacher student relationship, values to be learnt from a teacher, characteristics of a good educational institution, key lessons to be learnt by students, personality of teacher and its effect on students, characteristics of a teacher as a role model, uniqueness of selected stories of the book and educational implications. According to Pandya the role of a teacher is to provide motivation, stimulation, guidance, encouragement and direction for learning. Teacher-student relationship is more friendly, democratic, frank, sympathetic, progressive and co-operative.

3. Gohel, S. (2013) worked on Educational implications of the selected books authored by Dr.A. P. J.AbdulKalam for the degree of M. Ed. Sardar Patel University. The objectives were to study selected books of A P J Abdul Kalam, importance of education, educational philosophy and views about science. According to Kalam teacher's influence can mould a personality of the students. The life of Kalam is result of influence of a teacher. He was always grateful and thankful to his teacher.

4.Jani, H. (1985) studied 'The Educational values in Panchtantra' for the degree of M.Ed in Sardar Patel college of education.the objective of the studies are, to study the concept and type of values, to analyse the values narrated in panchtantra. The researcher followed descriptive method and content analysis.

5. Makwan, R. (2014) study on the educational Implications of Swami Vivekananda's Philosophy. For the degree of M.Ed in Sardar Patel University. Researcher's objectives of study are to study Swami Vivekananda's Philosophy of education and methods of teaching advocated by Swami Vivekananda other objectives are to study the views of Swami Vivekananda on the role of teachers and cultivating discipline in students, to study the educational aims as advocated by Swami Vivekananda and to study the advice of Swami Vivekananda to students.

6. Tailor, M. (2014) worked on educational insights from Sri Sri Ravishankar's Art of Living for the degree of M.Ed in Sardar Patel University. Researchers objectives are to study the two sources cited above for practicing the art of living, to study critical comments on Sri Sri Ravishankar's philosophy of art of living, to arrive at educational insights from Sri Sri Ravishankar's Art of living and to suggest educational implications of Sri Sri Ravishankar's philosophy.

7. Jain, B.(1982) studied the classroom behaviour patterns of teachers in relation to their attitude towards profession' and found that teachers with positive attitude towards child centered practices educational process pupils and teachers devoted all time to asking questions in the classroom while guiding the more content oriented part of the class discussions. Such teachers reacted to ideas and feelings of pupils, frequently created an emotional climate in the classroom. Pupils interested more in the classes of teachers having a positive attitude towards profession, pupils and teachers. Teachers with a high aesthetic value did not have a favourable attitude towards teaching profession and teachers. Teachers with the high religious value have favourable attitude towards teaching profession, educational process and pupils and teachers.

8. Khatton, T.(1985) worked on a study on the relationship between teachers' classroom verbal behaviour and attitude towards teaching' for the degree of Ph. D. in Maharshi Dayanand University her objectives was to find out teacher's attitude towards teaching and its influence in classroom. The research method was survey method. The sample included 300 senior secondary teachers. The major findings of the study were, 70% of teachers' attitude towards teaching was positive and it had high influence in classroom.

9. Pandey, K. (1987) conducted a study on 'values of creative teachers' for the degree of Ph. D. in Allahabad University. This study is an attempt to find out the values of creative teachers. 100 hundred male and 100 female pupil teachers were randomly selected from Allahabad city. The personal value questionnaire of Shrey and Verma (1972) was administered to measure ten most essential and value of highly creative and low creative teachers. The findings of the study were: the male and female high creative teachers differ significantly on religious, aesthetic, knowledge and family prestige values. This study reveals that more aesthetic sense, more knowledge and economic value may be responsible for teachers created expression. Therefore, a teachers

training programme must be conducted in a manner which helps to develop not only the creative potential of the teachers but also positive value in them.

10. Malnkar, P. (1986) conducted a research on 'the educational ideas depicted in the literature of Father Wallace' for the degree of M.Ed. in Sardar Patel University the objectives of his study were: to study the concept of education according to father Wallace, to study his idea about the role and duty of a teachers and about educational system. As the sample, the researcher took the literature of father Wallace. The researcher conducted the education should be life-oriented and the knowledge should be used in new situation. His ideas emphasis on teaching by mother tongue, reading curriculum in easy language, self-discipline self- experience and all round development. The researcher involves all the experts of life such as educational; social and religious. The whole provides directions to the teachers, students and youth.

11. Sharma, I. (1992) CARRIED OUT RESEARCH ON 'A critical Evaluation of J. Krishnamurthy's thought on education. The objectives of the studies were to analyse J. Krishnamurthy's thought on education, to trace the uniqueness in the education in the education thought of J. Krishnamurthy'. The findings of study were: J. Krishnamurthy had denied the existence of permanent soul and holds the view that the ultimate reality is homeless immensity. It is yet not discovered by science. Is views about religion and God were secular. The school should be home for the students where he can flower in the environment of fear, competition, comparison, ambition and reward. It should not create jealousy, envy, hatred and war in long run.

12. Garasiya, k. (1988) has studied' the educational ideas as depicted in the Upnishads the main objectives of the study were: to study the education ideas and to give educational implications and to interpret some educational situations. The sample was 11 upnishads out of 108 upnishadas. The researcher concluded that the goal of human life and education is self-realization so human should abandon the likable things and accept the goal to reach the divine. Every human being should aim to be free from the turns of life and death. The researcher emphasizes mainly on self-realization and self-knowledge which are the very essence of human life.

13. Rathod, H. S. (2002) conducted a research on Bhagvad Gita and its implications to teacher' for the degree of M.Ed in Sardar Patel University the objectives of his study were: to identify the school in the Bhagvad Gita related to teacher, to study the implication to identified shloka in present days. The researcher followed the technique of content analysis. The major findings of the study were: Advestha, satisfaction, truthfulness, charity and mercy are important quality of the teacher. A teacher must not have hatred and rigidness towards student. A teacher should be friend towards his discipline as well as friend to everybody in the classroom Irrespective of the difference among students. A teacher should be free from the sense of possession. The teacher should be aware about the facts that sorrow and happiness are the parts of our life. These qualities should implicate by the present teacher.

14. Panda, R. (2004) studied 'the education philosophy of epic poem Mahabharata' for the degree of Ph.D. Maharaja Sayajirao University. Main objectives of the study were: to study education in the context of Mahabharata, to study the education system and role of a teacher in Mahabharata. The study was based on content analysis. The major findings were Mahabharata presents education of rising to the reality, knowledge of wisdom victory of good over evil, humanism, self-actualization, quest for salvation and relegation of dharma and god gift profess. For a self- realized soul, the entire cosmos is manifestation of god, there is nothing more purifying on this earth than knowledge, mundane man should go through Bhagvad geeta to liberate the set of maya and one should adopt the path of dharma.

15. Patel, P. (2004) conducted a study on educational implication as reflected in the work of saint Kabir" for the degree of M. Ed in Sardar Patel university. The objectives were to study the educational implication of saint kabir in relation to nature of the self. The theory of action and art of living, goal in human life, value education, importance of guru and sadhanas. Her findings were: 1) The world of transitory, painful and full sorrow. The way to have happiness is to surrender oneself to the mercy of god. 2) One must control one's mind and ten senses of knowledge and action and follow the middle path. 3) All human beings and other living creatures are the expression of the supreme reality. 4) The purpose of human life is to serve the mankind, because to service is service to God.

16. Singh, I. (1972), studied 'Rabindranath Tagore as an Educator (ShikshaGuru, Ravindranath Thakur)'. It was a doctoral research. The objectives of the study were to study the educational

philosophy of Tagore, to study the implications of Tagore's philosophy to education of children. The major findings of the research are Ravindranath Tagore had given vital importance to the indigenous education in his philosophy of education the contribution of education according to him, was incomplete if the economic aspect of education was neglected the function of university was also to develop sensibility along with teaching. He advocated the educational institutions to keep harmony with the environment of its surroundings. He emphasized also upon the sense of fraternity and equality at the national and international levels and also show regard to different cultures. He opened to adopt the ideal let all be happy.

17. Kureshi, A. (2011), carried out 'A Study of Educational implications of Quran'. It was a PG dissertation. The objectives of the study are to study education as proposed in the Quran with respect to, Curriculum, Methods of teaching, Role of the teaching, to study the educational implications of the Quran for contemporary educational study, to study values cited in the Quran. The major findings of the research are In Islam, the duty of seeking knowledge and learning is obligatory for every Muslim. In addition to the emphasis on knowledge for all in the Quran, women's education is emphasized in many of the Hadith of the prophet. Islam has not only allowed the study of sciences useful for civics and social purposes, but at times it has actually made it obligatory and has never misdirected their study on religious grounds. According to Imam Ghazali by religious science is meant those branches of knowledge which are directly learnt from the apostle of the god.

The teacher was not merely responsible for the educational objectives of the students, but also for the elevation of their moral character and for bringing them into contact with the eternal varieties of life. The teacher of a learned man should always fear God. The teacher should always be dignified and his demeanour should be grave. We must be an unswerving flower of the code of conduct laid down by it. Muslim education was launched by Prophet Mohammad who said to have been illiterate. Yet as the preacher of new community, he became an effective teacher and enthusiastic promoter of learning. The Quran curriculum speaks about several areas such as academic learning value educational technological, proficiency, observation of nature, religious education, and activity based education and peace education. The religious Islam invites us to worship, Allah, the ultimate in truth, virtue and beauty, the creator of all things.

2.1.2 Brief overview of researcher conducted abroad

1. Lihue, Chen; a Feminist Perspective to Pygmalion. In their article they talk that Pygmalion is the representative play by the famous British playwright Bernard Shaw. Up to now, there have been many discussions on it from different perspectives. This paper intends to analyse the play from the feminist perspective. From this perspective, we can clearly find out that the play is no doubt the creation of woman, either the creation of duchess from a flower girl, or the creation of a woman from duchess, in which man is God, the father, the creator, whereas woman is on the position of a child, a pupil, being corrected, educated and remade by man. The woman character is seen as only as an object for experiment. Through detailed analysis, the paper exposes how woman figure being pre patterned and position of a woman in society being forced to lowest.

2. U.S. Department of Education, "Research suggests that teacher expectation can predict changes in student's achievements and behaviour. Teachers form expectation often during the very first day of the school. If the first impression is the last impression, then some students are at the definite advantages and some of them are at the definite disadvantages. SPF "self-fulfilling prophecy" research (Good, 1987) shows that teacher forms expectation of and labels to the students, based on their characteristics. Once we label a person, it effects how we act and react toward that person under that label. The students act and start on their own to achieve.

2.4 Uniqueness of the present study

After reviewing the related literature, researcher find that all the studies are unique and the all are unique in the methodology and content. There are some unique points in present study as given below.

1. The present study is different from other studies as the researcher has tried to analyze and interpret the view points of a character in a fiction for use by classroom teachers.
2. This study tries to understand teaching learning experience from the perspective of a teacher of a very high calibre, one who is deeply involved in bringing about a change, rather than explaining it from outside.
3. This study takes into account a larger view of education in terms of what an educated person is expected to do in the society, how s/he is supposed to behave as part of the society and the role that educated people need to play in preservation of the environment.

Larger issues such as who is superior in nature, which living beings, including human beings are actually leading to degradation of life on this planet are addressed. The teacher here thinks of the effects of his teaching beyond school and formal education. His focus is on changing the attitude of his learners towards becoming selfless and caring citizens. In this sense, this study becomes unique.

4. Analysis of the play is not only based on the researcher's interpretation but also on experts' views on various points.

2.2 Conclusion

Review of related literature was essential to understand the magnitude of the work done in this area. This enlightened the researcher about the direction and the findings. Thus, the chapter-2 presented the review of the related literature or research findings of prior studies in the area of this study. In the next chapter, the researcher has presented the research design.