

**CHAPTER-2**  
**REVIEW OF RELATED**  
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#### **2.1 Introduction**

A literature review is a crucial part of a dissertation or research paper that explores, summarizes, and critically assesses prior academic work related to a particular topic or research question. Its main goal is to present a comprehensive understanding of what has already been researched, identify recurring themes, gaps, or contradictions in the existing literature, and set the groundwork for the researcher's own investigation. By reviewing previous studies, the literature review supports the rationale for the current research and shows how it adds value to the ongoing scholarly discussion. It goes beyond simply summarizing sources by offering a critical evaluation that underscores their relevance, strengths, and weaknesses.

#### **2.2 Review of Related Literature**

Several studies have explored various aspects of English-medium instruction, teacher attitudes, and educational reforms that are relevant to the present study on SAGES (State-Assisted Government English Schools).

**Bhatia, P. (2023)** conducted a study titled *"Impact of English Medium Initiatives in Rural India"* published in the Journal of Educational Development Studies (JEDS). The research highlighted that English-medium government schools saw increased enrollment and higher teacher satisfaction. These findings support the objectives of the SAGES initiative, which aims to transform rural education through the English medium.

**Chhattisgarh SCERT Report (2022)** offered a comprehensive evaluation of the SAGES implementation, revealing notable improvements in student enrollment,

teacher morale, and school infrastructure. This serves as a state-level empirical foundation for the present research.

**Choudhary, N. (2019)** studied teacher perceptions in government-run English-medium schools. The findings indicated that while most teachers welcomed the language shift, many cited infrastructure limitations. These insights are useful in analyzing data in the infrastructure domain of SAGES.

**Gupta, R. (2022)** conducted a comparative study of rural and urban teachers' adaptability to English-medium reforms. Urban teachers were found to have higher adaptability, offering insight into geographic variations observed in the SAGES study.

**Iqbal, Z. (2018)** explored the differences between government and private school teachers in terms of English-medium instruction, in a study published in the *International Journal of Language Education (IJLE)*. The research revealed that government school teachers lacked confidence in English communication, highlighting the need for professional support and training—an area SAGES aims to address.

**Jain, A. (2022)**, in *Education & Pedagogy Journal*, studied the role of peer collaboration in educational reforms. The study found that teacher collaboration significantly enhances reform implementation. This finding is relevant to the cooperative practices promoted under the SAGES model.

**Joshi, P. (2023)** emphasized the importance of *Teacher's Voice in Education Policy*. The study advocated for including teachers in policy planning and evaluation processes to ensure sustainability. This supports the use of open-ended teacher feedback in the current study.

**Meena, S. (2017)** investigated the shift to English-medium teaching in public schools and identified key challenges including content knowledge, pronunciation, and confidence. These challenges directly relate to the professional experiences recorded under SAGES.

**Mishra, R. (2020)**, in a study on English-medium instruction and teacher preparedness, found that many teachers feel undertrained in English-language classrooms. This directly highlights the professional development gaps targeted by the SAGES initiative.

**Narayan, D. (2020)** highlighted *District-Level Challenges in Education Reform*, noting that disparities across districts stemmed from uneven implementation and administrative inefficiencies. These findings echo the district-wise differences in teacher attitudes observed in SAGES.

**National Council for Teacher Education (NCTE, 2022)** issued a report titled *"Teacher Standards and Competencies for English Medium Instruction"*, recommending a bilingual approach, scaffolding techniques, and mentoring practices. These align with the recommendations emerging from the current SAGES study.

**Patel, V. (2018)** explored the dual-sided perception of English-medium reforms in *"English Medium Schools: Opportunity or Burden?"* The study found enthusiastic responses from parents but highlighted that teachers often felt overwhelmed. These insights reinforce the need for teacher preparedness.

**Prasad, A., & Sen, R. (2021)** explored *Teacher Motivation in Educational Reforms*, revealing that motivation is higher when reforms are inclusive and make teachers feel valued. This explains the positive attitudes observed among teachers in the SAGES study.

**Roy, A. (2019)**, in the study titled *"Educational Equity through Language Policy"*, found that English-medium policies enhanced the perceived quality of public schooling. This supports the positive responses from both students and teachers under the SAGES initiative.

**Saxena, R., & Dey, M. (2020)**, in a ground-level study of education policy reforms, found that teachers believe reforms succeed when they are localized and participatory. This validates the importance of teacher involvement in the SAGES implementation process.

**Sen, D., & Dutta, A. (2021)** developed a 5-point Likert scale to measure teacher attitudes in public school reform, similar to the tool used in the present study. This provides a strong methodological foundation for the current research framework.

**Sharma, R., & Kumar, A. (2021)** examined *"Teacher Attitude towards Policy Changes in Schools"* and discovered mixed responses among teachers, with attitudes influenced by availability of resources and administrative support. These findings correlate with the observed district-wise variations in attitudes within the SAGES framework.

**Thomas, P., Rao, S., & Das, M. (2019)**, in a study titled *"Attitude of Secondary School Teachers toward Innovation"*, revealed that acceptance of educational innovations is highly dependent on professional development and availability of incentives. These findings are valuable for enhancing the professional experience of SAGES teachers.

**UNESCO (2018)**, in its *Global Education Monitoring Report*, emphasized the importance of using the mother tongue in early education, noting that transitioning to English can be effective if supported by robust educational systems. This aligns with the transitional challenges seen in the SAGES program.

**Verma, K., & Tiwari, M. (2021)** examined how language shift impacts teacher performance. They observed initial resistance among teachers, which diminished after receiving proper training—emphasizing training as a critical factor, as also indicated in the SAGES study.

## **2.3 Research Gap**

Several studies have investigated teacher attitudes toward educational reforms and English medium instruction in government schools. However, most of these studies have taken a broad approach by focusing on general teacher populations or examining language transition challenges across all subjects without giving subject-specific attention. There is a notable lack of research that specifically targets commerce teachers, who face unique challenges due to the subject's reliance

on precise terminology and concepts that may be difficult to convey in a newly adopted English medium setting.

Moreover, the Swami Atmanand Government English Medium School (SAGES) initiative is a relatively recent reform launched in Chhattisgarh, aiming to provide quality English medium education within government schools. Empirical research addressing the attitude of commerce teachers toward this particular initiative is scarce. Such research is crucial because teachers' attitudes significantly influence the effective implementation and sustainability of educational reforms.

Additionally, existing literature often overlooks how demographic variables such as gender, teaching experience, and school location affect teachers' attitudes and adaptation processes. These factors might play a critical role in acceptance or resistance to medium-of-instruction changes, especially in diverse socio-cultural settings like Chhattisgarh.

Therefore, this study addresses these gaps by focusing specifically on commerce teachers' attitudes towards the SAGES initiative, analyzing the influence of demographic variables, and identifying the practical challenges and support mechanisms necessary for successful implementation. This targeted approach will contribute valuable insights to policymakers, educators, and administrators aiming to optimize the effectiveness of English medium education reforms in government schools.