

CHAPTER-II
REVIEW OF
RELATED
LITERATURE



CHAPTER – II

2.1 INTRODUCTION: -

In the first chapter, the researcher mentioned the problem and brought out the need and significance of the study. Further, the researcher spelt about the objectives and hypothesis in the first chapter

Here in the second chapter the researcher intends to (review the previous) look into the studies, efforts done by the other scholars in the areas of related to the values. The experiences facilitates the research with an over all understanding of different approaches adopted to study the problem. Further, the experience helps the researcher in having birds view of the problem, for this purposes the researchers here under reviews the related literature. This review of related literature includes published books and published doctoral thesis and unpublished doctoral thesis. Further researcher also reviewed the literature, which was published in journals in the form of articles.

Ganguli, HC, 1989.in his Development of a moral order: some consideration appeared in The Indian Journal of social work. Need for enquiry into an overacting moral order arises when a society is torn by strife between its various sub-units. The Buddhist ethical system, as well as the moral values provided by other great religions, needs to be both resurrected and modified in the light of the current global problems and the future evolution of man and the world. Attention has been drawn to the culture poverty and its adverse effects on human relationship, in the third world country equalities, as also to the dangers of covetousness and lust in people



in general. However, value priorities are different for different societies and so it needs to be considered. For example, spiritual growth values as well as lack of justices in the social order specially characterize India and demands special attention. The building of a moral order for the progressive evolution of mankind, shall remain a major but difficult task for persons working for special development, specially because no empirical guidelines has been provided by writers on the evolution of human consciousness.

Iyer, V.R.K (1998), in his paper in Indian Journal of social work. Dealt with the appraisal of justice system in the context of a critique of present day developments. It has discussed the intensive response of the system to Dalits and advances Adivasis, resulting in continuing atrocities and a sham of affirmative action other so called. Progressive and protective legislation remained largely on paper. The various national commissions were also unable to effectively redress injustice. Public interest litigation seemed to offer a ray of hope and the possibility of the court becoming a catalyst of social justice.

Joshi, J.V (1982) in his book Moral Education: Approach and prospective, 'The progress of Education'. The author suggests that moral education should not be considered as something private and personal. He has stated, " We need a programs of education. Which would help all concerned, to understand social problems and responsibilities, to understand the ethical norms of citizenship and to develop national character and culture". It is further stated that education amounts to the concept of man as 'a value seeks' and the. All education as the process of acquiring and unfolding the sense and awareness of basic values of life. In a way



education process is a value oriented enterprise, and is a continuous process of learning the meaning of life and adjusting oneself to live in accordance with. The Better form of life. Thus, our school curriculum has to be devised in such way that these objectives are released.

Kuppuswamy, B.(1982) in his Education for social change.The Indian Journal of social work. The author has discussed at length, the lacunae in our educational system in the past. He has elaborated on the aims of education. Educational of system has to be such that the democratic values are inculcated amongst children. The social forces go a long way to influence the education system. The important task of education and mass media is to see that the emotional content of social forces are lowered and the rational contest is increased. This the fall import of democracy. The aims of education differ from country to country. But some common underlines principles like helping to build up the character of the citizens, promotion of personal and social discipline, building up to physique, rational outlook aesthetic appreciation are forever enduring. The Indian constitution ensures that all have equal opportunity to progress in life.

Reg., M.P. (1998) in his book, The song divine and secular education system. New Quest. The author has presented an analytical criticism of inclusion of religious teachings to inculcate values among children. Pointing out the fact that of late the government has been laying great stress in value education he has cited the examples of Maharashtra, where the learning of Gita and Jananeswari has been made compulsory for the Hindu students. The author does not favour the use of religious books to inculcate values among the children. Although he accepts that there are many things to learn



form these books but he considers that these should be at the individual level as it goes against the secular fabric of the nations.

Sharma, S (1999) in his Freedoms and unfreedoms as issues in social welfare: - planning and practices. The Indian Journal of social work. The article has focused on freedom and freedoms and their application to individual families, organization, communities, nation and the global world, within the context of social welfare planning and practice social welfare was conceived in general and specific terms, as classical and contemporary and having various dimension associated with it. The finding revealed that unfreedoms presently outweigh freedoms all over the world. This condition undermines human dignity. These arises the need to address the unfreedom issues and given proper shape to the lives of human beings. Through social welfare planning and practices.

Singh, D. P. (1998) environment conservation: A national requirement, Bulletin of Vocational Education. The article has highlighted the national issue of environmental protection and conservation. It give the description of environments problems in India and the efforts that may be needed for improvement and conservation of environment. The role of environmental education in this regarded is also focused.

Shamsoddin (1952) in his book Methods of moral education. 'The progress of education' -Moral development must be given due importance and emphasis in the education of our children moral development mean cultivation of right emotion, physical and mental habits. Thus developing the character through the inculcation of ethical values. The author has



suggested the ways of organized efforts for imparting education in conformity with those values. The child is not merely a member of the family, but is also a member of community. He must inculcate, Good values manner, habits and get the lesson of moral education. It has been suggested that school curriculum may be devised in such a way that these aspects are ensured. Which ever may include direct and indirect moral instruction, and also fundamental teaching of different religions.

Prakesh.P.George A., and Panndal P. (1993) sexism in medicine and women's rights. The Indian Journal of social work. The paper highlighted the rights of women in the field of health within the context of and as an extension of their rights in society in general the authors have elaborated this by analyzing women's poor health conditions and these general overall status in the society.

Pinto, M. (1984) in his book Federation and higher Education: Mumbai: Orient Longman. The federal system of government presents several unique problems not encountered in smaller, unitary political and fiscal system has repercussions in many fields, higher education being one of them. The author highlights the rolls of education in the process of nation building. The lack of proper direction in higher education may ultimately hamper the task of building a strong and vibrant nation. Further the author dwells on the inter relation-between federal system, national building and education.

Kothari, S (1996), in his book Kiska rasta. Ahamadabad: Rainbow publishers. Deals with problems that are faced by people due to



displacements. The author states that the development program. It is birth right of a person. Displacement of people takes place. It is the birth right of a person to stay at a particular place of years and prosper there. His displacement from the place of dwelling may lead to uprooting of entice tradition and belief systems.

Behar, S.C., Joshi, R, and Sharma, B. D. (1983) in his book *Shiksha Samaj aur Vyavastha Bhopal*: M. P. Hind Granth Academy. Discussed how education can be help in brining social justice in our society. It also dwells at length on the theme of daily consciousness and the contribution of education to it. It discusses how education can become a tool for making better citizen out of the young children. In the end, it discusses the relation between education society and the social system and concludes that education can bring about the desired change for the establishment of a just and orderly society.

Chaurasia, G.Rajguro, H.P. and Dubey, S.N. (1995) in his book *Adult education in India Bhopal*: Bureau of Adult Education. Deals with adult education in the country. It is a collection of papers both in Hindi & English. Its focus is on the importance of learning and need for importing education to the adults, foundational literacy is linked to the development of nation and other aspects of adult education. It also highlights about the urgency of improving the literacy rates of woman section.

Abhari, A.N.M.S. (1980). In his thesis the educational thoughts of jawaharlal Nehru unpublished doctoral distortion, vol. I (Education). Gujrat University, Ahmedabad Gujrat India. Brings to the fore the views of



Jawahar Lal Nehru about education and also related, topics; Nehru was aware of social conditions prevailing in India and wanted drastic changes for upliftment of the downtrodden, the women and the deprived section of society Nehru had a clear perspective about education & as the first P.M. of India he shaped the educational policy of independent India. He was especially concerned about values based education democratic, citizenship, personality development, leadership training. The research is a micro study about Nehru's views on education, covering a wide range from primary to technical and university education.

Bairwan, V.K. (1980) in his unpublished doctoral dissertation (History) Rani Durgowati Vishwavidyalaya, Jabalpur M.P. India. Political awareness and development came to the central Indian provinces after witnessing many social and political movements. During the beginning of the 20th century, the political activities were very limited due to the rules of the Britishers. This study has revealed how various media tried to inoculate the feeling of nationalism among the inhabitation that region. The also motivated the regional people it becomes aware of the fundament rights and obtained then through organized, cooperative and united effort.

Desai, U.S. (1984) in his unpublished doctoral dissertation (sociology) change and traditionalism among college girls. Gujrat university, Ahamdabad, Gujrat, India. The study found that the college girls manifested relatively high mean scares on scientific and achievement orientations, somewhat lower mean scores on secular and civic orientations. Scores on the overall modernity scales showed that the respondent had appreciably moved towards modern attitude values and behavior patterns.



There was no make difference between modernity at girl students coming form rural and urban background. The level of parent's education did not provide any clue to modernity orientation of college girls.

Khurna, S. (1983) in his unpublished doctoral dissertation (political. Science), Bhairateeya raajneeti mien samajwad EK-Vishleshnatmak adthayour Vikram Vishwavidalaya Ujjain (M.P.). This work presents socialism in its wider under perspective. Wherever there is an exploitation of a human being by another human being, there is a progression of the moral aspect of socialism. Form the social view, the chief subject at socialism is eradication of class, caste, color and sexual discrimination. Form the economic point of view, socialism includes centralization of productive and distributive resources, power of attorney of property to be transferred into public hands form private hands form private hands and fulfillment of minimum economic requirements etc. Soualism has been studied in all its dimensions- moral, social, economical- in relation with politics.

Laximi Devi (1980) in her unpublished doctoral dissertation (Social work), The study of the problems of child development among the harrijans of Gujrat. Gujrat Vidyapeeth, Ahemdabad, Gujart, India. The major objectives of the research were to study the socioeconomic status of the harijan, children, to enquiry into the problems of nutrition of harridan children, to and study the problems related to physical, emotional, education social and cultural development of harijan children and to quire into the benefits extended to the harrijan children by the programs of child welfare sponsored by the government. Few of important findings were the majors.



Problems of the harijan children as perceived by teachers were lack of cleanliness, inferiority feelings, irregular attendance and early drop-out: the children did not have high aspiration goals did not perceive clear aims in life and did not have clear future goals.

Sharma M. (1981) in his Unpublished doctoral dissertation (History) Mahatma Gandhi ka Bhartiya nariyon Utah mien Yogdan. Rani Dirgawati Vishavidyalaya, Jablapur, M.P. India. Presented work on an extensive study of the contribution of Mahatma Gandhi to the upliftment of women in society. He held the view that no society, that neglects women and their rights, can prosper or move even in towards prosperity. It is due to woman that a man settles and leads a successful life. Mahatma Gandhi worked a late for the social justice, equality, self-support and freedom for women in every sphere of life-home, education and even agriculture where a majority of Indian women are employed.

This limited review of the related literature indicates that fact that, the work which has been carried out on values vis-à-vis education, mostly concentrated on the role of education in nurturing values-social, political and moral-among children and society at large. However, the role of teacher in inculcating values and teachers awareness of the values he/she inculcating among the children has not been received much attention. Thus, the review also shows that there is a need to look into the awareness levels of teachers.

