CHAPTER-II

REVIEW OF RELATED LITERATURE

The review of related Literature is of paramount importance for the researcher. An investigator must be aware of the new researches conducted in the field of study in the past and only then he is in a position to contribute something in original. It is through the review of related studies that the researcher knows the work that has already been done over a period of time. He knows the area untouched or unexplored and has an idea of the scope of the subject or the study in all aspects.

To quote GOOD (1972), without a critical study of the related literature the investigator will be groping in the dark and perhaps uselessly, repeat the work already done. Therefore, to save time, energy and resources, it is ness carry to undertake a detailed and penetrating study of all available literature.

Review of related literature serves as a guide post not only with regard to the quantum of work done in the field but also enables us to perceive the gap and lacuna in the concerned field of the research. The investigator’s analysis and review of such resourceful studies work as an impetus which pushes the investigator into greater detail and wider applicability of the problems in hand to provide new ideas, theories, explanations or hypothesis. Good remarks, it might be suggested that finding the way in which studies are comparable in which they are related to one another is more important problem.

Good (1972) further remarks “The orientation provided by survey of the related literature is helpful in making a straight forward statement of need for the investigation.” The review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. For conducting research in any field, the research work is required to have full acquaints with the library and its many sources to take advantage of studies undertaken earlier.
Every research project should be based on relevant thinking and proper plan and procedure. When a new research is not based on relevant thinking and proper plan and procedure, when a new research is not based on a through a review of literature, it becomes an isolated entity, bearing at best accidental relevance to what has been done before. The finding of earlier experiments encourages the new works to give importance to useful project in education, and the research worker is able to avoid the past mistakes and defects in procedure.

This chapter is devoted to review of available literature relevant to the present study. An effort has been made to present a review of pertinent literature which is likely to have a direct or indirect bearing on the study.

In the present piece of research, for the convenience of the review of related studies, it has been arranged in the following heads such as:

(I) Studies Related to Educational philosophy of Mahatma Gandhi.

(II) Studies Related to different aspects of Elementary Education.

(I) STUDIES RELATED TO EDUCATIONAL PHILOSOPHY OF MAHATMA GANDHI:

Rao (1988) conducted a study on ‘The concept of Gandhiji’s basic education: Its theory and practice’ and his major findings were: The factors responsible for the ineffective implementation of the basic education programme were: (i) unsuitability of the schools selected for implementing the programme, (ii) opposition by public because of fear of low standard of achievements, (iii) administrative difficulties related to syllabi, inappropriate selection of crafts, and financial non-viability, (iv) lack of awareness on the part of community and lack of initiative by the leaders in implementation of the basic education programme.

Dwivedi (1991) in her comparative study of the educational philosophy of Mahatma Gandhi in the world perspective’ revealed that (i) Gandhiji’s
philosophy of life is basically spiritualistic but up to a certain point and experimentalistic. His whole life was an experiment with truth, love and ahimsa. (ii) Gandhiji developed the meaning of education: In South Africa, he defined Satyagraha as the best education. In India, in the wake of the ‘non-cooperation movement’ and ‘civil disobedience’, he defined education as a means to achieve complete freedom. In 1937, Gandhiji gave his best give to the nation- basic education based on a revolutionary philosophy of work. In 1944, he gave the idea of ‘life long education. (iii) It transpired from a critical analysis of the ideas of Gandhiji and prominent educational thinkers in the west that his thinking did not suffer from the limitations of time and space. He identified himself with the whole of mankind.

Mahalingam (1992) found in his study that (i) Gandhiji’s educational views reflect idealism. (ii)Gandhiji’s educational philosophy is consistent with biological naturalism. (iii) Gandhiji advocated a pragmatic approach towards the education of Indians through Basic Craft as the centre of education.

Rema, M. (1993) conducted a comparative study of the educational thoughts of Swamy Vivekananda and Mahatma Gandhi. The study was an attempt to analyze and compare the educational thoughts of Vivekananda and Gandhi with reference to educational aims, curriculum, methods and role of the teacher. The findings were stated as usual in terms of what the two thinkers had to say on the different aspects of education.

Merchant, Harsha, Rajen (2003) undertook a comparative study of Contribution of Mahatma Gandhi and his contemporaries to education in India. The findings of the study were: (1) Mahatma Gandhi and his four contemporaries are considered to be multifaceted personality as teacher, writer, administrator, social reformers and spiritual genius. (2) It appears that all of them had developed their unique philosophy of life and vision of education, which they implemented through the Wardha Scheme, Shantiniketan, Aurobindo Ashram, St. Mira Educational Institution, and S.N.D.T. Women’s University.(3) There is a good fusion-blending of
spiritualism, idealism and humanism in educational philosophy. (4) Their education institutions are unique because of various activities like craft centered activities, debate etc. (5) These educational institutions aim at integral education, integral with senses, mind, soul, society and integral of east and west. (6) Mahatma Gandhi and contemporaries have different line of action in developing their educational schemes. (7) Mahatma Gandhi and his contemporaries were propagators of women and child centred education. (8) It appears that educational philosophy of Mahatma Gandhi and his four contemporaries have made unique contribution to the present system of education by creating model institutions following Indian philosophy, culture and values.

(II) STUDIES RELATED TO DIFFERENT ASPECTS OF ELEMENTARY EDUCATION:

Verma, J.S. (1986) has conducted a study on problem in achieving Universalization of Elementary Education. The major objective of this study was to find out the reasons of low involvement and high dropouts which obstruct the attainment of the goal of UEE and it was found that the reasons responsible for positive fulfillment of enrolment target in district Allahabad (U.P.) are apparently financial, socio-cultural, lack of physical resources caused by inadequate funds and irrational policies of education. Lack of infrastructure facilities such as inadequate school buildings, teaching material, furniture etc. are also responsible for creating disinterest and sense of apathy among the students who prefer missing their studies to involving themselves in other outdoor activities.

Nayar, Usha (1994) of NCERT, organized and completed her study on enrolment and retention in Hisar, Jind, Kaithal and Sirsa districts of Haryana. Major findings of these studies were as follows: 1. Major reasons for non-enrolment and high dropout are poverty, helping parents with household work, unattractive school environment, lack of positive education climate. 2. Low access and provision of educational facilities.

Naidu, T.S. (2000) undertook a study on Tribal Education in South India- Problems of Dropout Children and Future Perspectives. The findings reveals that i)
Economic necessity and parents’ compulsion, absence of Mid-day Meals schemes, improper provision of uniforms and textbooks lead to large scale dropouts in all the states. ii) The percentage of dropouts is more in the age group of 11-15 years.

**NCERT. (2000)** conducted a study on State Policies on Incentive Schemes in Primary Schools and their Contribution to Girl’s Participation and the main findings were: i) The MDM was introduced uniformly in all the States and Union Territories in 1995. It has indicated a positive association with the availability of the schooling facility, supply of cooked Mid-day Meal, broader base for free text books, free uniforms, attendance scholarships for girls. Almost all schools (95 percent) reported that the afternoon meal programme has helped in increasing enrolment and retention of girls. However, 33 per cent of the parents stressed the need to increase the quality of the meal. Parents and village heads suggested the need to increase both the quantity and quality of food material.

**Dreze & Kingdon (2001)** undertook a study on impact of mid day meals and noted that the provision of mid day meals is associated with a 50 per cent reduction in the percentage of girls, who are out of school. Acc. to study the role of mid day meals in contributing to educational advancement of a child which in turn leads to enhancement in the school enrolment and attendance on daily basis has been clearly established. It also has a significant impact on child nutrition and social equity.

**Siddiqui, M.A. (2003)** conducted a study of dropout rates at the middle school level and their causative factors and the findings were: (1) Forty-eight per cent of the dropouts were males and 52% were females. Majority of them belonged to large families and were economically either from low or lower middle status. Forty-seven per cent of the students were retained up to Class V and the rest 53% dropped out. Retention rate further decreased at middle stage of education, being only 28%. The dropout rate for boys was 54% at the primary stage and 71% at the middle stage. The dropout rate for girls was 52.21% at the primary stage and 73.36% at the middle stage. (2) The dropout rate was significantly higher for Muslim students than the non-Muslim students. Fifty-four per cent were Muslim and 46% were non-Muslim. (3) The top six reasons: not understanding what the teacher teaches, indifferent behaviour by the teachers, not liking school environment and difficult course and being insulted.
by rich, strong or brilliant students. The top six personal and family related reasons
cited by the respondents were: having no proper place to study; parents not being
helpful in their studies; poverty; illiteracy of parents; language problem and lack of
books and related material.

Vijayalakshmi, G. (2003) undertook a study on problems of tribal school
children. The study revealed that the tribal students had more problems with regard to
their parents and families followed by personal, infrastructural, academic and
teachers’ related problems. The individual problems students faced were low social
status of the parents, lack of education of parents, cultural backwardness of the
family, low educational levels of the siblings, and nomadic life of parents. The least 5
affecting problems in order, which the students faced, were lack of academic help
from the teachers, non-availability of teachers, insect bites in the school premises,
inconvenient school timings and absence of teachers in the school. The sex of the
students and management of the school had significant influence on the problems of
the elementary school students.

Dreze and Goyal (2003) undertook studies on midday programmes of three
states – Chattisgarh, Rajasthan and Karnataka and found positive relationship between
enrolment, attendance and free meals.

Labour and the main findings of the study were i) The educational deprivation of the
children of the children depended, to a large extent, on parental education. ii) Houseold poverty was found to influence the incidence of child labour and
magnitude of ‘nowhere’ children but the impact was found inconsistent while studying the position of the villages with regard to poverty and child labour. iii) Infrastructure endowments, especially schooling facilities, were also found to
determine the extent of child labour and school participation.

Dua, R. (2004) undertook a study on Familial Factors Influencing the Girl
Child’s Schooling. The findings of the study were: (1) Financial constraints are the
biggest hindrance for non-enrolment of both boys and girls. Though, as compared to
boys this percentage is more in girls (55% vs. 73%) suggesting a sex bias in favour of
boys. (2) Big family size also contributes to non-enrolment of the children. (3) The fear of remaining unemployed in spite of being educated was also cited as a cause for non-enrolment (girls-29%, boys-48%). (4) Involvement of children in domestic work such as looking after young siblings (girls-52%, boys-12%), helping parents in domestic work (girls-32%, boys-17%) also constitutes a major reason for non-enrolment of children. (5) Involvement of children in some sort of occupational work for additional income also contributes to non-enrolment of children (girls -9%, boys-33%). (6) Ill-health of self or some other member of the family also leads a child not being enrolled in school (girls -23%, boys-10%). (7) Migration of parents from one place to another in search of work is another factor that leads to non-enrolment of children (girls-20%, boys-17%). (8) The most prominent finding is that there is a clear sex bias against the girls where non-enrolment is concerned.

**Bose, S. & Joshi, V. (2004)** conducted a study to see the effect of involvement of parents in the education of children and the main finding of the study were that children whose parents were involved in their education led a disciplined life at home and had better academic achievement at school. Involvement of parents was also reflected in the activities that a child pursued in his leisure time. Difference was also observed in the possession of school bag and uniform, attendance at school and the manner in which a child pursued his/her leisure time and the programme they watched on the T.V. It was found that parents could not reinforce the things the children learnt at school and some children attended tutorials. However, tutorials did not help the children in performing better; rather the children who attended school regularly and received proper care at home fared better. The study also found that home environment that indoctrinates children into a disciplined life and healthy lifestyle ensures that they have better academic achievement.

**Dwivedi, N. & Gunthey. R. (2005)** studied the influence of medium of Instruction on level of academic anxiety among school students and the findings of the study revealed that academic anxiety level of English medium students was significantly greater than the students of Hindi medium.

**Subramaniam, C. (2005)** studied the Factors Responsible for Dropout in Primary Education and the findings of the study were: (i) Low income of parents and
child labour are the foremost important causes for dropout i.e., 33%. (ii) Lack of interest in studies, failure in examination, difficult curriculum and heavy workload are some of the reasons for school dropout in 26.9% of cases. (iii) 14.29% dropout because of ill health and physical handicap. (iv) Lack of motivation among parents accounts for 11.9% cases. (v) 4.76% of children are forced to dropout to enable the younger children to go to school. (vi) 4.75% of children whose parents have to change residence frequently to seek work are forced to dropout. In this case the dropouts are slightly more in urban areas (93.97%) than the rural areas (0.79%). (vii) Children also dropout due to ill health of parents (2.38%). (viii) In some cases girls are stopped from going to school after puberty or after the death of their parents. The dropout proportion due to this reason is 2.3%. (ix) Not much difference was observed between the rural and urban areas with respect to these causes except one as mentioned before. (x) The dropout rate was more for boys (62%) than the girls (38%) due to availability of excessive agricultural and occupational resources. (xi) It was found that 38.89% (boys 62%) than for girls (26.98%) of the dropouts were willing to continue their studies either through school (36.73%), adult education scheme (40.82%) or through private tuition (22.45%).

**Vamadevappa. H.V. (2005)** studied the Impact of Parental Involvement on Academic Achievement. The main findings of the study were i) There was positive and significant relationship between parental involvement and academic achievement. ii) There was a significant difference in the achievement scores of boys and girls of high parental involvement group. iii) There was no significant difference in the achievement scores of boys and girls of low parental involvement group. iv) There was significant difference between high achievers and low achievers with respect to parental involvement. v) There was significant difference between boys and girls in their academic achievement.

**Vandana Prasad (2008)** attempted a study on the impact on health of children and their ability to access and retain education. The study revealed that a major cause of child absenteeism is health related problems and illness, not to forget the mental and emotional health issues of a child. The children are also vulnerable to stress related to various issues such as examination and also due to verbal, physical and
sexual abuse by the teachers which is very common in the country. It is in this context that the concept of child friendly schools need to be seen and implementation giving due importance to basic facilities and amenities that are necessary for a child.

**Srikumar Ghosh and Suhajit Mandal (2008)** studied the role of community participation in education of children and describes the need of down to earth educational planning. According to them; the Community ownership, Community empowerment and active community participation may lead towards developmental success. Community participation is the main area of concern which may help in the formulation of good micro level planning, monitoring and quality education. They must be free to enjoy the power of judgment, which yields a good result in every field of development, more so in the field of education.