CHAPTER 3

3.1 REVIEW OF RELATED LITERATURES

The article frame work of the study supported by review of related literature is developed in this chapter and categorized according to various aspects:

Indian university Education commission (1948-49)

The first commission of the formulation of the vision of education in the independent India is known as the Indian University Education commission under the chairmanship of Dr. Radhakrishanans. The commission was to report on Indian University Education and extensions that may be desirable to suit present and future requirements of the country to attention to higher education was contemplated first as the take related to development of higher education have a great potential for such developments as could put the country quickly on an international pedestal in the comity of nations. The commission did not substantially deal with teacher education in a policy frame work how ever the policy indicated the direction for the higher education in as much as was necessary to put the country on a road map of scientific technology and economic progress in the field of professional education the commission recommended:

1. Course and students performance.
2. Practical training.
3. Students should increased in learning.
4. For the staff training for raising humanity.
5. Education should be flexible as local circumstances.
6. All India basis should be planned by the professors.
It lead foundation for denova deliberations to move towards qualitative improvements in the training programmer for school teachers.

(Envisioning Teacher Education.) ----- (1)

(In the loth plan oi beyond.)


Teacher education at the B.ed. level falls in the domain of college of Education which are in the higher education sector and so come under the preview of the university system. The U.G.C. in the discharge of its commitment to wards monitoring quality of higher education. The U.G.C. committees on curriculum development recently brought out detailed curriculum B.ed. in attempt to enable the university system provided by the U.G.C. -------------- (2)

It has been felt since ling-time that value orientation should be the central focus of education and that teacher should be given the necessary training in the effective methods of development of values amongst students and teachers towards this end, a working group was constituted by the Govt. of India in 1981 ------(3)

The NPE 1986 was evolved out of wide ranging discussions amongst all sections of the society and the documents challenge of education ------A Policy perspective was evolved it is a fine candid expression of the health of the Indian education including values and teacher education. --------------(4)

The 28 the articles of our constitution rejects religious education. According to it any institution can not force religious education upon the nay level of training college of education. -------------- (5)
National Policy on education (1986) has the importance of education and value education National Policy of Education has elaborated in the programme of action.

Bharatiy values regarding human rights perhaps have the earliest pedigree the Rigveda which is regarded as the oldest document declares that all human beings are equal and they are all brother according to atharveda all human being have equal right over food and water the Vedas including Upanishads.

It is significant to note that eminent western Jurist Duguit (1959-1928) a professor of constitutional laws in the university of Boardeaux to profound the theory that for peace and happiness of human being. It is necessary to establish a duty-based society.

Indian constitutional Article 14 is regarde as a fundamental right to equality of all persons so created in individual is by was of creation of duty on the part of the state on this aspect, the supermen court of Indian in the case of bashesharnath Vs. I.T. commissioner (A.I.R.) (1959 S.C. 149 AT 158).

Dr. Radhakrishnan in his work The Principal of Upanishads. In the course of this treatise Taittriyo Upanishad quotes what Patanjali said about education.

Patanjali highlighted four aspects of education to be accomplished wit directives to every individual being.

1. Acquire knowledge education from parents and teacher.
2. Make your own study and improve knowledge.
3. Impart Value added knowledge in any other capacity.
4. Use that knowledge benefit for family, society, profession avocation for employment. **(10)**

These ideals set out in the Maharashtra and other wok on Raj Dharma inspired and guided by large all the kings in ancient Bharat Dharma Supremacy generally prevailed which corresponds to constitutional supremacy under the present day written constitutions. **(11)**

**ARTICLE 25 SUGGESTS :-**

*Freedom of conscience and free profession, practice and propagation of religion (1) subject to public order, morality and health and to the other provision of this part, all persons are quality entitled to freedom of conscience and the right freely to profess, practice and propagate religion.*

Thus Secularism is given the pride of place in our constitution gramed and adopted by the people. **(12)**

Article 15(3) of the constitution of India expressly empowers the state to make special provision for the advancement of women and children. This clause indicated that it is not sufficient to give equal treatment to women as is given to men, as they are unequally situated for the reason equal treatment of unequal tantamount to denial of right to equality. **(13)**
This valuable right corresponds to Article 23(3) of human rights:

Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemental if necessary, by other means of social protection.  

This is the declared law for warrior as which a kshatriya must not transgress, if he were to remain unblemished, when he is fighting with his fees in the battle field he. Should fight only in accordance with Dharma, which is hence, called dharmayudha (V 11 1990-93 and 98).

Value oriented education should be regarded essentially as an education for becoming and self exceeding it should be viewed in the context of the present situation of man and the evolutionary process going on within him and his society.

It should be made a point that values should be consisted with ones cultural tradition, level of growth of science and technology global peace etc.

As per the value education in Indian perspective in concerned.

In 1959 the California teachers Association choose seven of these values for inculcation in the students of the schools American scholars (2) have listed many other values which we may also like to endorse.

The list of 83 values given in NCERT publication styled as Documents on, social, moral and spiritual values. Shri, B.R GOEL, the compiler, claims that the list has been compiled on the basis of documents in the publications as well as a study of the Gandhi an literature.

According to Vivekananda the things are necessary to make every man great nation great.
1. Conviction of the powers of goodness.

2. Absence of jealousy and suspicion.

3. Helping all who are trying to be and to good.

"... religion in all it forms declares that the human being should be made into a new men."

(Speeches of Dr. Radhakrishanans). (21)

It is significant to note that the recognition of training needs existed simultaneously with the development of a formal school system between 1815 and 1854 opinions in favor of teacher education accumulated and spread across different administrative levels. The court Directors wrote to the governs Generals of Bengal (1825).

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Government of India Resolution of 1904, Quoted in: Kuldip Kaur Cef Education in India (1781-1985)-------- Polices, planning and implementation centre for Research in rural and industrial Development. (23)


The review committee on education was appointed by the University grants commission under the chairmanship of Prof. N.K. Sidhanta chief and them Prof.
K.G. Saiyitain took over chairman the committee was appointed in September 1960 to examine the standards of teaching and research.

According to DR. Radhakrishanan chatter is destiny, character is that one which the destiny of a nation is built. We must have young man and women who look upon there as the living images of themselves. He emphasizes the role of education in the building the personalities of students.

The Committee, appointed under the chairmanship of Sriparsh seems to have given deep and exhaustive consideration to moral and religious education. The committee, in its report has attempted to give definitions of moral and spiritual value.

The committee was appointed (1961) under the chairmanship of Dr. Sampuranand it recommended that the emphasis be given on such programmers which would help to know the principles of different religions in the country and also which would help to create a feeling of understanding between one another. It further recommended that the syllabus be restructured with a view to the importance of a national integration and well being of humanity.

The new policy was announced (1986) by late prime minister Rajiv Gandhi during his regime. It reconsiders the content of education and also the process of education and further states in details the concept of value-education. It emphasizes moral and emotional development of students. It states the need for restructuring of the syllabus in order to make education strong medium for promoting social and moral values.
It is necessary that man must learn to treat man as man. We in India have accepted a secular system of life. It is aim of education to communicate this idea to students and to make them accept is unhesitatingly and whole heartily. The concept of secularism and its original meaning must by properly understood by everybody and secularism must become a part and parcel of our life style. -- (31)


Islam is the state religion of Pakistan under the constitution of 1972 this position had been maintained by the provisional constitution order 1981 issued by General Zia-Ul-Islam would by the state religion. -- (33)

There are totalitarian ideologies not only in politics but in religions which hold that, they alone are in possession of one valid trust. ---- (34)

The function of the universities is not morally to send out technically skilled and professionally competent men, but it is their duty to produce in them the quality which enables the individuals to treat one another in truly democratic spirit. -- (35)

Dr. Radhakrishnan has put it Poor people who wander about find no work, no wages and starve, whose lives are a continual round of soar affection and pinching poverty, can not be proud of the constitution or its laws.

Indian constitution promises not only political but also social democracy, as explained by Dr. Ambedkar his concluding speech in the constitutional Assembly. -- (36)
In recent cases vide authors shorter constitution of India, preamble the supreme court is relying more and more on the preamble in interpreting the enacting provision and implementing the Directive principle (PART-IV) of the constitution.

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Re-Kerala Education Bill A-1958

S.C. 1956  ------- -(38)

Vardna education conference (1937) under the guideline of Mamta Gandhi fixed certain principles for the basis education system. The conference explained the nature and scope of moral and religious education. The conferencinsisted upon the idea that education should nurture the values of truth and justice.

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The Commission (1952-53) under the guidance of Dr. Laxmisanwami module gave emphasis on moral and spiritual values to be cultivated through prayers and lives of greater. It emphatically stated that education be kept free from the conflicting elements like religious hatred confrontation and difference and further it should serve as an effective medium. For health development of an individual and society.

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Humanities again are important because they tell us about our own nature, how we have to grow from day to day what the impulses what the ideals and aspirations are these are the things that ideals and aspirations are these are the things that we have to learn from humanities.

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Katha Upanishad 1, 2, 33.

4 d.f. Spinoza: Enternity can not be defined by time or have any relation to it. ------- (42)

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Address at Marian congress, Bombay

4 December, 1954. 

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The recent years of expansion in professional education have also been the year of liberalization, privatization and globalization in the economic sector were quick to adopt these slogans for reasons of their own. 

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The eligibility test science (CVSIR)-UGC-JRF) could be discussed separately. However, it may be mentioned that even CSIR-UGC-JRF Seems to have not played any significant role to improve quality research:-

(Vol: -44/10 March 2006 University News.) 

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