CHAPTER II

REVIEW OF RELATED LITERATURE

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

Any research work done with a view to contribute a systematic and planned investigation should be carried on in a very sincere and scientific manner. For this, the investigator should refer to the relevant and reliable sources of information and appropriate procedure. Researchers in order to familiarized with the procedure should refer the past researches. According to Mehrotra, Mehrotra and Sukhia, "It helps in the interpretation of results and avoiding duplications. It also provides helpful suggestions for further investigation." (1)

The review of related past studies enable the investigator to organize his research work in such a way that he can differentiate his own work clearly, distinctly and specifically from the work done before.
A number of researches related to this one have been carried out at Ph.D. as well as M.Ed. level in various universities. The researcher has gone through some of those studies and has presented their reviews here. The investigator has tried to present those reviews in the tabular form so that those who want to have the gist can go through it quickly and get better perspective.

### Table: 2.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Subject</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>Rasool M.G.</td>
<td>Educational thoughts of Abul Kalam Azad</td>
<td>Delhi</td>
</tr>
<tr>
<td>1972</td>
<td>Singh I.B.</td>
<td>Tagore as an Educationist</td>
<td>Agra</td>
</tr>
<tr>
<td>1973</td>
<td>Sen R.S.</td>
<td>Educational thoughts of Mahatma Gandhi</td>
<td>Bombay</td>
</tr>
<tr>
<td>1973</td>
<td>Bhatt J.M.</td>
<td>Educational thoughts of Vinoba Bhave</td>
<td>S.P.U.</td>
</tr>
<tr>
<td>1976</td>
<td>Giggo P.N.</td>
<td>World Peace and Educational thinking of Mahatma Gandhi</td>
<td>Punjab</td>
</tr>
<tr>
<td>1979</td>
<td>Parmar D.N.</td>
<td>A Study of Educational Complex at V.V.Nagar - Dr.Bhailalbhai Patel.</td>
<td>S.P.U.</td>
</tr>
</tbody>
</table>

1981 Abhyankar S.V. Educational thinking of J.Krishnamurti.


1986 Desai I.A. A Study of the Evolution of the concept of Education in social and cultural context.


Table 2.2: Researches carried out at M.Ed. Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Subject</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>Pathak B.P.</td>
<td>Gijubhai Badheka's contribution to Education.</td>
<td>Gujarat</td>
</tr>
<tr>
<td>1976</td>
<td>Rodrigues J.</td>
<td>Contribution of Dr. B.R. Ambedkar to Education.</td>
<td>Bombay</td>
</tr>
<tr>
<td>1977</td>
<td>Thakur Pratibha</td>
<td>Ambedkar as an Educationist</td>
<td>Bombay</td>
</tr>
</tbody>
</table>
Looking to the tables 2.1 and 2.2, it can be seen that 13 researches at Ph.D. level and 4 researches at M.Ed. level have been studied.

The period of the researches varies from 1964, to 1993. Out of 17 researches taken into study so far 1 is conceptual study, 3 critical study; 1 is comparative study and 2 of them are analytical studies. Remaining 10 studies are about different individuals who have contributed a lot to the field of education.

2.3 Objectives of the past studies carried out at Ph.D. Level:

Table: 2.3

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>Rasool M.G.</td>
<td>To study the educational thoughts of Abul Kalam Azad.</td>
</tr>
<tr>
<td>1972</td>
<td>Sing I.B.</td>
<td>To study educational thinking of Tagore.</td>
</tr>
<tr>
<td>1973</td>
<td>Sen R.S.</td>
<td>To study educational thoughts of Mahatma Gandhi.</td>
</tr>
<tr>
<td>1973</td>
<td>Bhatt J.M.</td>
<td>To examine educational thinking of Vinobaji in the present context.</td>
</tr>
<tr>
<td>1974</td>
<td>Asthana R.S.</td>
<td>To examine Dewey's educational thinking critically.</td>
</tr>
<tr>
<td>1976</td>
<td>Giggo P.N.</td>
<td>To interprete Gandhiji's Philosophy with reference to Education.</td>
</tr>
</tbody>
</table>
1979 Parmar D.N. - To study V.V. Nagar as an Educational Complex.
- To study Bhaikaka's thoughts for the upliftment of villages.

1980 Kadiyal R.A. To study Bhaurao Patil's Educational contribution in the development of Maharashtra.

1981 Abhyankar S.V. To study J. Krishnamurti's Educational contribution with reference to his contemporaries.

1985 Vyas S.M. To understand educational objectives and changes in society with reference to India and Western Countries.

1986 Pathak S.P. To study educational thinking of Kakasaheb Kalelkar

1986 Desai I.A. To study concept of education and its development in socio-cultural context.

1990 Navadia K.R. To study educational thinking of Immanuel Kant.

2.4 Objectives of the past studies carried out at M.Ed. Level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>Pathak B.P.</td>
<td>To examine Gijubhai's contribution to education.</td>
</tr>
<tr>
<td>1976</td>
<td>Rodrigues J.</td>
<td>To make an attempt to study and comprehend Babasaheb's contribution as an educator.</td>
</tr>
<tr>
<td>Year</td>
<td>Author</td>
<td>Objectives</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1977</td>
<td>Thakur Pratibha</td>
<td>To study Babasaheb's contribution to education separately and intensively.</td>
</tr>
<tr>
<td>1993</td>
<td>Gandhi D.K.</td>
<td>To derive educational thoughts of Dr. Babasaheb and Gandhiji from their literature.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To compare and find out similarities &amp; dissimilarities.</td>
</tr>
</tbody>
</table>

Looking to the above mentioned table: 2.3 and 2.4; objectives of 17 studies, 13 at Ph.D. level and 4 at M.Ed. level have been studied. 1 aim at comparative study, 1 of them is about development of concept of education and remaining 11 are about educational thinking of Philosophers.

Mr. J.M. Bhatt tried to compare Vinobaji's thinking with other branches of philosophy. He has also tried to show the relevance of Vinobaji's thinking with the present context.

Mr. Asthana's efforts to evaluate Dewey's code of conduct, philosophical thinking, logical viewpoint and aesthetic criticism are note worthy. Moreover his view points in comparision with Rousseau, Pestalozzi Frobel, Herbert are presented in detail. Mr. Asthana has tried to show the relevance of Dewey's view points with that of the Indian way of thinking.
Mr. Abhyankar and Mrs. Vyas have tried to establish relationship between J. Krishnamurti's philosophy of life and educational thoughts. They have tried to understand his contribution through his writings and speeches.

Mr. D.N. Parmar has tried to evaluate Dr. Bhailalbhai Patel's (Bhaikaka) philosophy of life and educational thinking with special reference to V.V. Nagar Educational Complex.

Mrs. Desai has tried to show how educational concepts in western countries have developed, particularly in the context of socio-cultural aspect. Mrs. Desai has presented the history of the development of the concept by quoting and explaining educational viewpoints of different philosophers of different ages.

Miss Pathak has preferred content analysis method to study Kalelkar. She has tried to derive educational implications on the basis of Kakasaheb Kalelkar's metaphysical epistemological and axiological thinking.

Mr. Navadia followed the same method and procedure to study Kant's Educational thinking. The researcher of this study followed the method and procedure of library, historical and documentary study to study Babasaheb's educational contribution.
1980 Kadiyal R.A. - Bhaurao advised to establish Cosmopolitan hostels and school complexes to inculcate brotherhood, self help, emotional integrity and classless - democratic society.

- Bhaurao considered education as a tremendous force which can lead man to material gains social stability, national - international brotherhood, realization of all potentialities and to a religious spiritual life.

1981 Abhyankar S.V. - J. Krishnamurthi's philosophy helps to understand psychological and spiritual problems.

- Useful in coming out of the anarchy in the world of thought.

- His thinking aims at awareness, philosophy of life, freedom, love, and a deep understanding of the self - permanent peace can be obtained - a search for reality is possible.

1985 Vyas S.M. - J. Krishnamurthy has said nothing about curriculum.

- He proposed that free atmosphere freedom, love and understanding of child are the preconditions of teaching learning process. Its similar to Gandhiji and Tagore - cleverness through education - his educational thoughts depend upon the philosophy of life.

- Function of education: to bring out complete individuality - teachers should be free from politics, criticism of in world context.
1. Findings of the past studies carried out at M.Ed. level:

**Table 2.8**

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Findings</th>
</tr>
</thead>
</table>
| 1964 | Pathak B.P.         | - Gijubhai contributed a lot in the child centred education in Gujarat.  
- First educationist to give philosophy about child centred education.  
- He talked about a teacher having the sense of nationalism. |
| 1976 | Rodrigues J.        | - Babasaheb has done a lot to educate the down trodden mass.  
- He has established many educational institutions; like schools, colleges & hostels under peoples' educational society.  
- His writings and speeches had left an everlasting effect. |
| 1977 | Thakur Pratibha     | - Here the researcher has found out that Babasaheb has struggled a lot throughout his life and carve a way for his people.  
- He remained active and made his people active/ his institutions for education. |
| 1993 | Gandhi D.K.         | - There are some similarities between Babasaheb and Gandhiji in relation to concepts and thoughts of education.  
- Some dissimilarities are also there. Both were brought up in different life situations. |
should have a willingness to go to village and live there. Bhaikaka expects that student should study science and technology and try to make all out efforts for the upliftment of village.

Studies conducted by Mr. Abhyankar and Mrs. Vyas on J. Krishnamurti help to understand the psychological and the spiritual problems and tend to come out of the uncertainties of life and thought. His thinking provides inspiration and direction to search for realities of life and the ways to come out of them. His thinking on education depends on his philosophy of life. He has discussed about free atmosphere student-teacher relations, parent teacher relations, and relations of teacher and principal. Education in the context of world has been discussed too.

Miss Pathak in her study about Kakasaheb Kalelkar hasn't mentioned any specific method but Kakasaheb has recommended listening imitation and observation as the methods of learning. According to Kakasaheb mother tongue should be the medium of instruction. He lays emphasis on the smooth relationship between teachers and students. He believes in free discipline. He is against the punishment. He has faith in freedom for the development of a child. Parents' participation and co-operation is equally needed. According to Kakasaheb development of sociability,
attainment of virtues, realisation of self, change of heart and attainment of devine life should be the objectives of education.

Mrs. Desai's study about evolution of the concept of education differs from other studies. It presents the conceptual part of educational aims. According to idealism education should lay stress on eternal values like character development and search for truth. According to realism the whole man, the complete man and the skilled man should be the aim of education. Education should prepare man for adult living. According to naturalism fulfillment of individual and social aims should be the aims of education. According to pragmatism co-operation and co-relation should be the aim of education. She has noted curriculum and methods in relation to different schools of thought as mentioned by thinkers of different schools of different times.

In Mr. Navadia's study about Immanuel Kant, the concept of education is discussed very well. According to Kant education is an art. For development of this art instruction is needed. The function of education is to develop the germs lying in man. Kant enumerates various types of education especially public physical
and practical education. Kant gives priority to public education. According to Kant religion as a theology should not be taught to the pupils. Pupils should be taught about ends and means. He should be taught to seek goodness in evil. Sex education should be given at the age of 13 or 14. In it the youth should learn to respect the other sex. Kant suggests that syllabus should project man's dignity superiority and ideal of his perfection. Man should be presented as a rational being. Kant suggests the parents that their children should have experiences of hardships. They should be regular in taking their food.

Three out of four studies of M.Ed. level are centring round an individual. One study is about the comparison of educational thoughts of B.R. Ambedkar and M.K. Gandhi.

In Mr. Pathak's study about Gijubhai Badheka emphasis is given to child centered education. Gijubhai happened to be a national teacher contributed a lot in the field of methodology and procedure of child centered education. He was the first educationist who has given the philosophy of child centered education. He used to teach in a play way and story telling method.

Rodrigues in his study about contribution of Dr. Babasaheb to education gives a brief life sketch of
Babasaheb and describes the contemporary position of the untouchables in India. Being a victim of the contemporary position of Indian society Babasaheb has helped a lot to the down trodden class in the upliftment of their education. He has helped by establishing various institutions and by constitutional ways. He compared the educational progress in different classes of the society and presented a statement to the Government on Behalf of Bahishkrit Hitkarini Sabha.

Miss Thakur has tried to study Babasaheb as an educationists specifically and intensively. In her study emphasis is given to the social philosophy of Babasaheb for the upliftment of the down trodden mass. According to Miss Thakur, Babasaheb has given more stress on religious cultural, technical and women education. He has made use of various news papers for his articles and conferences for his speeches. Both researchers have described the objectives and functions of people's education society established by Babasaheb.

Mr. D.K. Gandhi has compared Babasaheb with M.K. Gandhi in relation to similarities and dissimilarities in educational thoughts.

Both Babasaheb and M.K. Gandhi lay emphasis on character development. Both advise to have freedom,
equality and brotherhood in a school environment. Emphasis is given by both Gandhi and Babasaheb to make student learn himself of herself. Both Gandhi and Babasaheb favoured religious education, but Babasaheb believed that all religious matters must be checked and pass through the test of science. Gandhiji was not so strick in this matter. He was thinking in relation to the foundations of sashtras.

2.10 CONCLUSION:

In this chapter, the review of the related literature is presented. The review of the objectives, methods and findings is done. Some evaluative discussion is there too. The whole presentation can be summarized in the following points:

1) Most of the studies are on the thinking of Indian philosophers. The objectives of the reviewed studies are regarding to some aspects of education, dimensions of thinking, comparison or relevancy of ideas.

2) Most of the studies are executed through library study and historical method. Their analysis and interpretations are descriptive in nature.

3) The findings of most of the studies are about the aims, methods curriculum role and relationship of
students and teachers and the comparison with other thinkers.

With the help of the reviewed studies carried out at Ph.D. and M.Ed. Level, the investigator has tried to get inspiration in preparing the outline for the proposed study about Dr. B.R. Ambedkar.
CHAPTER : II.

REFERENCES

(1) P.V. Mehrotra, R.N. Mehrotra and S.P. Sukhia:

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pg. 74.