

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The present chapter includes a review of previous researches related to the present study. Researcher has taken an attempt carefully to review the research journals, books, dissertations, thesis and other sources of information related to the objectives of the study. Through reviewing related literature, the researcher came to know about the recommendations of the previous researches. Researcher takes an advantage of the knowledge, which has been already accumulated from the constant human endeavor in the form of past researches. Review of the related literature allows the researcher to be acquainted with the current knowledge in the area of the present research. The review of related literature updates the researcher through providing background for understanding latest knowledge on the topic under research. Through the review of previous studies, one can have a clear perspective of the process. By reviewing the related literature, the researcher can avoid the selection of the problem areas which have already been selected earlier. Review of related literature enables the researcher to define the limits of his research study. It helps researcher to delimit and define the problem properly. It helps the investigator with the new understanding and insight which subsequently helps him in proper planning of the study, adopting the suitable methodology, developing tools for the data collection and adopting proper techniques for analysis and interpretation of the data. The review or related literature gives the researcher an understanding of the research methodology which refers to the way the study has to be conducted.

2.1 REVIEW OF RELATED LITERATURE

In this chapter, investigator has reviewed all the possible studies conducted in India and abroad in the area of Culture and Heritage Education, which is related to the present study. Studied were reviewed with a view to examining the overall research methodology, findings and the trends of research in the area of Cultural Heritage Education and especially to identify the research gap, if any. The investigator has presented here under the brief of reviewed studies which have relevance to the present study.

Adler (2002) conducted a study titled, “The role of ‘play’ writing development: A study of four high schools creative writing classes.” The purpose of this study was to understand how adolescents better developed and changed as writers through sustained practice with creative writing, a practice that has been historically marginalized both in practice and in research. The theoretical framework joins literature from the field of child psychology drawing from Vygotsky’s (1978) work on the developmental implications of children’s play and extends that body of work via literary theory primarily that of Derrida (1978) on language play. The term ‘play’ is therefore used here to extend the concept of child’s engagement into imaginary world by situating within the contexts of fiction and of writing. This study examined the curricular conservations that developed in creative writing courses, the types and features of ‘Play’ and encouraged in these settings and any resulting influence on development. The research was conducted on four senior creative writing elective courses in three suburban public high schools in New York. Primary participants included were; 4 teachers and a total of 24 students. Data were primarily qualitative in nature and class room field notes, a series of lectures, students’ interviews and extensive students’ writing samples were taken into consideration. It was found that the teachers and curricula in all sites were successful in fostering self-expression through writing. Though some activities predominated their uses and purposes, were marked by each teacher’s vision about students as writers. Results suggested that many students had difficulty points that would make the play productive, though some instructional features successfully helped. One of the implications of this study is that students need enough structure to keep ‘play’ functional yet enough freedom to allow it to do its work.

Bhattacharjee and Sharma (2009) studied the status of Co-scholastic Activities in the school programme of the elementary schools. The main objectives of the study were: to know the process used by the elementary schools to transact and to evaluate the co-scholastic areas with a view to know the status of continuous and comprehensive evaluation in the elementary schools and to know the teachers’ awareness towards continuous and comprehensive evaluation. Descriptive survey method was used for the study. Total 50 schools were selected under the study. The major findings of the study showed that there were no formal guidelines from the state authority for monitoring and supervision procedures in this regard. Also, no period was allotted per week in the routine for serious pursuit of co-scholastic subjects with addition to that there was no system of continuous and comprehensive evaluation in elementary schools of Assam. There was no formal evaluation process to assess the skills and the capabilities of the

students in co-scholastic achievements. Most of the elementary schools in rural areas were lacking even the basic infrastructure such as proper playground for sports and physical training and separate classrooms for creative activities like art, music etc. Teachers were also unaware of this concept.

Biswal and Srivastava (2005) conducted a study entitled: 'Designing and implementing Co-curricular Activities (CCA) to inculcate social values among B.Ed. students.' The CCA programme was found to be effective under the study in terms of students' conceptual knowledge in all the taken social values for the present study. As a whole the adjusted mean of conceptual knowledge value scores of the experimental group were found significantly greater than those of control group and the CCA programme was found to be effective in terms of students' value perception in all the taken social values. The CCA programme was found to be effective in terms of students' reactions towards the major components of CCA like morning assembly, purely value related activities, special CCA activities, celebration of different days, activities related to community and other aspects of CCA. One of the important findings was that female B.Ed. students had significantly more value perception and conceptual knowledge than their male counterparts in the social values.

Cao (2004) studied incorporation of moral education into environmental education. This article describes the action taken by a school regarding the numerous complaints and criticisms about students' trespassing on lawns, picking flowers, fruits and destroying trees. The school decided to take the opportunity to launch an environmental education campaign to teach students to protect flowers, plants and the environment. Environmental knowledge was integrated into various courses. In addition, secondary educational activities were also organized for instance, moral education was embedded in environmental education by celebrating Environment protection day. By way of activities associated with "protecting flowers, plants and the environment", the level of students' ethical thinking was elevated. Students learnt to care about the environment and other human beings. It reinforced their collective spirit and attitude towards labour and environmental awareness.

Chauhan (1988) studied the religious and moral education in Shakespeare's drama. One of the findings revealed that history affords moral lessons and historical plays highlight the lapse of reason on morality that leads to catastrophe. It is said that the theory of kingship can be deduced from Shakespeare's plays and definitely there lies a connection with morality as it is understood in our personal life.

Das (1991) studied the methods adopted by selected secondary schools in India for development of moral and ethical values and measurement of the value judgment of students of class-IX of these schools. He found that seven selected schools out of the group of schools were found to have very high mean moral judgment score. The findings of programmes and activities of these schools aimed at moral judgment where that one period a week was provided in the school for moral education and brief talks on moral issues were given in the assembly. The other findings were that Yogasanas were taught to the students and Birthdays of religious and social leaders were observed by discussing their lives and work. Teachers observed and recorded the behavior of the students and evaluated their personality in cumulative records.

Desai (1991) studied Gujarati language creativity of the students from Standard VIII to XII with the help of a verbal creativity test. The test was consisted of sub-tests viz. Dialogue writing, Poetry writing, Story writing, Verbal fluency and Sentence fluency with a view to measure fluency, flexibility, originality and elaboration. The test was administered on 750 boys and 750 girls selected from 12 different schools. The test-retest reliability of the test was found to be 0.80. The validity coefficients of the test were found to be 0.41 and 0.48 with the scores on a creativity test and an intelligence test.

Deshmukh (2009) did analytical study of B.Ed. curriculum of the Gujarat in the light of education for Cultural Heritage. The objectives of the study were to study the role of agencies with special reference to education for Cultural Heritage and to analyze existing B.Ed. curriculum prescribed by the North Gujarat University with special reference to education for Cultural Heritage, in addition to study the existing practices both (a) prescribed and (b) practical related to education for Cultural Heritage in Hemchandracharya North Gujarat University (HNGU), Patan. One of the objectives of the study was to identify the training needsof teacher education for realizing the goals of effective education for Cultural Heritage. 55 Teacher education institutes affiliated to HNGU, Patan was the population of the study. By using purposive sampling technique, 20 teacher education institutes were selected. The survey method was employed for the study. The researcher prepared a group interview schedule for collecting data. Qualitative data were analyzed by content analysis and quantitative data were analyzed by using percentage. It was found that agencies like UNESCO, WZCC (West Zone Culture Centre),

INTACH (Indian National Trust for Art and Cultural Heritage) and CCRT were enhancing and imparting in-service teachers' training about Cultural Heritage. It was also found that teachers' training institutes were promoting cultural heritage education through co-curricular activities, educational tours and expert lecture series.

Devi (1996) studied the humanistic education during the Upanishadic period. The objectives of the study were to find out how far the Upanishads reflect a humanistic ideology of educational theory building from the renaissance onwards, to examine the text and formulate the concepts that build up a philosophical base of education and to bring together in one coherent view the ideas reflected by the humanistic psychologists of America in the field of education in 1960. Further analysis focused on the Upanishadic system of education, teacher-taught relationship, and curriculum, and academic institution, methods of teaching and education of women. The genesis and the growth of humanism from Hellenic age till the present time was also evaluated and present time education and Upanishadic ideology were compared. It was found that Upanishadic ideology emphasizes 'Being' and 'Self-realization' as ultimate pursuits and education underscores the same, as they are reflected in Maslow's proposal. The study adds a new dimension by placing it in a comparative framework along with the work of the humanistic psychologists. It adds an understanding to our philosophical heritage in the light of contemporary education

Dong (2003) studied 'Buddhism' as an Education for modern world. The study revealed that how Buddhism can be a beneficial in present day world of digital age. The rapid advancement in technology creates the challenges of complicated changes in life styles, values, behavior and work ethics. Because of the fast pace of life and demands of multi-tasking people are confronted with greater uncertainty. The study mentioned that the present education system had lost its emphasis on filial piety and schools only teach skills that are superficial and not the root of education. It was suggested that teachers should start teaching filial piety to the children as early as possible. Further it is mentioned that 'Buddhism' is an education that will enable us to attain truth, virtue, beauty, wisdom and genuine eternal happiness. Buddhism inspires self-discipline, initiative compassion, tolerance, giving and receiving and so on of both teacher and student. It will be an excellent education model to the current reform of education system.

Dubey (1991) critically studied the status of Value Education at school level during 1947 to 1986. The study focused on the concept and implementation of value education in India at school level in order to ascertain the status of value education to highlight its educational implications. For this purpose, the opinions of the teachers had been studied. Total 404 teachers from the schools of Delhi were selected randomly, for this purpose. Findings revealed that the values like national integration, brotherhood, secularism and punctuality had been highlighted under value education. Songs and legends which highlight socially accepted values, were found missing in the curriculum. Value crisis was observed due to lack of ideal leadership. Also, there was negligence of affective domain in education and concept of value education, in practices.

Dulama et.al (2011) conducted an exploratory research on developing values for secondary school students through the study of art subjects. The main objective of the research was to design, to organize and to carry out learning activities in which students would learn educational values by the study of art subjects followed by analyzing and interpretation of these contexts and behaviors showed by the students. The findings revealed that the materialistic values were noticed among many students like wish for an expensive car, a big house and friends with money. As a fashion, it was noticed that many students from both the groups enjoyed wearing fashionable clothes. As for movies, plays, and music, students from both the groups enjoyed an artistic piece from different categories.

Dwyer (2011) studied on reinvesting in Arts Education to examine recent data from Maryland schools and others. It was found that integrating the arts with other subjects had particularly helped in raising certain achievement levels. The study showed that how visual arts-based instruction improved learning. The study also examined in the schools of North Carolina Oklahoma Chicago and New York. It was found that integrating arts with other subjects helped in the learning process of the students and also increased achievement level of students.

Gakhar (2006) studied the effectiveness of Meditation on academic stress and mental health of B.Ed. students. Sample consisted of 50 B.Ed. trainees. Pre-test Post-test experimental design was used. Academic stress scale and mental health questionnaire were utilized to collect the data. The results revealed that meditation reduces academic stress and it improves mental health.

Gopal Krishnan (1992) studied the impact of Environmental Education on the primary school children. The sample of the study consisted of 1415 children of Vth Standard. For this purpose, 30 schools from three districts (Madras, Coimbatore and Nilgiri) were selected randomly. Environmental Education Test (EET) constructed by the investigator, was used to collect the data. The data in terms of scores were analyzed under 3 heads viz. correlational studies, differential studies and experimental studies. The findings of the study showed that studying Environmental education had significant impact on the children and the participatory learning approach could bring about a better impact on learning of environment.

Joshi (1981) conducted a normative survey with a view to studying the development of Science Education for upper primary classes (Vth, VIth and VIIth) based on environmental approach. The purpose of the study was to locate environmental problems particularly in the state of Rajasthan and to prepare instructional material for the students and teachers in addition to analyze and enumerate the scientific view points and the implications of the problems. The sample comprised of the students studying in 5 percent of the upper primary schools of 18 representative blocks respectively, selected randomly from each region. 50 percent selected schools in each block formed the control group. One section of each class was included from each school. Questionnaire and interview schedule were used as tools. The major finding showed that environment outside the class is potent enough to initiate language and hence, environmental education should be considered essential at least at primary level. The syllabus was not found environmentally oriented during the study.

Kar (1996) did a philosophical study on Value Education. The study was about the need of value education in the present time, types of values and their classification. The author found that there was dissatisfaction with regard to education in India and elsewhere because it was lacking value education in general and the education of moral and spiritual values in particular. That is the reason, why many thinkers, educationists, committees and commissions recommended imparting values through education and particularly moral and spiritual values. But, in spite of the recommendations, value education had remained almost a non-starter in India because of lack of proper conviction in value education.

Kesari (1986) studied the Bhagvad Gita's learning process with reference to modern education. The objectives of the study were to study concepts relating to individual self, absolute self, material world, education for material welfare, fearlessness and the process of education. Other objectives were to analyze the teaching learning process relating to the fundamental causes of all human problems, the ultimate goal of life, the activity method, acquaintance of wisdom, concentration, purification of mind, development of ethical, moral, cultural, human values, development of personality, and national integration all with relevance to modern education. The study was philosophical where various books were written about the Gita and the Gita itself was critically studied and analyzed with special reference to concepts relating to self and absolute self. The findings of the study were that The Bhagwad Gita is a textbook of the teaching learning process to educate man in the development of the inner man. Education Policy and its system were meant to develop the inner man and a human character. The Gita is a text of action philosophy of life for development of the whole personality material as well as spiritual. The Bhagwad Gita gives the right meaning of education conveying that education is life and life is education. Gita's Metaphysical and its teaching learning process is for the development of the total personality for the realization of truth.

Mahanty (2012) studied on integrated value education with reference to India's contribution to the world. The study widely discussed the contribution of Indian literature in providing value education by mentioning the name of the different story books like Hitopadesh, Panchatantras, Jataka, Vedic literature, Sanskrit literature which were full of narration where values are taught in a lucid manner for the young mind to practice and follow. *Veda*, is a unique combination of education, values, science and religion. This study discussed the contribution of the Indian literature from Vedic period to the British period in India.

Maheshwari (2014) studied of morals depicted in Aesop's Fables. The objectives of the study were to study Aesop's Fables critically, to extract the morals, main values, sub values from Aesop's Fables with addition to criticize the characters of Aesop's Fables and symbolize them. Another objective was to classify Aesop's Fables in relation to moral, main value, sub value and symbolism. All the Fables of Aesop were considered as population and among them from alphabetically arranged list fable, no 1, 4,7,10 were selected as sampling. Using systematic random sampling technique content analysis formulated the core question of content Who says?

What ? To whom? Why? Etc. The study contained content analysis and descriptive research method was implemented to carry out the research. Two booklets contained fables of Aesop prepared by the researcher were the tools of research. Findings of the study were total 205 morals which were extracted from selected Aesop's Fables such as, 'Never Trust Your Enemy', 'Wise Enemy is Better than a Foolish Friend', etc.

Ministry of Environment and Forest (1999) stated in the book - a silent revolution for Environmental Conservation, that the involvement of Non- Governmental Organizations (NGOs) in organizing training courses for teachers and in its other chapter, issues in parliament "under the topic of, "consultative commit environmental education meeting focused on forestry issues. Members of parliament also mentioned the need for the participation of people in forestry sector for promotion of afforestation programmes, conservation of wild life and undertaking of plantation by Non- Governmental Organizations (NGOs) and many such activities.

Mohammad (1998) conducted a study on "Islamic Values and their reflection in the Iranian text books" This thesis was an attempt to identify and study the cultural foundations and those religious values underlying the educational systems of today's Iran. The major objective of this study was to study the relationship between Islamic culture, religion and curriculum. The major finding of this study was that school curriculum plays a fundamental role in the Islamization of the post-revolutionary Iranian Society.

Morris and Pallino (2014) investigated western Australian pre-service primary teachers' experiences and self-efficacy in the Arts. A mixed methods study was conducted with first- and fourth-year bachelor students of Education at the Western Australian University. To determine students' arts experiences prior to and during the course, fourth year graduating students were also asked to reflect on their self-efficacy to teach the arts-based subjects on the course. Data were analyzed using descriptive statistics and observations were presented to contextualize. The findings showed that the research emphasized the importance of building self-efficacy to support ongoing personal and professional engagement with the arts.

Nai (2014) did a comparative study of the effectiveness of puppet method and pictorial story method with reference to the unit of social science "our courts" of Standard VI. The objectives of the study were to prepare puppet programme on the unit "Our courts", of social science of subject of Std. VI and to construct an academic achievement test to find effect of

puppet method and pictorial study material. Another objective was to administer and to examine the effectiveness of puppet method and pictorial study materials on students' academic achievement. Two programmes were compared in the context of gender and area. The study was classified as applied research carried out via experimental research population contained all students of Standard VI studying in Gujarati medium primary schools. The sampling of 140 students was selected by multiple sampling techniques. The achievement test on specified unit constructed by the researcher was used as tool. Its internal and external validity were tested satisfactory, self-constructed achievement test was administered and data were examined in context of effects of methods, area and gender through calculation of t-test and f-test. Findings showed that the puppet method was found to be more effective than the pictorial story method with reference to the unit "our courts" of social science of Standard VI. Puppet method was equally effective with reference to area. Pictorial story method was not as effective as puppet method with reference to area. There was no significant effect of the interaction of the teaching method with area and gender on the academic achievement of the students with reference to area and gender.

NCERT (2005) studied the Teaching-Learning practices and Evaluation Procedure in Art Education and observed that all children enjoy creativity in their earlier stage of education but the time they reach class VI they start losing interest in Art Education. One of the reasons why art education has been a neglected area in the majority of schools is placing too much emphasis on the core subjects which have a formalized procedure for assessment throughout the year including tests and exams. Since the assessment of Art Education is not reflected in the marks secured by students not even schools take it seriously. Another major problem is the shortage of trained teachers for teaching art education subjects. Art Education teachers who have undergone training in various visual and performing arts in art colleges for four or six years have very little to do with art education in school. They are trained in their own disciplines but not as educators. They lack training in methods of teaching art to children in the age group of 10 to 15 years. Another reason for declined in Art education was lacking of awareness about career options in art among students as well as teachers. Teachers do not link art education with professional training and apprise the students of awareness of developing these as a career for their livelihood in future. The art teachers need to convince the school administration, parents, and students of the various aspects of art education which students can apply in their day to day life either as artists or as connoisseurs.

Panda (2004) studied Educational philosophy of an epic poem the Mahabharata. The context of the study has been well introduced through an emerging need of revival of Gurukul system or educational need of implicating the ideas of the Mahabharata in our education system, realizing meaning of education, philosophical meaning of the Mahabharata as a social, political, philosophy dealing with *Dharma, Artha, Karma, Moksha* transcendental knowledge of wisdom rising to the reality victory of good over evil. The investigator has adopted philosophical cum historical method for the study. The various learning resources utilized for the study are quite relevant and appealing. The investigator has very well studied Maharshi Vyasa, meaning and importance of the Mahabharata. The findings of the study showed that for a self-realized soul, the entire Cosmos is a manifestation of God. There is nothing more purifying on this earth than knowledge. The mundane man should go through the Bhagwad Gita to liberate the self from Maya. Agriculture (plantation) is helpful for and great deal good for the environment building. The cow protection and cattle grazing are a noble profession. Humanism is one of the important of virtues of divine life. Everyone should perform devotional service. One should always adopt the path of Dharma. One should always adopt virtues but not vices. Everyone should know the good always wins over evil. All round development of body mind and spirit should be emphasized with reference to Religion, Veda, Upanishad, epic poem including the Mahabharata.

Patel (1993) prepared a programme on creative thinking, consisted a bunch of 25 items focusing on the lives of great people and on events from the world history to study its effectiveness. A total of 162 boys and girls from 4 classes of Standard Vth of Gandevitaluka of Valsad district were selected as the sample for the study. Out of 4 classes, two classes were treated as experimental group whereas the other two classes were treated as controlled group. Pre-test treatment post-test design was adopted. The creativity ability test of Patel (1987) was used to measure creativity of the students. A 2x2 factorial design was evolved and ANOVA (Analysis of Variance) was used to analyze the data. The main effects of implementation of thinking programme was significant for the creativity and its two components, viz fluency and originality while under the third component flexibility level could not enhanced by this programme.

Pathak (2009) conducted an experiment on Life skills Education by integrating life skills in practice teaching phase at B.Ed. level during the academic year 2005-06. As a part of that the trainees were oriented about ten core life skills with a view to enabling them to implement life skills education as an integrated approach in terms of lesson planning and designing of learning experiences. This experiment was resulted into a gain of experiences. It was found that teacher educators had shown their interest and commitment in implementing such an innovative experiment. Student teachers had been acquainted with this newer approach with which they could develop their vision in bridging the gap between pedagogical knowledge and behavior. Student teachers could create a natural environment / situation during implementation of this experiment. Different approaches, methods, teaching techniques etc. could be applied by the trainees especially during activity lessons. As the experiment was process oriented, value education was also the simultaneous process during the interactional process. It was concluded that such programme could impart complete education which would empower the students to cope with the challenges of life.

Qureshi (2011) studied of educational implication of the Quran. The objectives of the study were to study education as proposed in the Quran with respect to curriculum, methods of teaching and the role of the teacher to study the educational implication of the Quran for the contemporary educational system with addition to study values cited in the Quran. The findings of the study showed that there are some basic values in Islam and Islam preaches to that. A human being cannot leave without these basic values. All human beings are expected to learn through experiments and work out the details of that process whose broad foundations are given to them in the Holy Quran and whose human example is historically preserved in the life of the Prophet Muhammad Paigambar.

Raval (2006) studied the role of drama in enhancing life skills in children with specific learning difficulties in a School of Mumbai. The study was a reflective account of an Action Research [AR] project set in a drama class room. It was a multi-voiced patch work text which was created and built imaginatively to represent her students and her experiences in drama class room. This was dealt with the questions like, “How can drama be used to enhance life skills in children with specific learning difficulties? And how can one improve one's practice?” This research is concerned with a teacher's capacity to recognize and realize the opportunity of an alternate reality in teaching : The reality of loving and caring for the students

and the reality of an empathetic compassionate and democratic classroom. The foundation of the study was laid when she saw the needy children suffering due to insensitive teaching practices and uncooperative peers and family. She was concerned with the trauma faced by students in the prevalent educational setting in India. Being a well-known Bollywood actress and a drama teacher investigator saw drama as a natural vehicle for explorative and experimental learning and tool for education. As she pointed out the critical and close analysis of her choice using drama as a learning medium. Additionally, the study investigated the influences of AR with respect to methodological structure for implementing and analyzing the teaching learning process. The data were composed of classroom observations and transcripts, a collection of the students work and interviews with their school teachers and parents. The main objective of this research was to enable a gain in positive behavioral change and improved psychological competence in children. This was accomplished through augmentation of creativity, emotional understanding and development, improved self-esteem and notion of the joy of autonomy to enable the students to deal effectively with the demands and challenges of life.

Rao (1986) cited with illustrations different instructional strategies in moral education. The direct approach makes use of precept and authority, stories, Fairy tales, Fables, biographies, proverbs, Slokas, Poems, Parables from suitable background for inculcating values. Various forms of activity approach are social service, hospital service and group discussions. The school administration offers excellent training functioning. The school environment correlation with teaching subjects and a variety of co-curricular activities come under the indirect approach; work experience sets the ground for training in essential values. Incidental approach is yet another effective way to inculcate values.

Ryar and Michale (1988) prepared a programme for developing Creative Thinking Ability (CTA) and tried out on 330 students of grades V, VI and VII of three schools, out of which one school was treated as control group and the other two schools as experimental group. The tools used were verbal and non-verbal creative thinking ability criterion tests developed by the investigator, anxiety scale, self-sufficiency scale, self-done activity scale, parental behavior scale, neuroticism scale, and happy-go-lucky scale and I.Q. (Intelligence Quotient) test. It was found that the experimental group gained more than the control group. The CTA treatment was found to be effective when the different variables like anxiety, parental behavior, self-done activities, schools' achievement, self-sufficiency, neuroticism, emotional stability and I.Q were controlled.

Sarangi (1994) studied the bases and implication of moral education in schools. His objective was to study the extent of utilization of moral education and the interest of children in moral education. The findings showed that the necessity of imparting moral education at primary school level and the themes of prayer conducted by all the schools under the study are "self-control", "God and Goddess" and nationalistic feelings. The other findings were that activities in the morning are: speech on moral education, stories of specific character, inspiring sentences from culture and literature and Guest lectures, discussions, and social services programmes are organized for awakening moral values and instilling good behavior, co-operation and helpfulness among children. Special period of moral education is taken by specially trained teachers and Moral talks and question – answer methods are useful in imparting moral education. News-papers, magazines, radio broadcasts and taps are used by the teachers for moral education. Drawing a relationship across these, three contexts viz. arts education, diversity education and arts - based research creates a dynamic possibility for transformative humanistic school reform for, with and about minorities. Each area offers a unique and complementary set of practices that can engage academic knowledge, identity development and social change in locally specific and relevant ways.

Sharma (1989) carried out comparative studies of educational ideas of S. Radhakrishnan and Bertrand Russell. The objective of the study was to study and to compare the educational ideas of S. Radhakrishnan and Bertrand Russell. The major findings of the study were that both philosophers stressed the need of arousing motivation among children and emphasized on proper balance between freedom and discipline.

Shetty (1993) studied the effectiveness of the programme conducted by Nehru Science Centre in developing scientific Creativity among the secondary schools' students. Sample selected for the study was the group of students attending the programme at the centre mostly from Std. VIII to XI. The tools used were passi's test of creativity observational scale and a scientific creativity, test developed by the investigator to measure scientific creativity "Pre-test - post-test" design was adopted. Analysis of the data was done by comparing test score with observed characteristics according to the characteristics enlisted in the observational scale. It was found that the creativity level of the students was improved with the help of that programme.

Shotwell (1987) studied the descriptive analysis of a magnet program of visual and performing arts in an urban high school. Many affirmative studies have been conducted that arts programs have demonstrated value in children's development and the education system offers, perhaps the ideal medium through which, arts can be introduced to children. This study had two major components. The first involved in the investigation of the origin and development of a significant curriculum project called Victorian Association of Performing Arts Centres (VAPAC), including its program's integration and involvement, the essentials of a five-year plan, the program's needs and demands for leadership to insure a long-term success. The second component involved a survey of students' perception of the VAPAC program as they had actually experienced it. Formal and informal interviews were conducted, which included the program coordinator, the program consultant, the high school principal, parents, students, educators and others to obtain perception of the community at large about the VAPAC program. In addition, available documents such as letters, memos and various reports were reviewed. The study revealed illustration of program involvement and integration, the essentials of a five-year plan, the program needs and VAPAC's strong leadership role in the community at large. The analysis of the survey identified 41 statistically significant findings. The analysis offered strong support that participation in the VAPAC program significantly affected the student's perception for the arts and their decision to remain in the arts as vocation or a vocation. Eight dependent variables gave support that the majority of the students were satisfied with the various aspects of the VAPAC program, and possible changes, which could be made, to further to improve the VAPAC program and make it even stronger.

Senjuliya (2007) studied the Philosophy of The Bhagavad-Gita in managing human relations in school organization. The objectives of the study were to identify the determinants of human relations and to order the identified determinants of human relations according to their significance with reference to study the determinants of human relations as reflected in the Bhagvad Gita. Another objective was to draw an implication from the Bhagvad Gita to manage human relations in school organizations. This was reflective, explorative and speculative study. Findings of the study with reference to effective communication, co-operation, respect, teamwork, responsibility sharing, goal clarity, belongingness, consciousness for role performing, emotional stability and attitude for lifelong learning were found. It also revealed that healthy speech and healthy mind has great effect for healing humans and good qualities lead to team work and team work leads to healthy human relation. Non-conflicting situation and amicability also creates belongingness to each other which definitely leads to healthy human relations.

Sikdar (2008) assessed the effectiveness of training approaches designed for the student teachers with respect to life skills inculcation. It was incorporated different methodologies and approaches in the process of curriculum transaction and the same was evaluated in order to understand its effectiveness with respect to life skills inculcation. The components of the curriculum for life skills inculcation were different curricular activities based on assignment, team teaching, collaborative work, concept mapping, heuristic method, discovery method, workshops, report writing, active learning- approaches and co-curricular activities (like annual day celebrations, cultural activities, garba, newsletter competition, assembly activities, role play, dramas, quiz, blog designing and sports day). The data obtained through questionnaire in terms of student teachers' opinions regarding the inculcation of life skills were analyzed with the help of percentage. The student teachers felt that the employment of best methodologies and approaches over the entire academic year promoted the inculcation of life skills. Some areas namely dealing with grief and anxiety and coping skills for dealing with loss, abuse and trauma were identified for further intervention there by indicating the need to devise approaches to cater to these specifically.

Skinner (1999) conducted a study entitled "Teaching through Traditions: incorporating languages and culture into Curricula". This study discussed the challenges to the perpetuation of American Indian languages and cultures, as well as successful strategies and practices for developing culturally relevant curriculum. Seven values common to traditional Native Education, were identified that could form the basis of a tribal code of education or curriculum and recommendations were offered to move public schools towards equality and equity.

Shastri (2011) carried out a study "An impact of Yoga on anxiety of secondary school students". Students were given practice of Yoga for three months. The objectives of the study were to study the anxiety level of Standard IX students and to study the relationship between age and anxiety levels with respect to yoga. The study was experimental in nature and a pre-test and post-test design was employed. Treatment of yoga was the independent variable and the level of anxiety was dependent variable. To test their anxiety "the test anxiety scale was used to collect the data. Test was used as a data analysis technique. It was found that mean score of pre-tests was 22.40 and mean score of post –test was 15.06. Findings of the study showed that there was

positive impact of yoga on the anxiety level of the students of secondary school as per Gujarat Secondary Education Board (GSEB) guidelines and while considering the gender factors it was revealed that there was a significant difference between gender levels of anxiety in the pre-test for the secondary school students, whereas in the post-test there was no significant difference between the gender and the level of anxiety. This shows that there was no significant difference between the response of males and females.

Shaikh (2014) did an experimental study on the development of values among Std. VIII Hindi Medium students through a film-based multimedia package. The objectives of the study were to develop film based Multimedia package by taking the edited parts of Hindi Films dealing with values of Equality, Co-operation, Patriotism, Respect and Kindness for elders among students and to study the effectiveness of the developed film-based multimedia package in terms of the reactions of the students towards the developed package. The Research design of the study was quasi experimental design. Value Conceptual Knowledge Test, Value Perception Scale and Reaction Scale were used as tools for the data collection. The major findings of the study were that the developed film-based multimedia package for value inculcation among the students, was found to be significantly effective in terms of enhancing students overall Value conceptual knowledge for the taken values. The developed film-based multimedia package was not found to be significantly effective in terms of enhancing students overall value perception for the taken values. The developed film -based multimedia package to teach values was also found effective in terms of the reactions of the students towards the package.

Tomasek and Morton (2006) conducted a study on how classroom Bird-Watch Citizen Science Project is envisioned, implemented and engaged. The respondents included were elementary, middle school teachers and V to VIII grade students. The research project provided a systematic analysis of the scientific processes and related reasoning tasks associated with the citizen science project and the corresponding curriculum. The results showed that citizen science project should be an additional form of classroom - based science inquiry that can promote authentic features of scientific inquiry and engage students in meaningful ways.

Waldrap (1984) studied to know the effects of an Art programme on the readiness skills of Rural disadvantaged Kindergarten children. The sample was composed of the kindergarten teachers and students from a rural low-income Mississippi Delta Public School. It was

hypothesized that there would be no significant difference in the readiness skills of Kindergarten Children and in the attitude of the teachers towards Art education programme, before and after, the implementation of the programme. A systematic and sequential Art education programme and a modified program employing Afro-American arts and crafts were incorporated into the regular kindergarten program for six weeks. An attitude scale was used to know the teachers' attitudes towards Art education through Pre-test, Post-test and a t-test. An analysis of variance was used to compare the difference of the two groups Lollipop Test scores. Findings of the study showed that there was no significant difference in the attitude of teachers towards Art education before and after implementation of the Art education programme. A significant difference appeared in the readiness skill of Kindergarten children in two sub tests and total Lollipop Test scores, which could be attributed to the employment of Afro-American arts and crafts in a systematic and sequential Art education program.

2.2 IMPLICATIONS FOR THE PRESENT STUDY

A total of 41 studies were reviewed by the investigator. The categorization of the reviewed studies has provided the following implications for the present study.

Ryar and Michale (1988), Desai (1991), Patel (1993), and Thakar (1996) focused on development of Creative Thinking Ability with the help of appropriate treatment. Creative Thinking can be considered as one of the domains of culture, named '**Idea**'. Their studies were related to the sub domains of Culture and Heritage like language, history and literature. They also studied the effect of certain variables like intelligence, sex, caste and parental education on Creative Thinking Ability. The samples for the above studies were from school students of Standard V to XII.

Das (1991), Dubey (1991), Sarangi (1994), Kar (1996), Chauhan (1988), Rao (1986), Kesari (1986), and Mahanty (2012) studied the concept of Value Education and the basis and implication of moral Education at primary school level, while Dulama et.al. (2011) practically carried out some learning activities at secondary school level for developing values. Maheshwari (2014) studied on moral mentioned in Aesop's fables; Dong (2003) studied *Buddhism* Education while Mohammed (1998) studied on *Islamic Values*. Devi (1996) studied the humanistic education during *Upanishad* period, Panda (2004) investigated epic poem of the *Mahabharat* and Qureshi (2011) explored the educational implications of the *Quran*. Sharma (1989) studied

educational ideas of S. Radhakrishnan and Russel. Cao (2004) studied moral education into environmental education. These studies were based on the important domain of culture, which is 'Norms' which were literally related to sub domains of culture like performing arts, films, knowledge system and cultural practices.

Sikdar (2008) and Pathak (2009) implemented life skills Education programs for the student teachers and studied its effectiveness. Raval (2006) also studied the role of Drama in enhancing life skills in children. She was also concerned with teachers' capacity to recognize and realize the opportunity of an alternate reality in teaching. Further she saw drama as a natural vehicle for explorative and experimental learning tool for education. Senjuliya (2007) studied the philosophy of *The Bhagwat Gita* in managing human relations. Deshmukh (2009) studied about Cultural Heritage and Nai (2014) studied on effectiveness of puppet method. The above studies were related to the domains of Cultural Heritage Education like language, literature, performing arts and films.

Joshi (1981) and Gopal Krishnan (1992) did various researches on Science and Environmental Education. A silent revolution for environmental conservation (1998-99), Biswal and Srivastav (2005), Tomasek and Morton (2006), Bhattacharjee and Sharma (2009) and Morris and Paolino (2014) carried out their research studies based on various CCA programs, Bird-watch citizen science project and co-scholastic activities in Pre-Service Teacher Education at elementary level. They suggested the importance of CCA and co-scholastic activities for the development of Social Values, Scientific inquiry and various Educational skills. The above studies were based on the domains of Culture and Heritage like natural heritage, language, knowledge system and cultural practices.

In addition to this Skinner (1999) and Adler (2002) through their studies suggested for incorporation of languages, play (drama) and culture into curricula. Shastri (2011) carried out a study, "An impact of yoga on anxiety of secondary school students". Gakhar (2006) studied effectiveness of yoga and meditation. Shetty (1993) studied scientific creativity for secondary school students. NCERT (2005) suggested integration of the Art education in teaching learning process, Waldrap (1984) studied effectiveness of art programme and Shotwell (1987) studied on visual and performing art while Dwyer (2011) studied about art education. The all above, suggest the need of successful strategies and practices for developing culturally relevant curriculum and promoting Cultural Heritage Education at school level.

Since the term ‘Cultural Heritage’ covers a variety of domains, it is necessary to incorporate all the domains under the strategies and practices related to Cultural Heritage Education. On the basis of the reviewed studies, it was observed that no study had entirely focused on CHE with respect to its major domains. Also, there is a dearth of study specifically based on studying effectiveness of Cultural Heritage Education Programme with respect to its various domains. Considering this as a major research gap, the investigator has selected the present study with a view to getting the answers of the following research questions.

- a) Are the domains of Culture and Heritage merged in the existing school curriculum?
- b) What sort of intervention programmes is needed at school level to achieve the objectives of Cultural Heritage Education (CHE)?
- c) Which specific inputs are to be included in the activities related to CHEP?
- d) Is there any impact of promotion of Cultural Heritage Education on students’ knowledge regarding Cultural Heritage Education and its domains?

2.3 CONCLUSION

The school imparts adequate learning experiences for the knowledge enrichment of culture and heritage. As a result of which a better and happier society can be ensured. The school transmits “Cultural Heritage” and recognizes and reconstructs human experiences for the promotion of culture and civilization. School is an institution, where students belonging to different religions, castes, creeds and social hierarchy study together and bond freely with each other in a friendly environment. They also develop sympathy, co-operation, tolerance, teamwork and respect for the others in a natural way. Thus, secondary school education is an important agency to develop cultural pluralism among the students. It is an important function of school to transmit and conserve the culture. Thus, secondary education is an important stage for the holistic development of students through promoting Cultural and Heritage education.

A review of the literature yielded encouraging evidences as to the effectiveness of CHEP to increase academic achievement of students in general, and making the teaching learning process more interesting-enjoyable-prolonged, in particular. Very few studies are available focusing directly on the development of CHEP in education but they were done keeping in mind the requirements of the learners, which is in terms of the hard spots of learning for them.