

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Once the researcher has decided on a general research question, he needs to equip herself/himself with sound knowledge in the topic-related area. A literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. The researcher will find out exactly what others have learned in relation to his/her chosen area. This process will also help frame and focus the research questions and move closer to the hypothesis or focused question.

A Review of Literature means the literature that is related to research study. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

2.1 IMPORTANCE OF REVIEW OF LITERATURE

The review of literature is important because:- A review of the related literature gives the scholars an understanding of the previous work that has been done.

1. It enables one to know the means of getting to the frontiers of the problem; until the researcher has learnt what has been done and what still remains to be done in the area; he cannot develop a research project that will contribute to furthering the knowledge in the field.
2. A review of literature would develop the insight of the investigator. The information thus gained will save the researcher much time.
3. It delimits the problem and defines it better.
4. It will give the student the insight needed to convert his tentative research problem into a specific and concise one.
5. It can alert the researcher about research possibilities that have been overlooked.
6. The review of literature provides an opportunity to gain insight into the methods, measures, subjects, and approaches employed by other research workers.
7. This will lead to significant improvement of the research design.

A Survey of related studies was undertaken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results.

The studies reviewed are mainly on educational problems of the Secondary pupils. The available literature related to the present research work has been reviewed and presented under three heads viz.

2.2 PREVIOUS RESEARCHES

Yadav Ompal (2015) conducted a study on “A comparative study of awareness towards RTE 2009-10 in between teachers & parents.” Objectives of this study were : To study of changing attitude towards RTE, 2009; To study of effectiveness of RTE,2009 for boy and girls at primary and upper primary level; To study of changing his attitude towards RTE, 2009 in male & female parents. Findings of this study were found that all the parents who were concerned with primary and upper primary level children has been more aware for implication, practiced and knowledge in urban areas than rural areas and effective knowledge for practiced in education field because knowledge resources are better in urban areas.

Kumar, Meghana (2012) Studied the problems of implementation of the Right of Children to Free and Compulsory Education Act 2009 with a particular focus on the grievance redressed process or mechanisms set out in the Act designed to get children that are out of school, into education. To do this, the study focuses on one specific area in Delhi, namely a slum pocket called Zakhira in Karolbagh zone, one of the 12 zones into which Delhi has been divided by the Municipal Corporation of Delhi (the “MCD”) for the purposes of administering the city. The case study is divided into five parts.

Dixon, Pauline (2012) studied the new Right to Education Act (RTE) comes an exciting opportunity to change the way private unaided schools are regulated and gain recognition in India. The role of the private unaided sector in India is crucial for achieving “Education for All”. The RTE Act provides an opportunity for state governments to explore ways in which to assure even better quality from private unaided schools. This paper outlines an alternative strategy for the regulation of private unaided schools, allowing them to continue to make a significant contribution to “Education for All”. The paper is set out as follows. First, the research findings concerning private unaided unrecognized schools in India are reviewed. Secondly, the recognition norms as set out in the RTE and the ‘Model Rules under the Right of Children to Free and Compulsory Education

Act' 2009 are specified. And finally alternative systems of regulation from both developing and developed countries are considered in order to provide examples of forms of regulation that could now be adopted and adapted for the private school's market in India.

Ashak And Kamath (2011) conducted a study on RTE Act 2009. **Objectives of the study was:** To find the difference in level of awareness on RTE Act 2009 among male and female elementary school teachers; To compare the awareness RTE Act 2009 among the elementary school teachers belonging to urban and rural areas; To compare the awareness on RTE Act 2009 among the elementary school teachers belonging to government and private schools. **Methodology:** The study was undertaken with a view of finding out the awareness of Elementary school teachers on RTE Act with respect to Gender, Locale, and Type of school. **Tool :** A Questionnaire was developed by the investigators which covered five aspects of the Act. They were Responsibilities of schools and teachers, Norms and standard for a school, School management Committee, Appropriate Government and Protection of Right of Children. There were a total of 30 multiple choice questions and each right answer was awarded one mark. In conclusion no significance difference found in level of awareness on RTE Act 2009 among male and female elementary school teachers.

Guptha R. & Sankar D. (2002) conducted a study on the constraints that contribute to a particular child ever getting enrolled, not enrolled or dropping out? Supply side factors like the quality of schooling, especially in the government sector, is definitely one reason for slow update of education. About 13 percent were not correctly enrolled in schools, about 3 percent were not attending schools regularly. Why do teenagers drop out from school or attend school irregularly? The analysis finds that economic status of households, education of parents, social class and gender are the most significant variables that determine

Budhpriya (1995) While dealing with the causes of dropouts- states “reasons given by parents for not enrolling a child in the school or withdrawing him/her from the school range from the expense of schooling need of child help financially or regard to house work and looking after younger children”.

Pandey (1993) forwarded that of every 100 S.C females students taking admission in class1;majorityof them(77%)did not complete their 8 years of schooling and dropped out before completing the primary education. The constraints in their education and also given.

National policy on Education (1986) was formulated and was further updated in 1992. The NPE 1986 provides a comprehensive policy frame work for the development of education up to the end of the century and a Plan Of Action (POA) 1992, assigning, specific responsibilities for organizing, implementing and

financing its proposals. From 1968 onwards, goal has been 71 to set apart 6% of National income on education, Inspire of resource constraints as well as competing priorities, the budgetary expenditure on education. by Centre and States as percentage of Gross National Product has steadily increased from 0.8% in 1951-52 to 3.3% in 1994-95

Sethu Raman. A. S. (1980) It was a study of the utilization of educational facilities in Bangalore city vis-à-vis their social and economic background. The study revealed the fact that the mothers in unskilled occupations contributed highest percentage of drop-outs while housewives contributed highest percentage of regular children. It was observed that the size of the family was an intervening factor. The tendency for when the number of children in the family was more than two.regularity in attendance was higher when the number of children in the family was less than two and it was lower

Raj, N. K. (1979) in his study pointed out that the percentage of drop-outs differed among different categories of parental occupation. The number of drop-outs was high among children whose parents were manual labourers. For the drop-out the constraints like socio- economic aspects, the family situation factor, the economic factor, and the perception of schooling factor were identified.

Aikara (1979) conducted a study on education of out of school children. The study intended to get a preliminary idea about the magnitude of the problem of out

of school, children of the school going age and to find out the causes of the problems and to explore the possibilities of introducing a programme of open learning that would take care of the educational needs of the out of school children. The findings of the study are that the out of school children are from a relatively poorer educational occupational and economic background. Poverty and poor educational and economic background stood as constraints to enter school

Dewasthalee (1978) conducted a study on the “Present Secondary Education Curriculum of Standard V to X in Maharashtra with the following objectives: To investigate the degree and extent of vocationalisation achieved through present secondary education curricula; To locate different areas in which vocationalisation can be achieved; To frame syllabus of different vocationalised courses in different areas that can be introduced at all levels of secondary education. Data was collected through interview, observation of teaching and visit to vocational and industrial institutes. The study revealed that the academic atmosphere was in favor of vocationalisation. The researcher had pointed out that vocational courses should be introduced for the drop outs and in the vocational courses emphasis should be made on practical aspects.

Sharma (1977) investigated type of school building, type of school, educational equipment's, the role of teachers in shaping the attitudes of students and other allied factors. He considered education as one of the significant elements in harnessing the process of change to the advantage of the local community.

Rajagopalan (1974) conducted a study on “Educational progress and problems of students in Karnataka.” The study revealed that 30% of the students lived in hostels while their parents lived in villages, economic dimensions of the students were uncomfortable and domestic work seemed to come in their way. The amount given as scholarship was inadequate.