



CHAPTER –II

REVIEW OF

LITERATURE

CHAPTER: 2

Review of Related Literature

2.1 Overview

In the first chapter, researcher stated the problem, brought out its significance, formulated the objectives and research questions. In the present second chapter, researcher presents with the research studies conducted in the field.

2.2 The Review

1) Duze C.O. studied in 2010 average distance travelled to school by primary and secondary school students in Nigeria and its effect on attendance by stratified random sampling in three states and find that majority of children travelled more than the stipulated 1km up to 5 km maximum to school indicating that many schools were located far away from children's home and this affected attendance adversely.

2) Report of National Advisory committee appointed by MHRD govt. of India in 1992 in the chairmanship prof. Yash Pal (Yash Pal Committee report) of on learning without burden to advice on improving the quality of learning while reducing burden on school students. In this report they explain about curriculum load to students, problems faced by them and roots of the problem, recommendation to overcome these problems.

3) A report by R.B.L. Soni on Status of implementation of RTE act- 2009 in context of disadvantaged children at Elementary stage in India. Selected 7 states of India these are Jharkhand, Delhi, Gujarat, Orissa, Kerala, Andaman & Nicobar, Pondicherry, Uttarakhand, Andhra Pradesh Data collected with the help of interview, checklist, observation schedule and find most of the state's schools are aware norms of RTE-2009 except 25% reservation for children with disability but implementation is not up to the mark. In some states they are not provided facilities which government mandate for them. Most of the parents are also unaware of RTE-2009.

4) A draft report by RTE forum on status of implementation of the right to free and compulsory education Act-2009: year three(2012-2013). In this study it is

also found about social access of school that 77% of the school comply with the neighborhood norm as per the RTE norms and therefore within the reach of the community. More than 90% of primary and upper primary schools of Karnataka, Gujarat, and Haryana, Himachal Pradesh and Madhya Pradesh and more than 80% schools in West Bengal, Orissa, Uttar Pradesh, Tamil Nadu and Andhra Pradesh meets the neighborhood norms. States that need more efforts to established schools as per neighborhood norms are the North Eastern States (Assam & Manipur) and States like Rajasthan.