

**Chapter 2**  
**Review of Literature**

## CHAPTER-2

### REVIEW OF LITERATURE

#### 2.1 Introduction

Review of the related studies has a vital importance in the research work. A careful review of the research journals, books, dissertations, theses, and other sources of information related to the problem to be investigated is one of the important steps in the planning of any research study. By reviewing previous literature, one can bridge the gap between old and new knowledge. It guides the investigator to know about the amount of work done in the discipline in which he is going to conduct the research. The investigator gets an impetus to do his work because he does not feel that he has entered into an unknown sphere but becomes confident that he is doing the work systematically and correctly. Without knowing the past, one cannot do something new in the field.

In the light of above said facts, some related studies have been reviewed as follows-

#### 2.2 Studies Related to the Awareness and Opinions of the Teachers

**Ranganathan (1967)** took a bird's eye view of the Education Commission's recommendations, dwelling on such aspects as the pattern and nomenclature of the educational stage, the curriculum and methods of teaching, the place of libraries and text-book production in 'BluePrint for National Education'.

**Boylu and Kardas (2020)** conducted a study on the views of teachers and students on slang in teaching Turkish as a foreign language. Based on the findings of the study, it was concluded that the majority of teachers and students generally had a positive opinion about the learning. In addition to this result, teachers stated that this situation which students use without knowing the meaning of some words may cause problems in their social environment.

**Yasmin and Rumi (2020)** conducted a study on the impact of Pre-primary Education on Children in Bangladesh. Results delineated that the majority of the respondents consider that pre-primary education is important for children's early age learning to compete in this changing world and ensure better communication for young children.

**Saloviita (2020)** conducted a study on attitudes of teachers towards inclusive education in Finland. The results illustrate the attitudinal climate of teachers towards inclusion and indicate the existing potential for policy change.

**Argawati and Suryani (2020)** conducted a study on Project-based learning in teaching writing: the implementation and students' opinion. The results of the study found that the implementation of project-based learning in teaching writing worked well. It could be seen from the student's responses during the implementation of this method as they gave positive opinions toward the method used; they were actively involved in the learning process.

**Virgin and Bharati (2020)** conducted a study on teachers' perception, plan, and implementation of portfolio assessment in students' writing assessment. From the results of the analysis, the study revealed that both teachers had a positive perception of portfolio assessment in students' writing assessment. That was indicated from their agreement and positive thoughts on portfolio development and implementation, its effectiveness as an educational tool and its influence on the instructional practices, teacher and students' roles and responsibilities during the portfolio development.

**Birdi and Hardev (1990)** conducted a study of the implementation of National Educational Policies in India. Major findings were: 1. The policy decision of 1814 by the British Government to develop oriental languages can be called the first policy on education in India. 2. In 1813, it was for the first time that the British Government decided to grant one lakh rupees for the development of oriental languages in India. But the provisions of the Charter Act of 1813 were not given practical shape for about twenty years, because of a controversy between anglicises and orientalis. 3. Lord Macaulay's Minute of 1835 set the controversy to rest. It was decided that a sum of one lakh rupees would be spent on the propagation and development of the English

language. Lord William Bentinck through his Government Resolution dated 7 March 1935 accepted this resolution, which may be called the Second Policy Resolution on Education.

**Jaseena (2011)** conducted a study on Study on the Awareness of M.Ed. Trainees related to Right to Education to find out the awareness of M.Ed. students about Right to education and to study the effect of gender and type of management of the institution on the awareness of Right to Education Act, 2009. The findings of the study revealed that male M.Ed. students possess a significantly higher awareness about the Right to Education Act, 2009 than the female M.Ed. students. And the management of the M.Ed. College does not affect the awareness of the Right to Education Act, 2009.

**Dey and Beck (2011)** conducted a study on The Right of Children to Free and Compulsory Education Act 2009: Teachers Perception to study the awareness and opinion of teachers towards the Right of Children to Free and Compulsory Education Act, 2009. The findings of the study revealed that in most of the cases it was observed that the senior teachers were less aware about the RTE Act, 2009. Senior teachers were not interested in materializing the Act by heart and hand. Though the junior teachers were a little bit more ahead than seniors still then it was not impressive and satisfactory. It was also found that most of the teachers were not in favor of prohibition of admission tests, and a failing system in elementary education.

**Kumar and Sharma (2011)** conducted a study upon Parents and Teachers Awareness related to Right to Education Act 2009 to assess the level of awareness of teachers and parents of primary to upper primary level students regarding the RTE Act, 2009. The findings of the study revealed that the teachers were more significantly aware than that of parents.

**Malik, et al., (2013)** conducted a study on awareness of prospective teachers related to Right to Education Act to find out the level of awareness of rural and urban prospective teachers about Right to Education. The findings of the study revealed that the urban and rural prospective teacher's ratio is high; there is a necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students.

**Gadam (2013)** conducted a study on awareness of the teachers about their responsibility under Right to Free and Compulsory Education Act to study the impact of working experience of teachers on their awareness of the responsibility under Right to free and compulsory education Act and to study the impact of educational qualifications of teachers on awareness of the responsibility. The findings of the study revealed that there is a significant impact of teachers' working experience on their awareness of the responsibility under RTE Act, 2009. Those teachers' working experience is high; his/her awareness of the responsibility under the Right to Free and Compulsory Education Act is high; and those teachers' working experience is low his/her awareness of the responsibility under the Right to Free and Compulsory Education Act is low. And there is a significant impact of the educational qualifications of the teacher on their awareness of the responsibility under RTE Act, 2009.