



CHAPTER II
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2.0 INTRODUCTION

The review of related literature enables the research to define the limits by reviewing the related literature; the researcher can avoid unfruitful and useless problem areas. It gives the researcher an understanding of the research methodology which refers the study is to be conducted. The knowledge of related literature brings the researcher up to date. A careful review on various research, journals, books, dissertation and abstracts helps to find out the knowledge that has been gained in the past year and proceed further.

A literature review is an evaluative report of studies found in the literature related to your selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research. Select a limited number of works that are central to your area rather than trying to collect a large number of works that are not as closely connected to your topic area. A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and your field of research.

2.1 PURPOSE OF THE REVIEW

The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in physical nature or social science. The review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we learn what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus, the literature in any field forms the foundation upon which all future work must be built. If we fail to build the foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicate work that has already be done better by someone else.

Although the importance of a thorough review of literature is obvious to everyone, this task is more frequently sighted than any other phase of research. We must always be tempted to let a sketchy review of the literature suffice so that we can get started sooner on our research project. We, however, should make every effort to complete a thorough review

before starting our research because the insights and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve the chances of obtaining important sufficient results.

Before reviewing briefly the methodology of cost-effectiveness analysis, it is important to differentiate it from a closely related evaluation tool, cost-benefit analysis. The approach to measuring costs is similar for both techniques, but in contrast to cost-effectiveness analysis where the results are measured in educational terms, cost-benefit analysis uses monetary measures of outcomes. This approach has the advantage of being able to compare the costs and benefits in monetary values for each alternative to see if the benefits exceed the costs. It also enables a comparison among projects with very different goals as long as both costs and benefits can be placed in monetary terms. In education, cost-benefit analysis has been used in cases where the educational outcomes are market-oriented such as in vocational education or in consideration of the higher income produced by more or better education. It has also been used in cases where a variety of benefits can be converted into monetary values such as in the noted study of the Perry Preschool Program discussed in W. Steven Barnett's 1996 book. In most educational interventions, however, the results are measured in educational terms rather than in terms of their monetary values.

2.2 REVIEW OF RELATED LITERATURE

- **Ashok Alex Philip (1992).** in his study on “Cost Analysis in Higher Education in the State of Kerala”.

Objectives:

- a. To identify the trends in expenditure in higher education
- b. To find out the consumption pattern of students of higher learning
- c. To identify the determinants of costs, both internal and external
- d. To find out the pattern of student cost for various courses at the University level in Kerala.

Findings: Direct private cost of higher education for a student depends on his / her family income; status and earning potential and transport cost, hostel expenses, pocket expenses, tuition cost, stationary cost etc.

- **Cini, C. K., (1999).** in her study on “The Cost-benefit Analysis of Arts Education in Thiruvananthapuram District”.

Objectives : To find out the private cost per student at different levels of Arts education namely, at the B. A. level and at the M. A. level.

Findings: Private cost per student at B. A. & M. A. level education.

- **Patrick J. McEwan, June 2012.** Cost-effectiveness analysis of education and health interventions in developing countries, Wellesley.

Objective : To measuring the effects of interventions through cost- effectiveness analysis method. To check the total expenditure of cost effectiveness analysis and issues in conducting CEA.

Findings: CEA is a useful but under-utilised tool to inform resource allocation decisions for a range of education and health interventions that share common measures of effectiveness. Finally, it bears emphasis that impact evaluation and accompanying CBA or CEA are not the only ingredients to policy decisions. Among other factors, the policy decision must weigh the financial sustainability of the policy and political constraints to its effective implementation and scale-up. This paper has argued that good cost analysis is a very necessary, albeit insufficient condition for sensible decisions about resource allocation in health and education.

- **Veugelers and van der Ploeg (2008).** Efficiency and effectiveness of public expenditure on tertiary education in the EU: The findings of the peer review support that more autonomy and performance-based management matter for performance of TEIs in terms of teaching and research outputs. Though efficiency matters, it would be crude to conclude that only efficiency matters, dismissing the amount of spending as irrelevant. Similarly, adequate resources seem to be a necessary but not sufficient condition for efficiency of expenditure.

- **Weimer, D. L., & Vining, A. R. (1992).** Policy analysis: Concepts and practice (2nd Ed.). Englewood Cliffs, NJ: Prentice Hall. Fairly technical discussion aimed at professional policy analysts; assumes a background in economics. Useful discussion and flow chart distinguishes five related approaches and when they are appropriate to use: Benefit-Cost Analysis, Qualitative Benefit-Cost Analysis, Modified Benefit-Cost Analysis, Cost-Effectiveness Analysis, and Multi-Goal Analysis. Appropriateness of each method is determined primarily by 1) whether the relevant impacts and inputs can be readily quantified and monetized, and 2) whether there are goals or benefits other than economic efficiency which need to be incorporated into the analysis.

- **White, K. R. (1988).** Cost analyses in family support programs .In H. B. Weiss & F. H. Jacobs (Eds.), *Evaluating family programs*. New York: Aldyne de Gruyter. Suggests use of general term "cost analyses". Basically takes a sceptical approach, noting that "present conceptualizations of cost analysis are overly simplistic, expectations are unrealistically high, and much of what is labelled as cost-effectiveness or cost-benefit research suffers from serious conceptual and methodological inadequacies".

- **Rossi, P. H., & Freeman, H. E. (1993).** *Evaluation: A systematic approach* 5th std. A standard evaluation text. Rossi and Freeman take the position that while "efficiency assessment" (their term for cost-benefit and cost-effectiveness analyses) is highly technical therefore not always feasible, all program evaluators should at least have some understanding of the basic concepts involved. This is because impact evaluations always implicitly involve issues of how much effort or cost is required to achieve a desired outcome.

- **Callor, S., Betts, S. C., Carter, R., & Marczak, M. (1997).** *State Strengthening Evaluation Guide*. Tucson, AZ: USDA/CSREES & University of Arizona. Program development and evaluation manual designed by the Evaluation Collaboration for use in State Strengthening Projects. Based on the five-tiered model of evaluation of Jacobs (1988).

- **Barnett, W. S. (1993).** *The economic evaluation of home visiting programs. The Future of Children: Home Visiting, 3*. Centre for the Future of Children, the David and Lucile Packard Foundation. Barnett is a strong advocate of more use of cost-benefit or cost-effectiveness analyses in evaluations of social programs. He has been involved in conducting several influential cost-benefit studies of home visiting and early intervention programs (including the well-known Perry Preschool Program study), and reviews several others. He argues that it is more feasible than most evaluators believe, and provides a relatively detailed discussion of steps and procedures.

- **C. A Brown (2001).** *Cost effectiveness of continuing professional development in health care: a critical review of the evidence*. The result is difficult since uniform methods of costing or analysis were not applied. The "ingredients" included in the costs analyses were not identified in a standard form: development costs and the opportunity costs of the participants needed to be included. In addition, the resource implications of an educational intervention (such as for additional screenings) would need to be included in a cost benefit analysis but not in a cost effectiveness analysis. Often, the evidence seemed to be directed at both forms of analysis, despite these analyses being methodologically and purposively.

2.3 SUMMARY

The review of the literature is an important part of research and is also carried out in educational research. The review of the literature in educational research provides us with the means of getting to the particular fields of knowledge. Until researcher learns what are the studies already under taken and what remains still to be studied, s/he cannot develop a research project that will contribute to furthering knowledge in that field. Thus, the literature in any field forms the foundation upon which all future research work must be built. All the above define reviews help to researcher get the new direction for his/her study.

