REVIEW OF RELATED LITERATURE

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.

(i ) Studies abroad (ii) Studies in India (iii) Studies in Kerala

Studies Abroad

Many studies have been conducted abroad in the area of Secondary education, But most of them concentrate on wastage and stagnation.
The Allama Iqbal University of Pakistan\textsuperscript{1} started Women’s Secondary Education Project through Distance Learning in 1986. The main objectives of the studies are (1) To increase and diversify educational opportunities for girls and women who gave little access to the formal education system because of socio-economic constraints. (2) To offer an alternative curriculum through distance learning courses, and provide an educational qualification which is equivalent to SSC education in the formal system. (3) To offer women, for their economic independence, functional and skill-oriented courses related to their needs. (4) To produce viable and well-balanced curriculum that offers sufficient and relevant courses predominantly for rural women. (5) To enable those who have completed the programme to obtain the SSC, and (6) To make distance learning at SSC level for planned and sustainable programme.

A report from an Inter Academy Council\textsuperscript{2} states that there are also constraints for girls who remain with their families. While tuition and test books at the pre-college levels are often provided at negligible cost in the more prosperous economies, they are frequently a major financial constraint to people in developing countries. Parents generally spend what income they have on educating and even when money is available for educating daughters these children are often put to working for their families doing a variety of domestic tasks. This practice leads to poor performance at school or even dropping out of
formal education. altogether. In Ethiopia, for instance women have a greater chance of dying in childbirth than of finishing primary education.

Ross (1961) in an article about the social factors that act as constraints in the achievement of students in American elementary and high school, says “yet despite the importance of intelligence, a considerable portion of the differences among individuals must be accounted for in other terms. Part of the remaining variation is taken up by socio-economic status, higher the occupation of the bread winner in the students family, the greater his level of achievement. However, it should be pointed out that though socio-economic status play a role in achievement, it is not entirely clear how it does so.

In the study Sigmund A Boloz And Richard Varrati (1983) the most consistent constant was the socio-economic status of each student family. A strong relationship between academic achievement and SES held true across all three academic test areas and for all grade levels expect twelve. Many students who were eligible for free and reduced launches at this grade level did not fill out an application

The Allama Iqbal open University (AIOU) of Pakistan started the Women’s Secondary Education project through distance learning in 1986. The intention was to make Secondary Education available to women who did not have access to formal high schools after completing middle-level education. The project was designed to cater to the educational needs of rural women who
are denied access to the formal education system because of social and economic constraints.

Buzzell and Gale (1987) define strategy as the policies and the key decisions adopted by management that have major impacts on financial performance. Schools in the Emirates, begin mostly privately funded do have constraints on both financial and manpower resources. When a School is effective, the recruitment of students increases and this affects the school’s financial performance.

Grey and Warrender (1992) examined the financial constraints and suggested way of reducing costs of technical and vocational education in developing countries and recommended (1) to improve the ratio between measuring in puts and outputs,(2) to increase the quality of the output focusing on the central purpose.

Threlfall,M. Langely (1992) studied the constraints on the participation of women in secondary education and pointed out that the factors are geographical, socio-cultural, health, economic, religious, legal, political and administrative. The study recommended that to provide more scholarships to enable students from poorer economic backgrounds, to consider for feeding schemes in primary secondary school; to improve educational policy implication at the local level and to provide adequate accommodation.
Lankard (1994)\(^9\) studied problems in the implementation of integrated curriculum and instruction in vocational education and found that integration lies solely on teacher commitment and co-operation.

Veugelers (1995)\(^{10}\) pointed out the role of teachers in influencing choice of goals and suggested that better attitude and effort will enhance effective implementation of the programmes.

Culanculan (1996)\(^{11}\) studied the problem of linking employers with educational institutions in Philippines in order to improve education. Lack of incentives, lack of capability, weak information links, lack of curricular resources and poor quality training affect proper linking.

Sukati Correl Watter Sanukela (1996)\(^{12}\) has considered the relevance of current Swatiland Secondary School education to the socio-cultural environment in which the educational process takes place. The following criteria were established that were used to evaluate the planning of Secondary Education.(1) That the planning of secondary education should take into consideration the aspect of reality that encompass the relation between education and the life world. (2) That the educational planning process should follow established and accepted planning methodologies. (3) That the planning should take into account the ancillary service needed in the educational process.
Dwyer and Others (1997) studied student aspirations, experience and outcomes to identify the constraints in the participation in and effective delivery of Vocational Education and Training (VET). The study revealed that VET is useful for future employment, personal development and barrier to participation is under valuing of VET.

Brown (1998) in a study conducted to find out the problem for raising employment and earnings of youth and adults through vocational education found that programmes targeted to a specific segment of the population or a specific area of need have been especially successful in increasing employment and earnings of programme computers. The research also revealed that skill development (academic and vocational) is only one constraint impeding continued education and employment of population and need vocational education connecting assessment counselling, mentoring, resume writing, referral placement in fulltime position, follow up and continued educational opportunities.

According Nithi Muthukrishna (1998) an ongoing problem at the school was the fact that children had no birth certificates. This made the admission process very difficult because the department of education has ruled that no child without a birth certificate should be enrolled at the school. Parents would not register their children and obtain birth certificates for various reasons: financial, apathy, time constraints—many parents work away from home,
grandmothers are illiterate and not empowered to go through the process. The school had discussion with the mayor of Estcourt about the matter. A meeting was arranged with the senior clerk at Home Affairs in the district. A decision was agreed on that staff at the school assist with the registration of children by conducting the process at school. This initiative has proved very successfully and other schools are encouraged to do the same.

Viroj Naranong’s (1998)\textsuperscript{16} study examines the effect of genda and credit constraints on students advancement of secondary education which is arguably the major bottleneck in Thailand’s education system. Credit constraints are measured indirectly through rainfall variation availability of informal lenders in the village and house hold specific variables especially titled land owned by the house.

The study of Ijeoma Obidgbo (2000)\textsuperscript{17} indicates religion as a major constraint to girls and women’s education. The weight of socio-cultural and religious belief and attitudes remain very strong and play an important role in preventing girls from going to school and women from parties and literacy classes. Some religions do not allow girls to be seen in public places or mix up with their opposite sex, so it becomes a problem for sending girls to school.
The purpose of the study of Stephen James (2000) was to determine which aspects of alienation are significant in the decision of students who have been labelled learning disabled to graduate or drop out of school. Silent dimensions of alienation include personal incapacity, cultural estrangement and guilelessness indicated that and total alienation. The result of this study indicated alienation among students who have been labelled learning disabled is a concept that is better studied while the students are still in school where participants are not affected by the volunteer effect, rather than by posthoc analysis and where a sample is utilized which is sufficiently large to generate data whose results can be generalized to a large population.

The reform agenda by Republic of Serbia (2001) has named the following constraints. The existing political situation, through improving and consolidating is still sterile, the lack of financial resources makes the reform process strongly dependent on the financial support of international donors and development agencies that might slow down the provision of the adequate teaching learning environment in all schools. Action bar to be taken and organizational structure implemented without having had adequate time to build conditions and public consensus. Lack of adequate number of qualified MOES staff to deal with overwhelming and highly diverse tasks, ranging from the need of internal reform and staff development to policy definition and
donor co-ordination. Human factor-resistance to change that can be alleviated by adequate training regular and clear informing different kinds of incentives.

National Centre on secondary education and Training in Zaibia(2002) reported the constraints and innovation in secondary education policy. The report highlights to move from semiskilled to craft, technical level and then to technologists level by acquiring competence in institution on jobs or as the result of distance learning. A reform of trade tests and the general examinations system is proposed to achieve this aim.

News Release (2002) from Nepal conducted a study to help improving secondary education in Nepal by identified the constancies. The Secondary Education support project will help create a better educated and skilled work force to drive social and economic development. The project has four components (1) More access to an improved learning environment, particularly for girls and other disadvantaged groups. (2) A better curriculum, instructional materials and system of assessment in the public schools.(3)An improved and sustainable system for the education, development and management of teachers and (4) An enhanced institutional capacity and management for efficient delivery of education.

Rucker Patricia Anna (2003) is his research sought to determine the constraints in the academic preparation, course type and course length on the academic achievement of African American Secondary School Students. A
progression of study was initiated using three way split-plot analysis variance. In this thesis the researcher determined how three independent variables interacted singly or in combination to effect the dependent variable, academic achievement. Participants in the research were African American Secondary School Students.

A seminar conducted by Lene Buchert an English publication (2003) \(^{23}\) presented a paper related to Financial constraints in secondary education. It seeks to identify factors that chance or constraint the giving of priority to secondary education by international funding and technical assistance agencies.

Victor, B. Ficker and Herbent, S. Greves (2003) \(^{24}\) pointed out that urben scene provides with immediate problems in the field of education. For most of the ghetto children the dream of University Education is an impossible dream. Their entire life pattern from birth and even from the parental stage is one of the constant deprivation. Early childhood of the ghetto dweller shows very much of the poor start he receives. Improper parental care, such as lack of appropriate food and failure to receive medical all contribute to this poor start. Lack of necessary affection and emotional responses can foster negative feedings in the child.

The Study of Julie Fisher (2003) \(^{25}\) examines school attendance and educational performance by girls and teacher recruitment. He found that retention rates are adversely affected where there are inadequate water and
sanitation facilities and hygiene behavior for a variety of reasons related to health issues, the burden of domestic and water carrying duties and private issues for girls.

According to study by Chokri in Tunisia. (2003) 26 girls’ dropout a higher rate than boys, and girls in the rural areas drop out at an even higher rate than those in the urban areas. Constraints identified for girls drop out were social and family reasons than for educational related reasons.

Judith’s (2003) 27 investigation formed that the poverty at the household level discourages parents from enrolling their children in school or withdrawing them once the demand for fees become impossible to meet. It could also be the inability of the Government to provide adequate funding for school infrastructure or for the running of schools. This is one of the major constraints that prevent girls having access to education. Some parents have been convinced to send their girl child to school but they cannot afford to do so because of the lack of fund. The public schools are not even affordable for them and there is no scheme for such people.

Sqndre.E. (2003) 28 in his study examines the constraints in the academic learning and cognitive growth of three populations of Seniors. Seniors who began as freshman, seniors who transferred from two year colleges and seniors who transferred from four year colleges. The research analyzed from data the SONY students. The results of the analysis for the dependent variable
intellectual growth indicate that across twenty campuses, the three populations of seniors report the classroom experiences variable as having a significant influence on intellectual growth. For the transfer population the classroom experiences variables emerge as the only variable exerting a significant influence. The study’s results confirm that it is vitality of the classroom that makes an impact on academic learning and intellectual growth.

“In An Introduction to Universal Basic and Secondary Education” David Bloom (2004)\(^{29}\) has identified the constraints and suggests 1. open discussions on what people want primary and secondary education to achieve –that is ,the goal of education. 2. a commitment to improving the effectiveness and economic affiance of education in achieving goals. 3.a commitment to extending a complete, high quality secondary education to all children . 4. more money and higher priority for education-especially an increase in funding from rich countries for education in poor countries.

Fears A Ieta E(2004)\(^{30}\) conducted research to gather information from school drop out . The study was raising following questions (a) what do high school drop out perceive as the factors that had the greatest impact on their decision to drop out of schools?(b) what factors , if any ,do drop outs perceive as reasons to remain in school until graduation? Finding indicates that there are many different constraints which cause students to dropout of school. They include the following: (1) 54%of the respondents had been retained at least
once (2) 29% said being retained had not helped them. (3) 87% to 96% were of their school’s discipline procedure. 4.7% did not attend any special classes.

Ishaw D Carole (2004) examined engagement in academic constraints in traditional and online college courses. Students reported more frequent engagement in cheating on tests than cheating on written assignments, cheating on out of class assignments or using technology to cheat. Regress on tests found a week relationship between intended field of study and rates of academic constraints.

Cornell University Conference (2005) aims on education both the policy side and the research community to share mutual experiences and findings regarding the constraints and opportunities to improve educational outcomes in West Africa. There is considerable concern about the extent of learning and cognitive outcomes, issues of quality of teachers, supplies and equipments, the home environment and parental background all represent concern over the value added of going to school, and may express demand among parents.

Flora Pius Nyagawa (2005) made a study on rural children and constraints to secondary education in Tanzania. A case study of children who completed primary education in Msiumbu village, Msiumbu ward in South. The study looks at the challenges facing Tanzania in her development of modern institution in the economic, Social, cultural and political fields. The
main focus is on formal education and the role of education on a globalizing world

The study conducted by a University in Bangladesh (2005) 34 raises question like what are the constraints on girls enrollment in Secondary Education? Are education and training opportunities for girls in all available programes widely publicized? Is secondary education offered in rural communities? Are there sufficient facilities at secondary training institutions to allow women to enroll?

Gillian Roehring’s (2006) 35 study focused on constraints related to the implementation of inquiry based instruction in both secondary and under graduate classrooms. The research agenda has been focused on the constraints experienced by beginning teachers as they implement inquiry based instruction in their classroom and how there constraints can be mitigated through participation in a science focused induction programme.

Education Sector Development Project in Sri Lanka (2006) 36 support the country’s education sector by promoting equitable access to basic education and secondary education. The project is organized according to four themes. (1) Promotion of equitable access to basic and secondary education, upgrading the net work of public school to ease geographical constraints to equitable access to high quality basic and secondary education. (2) Improving the quality of education (3) Enhancing the economic efficiency and of quality
resource allocation, to improve relevant school level administration and organizational capacity. Asian Development Bank approved US 30 million loan to help improve the quality of the secondary education in Nepal. The project aims at also making schools more accessible to girls and boys from disadvantaged families. The project has four components. More access to improved learning environment, particularly for girls, ethnic minorities, and other disadvantaged groups a better curriculum instructional materials and system of assessment in public schools an improved and sustainable system for the education, development, and management of teachers an enhanced institutional capacity and management for efficient delivery of education.

Studies in India

Naik (1941)\(^37\) has pointed out the economic, social and educational Constraints that give rise to wastage. The economic reasons are work at home or helping parents in their work etc. The social reasons are child marriage, lack of women teachers etc and the educational reasons are lack of provision for midday meals, lack of social health facility, lack of Educational awareness among parents and unattractive and incomplete schools.

While enumerating the principles in which the teaching of aboriginals has to be based, Naik. (1950)\(^38\) analysed the existing technique of teaching the Bhils. He pointed out their defects and suggested recommendations for the improvement of their teaching techniques. In another study of Bhils of
Madhya Pradesh with regard to their position of literacy and education, Naik (1956) concluded that “basic education is the ideal system of education for Bhils”. The same author (1969) studied the Bhils to find out the impact of education upon them. Naik established that the changes observed were only shallow and not deep.

Dandeker (1955) in his study found out a total wastage rate of 56%. Of this 28% wastage was due to droppage and other 28% waste due to stagnation.

The report of the Andhra Pradesh Enquiry Committee (1962) analysed the root causes of slow progress of education. One of the significant findings of the committee was about the indifference of educated people. Recommendations were given about adult education, religious education, ashram schools, grants and other educational facilities. Enquiry committee recommended that the basic system of education might prove more effective in enhancing literacy.

Srikant (1964) has identified the constraints and traced the progress of education in rural areas after independence. He revealed that the status of education has not been satisfactory in different parts of India. He laid emphasis on the education of girls. The need for trained teachers and opening of ashram schools and education should be job oriented.
Austin (1964) conducted a study to find out the constraints resulting in dropout at secondary level and found out that the major reasons for dropout were long distance between the pupils home and schools, the over burdening of the syllabi and curricula, the lack of qualified teaching staff and parent’s misconceptions about the need for educating children, particularly girls.

Bose (1965) made an investigation on educational facilities available in the Higher Secondary Schools of West Bengal to (i) assess the impediments in the way of smooth and successful change over of the then existing high schools into higher secondary institutions (ii) to suggest directions along which efforts could be made to improve upon the existing situations. Data was collected from schools of centrally administered areas like Andaman and Nicobar Islands and Tripura. Questionnaire was the main tool used in the survey. The study revealed that (i) existing conditions did not allow the students adequate freedom of choice of their subject. (2) absence of an adequate pool of competent and devoted teachers was one of the greatest impediments to the successful implementation of course. (3) library facilities were very poor in many of the school (4) regular periodical examinations were not much stressed.

AIMR(1965) conducted a study in the Meerut District of Uttar Pradesh. The objectives of the study were (1) To assess the growth of educational level of the population. (2) To analyse the demographic
educational structure of the population in regard to the development of primary education. (3) To Appraise the existing educational and training facilities in vocational and technical institutions and (4) To assess the adequacy of the training facilities with regard to their demand in employment market.

A seminar on the tribal education in India (1967)\textsuperscript{45} organized by National Council of Educational Research and Training analysed the various aspects of tribal education like the educational facilities available, coverage, wastage and stagnation, basic problems of tribal education methods and voluntary agencies in the education of tribal people and utilization of financial assistance. The Seminar made recommendations regarding aims, objectives and policy of tribal education, teachers qualification, medium of instruction, school facilities, text books and curriculum etc.

An NCERT study (1967)\textsuperscript{46} conducted in Delhi schools revealed the constraints of schools using double shift system having lower qualified and lower paid teachers, higher pupil ratio, teachers staying comparatively away from the school building, lack of adequate provision for co-curricular activities, pupils having lower percentage of attendance and belonging to lower or higher and families belonging to SC/ST population, having agriculture, artisan work, daily labour as profession having low education belonging to lower income group etc.
Kumar S. (1968) in this study aimed at finding out the constraints in educating the child at various stages of schooling. He has examined the issue of reducing the number of uneconomic institutions and assessed the work of teachers.

Prof Tilak (1968) in his Adishe Shiah Memorial Lecture referred to three major issues of primary and secondary education. 1. Government’s unwillingness to spend on education. 2. The compulsion of households to pay for education and exploitative markets. His view is that the state is the best agency to provide education. His studies also reveal that higher education has the least contribution in terms of income distribution benefits. He held that Government’s unwillingness to spend more on education was not due to serious economic constraints. The centre and the states reeling under large fiscal deficits with bulk of the expenditure flowing towards committed and largely unproductive items like debt servicing, pension payments and wages, there indeed is severe constraint on resources.

Gragg (1969) identified ten constraints indicative of the prospective dropout. They are excessive absence, placement in the lowest docile on a mental ability test, broken homes, failure in school subjects, minimal family education, low family economic status, lack of participation in school activities, school retardation and low score on a standardized grading test.
Thompson (1969)\textsuperscript{50} has observed that a differential educational attainment that exists is due to within various communities’ unequal economic status of the parent and lack of motivation of or education.

Rawat and Gupta (1970)\textsuperscript{51} tested a series of constraints of dropping out like lack of holding and attracting power of the school, unsuitable school schedule, parental indifference to education, poor health of the child, poverty of the parent or guardian, social customs, poor school programmers, repeated failure of the child on account of defective system of examination and heterogeneity of age group.

Malleson (1970)\textsuperscript{52} has pointed out that in financial terms one “student year” of wastage costs about E 706 considering the national average of 1 1/2 years which is spent by non graduating students in higher education. He calculated the annual cost wastage in the country as a whole to be about E5 million. There have been an accumulated number, criteria by which we may predict whether or not a young person will dropout of school before graduation. Among the more discriminatory characteristics are the following. (a) frequent academic failure (b) reading difficulty (c) little or no interest in school work (d) non-aggressive, disruptive school behavior as well as other maladjusted behaviour (g) lack of home security or encouragement (h) minimal family education.
A seminar on Education and Economic Development of Tribal People (1970)\textsuperscript{53} analysed the various constraints of tribal education with their implication on their economic development. Development of tribal was the main subject dealt with in the seminar, education of tribal in industrial areas, education, cultural compulsions and economic development of ungraded school system. With reference to education and economic development of tribal etc, the Seminar made detailed recommendations on all the above aspects of tribal education.

Jayasuriya (1971)\textsuperscript{54} in a study traced the educational impediments associated with the wastage as teacher training, teacher salaries, school facilities and student welfare activities.

Arbalast (1971)\textsuperscript{55} in a report dealt with the policy of tribal education in which he concluded that since education is a state subject planning with regard to tribal education should also be done by the respective state within the board framework of the national policy of education.

Chatterjee(1971)\textsuperscript{56} conducted a study on “Agricultural Education at the Higher Secondary Stage in West Bengal” with the following objectives (1) To Study the intake position at class 9 level. (2) To study the selection procedure adopted for agricultural courses. (3) To study the educational constraints in schools and neighborhood.
Byrne and Williamson (1972)\textsuperscript{57} broadened the base of casual factors when they emphasized that variation in educational resources is determinant for variation in educational attainment.

In a study conducted by Goyal (1973)\textsuperscript{58} the important events and trends that contributed to the spread of education among the depressed classes during the British period were analysed. It was found that during the Pre-British period depressed classes were deprived of equality of opportunity in social, political, economic and educational matters. The social reform movement initiated in the nineteenth century was instrumental for awakening consciousness for the uplift of the depressed classes. The religious neutrality practised by the British Govt. and the subsequent establishment of Government schools which were secular in character helped the promotion of education among the depressed classes. Provision of special facilities, creation of monetary incentives in the form of fee concessions, stipends, scholarships, grants etc., reservation of seats in educational institutions and reservation of posts in service were instrumental for the uplift of the depressed classes.

A Seminar on Tribal Education (1972)\textsuperscript{59} was conducted under the auspices of the Tribal Uni of NCERT. In this report the problems of Primary, Secondary and Vocational education of tribes are analyzed. Recommendations regarding the different aspects of tribal education especially vocational education are given in the report.
Jag Shakar Gaaur (1973) made an investigation on the “Factors affecting the occupational aspirations of higher secondary school students in Delhi.” In the findings, the researcher pointed out that there exists significant differences between the levels of occupational aspirations of boys and girls and between SES and occupational aspirations.

NCERT (1973) conducted a comprehensive survey of educational constraints in Manipur. In the survey, an attempt was made to cover all aspects of education including general, vocational, technical, professional and educational planning and administration. The aim of the survey was to make available the data on various aspects of education to the Manipur Government, for taking policy decisions and planning a programme of improvement.

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.

Adiseshiah, and Ramanan than. (1974) conducted a study of educational problems of scheduled caste and scheduled tribes in Tamil Nadu. The study revealed that the wastage was very high at the primary level, but at the middle school stage the scheduled tribes had an edge over the non-scheduled. Majority of students coming from illiterate homes, in difficult financial
situations engaged in no extra curricular activities. Based on the recommendations government implemented policies for the education of the scheduled caste and scheduled tribe students.

National Economic and Social Development Board (1976)\(^4\) in “The Policies and Targets of the Third Plan” demanded (1) to improve and expand secondary level education according to the requirement for middle level manpower with particular emphasis on the provinces, and to improve and broaden the curriculum, so that students will have more opportunity to select subject of their choice, (2) to increase efficiency and reduce waste, particularly at the upper secondary level and (3) to improve private school by giving special emphasis to improved teaching.

Sharma. (1977)\(^5\) investigated type of school building, type of school, educational equipments, 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.

Patel, S. P. (1978)\(^6\) in the study “Educational constraints for the children of urban slums in Delhi” found out the following. Schooling facilities provided by the municipal authorities of Delhi were almost adequate for the slum children. However their utilization by the slum dwellers was very much below than by the non-slum dwellers. In the matter of school resources the
slum schools were not at par with schools in non slum areas. In academic achievement and in personality development the slum children lag behind.

Sharma (1978) states that alcohol and the other drug abuses are seen as constraints associated with child abuse, high dropout rates, truancy and general unruliness.

Dewasthalee (1978) conducted a study on the “Present Secondary Education Curriculum of Standard V to X in Maharashtra with the following objectives: (1) To investigate the degree and extent of vocationalisation achieved through present secondary education curricula. (2) To locate different areas in which vocationalisation can be achieved. (3) 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 favour 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.

Rai, R.K.’s (1979) main aim was to study the progress and problems of secondary education in Bihar after independence. The survey method was adopted. All areas of development were dealt with. Data were collected from
various sources. Constraints were identified and policies and performance were discussed and suggestions were given.

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.

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.

A study conducted by Prakash (1979) high lights the poor economic and the family conditions as major constraints in the academic achievement of the children.
The objectives of the study of Shini Gopika. S G (1980)\textsuperscript{73} were to find out the extent of wastage apparent and clear and to find out the causes of wastage. The identified constraints were socio cultural (4.3 \%) economic (26.4\%) educational (21.6\%) and physical (9.0\%). Socio cultural causes included marriage, social belief, indifference of parents, behavior of girls due to over sex attraction, and unsafe environment for girls to come to school. Economic causes included wastage due to household work or employment outside home or inability to raise the required finance for education. Educational causes included wastage due to failure, burden of studies striking off the name by school due to poor performance lack of facilities in the nearby locality and change of medium of instruction. Physical causes included wastage due to illness and diseases, mental handicap and retardation, death and accidents.

Another study on educational constraints was done by Sethu Raman. A. S. (1980)\textsuperscript{74} 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 regularity in attendance was higher when the number of children in the family was less than two and it was lower when the number of children in the family was more than two.
Barilal, R. N. P. (1980)\textsuperscript{75} has conducted an investigation into the impact of social class background upon educational achievement and motivation in which he has studied the extent to which the social class background influences the educational achievement and motivation.

Joshi. (1980)\textsuperscript{76} conducted a study to assess and analyse the educational problems of students belonging to the scheduled castes and scheduled tribes of Baroda district in the context of sociological, psychological, pedagogic and economic factors. Inspite of their poor sociological background they did not have a high level of feeling of rejection.

Subrahmanian (1982)\textsuperscript{77} suggested certain measures like improvement in syllabus, special coaching in difficult subjects, improvement in medium of instruction and national level efforts to wipe out poverty and to increase the income of the people for curtailing the high incidence of wastage.

Shaikh, R. A. (1983)\textsuperscript{78} in his study of life style of slum dwellers and its relation with education reveals that though many of slum family heads could not have education for themselves they had a positive attitude towards education. Some of the parents engage their children in the family crafts, and did not see any purpose in education. The children who get education show a positive attitude towards education. The life style of the slum dwellers were so worse- gambling, drinking, prostitution, Juvenile delinquency were widespread among the slum dwellers.
Kumar, L.A. (1983) The objectives of the study were to find out the school outputs namely, academic achievement of students, motivational level of students, educational expectations of parents and educational attitudes of teachers; to find out the school input, namely student input, school achievement, teacher input, cost input etc. to find out the relation between the school inputs and outputs, to find out the functional classification of school expenditure, to find out the efficiency of education in higher secondary schools understudy, to find out the relationship between efficiency of education and functional classification of school expenditure to find out the economic help of state in the case of the selected samples of Delhi Schools and to find out optimum size of the Higher Secondary Schools in Delhi.

Deshmukya (1984) in a study on vocationalisation of secondary curriculum found that (1) 10+2+3 pattern to be accepted with minor modifications taking into consideration peculiar problems of the region or locality. (2) Design or types of vocational streams cannot be the same everywhere. (3) Secondary curriculum should prepare pupils to become individually competent, (4) Phase wise teachers if not found locally, may be recruited from outside the state/region and provided with necessary orientation to suit new curriculum.
The objectives of the study of Yadav. R. S (1985)\textsuperscript{81} were to study the policies, patterns, procedures and financing of secondary education, to study the priority accorded to secondary education vis-a-vis other sectors in the five year plans, to examine sources of income and items of expenditure in secondary schools in Haryana and to make suggestions for streamlining the patterns, procedures and policies of financing of secondary schools of Haryana.

The objective of the study by Gangopadhay: S.R.(1985)\textsuperscript{82} were ascertain the constraints causing wastage and stagnation at secondary schools of boys and girls of Udaipur city; to analysis the causes of this wastage and to determine the relative importance of each cause.

Kumari. (1986)\textsuperscript{83} conducted a descriptive study on the social attitudes of the problems of scheduled castes and scheduled tribes girls in secondary schools in Karnataka. The study recommended for effective and suitable guidance to minimise the problems of students in scheduled category. Efforts should also be made to implement the remedial measures to develop favorable attitude to certain social issues.

National policy on Education (1986)\textsuperscript{84} 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
to set apart 6% of National income on education, Inspite 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

Purandase (1987) 85 studied the progress and problems of Ashram Schools of Thana District. The objective were to study the availability of educational facilities for scheduled tribe pupils, to study the availability of grants in government and non government ashram schools: to study the educational, financial, administration and social problems of Ashram Schools and to study the programmes of Ashram Schools. The findings of the study were: State and Central Government provide financial assistance to the schools, High Schools and hostel facilities were available for scheduled tribe pupils and they were provided books, school uniforms and meals along with allowance for boarding and lodging in the hostels.

Jala.J (1987) 86 In the study “a Investigation in to the development of Secondary Education in Meghalaya since Independence” studied the development of secondary education in Meghalaya, since independence in historical perspective, to critically examine the role played by the missionaries in the development, administration and control of secondary education in Meghalaya, and to suggest measures for future development of secondary education in Meghalaya.
Rahuman (1989) made a study on some aspects of the Primary and Secondary education of the Miling tribe of Assam. The study addressed itself to issue of enrolment and dropout and relationship between the appointment of teachers and teacher student ratio. Samples of 500 families were selected from nine village randomly and the head of each family was interviewed. The study revealed that poverty, lack of infrastructure and literacy among parents are the main constraints for of low enrolment among the tribal children. Many pupils from the tribal community dropped out between the primary and secondary levels and between secondary and college levels.

Pandey (1993) forwarded that of every 100 S.C females students taking admission in class 1; majority of 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.

Prabha (1994) conducted a study on Vocational interest and problems as related to general mental ability and achievement motivation. It was conducted to examine the extent of relationship between different component of vocational interest and General mental ability. The study revealed that with the increase in general mental ability of the pupil there exists a possibility of enhancing the level of achievement motivation general mental ability had been found to be highly significant and negatively related to constructive components and moderately significant but negatively related to commercial,
persuasive and house hold dimensions of vocational interest. All the coefficient of relationship except for house hold is positive.

Mathur. N.N.G (1994) studied the problem of tribal education. The study encompasses secondary education of the tribal pupils in Udaipur district. He studied the educational problems of tribal pupil, teachers and social workers towards education. The study had been done in depth, and has come out with useful practical, suggestions which can pave way for future course of action to be taken in this direction.

While dealing with the causes of dropouts Budhpriya(1995) 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”.

Budhpriya (1995) emphasized that many of scheduled caste children are kept at home because their parents need their children’s economic assistance. They are too young to take up the physical labour for which their health and education are affected adversely.

As postulated by Roy (1997) an important cause of the drop out is the low retaining capacity at post primary levels, which affect the educational development and literary rate.
A.N Maheswari (1998)\textsuperscript{94} presenting an alternative agenda for Higher Education, highlights the financial and the essential learning conditions have seldom been met. This has resulted in lack of confidence in the ability of States to provide quality education.

Babu (1998)\textsuperscript{95} has identified poverty as a strong constraint. Poor family generally needs the working hands of the younger children. Parents turn a blind eye towards their children’s education and poverty. Some times it may so happen that they snatch away their precious childhood of their own children because of ignorance and poverty. Ultimately this may result in discontinuing.

P.P.S. Gill, (2001)\textsuperscript{96} in the Tribune, has reported the education coherent policy needed in Punjab. Punjab has no policy for education. There is a policy for industry and one for information technology. Administratively school education was bifurcated in to high and primary levels. School act as a feeder to higher education, irrespective of the academic field a student opts for after matriculation or +2. The in built faultiness at the school level affect the kind of students who enter College and Universities. There are also too many holidays. Most educational institutions observe all holidays declared by the State Government. Holidays cut into the duration of the academic session and affect education. Then there is a pervasive financial constraint. This is despite an occasional hike in fees.
Indrani Guptha and Deepa Sankar (2002) studied 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

Biswajit Khandai (2003) in his survey highlights socio-economic status of muslim women. 50 years after independence muslim community place a low value on education consequently, the dropout rate is high even among muslim boys. Significantly, less than 2% of the muslims surveyed attended Madrassas or religious institutions. Also, for both hindus and muslims, financial constraints out weigh parental opposition as the chief obstacle to the school environment and attendance. 17 % of muslim women enrolled completed eight years of schooling and fewer than 2% completed higher secondary education, which is below the national average.

THE HINDU (2006) reported that India’s free educational bill faces financial constraints. Those lobbying for the bill say it is the costs involved and the reluctance of state to share 50% of the expenses that is stalling the bill and
not high enrolment rates. The latter reason is being used by the finance ministry to claim that the bill is unnecessary they allege.

Studies in Kerala

There are a five studies conducted in kerala regarding educational Constraints.

Chandrachuthan Nair (1967)\textsuperscript{100} conducted a study of the relationship between children’s achievement and parents’ attitude towards academic work. He states that “if the parents are educated they cultivate a better attitude towards education and thus they motivate their children in their studies. Uneducated parents are at a loss to understand the nature of work carried out in the schools and thereby unable to motive their children. So lack of parents education is considered to be the most important constraint in the formation of attitude and there by achievement

Joshi,N. D.(1984)\textsuperscript{101} made a study on socio-cultural and educational constraints of Adivasis in Kerala. According to him “The tribal children who attended the ordinary schools were below average in studies and above average in sports and cultural activities”. He found out that the major reasons for discontinuation of students were the parental ignorance of education, involvement in work , lack of interest in studies and failure in examinations.
G.K. Nair (2003)\textsuperscript{102} in an article in THE HINDU, preclaims that the quality of education is on the decline in Kerala and has been showing a decline due to financial constraints resulting from quantitative expansion of sector. Shortage of resources has often resulted in insufficient funds allocation. As a result, even maintenance of the existing infrastructure of Government school is rarely undertaken needless to talk about upgradation or modernization. The situation in the secondary schools is not very different. The dropout rates especially in the 9\textsuperscript{th} and 10\textsuperscript{th} standards are quite high. This is particularly true for SC/ST students. Another major indicator for the inefficiency of school education system is the large scale failure of students in the matriculation examination. Recent study has brought out that the per pupil expenditure on secondary education is very low compared to other states. The per pupil expenditure on secondary education in Kerala is only Rs. 4.659 as against the all India average of Rs. 5.668.

Ajitha Nayar (2006)\textsuperscript{103} studied to identify (1) the level of willingness of secondary school biology teachers to use teaching aids, (2) to study the level of willingness of secondary school biology teachers with respect to the following variables. sex, locale, management of the school and experiences of the teacher. (3) To identify the constraints faced by secondary school biology teachers while using teaching aids.
Conclusion

Thus a perusal and scrutiny of the literature and research review unravels that though many studies have been done in many countries abroad, the position in Kerala is not up to the desired level. Even in studies abroad, studies about the constraints in general are rather sporadic. They generally concentrate on specific issues and they do not have a gestaltic coverage. The review of the Kerala situation strongly reveals the ardent need for a study about the general constraints in the secondary situations in Kerala. This re-enforces the selection of the topic by the investigator.