

**REVIEW OF LITERATURE ON THE STATE OF THE ART OF  
HIGHER SECONDARY EDUCATION IN INDIA**

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**Abstract**

Literature is the overview and very useful for getting information on another similar research study in concerning fields. The related study is very essential consent in the research field to pave the path for the entire research. Research articles, journals, census reports, projects, and these are important sources for the review of the literature. The concerned study is divided into three categories. One is Regional studies, National studies, and International studies. In the regional studies, there are 15 pieces of literature are found, at the national level 26 kinds of literature are found and 12 pieces of literature are found at the international level. In the concern study, research objectives are written according to predetermined concepts, and some reviews are written which are related to some sub-objectives and based on questions under objectives. After the writings, a justification or impact of review studies is mentioned and the conclusion is given.

Keywords: Literature review, Higher Secondary Education

**Introduction**

A review is essential in any research work. It can help in giving detailed related literature in existing theses or dissertations, books, articles, and other documents. Literature Review is important for presentation, evaluation, and writing. The purpose of literature is a classification of what the researchers have done or written in another particular field. The purpose of a review of literature allows the reader to know the previous knowledge on established topics and their strength and weakness. It helps to know the research tools and methodologies and provides knowledge to the researchers to solve the research problems that are done on the same topic. It helps to summarize the data findings found in the results. The research topic is confined to “The role of Higher Secondary Schools and its effects in higher education with special

reference to Kokrajhar district". The research covers the status of higher secondary education by showing the results, teachers' status and role, infrastructural facilities, and environmental problems of society including the socio-economic condition of students, library facilities, students' behaviour, etc.

**Studies conducted at the Regional Level:**

Das, Rosy. (1978)<sup>1</sup> from Gauhati University studied the education of women in Assam from (1947-71). The study has mentioned objectives –

- i. To know the present position in the development of education of women at the school level, Development of women in higher education of Assam.
- ii. Women's access to professional and technical education in Assam
- iii. Problems of women's education.

The main findings were –

- i. The position and the trend of development of women's education at the school level are not satisfactory.
- ii. The female students are far lagging behind the boy students. But the trend of girls' education is progressive.
- iii. Rapid expansion in respect of professional and higher education.
- iv. Technical education in respect of women has been increasingly observed after the attainment of freedom, particularly among girls. The period has maintained continuous progress in respect of collegiate and University education.

Dev, Satjaki. K. (1979)<sup>2</sup> worked on the methods of teaching at the secondary school of Nagaland.

Balich, Telbest Roy B. (1982)<sup>3</sup> Worked on higher secondary schools Meghalaya. The researchers found that due to not of school mapping, poor planning and organizing problems in secondary education arose. Lack of proper training and guidance created poor administrative and supervising activities of the institutional heads. Again not available of good and standard school and hostel buildings, teaching equipment, teaching aids, libraries, science practical rooms, playgrounds, and science kits were also another cause of problems for administration in secondary schools. Poor teaching and insufficient training materials and facilities, lack of qualified teachers, and problems of administration basically in rural areas. The investigator found the financial difficulties and lack of proper incentives and help from other sources and the government regarding the scholarship. The investigator found that techniques of evaluation of the student's work were inadequate. Teachers' work also was not evaluated by the majority of schools.

Baruah, Hiranmayee. (1982)<sup>4</sup> investigated and worked on the Secondary Schools Administration of Assam after the period of Independence (1947-1977), PhD, GU, and observed that the condition of the institutions at present is not satisfactory. More numbers of institutions are understaffed and ill-equipped. The DPI is the executive head of the education sector of the state. The functioning of the directorate is not up to the exception of the popular administration.

Bhagawati, N. (1986)<sup>5</sup> carried out a study about the secondary schools in Assam on co-

Curricular activities of adolescent girls related to social, physical, and emotional aspects of adolescent boys and girls.

Devi, B. (1987) 6 studied the secondary education. His study covers the period 1964 to 1974. In this period changes are seen concerning secondary education and its influences on higher education in Assam. The results of the study are mainly based on quality education. According to this study, students should acquire social efficiency and individual capacity in the promotion of quality education.

Buam, Berylda Hedi-poti. (1989)7 carried out the study on the teacher's reaction, to administrators in the college level education in Meghalaya towards the changes. His objectives are

- i. To review the principal features of the education system of the 10+2+3 pattern at the collegiate level education.
- ii. To study teachers' reactions, administrations, and students about the changes at the collegiate level.

The findings were:

Students are facing different problems that are linked with increasing unemployment, lack of facilities teaching aids, laboratory equipment, textbooks, and pressure of time, etc.

Deka, Birendra. (1989)8 carried out a study on higher education in the district of Kamrup. The work based on the growth of higher education can have an impact on society.

The objectives of the study were

- i. To study the developmental growth of higher education since Independence in Kamrup district  
The findings are
- ii. In the Kamrup district technical and professional education was increasing slowly due to the slow progress of industrialization.
- ii. At the college level, the percentage of girls was higher than boys.
- iii. The pass percentage of more colleges was below the pass percentage of University.

Ruby, Dkhar. (1991)9 carried out a study on higher education in Meghalaya. M. Phil., Edu. NEHU

The objectives are:

- i. To know the pattern of staffing, enrolment pattern, and facilities in higher education.
- ii. To know the financial position and administration system of higher education.
- iii. To study the historical perspectives of higher education and original development in Meghalaya.

The major findings were:

- i. Among the findings, one finding is in higher education some facilities like laboratories, libraries, and playgrounds were poor due to financial constraints.
- ii. The pass percentage in the science stream was higher at the postgraduate and honors level

Saikia, S. (1992)<sup>10</sup> worked for a Ph.D. in higher education in 1992. In this study, it is found how higher education can impact on socio-economic life of Assamese people.

The objectives are:

- i. To know how higher education institutions are influencing in providing successful leadership in politics, education, and industry.
- ii. To know how higher education has been influencing in production of successful women and cultured men in Assam.
- iii. To know the higher education growth in Assam
- iv. To know the contributions of the institutions of higher education in respect of economic progress in Assam.

Hypothesis was on

- i. In Assam, higher education has failed to cultivate among its recipients essential Values like self-control, tolerance, and mutual understanding.
- ii. In Assam, higher education growth is not planned.  
Assam has failed to provide leadership quality at the highest level
- iii. In Assam, higher education has failed the improve the standard of the common people
- iv. In Assam, higher education does not eradicate poverty, disease, and ignorance from Assamese society
- v. Higher education has added to the problem of educated unemployment in Assam.

Deka, B. N. (1993)<sup>11</sup> studied secondary-level education in the Darang district of Assam The following findings are given in the following.

- i. The regional imbalances and inequalities between the rural and urban
- ii. High Schools have created difficulties in arriving at a standard level.
- iii. Lack of teacher training and Non-availability of teaching facilities are also sufficient causes for the backwardness of education in concerned secondary education.
- iv. Spatial structures in the district concerning population have become a bar from the proper development of secondary education.
- v. Lack of school administration and supervision is also the main reason for the slow development of education in secondary schools in the district.
- vi. Dropout student at the secondary level has different causes that are responsible for the slow growth of secondary education is also another finding of the study.
- vi. Poor, unequal, financial assistance to secondary schools amounts to difficulties in running the schools resulting in backwardness.

Bharali, L.D. (1995)<sup>12</sup> conducted a study on the History of Higher Secondary Education from (1968-1990) in modern Assam. The researcher studied curriculum development, teaching methods, teacher training, Examination and evaluation, Infrastructural patterns and changes, staff requirements, language and medium of instruction, administration, and organization.

It has been observed that significant progress in curricular reforms has not been made. The curriculum framed up for the +2 stage is rigid. The reforms and changes of the examination system at all stages including the +2 stage are not sound. The government of the state has not taken much interest in the creation of required facilities in HS schools. The present system of administration and supervision consists of certain defects such as inadequate inspecting of the state, and lack of specialized training on educational administration in respect of inspecting officers.

Kuki, Thensei. (1996)<sup>13</sup> Studied the interesting pattern of +2 students in Churachandpur District of Manipur. The researcher highlighted how the differences in interest areas exist among the pupils who are interested in different vocations, in the particular hilly tribal regions of the northeast State of India.

The investigator found that –

Though the students have an interest at an average level in all aspects of the areas, the mechanical and agricultural areas have taken the last interest. The arts groups of students have an interest at an average level in all the areas. The science groups of students have an interest at an average level in all the areas. Male students have an interest at an average level in all areas. Female students also found having interest at an average level in all the areas but the aesthetic and agricultural areas was found most interesting too.

Das, D.K.(2007) <sup>14</sup> worked on the facilities of the library in the Kamrup district. He carried out his following objective.

- i. In secondary institutions of the Kamrup district the existing library facilities are not satisfactory.
- ii. Significant difference is found between rural schools and urban schools concerning library facilities available for secondary school students.
- iii. Proper Utilization of the existing library facilities is found to be lacking in secondary schools.
- iv. The school libraries have not been able to promote proper reading habits among the students.

#### **National-level Review of literature:**

Pillai (1974)<sup>15</sup> studied "Organizational climate, teacher morale, and school quality" The findings are, that the student's performance was significantly good in respect of open climate and autonomous schools. In the high moral schools, the pupil's performances were superior to other average moral schools. Both climates were highly and positively related to morals.

Similar studies were made by Shelal (1975) <sup>16</sup> on "Organizational climate, teacher morale and pupil motivation towards institution in secondary schools of Boroda District."

The findings were.

- i. A greater percentage is seen in the small-size schools, autonomous and open climates as against a greaterii.
- ii. Percentage of large-size schools having familiar and controlled climates.
- iii. High-achieving schools have closed climates and low-achieving institutions have open climates.

Srivastava, R.C. (1980)<sup>17</sup> investigated the faculty participation in the institution offering professional courses of study in administration.

The majors were –

The nursing faculty didn't significantly differ from their counterparts in teachers' colleges in respect of the satisfaction they got from their institution and the type of climate they perceived in their institution, but they significantly differed from one another on the extent of participation in their institutions making them available.

The correlation is done between the teacher participation, scores, and satisfaction scores, in each case, nursing, and teacher training. Nursing and teachers' training combined were 0.651, 0.780, and 0.585 respectively, which were significant at 0.01 levels, in each case except nursing where it was significant at 0.05 levels.

All four components of the institutional environment were significantly related to teacher satisfaction, a significant correlation was found between the satisfaction of teachers, students' perception, and faculty perception.

Gogate, S.D. (1980)<sup>18</sup> studied "A critical study of the conditions of the second year of Junior Colleges in Maharashtra".

The findings were:

- i. The library facilities and laboratory facilities were better in urban schools in comparison to rural schools.
- ii. More teachers used to say about guidance in schools for the students than in colleges
- iii. In the urban schools, the facility's co-curricular activities were seen more than in the rural institutions

Mishra, D.N. (1981)<sup>19</sup> studied on "Uttar Pradeshiya paramparagata Sanskrit vidyalayon ke shaikshik prasasan ewam sangathan ka alochanatmak adhyayan".

The findings of the research were the –

For the smooth running and maintenance of schools and teachers, the grants which are given by the government were not adequate. Teachers say resentment is due to the existing school administration. Principals also did not agree and were satisfied with the syllabus and curriculum and wanted to have freedom in framing and implementing their course of studies. More than 60% of schools had no grant-in-aid for their libraries. The system of grading Sanskrit schools into A, B, and C, was not justifiable according to more than 75% of teachers' and principals' opinions.

For the last ten years, there has not been even a single amendment to these institutions. More than 50% of principals stated that student uses unfair means in the examination

In all the institutions no tuition fee was charged and whenever a hostel, free food and lodging were provided. More than 40% of the principals said that they faced tremendous administrative difficulties due to administrative irregularities at the Sanskrit university and the Sanskrit board.

Pillai, J.K. and Thangaswamy, S. (1981)<sup>20</sup> studied on higher secondary stage and

vocationalisation at the 10+2+3 pattern system of education.

The findings were –

In the Madurai district, the need-based vocation was designed with plastics, cement works, Scooter technology and motorcycle, detergents, and soaps, utensils of stainless steel, paint making, fruit beverages, soft drinks, tiles work, paper decoration, etc. Only 15% of respondents expressed their desire to set up their workshop/ factory/ Industry completing their vocational stream. About 25% of respondents expressed their desire to seek employment in private/ public enterprise. In the vocational stream, 40% expressed to Science/ Arts or professional colleges after the +2 study.

Lack of finance or capital will be a serious handicap to about 60% of students in the vocational stream for setting up their businesses/factories.

Mishra, M. (1986) 21 studied on "A critical study of socio-economic achievement of HS students in rural and urban areas of Kanpur."

The objective was the present trend and position of development of women.

Agrawal, Kusum. (1986).22 studied the parental encouragement for secondary staged students for their educational development. The researcher worked for the Ph.D. at Hemvati Nandan Bahuguna Garhwal University.

The objective is to know of parental encouragement for varied groups on educational development. Secondly, the researcher wants to make a comparison of different student groups according to the district about the effect of educational development and parental encouragement in the district. A positive relationship is found between education and educational development. Again educational development depends on the variation regardless of gender, high developmental groups, and rural-urban and district variations. The urban boys significantly develop more than the rural boys in the case of educational development.

Chettiar Gopalan R. (1987)23 studied on "A study of the organization and conduct of a few typical institutions engaged in rural higher education in terms of their objectives". Ph.d.Edu. Univ. of Kerala.

Dutta ,Pradip Chander. (1988)24 studied on higher education. The researcher worked for the M.Phil in Education from the University of Delhi.

Objectives were:

The objectives were the development of higher education in Assam from the period 1901 and 1947, structure and pattern of higher education, finance, and administrative setup and their changes.

Desai, H.D., (1989)25 studied the student unrest and welfare activities of students. The researcher was awarded the Ph.D. degree from the universities of Gujarat, the Maharaja Sayajirao Univ. of Boroda

The objectives were:

The student unrest and their causes, welfare activities, and solutions to the problem of youths were the objectives.

Findings were:

1. Some actions are seen of youth unrest viz. the hunger strike, Strikes, shouting slogans, processions, and demonstrations against authorities. They tried to bring peaceful negotiations by solving problems.

2. The main causes of students' unrest are problems faced by the students which are related to admission, lack of interest in teaching learning/study heavy syllabus, political interest, and poor results. Along with these, there were other causes like teacher lack of library facilities, improper teaching, and favouritism.

3. Most of the time Deans of students remarked that students take the main role in improving the climate of the institutions. In this respect welfare activities of students and recreational facilities should be provided.

Maheshan, Girija. (1989)<sup>26</sup> studied about the +2 stage of education. The researcher emphasizes the critical study at the +2 education stage and their problems in Karnataka. The researcher was awarded a Ph.D. degree from Karnataka University in Education.

The objectives were-

To know the relative advantages and disadvantages of the HS stage of education, treat the three categories of institution of institutions – composite degree colleges, independent junior colleges, and composite junior colleges.

To examine in detail the present administrative setup for the three types of institutions and to suggest appropriate machinery for effective administration, and

To develop practical and dynamic professional courses for junior –college teachers.

The findings were found

1. The advantages of delinking the HS stage from the composite junior colleges were that this measure would do away with dual control and would help to set up appropriate machinery for the periodic inspection necessary for qualitative improvement.
2. The disadvantages were that this move entails heavy financial commitment on the part of the management and there would not be enough work-load for teachers in rural areas.
3. The benefit of delinking the HS stage from the composite degree colleges to concentrate on the progress of academic standards at the graduation level. This measure brings institutions offering the +2 stage system of education under a common umbrella, which facilitates the periodical academic supervision necessary to ensure qualitative education.
4. The comments of principals and teachers- educators revealed the draft syllabus that was excellent and unexceptionable.

Krishna ji, Gaurav Hiroji. (1989)<sup>27</sup> studied the wastage and stagnation of college-level students in the area of Shivaji University. The researcher was awarded the Ph.D. degree from the University of Shivaji in Education.

Objectives were given in the following:

- i. To know the causes of stagnation and wastage of rural students
- ii. To know the wastage and stagnation of pupils in commerce, science, and arts, faculties at Shivaji University
- iii. To give remedial measures in higher education for the solution of stagnation and wastage. Some of the major findings were:



1. One of the important reasons for stagnation was proved that people's poor economic situations and conditions, other causes being heavy curriculum, improper guidance, defective examinations system, and insufficient time for study
2. Due to some social reason girls left colleges. Again due to a lack of proper economic conditions, wastage was seen in large families in rural areas.
3. There are some other reasons like large families, social causes, physical causes, increasing unemployment, household work, and educational causes.

Mittal, J.P.(1989)<sup>28</sup> studied on 'An explanatory study of teachers, motivation in the work of teachers, "Ph.D., Edu from Meerut University

Devaneson, P.P.(1990)<sup>29</sup> studied Socioeconomic status, achievement motivation, and scholastic achievement in respect of higher secondary students' education in Pasupan Thevar, Thiromagaon district.M.phil.Edu. Alagappa University

Gupta, S.K. (1990)<sup>30</sup> studied on Teaching- learning process in higher education. Indian Educational Review, Vol. 25(1):124-28.

The objective was given in the following:

- i. To know the main elements of TLP, and
- ii. To understand the teaching-learning term and its process.
- iii. To understand how to develop methodology, objectives, components learning experiences of teaching organization, use, and evaluation of effective teaching.

Findings were:

- i. There are some interlinked with the evaluation and experiences of the teaching-learning process with each other.
- ii. Experiences of teaching-learning can be acquired through different ways like a library, classroom interactions, TV, radio, film trips, laboratory work, seminars, museums, assignments, tutorials, and other activities. With appropriate suggestions, and remedial instruction proper goals can be achieved.

Choudhary, R.B. (1990)<sup>31</sup> carried out a study on developments and problems of higher secondary in Gujrat. Ph.D., Edu, South Gujrat Univ.

His objectives were given in the following:

To understand the history of secondary education in Gujrat

- i. To know the higher secondary education development in The state of Gujrat.
- ii. To know the objectives and extent of realization of higher secondary education
- iii. To know the results of students' public examinations in higher secondary education.
- iv. To make suggestions for solving the problems of concerned education in Gujarat

Kaul, C.L. and Gupta, J.K. (1990)<sup>32</sup> studied "A simple study of school library facilities and their utilization in secondary schools of four selected states."

- i. To know the availability of furniture, libraries, seat capacities, and their recommendation.
- ii. To know the utilization of issues of books, library facilities, periodical Issues of

- books and circulation, etc.
- iii . To know the different types of books that are available in the institutional library.
- iv. To know the expenditure on various items during the years 1984-85.

Findings were:

- i. The libraries in the higher secondary schools were accommodated by a single room.
- ii. The reading room has no sufficient space for displaying magazines and newspapers.
- iii. Schools had generally one or two almirahs to stock books. There is no more stocking facility.
- iv. Dictionary stand, Catalogue cabinets, newspaper racks, working tables, and mega zones racks were not found more.
- v. There were only subscribe few magazines and newspapers in the concerned institution.
- vi. Provision is not found for full-time librarians in schools.

Amirthalingam, p. (1991)<sup>33</sup> Studied the parents' involvement in respect of underachievers in the government schools of higher secondary. The researcher was awarded an M.phil degree from Alagappa University. The objectives were to know the underachievers, parental involvement related conduct case studies, understand the different dimensions, improve measuring tools for the involvement of parents, understand the relationship between the involvement of parents and different factors like family status, cast, religion, educational qualification, income, and occupation, etc. The studies were based on the table analysis. Concerning underachievers, parents did not give sufficient time to educational development; parents were not interested in intellectual and physical development and did not give attention to study habits. Again parents could not provide co-curricular activities or adequate facilities. Joshi, Rajni. (1991)<sup>34</sup> studied the professional accountability and conceptual understanding of teacher educators. Phil, Edu. Univ. of Delhi.

Objectives were:

- i. To know the nature, origin, and concept of accountability.
- ii. To know the concept and nature of professional accountability.
- iii. To review various commissions and committees on accountability
- iv. To know the depth of study of professionalism in education, a professional requirement, the critical concept of teaching, professional requirements, procedures, techniques, etc.

Findings were:

- 1. Accountability means being responsible, holding people, expecting work, and taking
- 2. It is applied in different fields, e.g. industry, business, management, and education.
- 3. It requires methods and techniques, providing data, various tools, and decision-making of researchers.
- 4. It includes instructional responsibility and professional responsibility of a teacher educator.

Chinnamma, P. (1992)<sup>35</sup> study on the performance of the institutions of degree colleges in coastal Andhra Pradesh under different managements, Ph.D., Edu. Osmania University.

The Objectives were:

- i. To compare the institutional management of private, missionary, and government, in respect of academic performance.
- ii. To evaluate the climate of organizational institutions.

Major findings were given in the following:

1. Students' self-aspirations were high in two private colleges and two Christian colleges
2. The aspirations of the parents indicate that after the degree their children should be involved in a job immediately.
3. Government college staff was very eager to prepare the pupils for the examination and development of characters and personalities.
4. the performance was inconsistent, and poor performance was in government colleges.

Choudhury, Vipasa. (2009)<sup>36</sup> studied on adolescents' related to moral reasoning development. Here the researcher relates certain personalities with the help of environmental variables and was awarded a Ph.D. from Maharshi Dayanand University, Rohtak.

Babubhari, Shivramdas. Patel.(2009)<sup>37</sup> studied "a study of mental health states and various areas of adjustment among higher secondary school students." under Prof P.S Prajapati from Hem Chandra Charya North Gujrat University.

Bhutani, S. (2016)<sup>38</sup> conducted a study on parental involvement and emotional competency among the students of senior secondary schools with academic stress from Maharshi Dayanand University, Rohtak.

Fielisha, P. (2021)<sup>39</sup> conducted a study on Emotional and Behavioral Problems of Higher Secondary students education in Kerela from Farook Training College, Research Centre in Education, University of Calicut, and Uttar Pradesh.

The objective of the study relies on 3 factors which are socio-economic status and gender. The second objective is to know about the relationship between emotional and behavioral problems and students' socio-economic status. The other third objective is to know the significant difference in emotions and behavioral causes of problems of students who are studying in schools of higher secondary based on the sub-sample of gender and socio-economic status.

Kaleem, S. and Akhtar, J.SM. (2021)<sup>40</sup> worked on a review study paper on the education of India in respect of secondary and higher secondary education. The objective was to examine the higher secondary education growth and secondary education system in India. The other is known as the critical issue and challenges of higher secondary institutions. It also depends on the institutional infrastructural facilities, enrolment, institutions, ratio of the students, etc.

#### **Studies carried out on the International level:**

Salehi, M. (1991)<sup>41</sup> studied on the higher secondary education and educational environment in West Azarbaijan of Iran. The main findings were –

The local community, teachers, students, and principals expressed an unfavorable attitude toward the school environment. Due to some factors, negative perceptions have arisen.

Covert, C. M. (2002)<sup>42</sup> studied the Motivations and Barriers Associated with Post Secondary Educational Participation of Non-Traditional Students in Transition.

Gunes, Ismail. Dincer. (2008)<sup>43</sup> studied Deviant Behavior among Young Adults: Turkish Case with an Emphasis on Family Rituals, Self-esteem, and Religiosity. The researcher worked for the Doctor of Philosophy from Texas University. The objective is to understand the influences of deviant behavior on Turkis young adults considering the factors of self-esteem, religiosity, family rituals, and deviant behavior.

Caro, McDonald, and Williams. (2009)<sup>44</sup> studied some relationship between academic achievement and socioeconomic status Trajectories from childhood age to adolescence. It studies lower and higher SES families in Canada in the achievement of mathematics.

Sigri, U. (2010)<sup>45</sup> worked on the Paradigm Shift in Educational Management: An Evaluation as Distributed Learning as Future Approach

Currie and Gadman. (2011)<sup>46</sup> carried out the study and assumed that socioeconomic status is the predictor of academic achievement of students.

Ahmed, S.R. (2013)<sup>47</sup> studied the relationship between the academic achievements of pupils and parents' socio-economic status. The researcher selected primary schools in the district of Meerut of Uttar Pradesh.

Faster, G.M. (2013)<sup>48</sup> studied academic achievement about students socio –the socioeconomic status in secondary school.

Hargreaves, L. and Flutter, J. (2013)<sup>49</sup> studied the status of the teaching profession of teachers.

Michelle & Young, Clark. (2014)<sup>50</sup> studied the educational attainment of adults and the SES of parents.

Kapinga, O.S. (2014)<sup>51</sup> studied the impact of parental socioeconomic status (SES) on students' academic achievement in secondary schools.

D, M. Abdulkadir. , Mohamed, O. M. & Mohalim, A. A. (2016)<sup>52</sup> studied academic achievement and socio-economic status in Mogadishu Somalia.

#### **Related literature and trend analysis:**

The review of literature covers a broad area of issues in different states of India and other countries. All the reviews can be broadly categorized into several heads presented here. The range period covers almost years, the first review being of a group of researchers in 1974 (Pillai) and the last being a recent study of 2021 (Kaleem, S. and Akhtar, J. SM). From the studies enlisted above it is important that the issues like "Academic performance in the +2 stage of the institutions ", "Facilities available higher secondary schools", "The role of principal and teachers", "Faculty participation in the training", "Condition of Junior colleges", " Problems of +2 education", "Library facilities in Secondary Schools", "Socio-economic conditions of students" and "Guardians consciousness for children's education" etc. have been the major issues of attention for the researchers, along with the major findings of all the studies. This can be further ensured by the topics of studies.

### **Related Literature and its impact:**

The related literature is a needful source that helps the research worker to know what is already known. Through different related literature of the view of different authors, investigators and educationists' contributions made in their works may be comprehended which may show a new direction to the investigator in the present study. All the studies conducted earlier seemed to have contributed more findings and added new facts to the growth of the development of education and the world of knowledge education. It provides a different area of research theories, methods of research, explanations, and studying the problems. The most important factor of the review of related literature on the investigator is that one can gain confidence from reviewing other studies

### **Conclusions:**

In the studies of related literature, it is observed that some problems have a relation to the maximum problems of secondary education in India. Other countries of the world have been also facing the same problems in Secondary education but in India, the problems are seen as more important in comparison to the other countries.

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