Chapter - II.

REVIEW OF LITERATURE

2.1. Introduction

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2.1. Introduction:

An attempt is made in this chapter to review the relevant literature which could serve as a necessary empirical, theoretical and intellectual backdrop for the present study. It pertinent to note here that for an empirical study such as present one it is rather imperative to place it in the context of existing empirical and theoretical knowledge to contextualize the findings of the present study. A review of literature as the present one could also enable one to identify the gaps in the empirical literature in the context of which the findings of the present study could be taken as warranted in filling up of those gaps. Such a review would also enable the researchers to apprise themselves of the theoretical approaches and orientations that are in vogue in the study of the phenomenon under investigation as well as acquaint themselves with the methodological tools, techniques and approaches that have been employed in its study. It is also assumed that a review as such as the present one would provide the researcher the requisite intellectual and empirical insights and inputs in approaching the phenomenon being investigated into. Lastly, it is hoped that such a review would also provide necessary, textual and the recall backdrop against which the findings of the present study can be more relevantly and meaningfully analyzed and interpreted.

It is contemplated that a review of literature should focus on the issues that have been already addressed in the empirical as well as theoretical literature focusing on the phenomenon under investigation pretending to the causes, the extent, the nature as well as the determinants. At the same time it should also take stock of the perspectives approaches and orientations on the one hand and methods, tools and techniques on the other, employed in the in the study and the analysis of the factors and issues stated above. A good review of literature should aim at the thematic classification of the studies focusing on
diverse issues pertaining to the phenomenon under investigation and analyze the major findings that could be taken as extending the limits of our knowledge about the phenomenon instead of ending up as a mere survey of literature published on the subject. It is precisely owing to these reasons an attempt is made in this chapter to analytically focus on relevant literature pertaining to higher education and participation of girls in higher education. However, it needs to be mentioned here that in a doctoral thesis as the present one completed under the constraints of time and resources it will not be possible to do enough justice to the richness of the literature and as such, few of the significant studies made in the relevant literature published are covered in the review of literature.

2.2. Review of Literature:

The collected secondary literature is reviewed as under.

Karlekar (2000) writes a paper “Girl’ Access to Schooling: An Assessment” and stated that a supply and demand evaluation of girls’ access to schooling in India considers educational facilities and family dynamics as well as efforts by nongovernmental organizations (NGOs) to reduce the gender gap. A description of the educational content and teaching methods in primary schools suggests a value-loaded curriculum that includes a hidden agenda of appropriate socialization for girls. Other obstacles to equal access for girls include the cost of school, inadequate nutrition, and burdensome household chores. Actions shown to improve female school attendance, especially in rural areas, include girls’ schools, women teachers, free textbooks/supplies, appropriate drinking water/toilet facilities, provision of child care to relieve girls from caring for younger siblings, and family education aimed at changing attitudes about the value of education for girls. It is argued that the primary responsibility for making basic education available, setting teacher standards, and regulating curricula/textbooks should lie with the state. However, NGOs
should increasingly support and assist the state in these activities. Other strategies for improving girls' access to basic education are suggested.

Sudarshan (2000) in his paper “Educational Status of Girls and Women: The Emerging Scenario”, describes education in India from independence to the present, evaluates the status of girls/women, and analyzes quantitative data on a range of educational indicators within the context of an evolving educational policy. Strengths and weaknesses of the current system are examined, along with school attendance/literacy outcomes across states, and variations in educational access between men/woman as well as social groups/castes. Significant regional differences were found in terms of access, attendance, and literacy. Although there was a positive correlation between literacy and income/land ownership, there was roughly a 20% male/female differential. The results of an evaluation of the validity of the resource constraint argument for the inadequate provision of basic education indicate India has sufficient resources to improve educational performance. Examination of various points of intervention suggests that the most effective ones focus on quality of schooling instead of access. Success is also associated with an environmental approach that reduces the child's conflict with other demands on his/her time.

Wazir (2000) in his paper “Making a Difference: NGO Strategies Revisited”, reviewed the diverse perspectives offered in the essays on the role of nongovernmental organizations (NGOs) in the education of girls and women; explores questions raised by the analyses; and discusses controversial issues related to NGO partnerships, including role, strategy, modes of operation, and location. Attention is given to strategies aimed at reducing gender disparities, as well as shifting the view of education as a vehicle for economic growth, to that of a fundamental right. It is argued that existing examples of successful NGO interventions would need to be multiplied in millions of communities to have a significant impact on broader policies and institutions. Further, the improvement of overall educational performance
would require NGOs to go beyond providing good interventions to address ways to create a demand for education. In light of the limited resources available to NGOs, it is concluded that they would make a bigger difference if they focused on education-related advocacy, networking, and social movements.

**Neelam Kumar (2001)** published a paper entitled “Gender and Stratification in Science: An Empirical Study in the Indian Setting” in ‘Indian Journal of Gender Studies’. The author conducted a study which offers empirical evidence of gender inequities in the academic hierarchy as an important aspect of the social organization of Indian science. While there are no statistically significant differences in terms of writing books and articles and presenting papers at conferences, the two groups (men and women scientists) differ in terms of academic rank. Discrimination is one obvious explanation, and gender stratification can be proposed as a perspective to explain this phenomenon. Research performance appears to be unrelated to the differential ranking of men and women scientists; rather, it points toward a lack of universalistic factors in promotion. Another finding is that there is no difference between men and women scientists in terms of recognition measures, such as awards and membership of professional organizations. The results reveal: (1) the role of gender, an ascriptive factor, as a reference point from which differentiation does take place within Indian scientific institutions; and (2) the association between scientific careers for women and the class structure.

**Manjrekar (2004)** writes on “Contemporary Challenges to Women’s Education Towards an Elusive Goal?” in ‘Economic & Political Weekly’. Why has education been peripheral to the concerns of the contemporary women’s movement in India, especially given the legacy of struggle by women to establish their right to education? How can the women’s movement re-engage with questions of education? Part of the challenge in thinking through concerns about gender and education lies in uncovering the dialectical
linkages between the formal education system and larger social and economic processes and their influence on girls’ and women’s lives.

Adeyemi and Akpotu (2004)\textsuperscript{6} published “Gender Analysis of Student Enrolment in Nigerian Universities” in ‘Higher Education’. The paper analyzed the trend and pattern of gender enrolment in Nigerian Universities between 1989 and 1997. It critically examined the gender disparity in university enrolment generally, as well as among some selected disciplines and the country’s geo-political zones. The analysis revealed that gap existed between female and male in the university enrolment with lower female enrolment in all aspects of the Universities. Specifically there was a wide gap in the sciences and science-based disciplines and also between the Northern and Southern zones with higher female enrolment in the south than the north. The paper made useful suggestions to narrow the gender gap in the university enrolment in the nearest future, which included sustained enlightenment programmes, fine-tuning labour laws and accommodating female under the “educationally disadvantaged” admission policy being enjoyed by some citizens of the country.

Divya Vaid (2004)\textsuperscript{7} published a paper entitled “Gendered Inequality in Educational Transitions” in ‘Economic & Political Weekly’. This paper highlights the causes for the inequality in educational transitions in India. Where education is concerned, not only do girls lag behind, but also certain communities and classes fare worse than others. The aim of this paper is twofold. Firstly, to highlight the factors responsible for this inequality for both boys and girls from socially deprived origins, and secondly, to highlight in particular the inequality faced by girls at each educational transition stage. The paper uses a unique National Election Study (1996) data set that contains information on the respondent and the respondent’s parent’s caste, class, religion and locality. The major results of this study are only partly consistent with previous research. There was weak support for the effect of caste, but class on the other hand emerged as a strong determinant of the relative chance
of a child continuing in school. No support was found for an additional class effect where the education of girls is concerned, thus refuting the notion of a more egalitarian Indian middle class.

**Anand and Yadav (2006)**\(^8\) writes on “The Inclusion of SC Girls in Education: A Long Path Ahead” in ‘Social Change’. The authors discussed on the issue of the Scheduled Caste or what may be called the Dalit issue is one of the worst examples of discrimination against, and the oppressive living conditions of millions of people in India. The girl child is a critical agent in any society. Despite more than half a century of various affirmative action policies and programmes, there remains little improvement in the overall status, particularly educational status of SC girls. A large number of SC girls do not have access to successive stages of education. The drop-out rate of the Scheduled Caste Girls is another crucial indicator in the field of educational development. The present paper not only lists the factors responsible for the low female literacy and non-participation of SC girls in education but also makes an attempt to look into some of the initiatives undertaken by the government to improve the situation. Finally, the paper identified the critical concerns in the field and suggests strategies to reach out to the SC girl child in the area in the area of education.

**Chandrasekhar and Mukhopadhyay (2006)**\(^9\) write on “Primary Education as a Fundamental Right Cost Implications” in ‘Economic & Political Weekly’. In an attempt to attain the goal of universal primary education, many developing country governments, including India, have abolished official fees in primary education. The 86\(^{th}\) amendment to the Indian Constitution made free and compulsory education a fundamental right for all children in the age group 6-14 years. There are other direct and indirect costs that can deter children from going to school. In this paper, using a rich nationwide data set, the authors construct the incompressible direct costs of attending primary school in India. After controlling for the opportunity cost of going to school (as proxied by the ratio of children’s wages to adult’s wages), it
is found that the direct costs of education adversely affect the probability of children going to school, more so for children from poorer households. The results show that relative to boys, girls are more likely to be affected by the direct costs of schooling. The authors show that making primary education completely free will not increase the attendance rates to 100 per cent. They find that the government will have to incur an additional minimum expenditure of over Rs 2,900 crore every year in order to defray the basic or incompressible cost of attending school.

Dinesh Abrol (2006) in his paper “Democratising Indian Higher Education” published in ‘Social Change’, seeks to address the problem of expansion of the system of higher and technical education from the perspective of democratizing the system and improving the access to higher education for the people as a whole. It analyses how the policymakers are failing to do justice to the dimension of a sustained and meaningful expansion of the system of higher education in India. The pressure of rising demand from the socially and educationally backward classes is also largely traced to the desire of these classes to be a part of the new economy. The policymakers must keep in mind that the pressures from the upper sections of these classes are basically generated owing to the decline of profitable opportunities in the older sectors of agriculture and traditional occupations. They should plan for the system of education to make its contribution to the sectoral revival. Though the Nehruvian framework cannot be absolved of its limitations and negative contributions to the system of higher education, the paper argues that the growing trends of privatization and commercialization has damaged the agenda of equity as well as quality of education and has aggravated the crisis in higher education in India. The new institutions have failed to make their contributions to nation building and to self-reliant development. The aggravation of the crisis is reflected not only in the crisis of funding and governance but also in the crisis of purpose and credibility of education being imparted by the institutions of higher and technical education in India. Today the solution lies in addressing
squarely the problems through the formulation of a vision and strategy that would enable the policymakers to democratize the higher and technical education system in the interest of the society as a whole.

Ghai (2006)\textsuperscript{11} in her paper “Education in a Globalising Era: Implications for Disabled Girls” published in ‘Social Change’, described on disabled girls that located in the larger context of globalization and the changes effected by it in the Indian education sector, the paper looks at the issue of disability and education. The situation, it argues, is too complex and the problems for the disabled child are exacerbated by the caste, class and gender variables. The state while formulating its policies for the education of the disabled children hardly looks at the larger context in which the children are located and therefore most of its programmes are restricted to mere tokenism. In such a situation, the author argues, there is a need to alter the way the question of disability is seen in education and that we cannot understand the problem unless an effort is made to locate them within the political economy of disability. The education of the disabled remains a contested site as it fights the twin forces of globalization as well as politics of normative hegemony unless we fight the institutional disablism.

Nuzhat Parveen (2006)\textsuperscript{12} presented a paper “Education and Social Changes among Muslim Women: A Case Study of Muslim Female College Students at Gulbarga City” and stated that women taking to higher education among Muslim is the recent phenomenon and as assumed to have significant implication for their status, empowerment and life style. The present study seeks to focus probe empirically into the socio-cultural implications of higher education for women in Islam. The study for there seeks to focus on attitudinal change and changes in social practices brought about by exposure of Muslim women to higher education. The finding of the present study are based on data gathered by employing the structure Interview scheduled to 145 Muslim female college students drawn from four degree colleges in the Gulbarga city. The study reveals the opinion and attitude from the respondents about
marriage, religion, population control, Purdha System, dowry, reservation policies, decision-making, female employment and aspiration of employment.

Ravikumar (2006)\textsuperscript{13} in his paper “\textit{When Gandhi’s Talisman No Longer Guides Policy Considerations: Market Deprivation and Education in the Age of Globalization}” published in ‘\textit{Social Change}’, stated that now people have witnessed a flurry of activities in the ‘education sector’ in India. These activities are located within the larger context of globalization dominated by the neo-liberal capital. The paper argues that given the social and economic segregation in Indian society education has always seen discriminatory. However, recent neo-liberal influences in policy making have accentuated the segregation furthermore. Everything, including education, is out in the market for a sale as a commodity. When the purchasing capacity of the majority remains low, it becomes difficult to buy education and therefore most Indians—the poor, Dalits and the girl child— are getting alienated from education. Gandhi’s Talisman that, at least, appeared as the guiding force in a welfare state no longer remains so in the neo-liberal era. The consequence is institutionalization of discrimination in education.

Chinna Ashappa and Sabiha Sultana (2007)\textsuperscript{14} presented a paper entitled “\textit{Gender Equality in Education in India: The Imperative of Reforms in Social Polity}” and discussed that the complex stratification systems in India give rise to a multiplicity of social categories which often obscure the relative status of women and men within the more disadvantaged segments of the population. The past decade has witnessed a significant increase in the importance accorded to education, with both instrumental as well as intrinsic arguments made, for increasing financial investment and policy attention to education provision. Although significant gains have been made in women’s education as a result of global advocacy and donor pressure, more often than not these gains are fragile and vulnerable to changes in economic and social environments and lagging behind male rates of enrolment and achievement. The objective of the present study is to critically evaluate the
effectiveness of the current educational intervention programmes and bring out the case for bringing the much needed reforms in social policy of the government. The paper is based on the secondary sources of information. The argument of the authors is that investing in education generally and women’s education in particular, is good for development is consistently made in policy documents of the World Bank and other agencies. These arguments, however, have limited value. Responding to these diverse and complex forms of exclusion remains a challenge, and there has been a wide range of interventions targeted at improving female education. However, efforts at local change need to be backed up by macro level policy changes particularly in the area of providing economic policies that encourage the participation of women in the workforce and enable them to fight labour market discrimination. These changes are also necessary to encourage the education of young girls. The paper concluded that the lessons from micro level interventions that move beyond merely addressing economic incentives to girls for their education and take into account the social and cultural rules and norms that perpetuate discrimination against girls need to be more centrally reflected in macro policies for promoting gender equity in education.

Ghosh (2007) in his paper “The Gender Gap in Literacy and Education Among the Scheduled Tribes in Jharkhand and West Bengal” published in ‘Sociological Bulletin’, focuses on the gender gap in literacy and education among the Scheduled Tribes in Jharkhand and West Bengal as measured by the gender disparity index. The female literacy rates among the Ho and Mahali in Jharkhand and the Lodha in West Bengal are low, with high gender disparity, as compared with other tribes. The gender disparities among most of the tribes tend to increase at the higher level of school education. The article also analyses the enrolment ratios and dropouts of female children, and discusses the issues related to tribal education.
Gupta (2007)\textsuperscript{16} writes on “Women Research Scholars in IITs: Impact of Social Milieu and Organizational Environment” published in ‘Sociological Bulletin’. The women in academic science and engineering form a very low proportion at the doctorate level and still lower at the faculty level in premier institutes- The universal perception of rationality and gender-neutrality in academic science has precluded any discussion on organizational environment in institutes of learning in science. This article examines the socio-cultural and structural factors that impact women in science. It compares the social milieu of men and women research scholars, and their perceptions regarding the organizational environment. The organizational milieu is found to be as important as (the social milieu in influencing women. Despite the class advantage for women, they are deficient in self-confidence and have low expectations from themselves, implying a waste of talent of women who could work aggressively for the pursuit of excellence in science.

According to Mohd. Sanjeer Alam (2007)\textsuperscript{17} as stated in his paper “Interrogating Gendered Inequality in Educational Attainment in India” published in ‘Social Change’, the educational system in India is highly stratified across gender, caste, class, region and religion. However, gender remains the most pervasive axis of educational stratification and disparities in India despite recognition of large societal benefits accruing to women and several proactive constitutional/legal measures over last six decades. Most of the literature on gender inequality in education deals with literacy and access to elementary education and are descriptive/ narrative in nature. Moreover, girls and women are often treated as a monolithic category overlooking their multiple locations teasing a simplistic framework to unravel gender inequality in education at various levels and underlying factors causing such inequalities. Drawing both from secondary data and field-based research in differently located sites in terms of developmental parameters in rural Bihar, this paper tries to capture gender disparity in a multi-dimensional and nuanced analytical framework locating it in a larger socio-economic context.
Mukhopadhyay (2007)\textsuperscript{18} in his paper “Problem of Gender Inequality and Expansion of Education of Women in West Bengal”, described on the pace of social change in West Bengal has accelerated in recent years because of the globalization trends. But the problem of gender inequality in West Bengal has revealed as a new dimension. Despite the land of various political, social, economic and cultural movements, the State has failed to organize a movement for development and upliftment of women as an entire class. Even after entering the new millennium the popular saying frequently heard from the men and even the women ‘Sonar Aantir Abar Banka Na Soja’ (The golden ring is free from crooked or straight) upholding their male counterparts. This little example clearly explains the degree of prevailing gender inequality in once Renaissance enlightened Bengal. The project will evaluate how such gender inequalities have been created and reproduced in the households, markets and societies in West Bengal. The factors that underlie gender inequality will be thoroughly examined. Women in West Bengal are commonly portrayed as among the most oppressed and majority of them are grounded in both poverty and patriarchy. Patriarchy limits women’s ownership and control of property and other economic resources including the products of their own labour. Women’s mobility in West Bengal is constrained and their access to education and information hindered. The clearest examples of gender inequality are the various forms of violence systematically meted out against women. They are practically excluded from decision making. Preventable diseases and unequal access to health care still affect women and girls, especially those in rural sector. HIV infection among women continues to increase. Incidents of physical violence against women in West Bengal are increasingly mentioned in the media but rarely within the context of longer processes of gender discrimination. In this research project we will investigate the opportunities and constraints that women face in and outside the home.
Sethi et al. (2007)\textsuperscript{19} presented paper on “Women Students Perception of Physics, Chemistry and Biology: A Case Study of Gulbarga”. The author described that although more than 25\% of the 20 lakh persons in India who are in the Science and Technology field at the undergraduate level is low compared with men. So this tends to women drop out from the science education. The paper attempts to determine women student perceptions of physics, chemistry and biology at junior college levels in Gulbarga. A Questionnaire was administered to a sample of 37 secondary students who had already completed one year of PUC. The instrument measures women students of the usefulness of the subject, women students’ perception of their parent’s encouragement, their family background, social origin and view of the subject. The findings reveal that women students have a more positive attitude towards mathematics and biology than physics on all the three scales. The significant co-relation between parent scale and subject usefulness scale strong parental influence on women students’ perception.

Sonwane (2007)\textsuperscript{20} presented a paper “Attitude of Women for Selecting Profession” and discussed that women’s education is viewed as an asset in raising earning capacity as a gateway to knowledge and will formation. Elementary education empowers women by providing information and confidence while higher emboldens them so that they are confident about entering any field or profession not previously open to women. Ideally, this is true, but practically it is experienced that women are selecting some specific professions. The paper presented several reasons to for selection of professions for women.

Upadhyay (2007)\textsuperscript{21} published “Wastage in Indian Higher Education” in ‘Economic & Political Weekly’. Despite some improvement in enrolment rates over the decades, at the end of 2002 hardly 9.28 per cent of boys and 6.71 per cent of girls belonging to the relevant age-group population in the country had been enrolled in higher education institutions. It is against this background that this study has made an attempt to examine whether it is the
demand-side constraint in terms of lack of demand for higher education or the supply-side constraint in the form of inadequate access to higher education that is more important in explaining the low level of enrolment. This has been examined particularly in the context of women as the female student rate of participation in India has been much lower than that of the males at all levels of education.

**Ved Prakash (2007)** writes on “Trends in Growth and Financing of Higher Education in India” in ‘Economic & Political Weekly’. The Indian higher education system is presently facing several challenges. The challenge of global competitiveness has been added to other demanding tasks such as access, equity, relevance, quality, privatization and internationalization in the face of a resource crunch. This article gives an overview of trends in the expansion of higher education and examines variations in participation across states, gender and social groups. An attempt has also been made to discuss the trends in the financing of higher education and the required resources to meet the target of allocating 6 per cent of the GDP to education. It argues that without appropriate policy interventions in school education, it would be of little use to have interventions at the higher educational level, which discriminate in favour of girls, SCs and STs.

**Vinita Singh (2007)** presented a paper on “Women Students: A Study of Continuity and Change” and the presentation is based on a survey of women students enrolled in the colleges in Ranchi. The paper analyses the factors leading to the growth of consciousness and changing attitudes towards their careers among the women students against the backdrop of the changing socio-economic conditions. The paper looked into relevant issues such as the diverse socio-economic backgrounds of the students, the reasons for growing mobility among them, impact communication revolution, growth of popular culture and their role in the ongoing process of global transformation. As representatives of the changing socio-economic conditions, the women students are quick paced to meet the challenges thrown upon them. The fact
that they are managing to strike a balance between their growing career aspirations and personal lives is quite significant as it is symbolic of the continuity and change that co-exists in Indian society.

Wizarat and Arya (2007)\textsuperscript{24} published a paper “Women in Higher Education and in the Work Force: Need to Bridge the Gender Gap” in ‘University News’. The Higher education is growing at a brisk pace; today there are 389 universities and 18064 colleges that cater to the rapidly growing demand for higher education in the country. A comparison has made between pass percentage in 10\textsuperscript{th} and 12\textsuperscript{th} board exams across the country which points to a higher success rate for girls and a lower rate for boys. Despite this the percentage share for girls at the diploma/certificate, graduate, post graduate and research levels fluctuate between a high of 42\% and a low of 32\%. This is clearly a reflection of increasing rate of drop outs at succeeding levels of higher education. Although, there has been a substantive increase in the number of separate colleges for women - 1902 in 2006-07 as compared to 950 in 1991-92, one can clearly see the need for augmenting the facilities for higher education among women. It has been generally observed that employment in the services sector is not gender neutral and is influenced, dominated and virtually controlled by males. Further, very few women receive recognition through awards and academy fellowships. The paper provided the statistics of male and female education at national level. Finally, the paper concluded with the remarks that an early recognition and removal of barriers in bringing the full potential of women power in national development will surely transform India into a developed nation in all spheres at an earliest date.

Krishna Kumar and Gupta (2008)\textsuperscript{25} write on “What Is Missing in Girls’ Empowerment?” in ‘Economic & Political Weekly’. Addressing gender disparity in education goes beyond increasing the presence of girls in school. It involves the removal of deep mental blocks that bind them to limited traditional roles. This article, while discussing the functioning of the Kasturba Gandhi Balika Vidyalaya (KGBV) highlights the problems impeding girls’
overall development. If the KGBV is to be given a second chance for mainstreaming rural girls belonging to deprived social backgrounds, it needs to set right certain shortcomings.

Jeemol Unni (2009)\textsuperscript{26} writes on “Gender Differentials in Education: Exploring the Capabilities Approach” in ‘Economic & Political Weekly’. Motivation and freedom of choice are mediated through the institutions of caste and religion, which restrict freedom, particularly of women. This paper discusses whether the capabilities approach provides any advantage in addressing questions of inequality that may be also mediated through such institutions. With the help of empirical data, the capabilities approach is used to identify “conversion factors” that are not typically addressed in the utility approach. A comparison is made between knowledge generated through the use of traditional data sources to measure access and returns to education with the knowledge about the dynamics of capabilities formation generated through the use of a mixture of data within the capabilities approach. This has the potential to help public policy decisions to improve education design and outcomes for girls from disadvantaged sections.

Kamlesh Singh et al. (2009)\textsuperscript{27} published a paper “Socio-cultural Barriers in the Personal Growth of Rural Adolescent Girls” in ‘Indian Journal of Social Science Researches’. Even today in the 21st century India, the psychosocial and cultural environments have innumerable prejudiced traditions and redundant customs: dowry, child marriage, illiteracy, physical and mental violence, etc. The Indian girls because of their secondary status in the society may have low self-esteem and poor psychological well-being. Thus, it becomes important to study the psychosocial and cultural barriers faced by Indian girls in order to offer a timely correction that can help them play a substantial role in shaping-up the future village society. The broad objective of the present study was to identify the psycho-social and cultural barriers in a village society which hindering to get girls’ full potential. Two hundred and ten participants, between the age group of 13-19 years, from
District Rohtak in Haryana (India), responded in a specific survey. Interviews and focus group discussions were also held. About 10 discourses were taken with rural women. Results obtained show certain factors as inhibitors (e.g. harmful traditional practices, conflicting situations, gender discrimination etc.). The implication of the findings in providing directions to policy makers, social scientists, and health practitioners towards rural areas regarding adolescent girls has been discussed.

Marit Tjomsland (2009) published “Women in Higher Education: A Concern for Development?” in ‘Gender, Technology and Development’. Women’s education is currently at the center of international development discourse. In the discourse on education and development, “education” has tended to mean primary—and to an extent, secondary—education. The issue of higher education has so far received modest attention. This article examines the global situation of women, higher education, and development; suggests some possible reasons for the modest academic as well as policy related debate on the issue; and considers some implications of the situation for analyses of women’s higher education achievements in developing contexts. It is argued that cultural context may play a major role in how women’s higher education is perceived, valued, and employed. Seen from an economic growth-related perspective, investment in women’s higher education may therefore appear less cost-effective than investment in men’s. However, seen from either a rights-based or a human development perspective, which considers women’s education and gender parity to be central indicators of development in themselves, women’s higher education stands out as a highly efficient way of shaping more gender-equitable societies and thus as a major vehicle for general development.

Krishna Kumar (2010) published a paper “Culture, State and Girls: An Educational Perspective” in ‘Economic & Political Weekly’. This paper attempts to examine the childhood and education of girls in India in the context
of their socialization in the family and the historical evolution of the State’s capacity to deal with gender issues. The customs and rituals under which girls are brought up and gendered into womanhood constitute a regime which is incompatible with the normative view of childhood implicit in child-centred policies of education. The evolution of the Indian state under colonialism has made it structurally predisposed towards the maintenance of patriarchy. Education can hardly be expected to interfere with gender asymmetry unless it is epistemologically reconceptualised with the help of a collective academic enterprise involving several different disciplines.

Sharmila and Dhas (2010) published a working paper entitled “Development of Women Education in India”. Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. In this context, it can be argued that lack of woman education can be an impendiment to the country’s economic development. In India, women achieve far less education that of men. As per the Census report 2001, the literacy rate of women is 54.16 per cent and that of men is 65.38 per cent. There has been a sincere effort to improve the education attainment of women by both government and voluntary organizations. The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiatives of the Government of India towards women education. In this backdrop, the paper examined the trends in women education and the investment on education and infrastructural supports in India. The paper discusses the trends in female literacy levels in India. It presents the investments on education and the infrastructural supports in India. The last section provides the summary of the findings and conclusions.

Archana Krishnan (2011) writes on “Quality in Higher Education: Road to competitiveness for Indian Business Schools” in ‘The Opinion’. Low quality of education in higher levels is increasingly becoming a cause of concern. Though lots has been written about the physical infrastructure
required to increase the quality of our business management institutions, much research has not been done into the other aspects of business schools such as related to the course content, teaching learning process and the basic methodologies of lecture delivery and understanding of the students needs. The aim of this research paper is to explore the variables that are essential in improving the quality of a business management school. Parameters essential for improving quality are correlated with each other. ‘t’ test on variables shows how important certain variables are in building an institutional brand through quality initiative. In particular by improving the quality in higher education, Indian business management schools may make themselves competitive in the long run.

Annemie Maertens (2011) writes on “Does Education Pay Off? Subjective Expectations on Education in Rural India” in ‘Economic & Political Weekly’. This paper presents the first results of a study conducted on subjective expectations that parents have about the costs and returns to education. This is done by using a detailed child-level dataset from the three villages of Dokur (Mahbubnagar district, Andhra Pradesh), Kalman and Shirapur (Sholapur district, Maharashtra). The perceived returns differ by region, gender of the child and caste, with girls and members of the scheduled caste and the tribe categories being at a disadvantage.

Chauhan (2011) published a report “Participation of Women in Higher Education: The Indian Perspective” in ‘Analytical Report in International Education’. During the last six decades since independence, there has been phenomenal development of education system in India resulting in the creation of one of the largest education systems of the world. After independence, higher education sector attracted greater attention of the native government than elementary and secondary education sectors. University Education Commission (1948), the first commission in education set up by the government of free India, laid special emphasis on the education of women and recommended that in view of the similar fields of activity for men
and women and some specific requirements of women maximum facilities should be given for education in Home Economics and Home Management. Higher education was recognized as a powerful instrument of socioeconomic advancement of the society in general and a vehicle for upward social mobility for deprived and marginalized sections in particular. Now, India has third largest higher education system of the world, but it is accessible only to 12% of the youth in the age-group 18-24 years. The deprived sections of the society, especially women, have had limited access to higher education. In this paper, the author has analyzed gender-based educational disparities among various social sections with special reference to caste and religious affiliations. The author has discussed and evaluated the current status of participation of women in higher education selected educationally backward sections in respect of their participation in higher education in order to assess the effectiveness of compensatory measures taken by the central and state governments to address the gender-based issues in higher education. Government of India has been making concerted efforts since independence for bridging the socioeconomic gap between advantaged and disadvantaged groups, but still these sections have remained behind the mainstream society though there has been considerable relative improvement. Education, especially higher, has been recognized as a great equalizer and a powerful tool of upward social mobility capable of being used for reducing socioeconomic disparities and building an inclusive society. The purpose of this article is to: (i) Analyze gender-based educational disparities among various social sections with reference to caste and religious affiliation. (ii) Discuss and evaluate the current status of women from selected educationally backward sections in terms of their participation in higher education. (iii) Assess the effectiveness of compensatory measures taken by the central and state governments to address the gender-based issues in higher education.
Indupalli and Sirwar (2011)\textsuperscript{34} published a paper “A Cross Sectional Study on Demographic Profile and Role of Education in Adolescent Girls” in ‘People’s Journal of Scientific Research’. Adolescent is a period of rapid growth and maturation in human development. It is a crucial period of women’s life where socio-cultural factors not only influence her health but also health of future generation. Hidden behind the socially sanctioned cloak of marriage, underage girls are deprived of their personal freedom, forced into non-consensual sex, exploitation of their labour and discrimination of their educational development and individual life choices. A community based cross sectional study was carried out among 250 adolescent girls aged 13 -19 years. This age group was considered for the study because of marked acceleration of physical and emotional development which occurs during this period. Aim of this study was to find out the incidence of early marriage and pregnancies among adolescent girls and the impact of education. It was observed that 18.8% of adolescents were married and 8.4% were pregnant at one or the other time. Pressure of elders was the major reason for early marriage (53%) and early pregnancy (57%) among married girls. The education of adolescent girls plays a major role on the marital status and awareness of the health problems.

Annie John and Shinde (2012)\textsuperscript{35} published on “Educational Status Of Muslim Women In India” in ‘Review of Research’. The role of education in facilitating social and economic progress is well accepted today. The literacy rate among Muslims in 2001 was far below the national average. Education contributes to economic growth. Education is a crucial social factor that initiates the process of social, economic and cultural development of communities. Muslim girls are among the least educated sections of Indian society. The Constitution of India in Article 15(1) on right to equality provides the basic policy framework that enshrines the vision of girls’ education and the spirit in which their education is to be provided.
Beena Dominic and Amrita Joshi (2012) published on “Education-A Tool of Women Empowerment: Historical Study based on Kerala Society” in ‘International Journal of Scientific and Research Publications’. India is famous as a great country of many cultures, traditions, religions and geographical characteristics. However, at the same time, India is also known by the sobriquet “male chauvinistic nation”. The male chauvinist half of the nation tends to forget that India is referred to as “Bharat Mata” the mother to every Indian, as well. Traditionally, women have been compelled to play the second fiddle in every sphere, be it in family or public life. Such in order of things in India in spite of the fact that women nowadays, are no less proficient than men in any field. In the case Kerala women, the same as the above. But today, women are not what they used to be some years ago; they have now made their presence felt in every sphere of life. Women have ultimately discarded their homely image and are now making meaningful contribution to the progress of the nation but, are the progress made by women in all encompassing phenomenon, or is it confined to some specific cases only? Have all women been empowered? If not what is the story of the women who are not empowered? Has the common woman have vested with powers to drive the nation? It is precisely these questions that this essay will attempt to throw some light upon. Here the researcher analyzing the concept, women empowerment by incorporating all divergent views with sufficient logical reasoning. It also explains the problems faced and the possibilities ahead in achieving women empowerment through education.

Boruah (2012) published a paper “Motivation of Early Married Women Towards Higher Education: A Study Based on Narayanpur Area” in ‘Research Analysis and Evaluation’. In Indian society, men enjoy a superior status than that of women. In the field of education also, men get more chance of education than women. From her early childhood a girl is taught to consider the house hold works as the primary duty. After marriage and childbirth it becomes more difficult for them to continue their higher education.
This paper tries to find out the motivation of early married women towards higher education, because motivation is a key factor of education.

Ganiger (2012)\textsuperscript{38} published a paper entitled “Women Health Care and Education in Rural India through an Innovative Cultural Competency Model: A Sociological Analysis” in ‘Golden Research Thoughts’. Health care and education are the main ingredients that contribute to the quality of woman life in rural India. However, the stark reality is that women are careless about their health and always blame their shouldering of family responsibilities, lack of time and certain religious customs and traditions. Thus the urgent need of the hour is to take a proper care of these women by giving them proper health care and education and remove the misconceptions about various customs and traditions that are prevailing in India which is stopping women from having nutritious food and taking care of her health properly.

Ritu Singh et al. (2012)\textsuperscript{39} published a paper entitled “A Comparative Study of College Girls from Four Streams of Education Regarding Their Beliefs about Upbringing of Children” in ‘Studies in Home and Communication Sciences’. The study compared college girls from four streams of education (Home Science; Arts with Home Science as a subject; Arts with subjects other than Home Science and Science – Medical group) regarding their beliefs about upbringing of children and found out which of the four streams of education contributes most to the modernization of college girl’s beliefs about this aspect. The sample for Home Science stream was drawn entirely from College of Home Science, Punjab Agricultural University (P.A.U.), Ludhiana and the samples for rest of the streams were taken from Government College for Women, Ludhiana. A total sample of 360 college going girls i.e., 90 students from each of the four streams of education was drawn. In each stream, out of 90, 45 students were taken from year I and rest 45 from year III of education. A standardized questionnaire on ideas about children was used to gather student’s belief regarding upbringing of children.
Z-test of different proportions and modernity scores were used to analyze the data. The results indicated that girls from Home Science stream attained the highest average modernity score followed by that from the Science stream on the beliefs regarding child’s upbringing. It was concluded that Home Science stream contributed most to the modernization of college student’s beliefs regarding child’s upbringing and it is the “content” of education imparted in the Home Science stream which resulted into qualitative difference in this respect.

Saxena (2012)\textsuperscript{40} published an article entitled “Is Equality an Outdated Concern in Education?” in ‘Economic & Political Weekly’. The central government policy of setting up residential schools for the dropout girls in educationally backward blocks through the Kasturba Gandhi Balika Vidyalaya scheme has generally been hailed by educationists. This paper critically examines the scheme and its implementation from the equality and justice perspectives. It argues that the equal educational opportunity doctrine, a state commitment in the 1960s, was abandoned with the National Policy on Education 1986, which resulted in a multilayered, in egalitarian school system for subordinate communities. The author clarified on question, are schemes like the Kasturba Gandhi Balika Vidyalaya, which tend to privilege a minuscule number of school dropouts, a subversion of the equality principle, privileging a few over the majority?

Abdus Salam (2013)\textsuperscript{41} writes on “Globalization and Indian Higher Education” in ‘Indian Journal of Applied Research’. The advancements in the field of digital network, Internet and satellite communication systems have promoted communication at a mind-boggling speed. This advancement in the field of information technology has given birth to globalization. Globalization can be explained as the growing interdependence and interconnectedness of the modern world through increased flow of goods, services, capital and information. The term globalization is used to sum up the contemporary world order. Globalization refers to the assimilation of all the continents of the world and makes one capitalistic political economy operating under a neo liberal free
market ideology governed by one set of rules. The process of trade, exchange and communication is totally revolutionized. In such a global scenario, the roles of the universities have to be redefined. Globalization has resulted in higher education being thought of as a commercial product, with dealings in it being governed essentially by market forces and the principles of marketplace. The present era is called an era of academic globalization as the number of students aspiring and seeking foreign education is increasing. With the increasing globalization of economics, the globalization of higher education is inevitable. The paper entitled “Globalization and Indian Higher Education” is an attempt to know the concept of globalization and impact of globalization on Indian higher education system.

Bidula Sarmah (2013) published a paper “Attitude of University Students, Towards Privatisation of Higher Education - A Study” in ‘Indian Journal of Applied Research’. Higher education in India is moving towards privatization day by day, which can be treated as an impact of globalization. Privatization leads to quantitative expansion of higher educational institutions, but possesses a serious threat so far as the quality is concerned. The main purpose of the study is to assess the attitude of University students towards privatization of higher education. An attempt has also been made to make comparison of attitude with respect to the variable gender and two different universities. Descriptive survey method was adopted and the relevant data were collected by a self designed attitude scale. Most of the selected students have shown positive attitudes towards Privatization of higher education. The results of the study revealed ‘statistical significance’ between the variables.

Colaco and Rangamani (2013) writes on “Gender Inequality: Its Impact” in ‘ZENITH International Journal of Multidisciplinary Research’. Gender is a common word used and can be defined as a term that is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is the practices of what it is to be
female or male. Across the world, almost half of the population is female. Females perform two-thirds of the total work world wide but receive only one-tenth of the world’s total income and own less than 1% of the world’s property. Nearly two-third of the women across the world are illiterates. These statistics just go to prove that women, who are almost equal to men in number, are dominated by their male counterparts and even though they work much harder, they are unjustly compensated. The discriminations are not just restricted to money, assets or education but include female foeticide, infanticide, neglect of nutrition needs of the female child, denial of proper healthcare, child marriages, dowry system, prostitution, rape, sexual harassment and many others. These factors along with religious beliefs, culture and customs, caste and attitudes make it very difficult for women to live active lives in society leading ultimately to being dominated by male counterparts and gender discrimination. In India, like some other countries in the world, according to its 2011 sex ratio of 940 females per 1000 males, males outnumber females in its population. There has been a 7 point increase from the sex ratio of 933 per 1000 males in 2001. But the net deficit of the number of females less than their male counterparts has been increasing from 3.2 million in 1901 to 35 million in 2001 to a little over 37 million in 2011. In this paper, the authors tried to understand the reasons behind this gap and ways to try and overcome this problem.

The study of Dandapat and Sengupta (2013) published as “Women and Gender Stereotyping in Higher Education: A Case Study of Vidyasagar University Post-Graduates” in ‘International Journal of Research Studies in Education’, is based on the responses to four Semi-structured interview schedules and one check list of 400 post-graduate students in Vidyasagar University in West Bengal, this article investigates the influence of gender stereotyping on women’s higher education. Several indicators are considered and investigated using non-parametric technique. Given the overall patriarchal structure of Indian society, the results indicate that higher education system is not sufficient itself for developing the right attitudes among today’s
young adults that needed to succeed in a democratic country-where human dignity is respected.

Gundeti Ramesh (2013)\textsuperscript{45} published a paper “Indian Higher Education and the Challenges of Sustainability: An Analytical Note” in ‘International Journal of Social Science & Interdisciplinary Research’. This paper mainly highlighted the problems and prospects of Indian Higher Education in the era of globalization. The study found that the Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since independence. The study observes the fact that the women Gross Enrollment Ratio is very less. The study also evidently speaks the truth that the challenges of higher education have been caused due to low college enrollment, employability crisis of unskilled labour and lack of flexibility of the education sector. The paper also covers the appropriate policy to India’s towards achieving 30% gross enrollment ratio objective by 2030. Finally the paper concludes here is need of plans requires solutions that combine, employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government.

Nirupama Pathak (2013)\textsuperscript{46} writes on “A Comparative Study of Creativity Among Under-Graduate Mathematical Gifted Boys and Girls” in ‘Indian Journal of Applied Research’. Today, in the era of information technology, job market required highly skilled workers without gender discrimination. Expertise in information technology also requires higher level of skill in the field of mathematics’, which attracts many to opt for mathematics as one of the subjects of their study. Since, creativity amongst the boys and girls are different thus it is also expected in the case of mathematically gifted children. Keeping in the mind the above facts, the present study was conducted at Jabalpur in order to investigate the difference in relation between different aspects of verbal creativity of mathematical gifted boys and girls. The sample includes 158 boys and 119 girls of randomly selected under graduate students
of the departments of mathematics of various higher educational institutes located at Jabalpur city. These students further evaluated by using three different tests of creativity and mental ability. The mean, standard deviation and student t-test were performed to analyze statistically significance difference between boys and girls. The finding reveals that boys differ significantly in all variable of verbal creativity from girls. The finding also reveals that girls excelled boys in fluency, flexibility and originality aspects of verbal creativity.

Rajani Shree (2013) published a paper entitled “The Relationship between Gender and Emotional Intelligence” in ‘Indian Journal of Applied Research’. The present study was conducted with the aim to measure and compare the emotional intelligence among adolescent boys and girls of Ranchi District. A total number of 40 students (20 boys & 20 girls) studying in class 10th were included in the sample. Emotional intelligence inventory developed and standardized by Mangal and Mangal (2009) was used to assess the extent of emotional intelligence. ‘t’ test was applied to see the significance difference among adolescent boys and girls. The result revealed that girls are better on emotional intelligence than boys. But there ‘t’ value is not statistically significant.

Ravishankar (2013) writes on “Students Expectation on B-School: A Study within Tamil Nadu State” in ‘ZENITH International Journal of Multidisciplinary Research’. The main objective of the present paper is to Study the Students perceptions from Business School with Special Reference to Tamilnadu state. Owing to the concept of global village, the competition of industries is also moving parallel. To cope up with this competition management education system should be revitalised. Also Internationalization, cross cultures, strategic alliances, partnership & mergers are the emerging trends and new other trends is also emerging day by day. The industries are expecting the candidates as multi personality instead of concentrating on one particular skill or task. Today students are the tomorrow’s manager. So the
concentration should focus on student’s perceptions about the management education and the industries perceptions should also take into considerations. On this back ground this study is taken to address the expectation of the students, the issues related to the existing B-School system. The study is descriptive in nature and sample size of the study is about 250 and the sampling method use for the study stratified random sampling. The finding and suggestion through data analysis will be helpful for B-schools to fulfill the student expectation.

Shinde (2013)49 published a paper on “Scheduled Castes: Social and Gender Inequality” in ‘Indian Journal of Applied Research’. Economic growth with social justice is the major objective of planning process and rural development in India. After Independence, no doubt, the authors have made remarkable progress in the field of science and technology. As the issue of development of weaker sections especially the Scheduled Castes, we have made significant progress but the desirable out-come is still far away from the reality. In India the disparity between gender literacy is lower and this is also true within the castes. This paper is intended to examine education, health, government jobs, basic amenities like housing, drinking water, electricity, etc, based on secondary data. The prime motive of the study is to SC women are institutional problems of SCs including hour is to remodel or redesign our institutional arrangements through a radical structural change with emphasis on equity and equality of women as par with men in all spheres of social life. The study also highlights the areas of deprivation which need urgent attention of the government and policy maker towards the present situation. The implementation of various developmental schemes turns to lead stability and bring the weaker sections into main stream of the society.

Suman Buwa (2013)50 writes on “Obstacles in the Development of Rural Women: Rural Women’s Social, Economics, Educational, Health Status and Obstacles” in ‘Indian Journal of Applied Research’. Women being the major component of human reproduction system need special care of
her health. Rural women have less access to the facilities than that of urban women. Many Factors like old cultural, traditional superstitious beliefs, poor economic conditions and mainly lack of knowledge keep women away from good and sustainable health. The obstacles faced by rural women in maintaining their good health are vastly different from those of women of urban areas. Empowerment of women involves many things - economic opportunity, social equality, and personal rights. Women in rural areas are relegated mainly to household duties and cheap labour and generally considered to be incapable of generating considerable income. Therefore all these factors have covert and overt effects on rural women’s health. This paper casts light upon the present status of rural women’s health. This paper also deals with obstacles in her health. As the research is associated with the Department of Adult and Continuing Education and Extension Work Shivaji University Kolhapur and conducting awareness, skill oriented and need based programmes she shares her observation so as to encourage such programmes to tackle health issues of rural women more effectively.

Taxak (2013)\textsuperscript{51} published a paper “Women Empowerment Through Higher Education” in ‘Research Analysis and Evaluation’. Empowering women is an important end in itself. And as women acquire the same status, opportunities and social, economic and legal rights as men, as they acquire the right to health and gender based violence, human well-being will be enhanced.

Bhandari (2014)\textsuperscript{52} published a paper on “An Analysis of Women Education in India” in ‘Educational Confab’. Education has been regarded both as an end and a means of realizing other desirable goals. It develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves socio-economic status. It has been recognized as a major instrument, which societies can use to direct the process of change and development towards desired goals. The movements for improving the women’s’ status all over the world has also emphasized. Education is considered the most significant instrument for
changing women’s’ subjugated position in the society. Education has been recognized as one of the most important tools of empowerment. But in spite of various policies and programmes initiated by government for girls’ education and education to all, still India has a population of illiterate females. The present paper highlights the status of women education in Indian context.

Dastjerdi and Abedini (2014)\(^53\) writes on “E-Learning in Higher Education in Iran: Present A Conceptual Model for E-Learning” in ‘ZENITH International Journal of Multidisciplinary Research’. The major objectives of the Study were to determine the main dimensions in the field of E-learning, present a Research Model for E-learning and also to determine the proportional degree of the Research Model from the point of view of the teachers, educational experts and specialist in Iran. The Statistical sample of the present study includes 400 of the teachers and educational experts in education technology, E-learning and IT in Iran. In order to collect the needed data, a questionnaire was designed. The obtained data were analyzed on the basis of such descriptive and inferential statistical indexes as Factor Analysis, Coloration and Cronbach’s Alfa. The SPSS package was used. This research is based on a well though out and scientifically designed “Research Model”. The designed ‘Research Model’ facilitated in-depth ground Study of each component of E-learning Model. Based on the empirical finding, our Conceptual Model could be refined and applied to draw conclusions. All the eight components of the Research Model were confirmed from the point of the view of the teachers and educational experts in Iran.

Jagadeeswari (2014)\(^54\) published a paper entitled “Constraints of SC and ST Women Students and their Intensity in Pursuing Higher Education” in ‘Indian Journal of Applied Research’. Scheduled Caste and Scheduled Tribe population constitutes a quarter of Indian population. Majority of them are isolated and did not participate developmental programmes. They are still under marginalized group and falls below poverty line. Among them women are found to be more affected in terms of all
development indicators. In order to mainstream them the Government has taken steps to increase their participation in all developmental programmes including education so as to bring social change and increase their occupational mobility. In spite of these efforts still the Scheduled Caste and Scheduled Tribe women are lagging behind in terms of their participation in higher education in comparison with other sections. The reason may be personal problems at home or at college. The present paper is an attempt to identify the Personal Constraints of Scheduled Caste and Scheduled Tribe women and the factors acting as barriers for their participation.

Jisha and Vasanthi (2014) write on “A Pragmatic Study on Usage and Impact of Social Networking Sites among College Students in Coimbatore City” in ‘ZENITH International Journal of Multidisciplinary Research’. In the present scenario, Social Networking Sites are getting more popular and it has become a vital part in the social life of people. This study seeks to find out the various dimensions used by the student’s community. The study includes how the students are using the networking sites for their career development and it states the effectiveness of advertisements on the student’s perception. The students are benefited by the networking sites that they listed at the top technology skills, followed by creativity, being open to new or different views, and communication skills. All the students do not know that internet provides lots of academic and professional networking opportunities. Actually students using social networking sites are practicing the kinds of 21st century skills required to build up to be successful today is being found by researchers. Children will be better set to adapt future technology as children learn to adapt new technologies or new applications of present technologies. Thus a research study is undertaken relating to the various usages of social networking sites among the college students. This aims at revealing the mysteries why the students concentrate more on social networking sites. A survey is conducted in different educational institutions and respondents covering only the college students are invited to participate in the survey.
The findings revealed that more count of students is using the networking sites for various purposes and these are acting as a supporting tool for the development of students.

Laxmi Rani (2014)\textsuperscript{56} published a paper “Causes of Student Absenteeism in Professional Colleges and its Solutions” in ‘ZENITH International Journal of Multidisciplinary Research’. Student absenteeism is a crucial problem because it affects the students, educational institutions, family and society. Most of the students have less than 75% attendance and many researches have been conducted regarding short attendance of students yet the major objective of this paper is to supplement additional information on existing research for improving attendance rates in educational institutions and offer suggestions for administrators on how they can deal with problems of short attendance. In this study an attempt is made to find out the major causes of students absenteeism in colleges and try to find out the solutions of this problem.

Mohite (2014)\textsuperscript{57} published a paper on “Higher Education in India: Current Scenario” in ‘ZENITH International Journal of Business Economics & Management Research’. Education is a universally accepted as a very useful productive tool to produce material wealth. It promotes national prosperity and welfare in all fields. Higher Education, at present, is developing fast with emerging new trends and subjects. It is a matter of common knowledge and belief that sustainable development through Higher Education Institutions in the country depends on the quality of teaching, research and extension services. Universities and higher education institutions across the country are taking leading roles for economic development efforts. This trend seems likely to strengthen as the nation moves into the era of an innovation economy. Higher education plays increasingly important role, but goes well beyond. The regional strengths of universities-incorporating efforts as wide-ranging as job training, business consulting, house rehabilitation and ever securing seed money for new business.
Okeke, et al. (2014) published an article entitled “Crisis of Nomenclature and Location in Nigerian University Based Library Schools: The Way Forward” in ‘Asian Academic Research Journal of Social Science and Humanities’. This study is on the crisis of nomenclature and location in Nigerian University based library schools. This is descriptive survey; Data were collected through documentary sources from library literatures, NUC, discussion with professional colleges. Seven Nigerian University based library schools, were used for the study. The results of the study reveal that library schools in Nigeria operates with different departmental names like Department of Library Science, Department of library and Information Science, Department of Library and Information Technology, whereas some departments are under faculty of education, others are in social. It was recommended that the Nigerian Library Association (NLA) and Librarians Registration council of Nigeria (LRCN) must be ready to step into these crises. The departmental names must be library and information science and should be under the social science faculty. The degree to be awarded will read Bachelor in Library and Information Science (BLIS).

Samsam Kez Rengma and Kaushal Kumar Jha (2014) writes on “Impact of Communitisation on Elementary Education: An Analysis” in ‘ZENITH International Journal of Multidisciplinary Research’. Communitisation in Nagaland started as a unique partnership between the government and the community involving transfer of ownership of public resources and assets, control over service delivery, empowerment, decentralization, delegation and capacity building for improving the delivery of public utility systems. A study was conducted with an objective to assess the impact of Communitisation on elementary education in Tseminyu block of Nagaland. Respondents were selected based on random selection procedure. Data were collected using pre tested schedule by conducting personal interview. Data analysis was done using SYSTAT 12 software. The findings revealed that Village Education Committee constituted under communitisation
of education was successful to manage, direct, supervise and control the primary schools ensuring administrative, academic and financial discipline. The study revealed that impact of communization resulted in more number of enrolment of male as well as female students, increased attendance percentage of teachers and students and quantum gain in pass percentage of the students. There was an overall improvement in the punctuality, discipline and participation of students in extra co-curricular activities. Parents also gained confidence in management of education system and a sense of belongingness by participation in the decision making process.

Thangappa, et al. (2014)\textsuperscript{60} writes on “Influence of the Multiple Intelligence on Achievement of Under Graduate Zoology Students” in ‘Indian Journal of Applied Research’. Intelligence is most widely studied in human beings. It has also been observed in animals and plants. Intelligence is the capacity to do something useful in the society in which live. It includes the abilities to think, abstract, understand, communicate, reason, learn, plan and solve problems and also ability to respond successfully to new situations and the capacity to learn from one’s past experiences. However, the emerging views on theories of intelligence of the recent times of contradict some of the postulants and convictions of the earlier theories. One such conception is the theory of Multiple Intelligences proposed by Howard Gardner. He suggested in his book ‘Frames of Mind’: “theory of multiple intelligence” (1993) that all the people have different kinds of intelligence. Intelligence is often defined as intellectual potential something that the children are born with the different intelligences including linguistic intelligence, logical – mathematical intelligence, visual- spatial intelligence, musical intelligence, bodily kinesthetic intelligence, intra – personal intelligence, interpersonal intelligence, naturalistic intelligence, extensional intelligence must be developed. In order to capture the full range of abilities and talents the children possess. There are many ways to incorporate multiple intelligence theory into the curriculum and achievement. In this study the investigator focuses the influence of the multiple intelligence on achievement of undergraduate zoology students.
2.3. References:


