CHAPTER-II

REVIEW OF RELATED LITERATURE
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The review of related studies helps in avoiding unfruitful and useless problem areas, unintentional duplication of well established findings, helps in understanding the research methodology and making proper conclusions and generalizations. It enables the researcher to perceive the research gap by analysing what has been done and what needs to be done through trend analysis and thereby helps in identifying the problem that needs immediate attention. Furthermore, critical analysis of related literature provides assistance in formulating research problem, specifying objectives, making useful hypotheses and developing theoretical background. Review of related literature, therefore, is the pre-requisite for any scientific investigation as it provides direction and guidance to research in the same way as history corrects and guides us from many pitfalls.

With this aim in mind, an attempt has been made to present review of related literatures available in the form of theses, dissertations, journals, books, etc., although it is beyond the capacity of the researcher to gather all the related information. The literatures related to the present study are presented in chronological order under the following heads.

- Studies done in India
- Studies done Abroad.
2.1 Studies Done in India

Gore et al. (1970) tried to find out some indicators of modernity. The findings of the study revealed that education has a positive impact on modernity of the students. It was again concluded that the state, sex and educational level are important variable in determining student modernity.

Srivastava, L.R.N. (1971) conducted a study to find out the role of education on modernization. He conducted his study on a sample of 402 youths of two tribes in Chotanagpur. The findings of the study revealed that educated tribesmen were more modern than the uneducated tribesmen. The educated tribesmen were more mobile spatially, occupationally and socially and were capable of choosing new individuals, roles and situations, and participating in socio-economic and political activities. Education has also made the tribesmen more competent to take interest in public matters and to express opinions thereon.

Kalliath, R. P. (1988) conducted a study on individual modernity and its relation to the educational background and home environment. The major finding of the study revealed that there is significant difference in the individual modernity of under-graduate and post graduate students. Post-graduate students showed higher level on individual modernity. It was also found that as compared to the commerce students, science and arts students were higher on individual modernity and there was a significant difference in the home environment of students. Post-graduate students, (of both science and arts stream) were better in this regard than under-graduate students.
Prasad, R. and Rai, R. (1990) conducted study on a sample of 150 students of both graduate and post graduate level and from both sexes drawn randomly from the Siwan and Chapra District of Bihar University, Muzaffarpur. The main objective of the study was to seeing the effect of gender on modernisation. It was found that with rise in educational level modernization scores also increased. Post-graduate students outscored the intermediate and graduate students on modernisation. The investigators concluded that with educational advancement students of both sexes are being modernized.

Deka, Nishi Kanta (1993) attempted to study the ethnic variation in female education and fertility in Barpeta district of Assam. The data came from a survey conducted in the year 1990 and information were collected from the specified ethnic groups drawn from different parts of the district. It was found that education of wife has significant positive correlation with fertility behaviour in case of Assamese, Bengalese and Tribals while for the Tea labourers it was negatively correlated.

Etala, Sammaiah (1993) examined the awareness of scheduled caste students about welfare measures provided to them to equalise educational opportunities in Andhra Pradesh. The sample comprised of student beneficiaries who were 800 in number with an equal representation of boys and girls. It was found that generally the SC students were aware of the welfare measures provided to them. This awareness increased with rise in level of Education.

Ethiaj, A. (1993) intended to find out the significant difference between sub-samples of rural parents with respect to their opinion towards girls’ education. The sample comprised of 133 rural parents who were chosen from among the parents of students studying in the school under the headship of the investigator. It was found that
men had more favourable attitude towards girls’ education than the women parents. It was also found that the literate parents had more favourable opinion than the illiterate parents in respect of girls’ education.

Karuna Chanana (1993) conducted a study on the growth of higher education from the perspective of preference and welfare measures for the upliftment of different social groups such as SCs and STs, Minorities and Women. The investigator also reviewed the educational policy which assigns several functions to higher education such as equity for the Scheduled Castes and Tribes; mainstreaming for the minorities and equality for women. The study observed that the gap between the policies and practices still exists.

Reddy, G. Lokhanda (1993) assessed the nutritional knowledge and educational needs of unorganised workers. The sample comprised of 350 unorganised workers of four unorganised units of Andhra Pradesh. He found that majority of the workers possessed low knowledge on nutrition. It was also found that sex, marital status, family size and educational status of the unorganized workers have significantly influenced their knowledge in nutrition education.

Sundararjan, S. and Sabesan, S. (1993) attempted to study the decision making patterns of the heads of the schools in Tamil Nadu. Total 100 heads of schools were chosen at random as the sample. It was found that the decision making patterns of the heads of schools was influenced by their educational qualifications, both academic and professional as well as years of experience. Though gender of the heads did not seem to cause any significant difference in the six patterns of decision making as measured by DMQ but they differed significantly in their use of self esteem as a decision-maker.
Jahan Ara, Jabeen (1994) tried to find out the perceptions and aspirations of women students studying in two women’s college of Srinagar and Kashmir University. The sample of the study comprised of 535 women graduate and postgraduate of professional courses and was selected by adopting random sampling method. The result showed very little variations in the perception and aspirations of the respondents hailing from graduate classes representing different faculties but there exists slight variations among the post graduate students.

Krishnammall, P. (1994) studied the effect of socio-economic environment on child care system using a sample of 500 mothers drawn through random sampling who had children below twelve years of age in their families. One of the main findings of the study was that educational level of the mothers has a great influence on the child care practices of mothers.

Pandit, P. Vijaylakshmi (1994) attempted to explore the role of distance education in empowering women learners on the basis of the performance of Dr. B.R. Ambedkar Open University. It was found that women respondents of B.R. Ambedkar Open University were aware of the benefits of education in general and specially for the empowerment of women. The positive perception about education among the learners indicated their motivation for pursuing higher education.

Jabeen, Zehra (1996) made a case study on the education and social change of the middle class Muslim women in Hyderabad. In her study she has focused on the educational, social, political and economic aspect of the Muslim women. She stressed that education has a very important role in social change. It was seen from the study that most of the educated women were against early marriage. The higher the educational
level the higher the number against early marriage, dowry system. Education has a positive effect in making women feel that dowry system is an evil and as such undesirable, whereas it gives a comfortable life for some others. Education has changed their belief that women should stay at home. Educated women thought that employment of women is essential and good in the present situation. Educated women are aware about the laws regarding property inheritance.

Nehvi, B. A. and Lidhoo, M. L. (1996) made a study on the female students in B.A./B.Sc. final year from the districts of Srinagar, Anantnag and Baramulla and found that there was significant difference between the rural and urban graduates with regard to their attitude towards modernization and traditionalism. The high socio-economic status group showed a progressive attitude towards modernization as compared to low socio-economic status group. Another finding of the study was that the urban educated Muslim women were more progressive and desirous of major change in the traditional mode of life than rural women.

Kaur, Jagadish (1997) studied the attitude of female postgraduate students towards small family norms in relation to their career plan, employment status of mother and socio-economic status. The sample comprised of 650 students who were selected from the four universities of Punjab. A specially constructed attitude scale and socio-economic status schedule were used to collect data. The main findings of the study were that the career orientated students had more positive attitude towards small family norms than marriage oriented girls. And amongst science and arts students, science students had more positive attitude towards small family norms than arts students.
Gupta, Naveen Kumar (1999) attempted to study the superstitious behaviour amongst the professional graduates. A sample of 293 professional graduates of Medical, Engineering, Management and Law colleges of Gujrat was drawn using random sampling technique. It was found that Law students were more prone to superstitious beliefs than the Medical and Engineering students. Another main finding of the study was that there was no significant difference amongst the male and female professional graduates in respect to superstitious beliefs.

Kappor, Veena (1999) attempted to reveal the gender inequality in women with respect to education, work differentiation and socialisation in post independent India and Malaysia. It was reported that though education is not the sole reason, it gives women the means to move from traditional thinking and adopt attitudes and approaches which are more egalitarian. Parents who have received quality education and occupy prestigious position in the occupational hierarchy are in a position to appreciate the intrinsic worth of education and therefore encourage their children to pursue it.

Samal, Chandan Kumar (1999) studied the role of education in social change and analysed the educational development in the province of Orissa. The author argued that the interrelationship between the education and social change had a far reaching effect in society, polity and culture of the late nineteenth centuries in India. The birth of a new social consciousness in the modern period and the resurgence of India were mainly the result of English education introduced by the British. The progressive expansion of education helped in the faster realisation of people about the social conditions and assisted the reforms and socio-religious reform movements in the 19th and early 20th centuries in Orissa. The introduction and progress of education in the
province in its wake brought about several socio-cultural changes and reforms in the religious practices prevalent in the society.

Singhal, Sushila and Mohanty, N. (1999) attempted to examine the variations in perceptions of empowerment of tribal and non-tribal teachers on tribal, non-tribal and mixed schools of Phulbani District in Orissa. A two layer ex-post facto design was used to select 120 tribal and non-tribal teachers and a total of 600 children of classes IV and V. The study revealed that non-tribal teachers are more empowered in all teaching contexts.

Mehta, Prem (2000) studied the future of Indian Society through educating youth, understanding the sociology of youth, changing social values and futuristic perceptions of college girls. The questionnaire was administered to over 600 college girls randomly throughout Delhi during 1999. It was found that girls are more progressive, rational and bold in their orientations towards economic independence, self-dependence and equality of education and social opportunities, career freedom and decisions. Education is making them confident, broad minded and progressive. They are conscious of the importance of higher education specially professional and vocational education. It was also found that college girls of Delhi are quite aware of the demands of the future of India to face it confidently.

Sharma, Asha (2001) conducted a study on awareness about human rights revealing the significant difference among the students of three streams of study (commerce, science, arts) irrespective of their sex and locality. The students belonging to science stream were more aware about human rights than the students of arts stream. It was found that no significant difference was recorded between male and female
secondary level students about human rights irrespective of their stream of study and locality.

Subha, I. and Reddy, M. S. N. (2001) conducted a study on education as the means for quality empowerment of women. The investigators found that to achieve social and economic development education plays an effective means.

Yadava, Surendar S. (2001) observed that basic and functional education moulds the attitudes, perceptions and behaviour of the rural women and hereby leads to their emancipation as they become the change agents by participating in the decision making process within and outside the family.

Sandha Rani, G. R. and Suguna, B. (2003) conducted a study on how non-formal education plays as an instrument for the development of women. Their study revealed that education has empowered the women in terms of their economic status through vocational courses. It also encourages them to take an active part in decision making process, to fight for their rights as well as to revolt both at home and outside against social evils and exploitation.

George, Sonia and Sreedhar, Krishna Prasad (2006) studied the existence of superstitious beliefs among the post graduate students and whether the faculty difference and sex difference have any influence upon the irrational superstitious beliefs. They selected 180 post graduate students of three streams viz. Science, Arts and Commerce. The findings of the study revealed that 48% of the items were responded positively by the respondents. This proved the prevalence of superstitious beliefs among the modern educated youths. The two-way analysis of variance of the different
superstitious belief variables for the subjects belonging to three faculties and two sexes showed no significant difference among the three faculties. There was no difference among the three groups in their rational and logical thinking. Thus, it was assumed that all the three streams of education does not help the students to get rid of their superstitious beliefs and that education in science does not have greater influence than education in social science and arts, on the belief system of the students.

Kaur, Satinder (2006) found that no significant difference was found between male and female secondary school students towards Human Rights with irrespective of their locality and stream the urban students were more aware than their rural counterpart.

Chaudhari, R. (2007) conducted a study to explore the difference in the attitude of male and female B.Ed. students towards modernization and found that learners of urban areas were significantly higher than their counterparts living in rural areas regarding attitude towards modernization.

Kiran, Vani P. (2007) attempted to study the knowledge and adoption of selected health and nutritional practices by rural women in Belgaum district. It was found that the social participation help in increasing the knowledge level of the rural women. She observed that when the participation of the women in social organization increases then the knowledge level also increases. Also, it was found that interaction with other members helped them to share ideas and information among themselves. Women involved in activities like reading newspapers and magazines, listening to radio and viewing television programmes learnt the lessons related to the health and nutritional practices more easily.
Anita (2008) studied the educational attainment and occupations of women in Haryana with two of the main objectives as to analyse the parents’ attitude and awareness towards education of girls, and to analyse the impact of education of women in distribution of their occupations. She found that in all the age groups, illiterate females are more employed as marginal workers than the main workers in Haryana irrespective of their rural and urban demarcations. The females were working more as main workers on attainment of graduation and above education level. Females who attained technical education were employed more as main workers than general education attained females. The educated parents were more aware and willing towards girls’ education.

Singh, Nameirakpam Samungou (2008) studied the education, culture and health practices, socialisation and aids awareness among students in Manipur. He tried to examine the linkages between socialisation, health practices and HIV/AIDS awareness among the undergraduate students within the socio-cultural context of Manipur. The main purpose of the study was to understand how under-graduate students view, interpret and respond to health and disease from a multi-disciplinary perspective. It was clear from the study that most of the students in general are aware of the basic knowledge of HIV / AIDS. Almost all the students (irrespective of their gender, place of residence and caste/tribe category) have reported that they have heard about HIV / AIDS. Media, particularly, radio is the most common source of information for the students.

Singh, Vedmeena (2009) conducted a study on the relationship between education of Muslim women, their fertility behaviour, health care and education of their
children. The main findings of the study were that as the level of education increases the level of consciousness about quality of nutrition, medical care and mental, cognitive and emotional development also increased. Moreover, increasing level of education of women also increased the level of awareness about nature of education to be provided to their children, about planning of education of their children and it also made them aware about their duties to provide assistance in their education. It was also found that the overall impact of education of women on decision-making in their respective families was stronger and positive.

Astalin, Prashant Kumar (2011) studied environmental awareness among higher secondary students with the main objectives of comparing the 11th and 12th standard students and to compare students whose parents have different level of education with regards to their level of environmental awareness. The study revealed that students of 11th and 12th standard were identical in respect to their environmental awareness. Students belonging to undergraduate, post graduate and research parent’s group had more environmental awareness in comparison to high school parent’s group.

Govanakoppa, Jagadeesh M. (2011) tried to study the Modernity in Relation to Subjective Well-being and Self-Esteem of College Students. 500 male and 500 female students of arts, commerce, and science faculty were selected as a sample of the study from the student population of aided and non-aided non-professional colleges, from Hubli-Dharwad City of the state of Karnataka. One of his main finding was that Students studying at Degree level have significantly higher Individual- Modernity than PUC students.
Kumar, Rishi (2011) worked on a sample of 200 students of Punjab University and found that female students of the university scored significantly higher than their male counterparts in the sphere of education, politics, and status of women, religion and socio-cultural factors showing their favourable attitude towards modernization than their male counterparts.

Nayak, Jyotirmayee (2011) tried to examine the level of awareness, knowledge and attitude of student-teachers towards climate change. She collected data from the learners of B. Ed colleges of Mumbai and Navi-Mumbai region having science, arts and commerce background. It was found from the study that there is no significant difference in the awareness and attitude on climate change among the student-teachers possessing Science, Commerce and Arts as major subjects in graduation. Whereas, there is significant difference in the knowledge of climate change among the student-teachers possessing Science, Commerce and Arts as major subjects in graduation. However, the significant difference in the knowledge of climate change was observed between student-teachers having Science and Arts as major subjects in graduation and student-teachers having arts and commerce subjects as major. But no significant difference was found between student-teachers having science and commerce as major subjects in graduation.

Jothi, P. (2012) worked with an aim to find the role and importance of science and technology communication in improving the life of rural women and their empowerment. It was found that the exposure of science and technology communication related to agriculture, health and environmental science information through all three media - newspapers, radio and television, increases the knowledge
level of rural women. The author argued that effective science and technology communication can lead to the empowerment of women, enabling them to take control of their lives and participate equally with men in promoting rural development.

Patil, Namita P. (2012) studied education and its relationship with social change regarding various aspects. She stressed that education helps in eradicating various social evils and leads to modernization. She further noted that in modern complex national societies, education can neither be regarded as a controlling force conserving cultural heritage, nor could it be viewed as an agent of social change.

Ashraf, Shabana (2013) investigated the awareness of human rights among prospective teachers. The investigator collected data from 200 prospective teachers of B. Ed and D. Ed through stratified random sampling method from teacher training colleges of Bhopal district of Madhya Pradesh State. The researcher developed a self prepared tool of Human Rights Awareness (HRA) based on eight dimensions for collecting the data. It was found that that the level of human rights awareness among prospective teachers is very low. The level of awareness of human rights in B. Ed students are more than the D. Ed Students, similarly there is significant difference found between the level of human rights awareness among male and female teacher-trainees.

Ganaie, M.Y. and Mudasir, Hafiz (2013) studied the modernization among two groups of Adolescents belonging to Social Science stream and science stream. The findings of the study shows that the students of higher secondary level of Science stream significantly differ from their social science counterparts on the level of modernization and other components viz. Socio-religious, Marriage and Status of women.
Malik, Puja, Gupta Swati and Jan, Anita (2013) studied the attitude of undergraduate students towards modernization. The investigators collected data from 200 under-graduate students of C.C.S. University of Meerut. The researcher adopted the modernization scale developed by R.S. Singh, A.N. Tripathi and R. Lal. The study revealed that stream of study had no influence on the attitude of students towards modernization in general. But gender has a significant effect on the modernization of under-graduate students. Gender contributes a lot as far as the attitude of under-graduates towards modernization is concerned. Results showed that female under-graduates of both arts and science streams have more favourable attitude than their counterparts of same stream. It has also been found that choice of stream has significant effect on the attitude of under-graduate students towards modernization in relation to female gender. Therefore, it was concluded that choice of stream contributes a lot as far as the attitude of female undergraduates is concerned.

Nagra, Vipinder and Singh, Sandeep (2013) studied the environmental education awareness of secondary school teachers in relation to the type of school, gender and subject streams. Environmental Awareness Test was used for collecting data from a random sample of 200 senior secondary school teachers. It was found that senior secondary school teachers had average level of environmental education awareness.

Sonowal, Mukut K. (2013) studied the impact of education in empowerment of SC and ST women in rural areas of Sonitpur district. The author found from his study that modern education and facilities have influenced much in women empowerment. However, rural women in Sonitpur district are still lagging behind in comparison to women living in urban areas. Moreover, women of SC, ST communities living in
village areas are more lagging behind in comparison to general women living in these places.

Bangaru, Shanta Y., Bangaru, Basappa Y. (2014) studied the attitudes of adult men, women and widows towards widow marriage. The research was carried out on 300 respondents in the age group of 20-45 of Dharwad district. One of the major findings of the study was that the educational level of the respondents is closely related to the attitude towards widow marriage. The higher number of educated respondents (82%) had favourable attitude towards widow marriage. Some illiterate respondents also support the widow marriages but they are unable to cross the cultural contradictions, rituals in the name of freedom of producing widow marriages.

2.2 Studies Done Abroad

Kahl, Joseph A. (1968) studied the association between formal education and modernity. He collected the data from Mexico and Brazil. He found that the amount of formal schooling is the single most powerful variable in determining the modernity of the people.

Rogers, Everett M. (1969) studied modernization among peasants from Columbia, India and Kenya. It was found from the study that literacy is positively related to individual modernization as it gives media exposure, empathy, innovativeness, achievement motivation, social status, cosmopolitan outlook, political knowledge and socio-metric leadership.

Armer, M., and Youtz, R. (1971) revealed that educational level has a strong positive association with individual modernity. More than four out of five (83.8 percent)
of the respondents with some secondary education scored in the upper half of the modernization scale, while less than two of five (37.8 percent) of those with no formal education did so. The difference in percentages is stronger between respondents with primary and those with no education and hence reported a positive association between education and individual modernity.

Wasinen, F.B., and Kumata, H. (1972) collected data from adult samples aged 20 and above from USA, Finland, Japan, Mexico and Costa Rica. It was assumed that men learn to become modern and education as a social experience facilitates the learning process. Findings of the study revealed positive relationship between education and various indicators of modernity.

Sutcliffe, Claud R. (1978) studied the correlates of sending children to school. Hypotheses on the effects of father's education, socioeconomic status, modern values, urban contact, media participation, and job dissatisfaction were tested, with use of data from a sample of 115 Arab peasants. Analysis of the data showed that father's future orientation is very highly correlated with sending both sons and daughters to school; his education is highly correlated with sending sons to school and moderately correlated with sending daughters to school; and his job dissatisfaction is moderately correlated with sending both sons and daughters to school. Whereas, modern values, urban contact, and media participation had only low to insignificant correlations with sending children to school, and socioeconomic status had the least effect of any of the variables.

Elarabi, Ali Mohammed Ali (1985) conducted a study on a sample of 250 employees of Sudanese public sector in Sudan using multi stage sampling. The main aim of the study was to examine the relationship between level of education, sex and
age and a cluster of Sudanese values believed to be inversely related to modernization. It was found that education and modernization were positively correlated in the case of Sudanese bureaucrat regardless of his or her sex. A major conclusion of the study was that the modernized system of education in Sudan seems to be a powerful change agent.

Inkeles, A. (1985) in his study revealed that city experience plays an important role in the development of individual modernity. According to the author urban and rural areas belong to two different sub cultures where great diversity can be seen in the sphere of the structure of society, the pattern of production, the lifestyle, the economic level and the cultural traditions. However, in cities a more open environment is available which provides access to information and more advanced education with opportunities for people to learn new skills and ideas, as well as become acquainted with a modern society. The city culture embodies the industrial civilization whose essence is individual culture, which advocates such personality traits as equality, independence, self-protection and enterprise; thus, people are more modern.

Ghaban, Mahroos Ahmed (1987) conducted a study on the individual modernity of the Saudi students and to investigate the impact of level of education, experience of studying and length of stay in the United States on it. The result of the study showed that level of education positively and significantly influenced overall modernity of Saudi students in both United States and Saudi Arabia.

Hasan, Munch Zaini (1987) in his study found that education is a powerful force promoting modern development oriented values.
Mehdi, Abbas Salih (1988) found that living in a more technologically advanced community exposes the individual to more institutional forces of Modernization.

Cortina, Regina (1995) analysed the increasing inclusion of Latin America women in public life in the last twenty years by examining their participation in the field of education. It was seen that while women have gained increased access to education since the 1960s, they have not received equal pay, and they work primarily in the lower levels of Education. Mexican educational reforms are attributed to the North American Free Trade Agreement and a perceived need to correct the educational differences between Mexico and the US. While incorporating decentralization and increased state control over educational decisions, the Mexican government has recognised the political demands made on the national level by teachers’ unions, and has acknowledged that women teachers in Mexico have played an important role in advancement of their profession.

Mace, J. (1999) observed that literacy has become a value and it is admired within the particular group of a culture while evaluating women’s development programme. The women who participated in the literacy programme in Sudan expressed their views regarding their self perception. Their perception towards themselves was “uneducated and stupid” which has been transformed into “confident and outspoken”. These are the new values which are the new values they admire.

Carr, Hill et al. (2001) conducted a survey in Uganda and found that graduates of a literacy program express somewhat more modern values than those who did not attended. At the same time the difference in attitude was found narrower than the difference in knowledge.
Robinson-Pant (2001) conducted a study on women’s literacy and health in Nepal. The results of the study revealed respondents’ attitude, who participated in the literacy programme, has changed regarding family planning and they have become more confident to speak up for change in practice.

Almutawa, Mohammed A. (2002) conducted a study on changes of the social values and its effect on status of women in the U.A.E. society and observed that education played a significant role in changing many social values regarding status of women and their role in society especially in socialization and their ability in problem solving.

Oluwale, Odutolu et al. (2003) observed the importance of the relationship between female education, access to economic resources as a means of furthering empowerment of women especially in terms of their reproductive behaviour.

Zhang, X. et al. (2003) conducted a study on modernity of 300 young students of China. The investigators observed significant difference between the students from town and those from the countryside, as well as between males and females in individual modernity. The students from urban area were more modern than those belongs to countryside. There were also differences in individual modernity between each two of the levels of education. It was revealed from the study that with the increase in educational level, the students’ traditionalism decreases and modernity increases.

Bour, Daniel (2004) examined the determinants of utilization of health services by women in rural and urban areas in Ghana and observed that the key determinants were education, income and family size and recommended that to improve utilization of
health services empowerment of women through access to formal education and vocational training for income is necessary.

Rummana, Shah (2007) found from her study that higher education plays an important role in enhancing the earnings of women teaching at public sector educational institutions in Pakistan, besides personality building.

Drudy, Sheelagh (2008) focused on the important issue of the level of feminization of the teaching profession. The author reviews current research and critically analyses international patterns of gender variations in the teaching profession and considers why they occur. It gives particular consideration to a number of key questions that have arisen in debates on feminization.

Fant, Elijah Kombian (2008) conducted a case study of the Bunkpurugu/Yunyoo District in Northern Ghana and found that girls were able to acquire any role by choice and these are generally based on personal ability, aspiration, and educational and professional qualifications, for example formal education. Therefore, the marginalized girl-child as an individual when given the opportunity to formal education, she becomes an instrument in the regeneration of her society and the eradication of poverty in the next generation.

Bagavos, Christos (2010) analysed the relationship between educational attainment, educational field and fertility by presenting the case of Greece. Empirical investigation is based on census data (2001) pertaining to childbearing, educational and employment histories of an entire cohort of Greek women born in the country in 1955-1959. The analysis indicates that in some cases, the field of education serves well as an
indicator of a women's potential reproductive behaviour than the educational level attained. In general, the results show some similarities with those already obtained for other countries. In particular, women educated in teaching and health care have lower permanent childlessness at any educational level than any other major grouping.

Aminrad, Zarrintaj et al. (2012) attempted to study the influence of age and level of education on environmental awareness and attitude. A total of 541 students were selected for the study through stratified random sampling in 14 private and government universities of Malaysia. Age groups were divided in 3 categories (17-25, 26-40, >40) and educational groups were included (Bs, Ms and PhD). The results of the study showed that increase in age and levels of education have effect on increase of environmental awareness and attitude.

2.3 Trend Analysis of Related Literature

The forgoing literature shows that most of the studies conducted so far in the area of modernisation have concentrated on some independent and specific areas of modernisation instead of total modernisation like Child Rearing Practice (Deka, Nishi Kanta, 1993; Krishnammall, P., 1994); Small Family Norm (Kaur, Jagadish, 1997); Socio-Religious Aspect (Gupta, Naveen Kumar, 1999; George, S. and Shreedhar, Krishna P., 2006); Marriage (Bangaru, Shanta Y. and Bangaru, Basappa Y., 2014); Educational Aspect (Jahan Ara, Jabeen, 1994; Zabeen, Zehra, 1996, Patil, Namita P., 2012, Jothi, P., 2012). Thus, it is seen that modernisation as a whole is not been adequately investigated involving a ranking order analysis of various dimensions as the present study does.
So far the influence of educational level on modernisation is concerned, again the investigations accounted very meagre. Few studies are found which assessed the relationship of education with modernisation as Education as Indicators of Modernity (Gore et al., 1970); Education and Individual Modernity (Kallinath, R. P., 1988; Kahl, J.A., 1969); Impact of Literacy on Modernisation (Inkeles, A. 1985); Distance Education in Modernizing Women (Pandit, P. Vijayalakshmi, 1994); Role of Education on Modernization (Srivastava, L.R.N. 1971), Influence of education on Attitude towards Modernization (Nehvi, B. A. and Lidhoo, M. L., 1996; and Malik, P., Gupta, S. and Jan, A., 2013). But, none of the above studies analysed the impact of educational level through a comparison between women in teaching profession having graduate and postgraduate level of education in India in general and in Assam in particular.

Similar picture is observed in the area of social awareness also. Though few studies are found which intended to reveal awareness towards environment, awareness towards human rights, awareness towards political participation, awareness towards different diseases like HIV/AIDS, Diabetes, health care and nutritional practices and so on, yet no study has been reported to reveal the social awareness in a more broader way involving its various dimensions as the present study does. Prominent studies found in few specific areas of social awareness are Awareness towards Girls’ Education (Ethiaj, A., 1993); Awareness towards various issues related to Health and Hygiene like Nutritional Knowledge (Reddy, G. Lokhanda, 1993; Kiran, Vani P. 2007); Literacy and Health (Robinson-Pant, 2001; Bour, Daniel, 2004) Education and Fertility behaviour of women (Bagavos, Christos 2010); HIV/AIDS (Singh, Nameirakpam Samungou, 2008), Awareness towards Human Rights (Sharma, A. 2001; Kaur, S. 2006; Ashraf, S., 2013), Literacy programme and Women’s Development (Mace, J. 1999; Shah, R. 2007) etc.
There are some studies which can be put under both the variables—modernization as well as social awareness. Jabeen, Zehra (1996) investigated the education and its relation to social change focusing on the education, social, political and economic aspects. Samal, Chandan Kumar (1999) investigated the role of education in social change. Both the studies revealed that on the one hand that education has been changing people's ways of thoughts and attitudes and on the other hand these changing attitudes are making them aware about various issues.

Thus, the review of related literature is evident of the fact that though modernisation and social awareness is investigated in terms of the impact of education, however, it is not adequate. No study has been done in Assam in particular and in India in general on the educational level and its influence on modernization and social awareness taking the women teachers who are graduate and postgraduate as the target population involving a comparison between rural and urban sub-groups. Thus, it becomes quite conspicuous that still much remains to be done in this regard which warrants that the present study to be conducted. The study is first of its kind and as such is expected to fill the gap in this regard.