CHAPTER—II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopaedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work which has already been done in the area of his choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefit from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedures of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add from his side a line or two to the existing store of knowledge.

2.2 INTERNATIONAL REVIEW

YASUYO MATSUMOTO AND SHINGO YAMABE (2013)\(^1\) carried out a study on, “family size preference and factors affecting the fertility rate in Hyogo, Japan”.

A total of 1616 women have been taken as sample in the study. The samples have been taken from 18 hospitals and clinics (urban-8, semi-urban-5, rural-4 and island-1) in the Hyogo Prefecture, Japan. All the women were categorized according to age groups and area of residence. Statistical technique t-test was used.
They found out in their study that the family size preference of the women was higher than the actual number of children. The fertility intentions were found low among the younger women but high among those living in rural areas with larger families.

**AMINRAD, ZARRINTAJ et al. (2012)** conducted a study on the influence of age and level of education on environmental awareness and attitude. 541 samples were drawn through stratified random sampling from 14 private and government universities of Malaysia. Samples have been drawn from three age categories say 17-25, 26-40 and >40 and three educational groups namely Bs, Ms and Ph. D. The study revealed that with the increase in age and educational level environmental awareness and attitude also got increased.


The most important role of illiterate African women is to procreate as many children as possible. Though birth rates have declined substantially in many developing countries recently, they still remain high in some parts mainly for the following reasons----

1. Agriculture is an essential activity for poor households, they possess the incentive to invest in children to serve as farm labour and therefore help households tasks such as collecting fire wood, water collection, and childcare.

2. Large families provide social security through extended family, investing in children becomes a way of ensuring care in old age.

3. And lack of knowledge about family planning.
Family size in this study is regarded basically as a family above five siblings. Such family size comes with its implications of poor health, inability to provide adequately for the education of the siblings, low standard of learning and the inability to fulfill one’s dreams in life. A small family size on the other hand is seen as a family with an average of three siblings. The implications of a small family size are the ability for one to enjoy adequately the basic necessities of life with little or no stress. Notwithstanding, the undesirable effect of a large family size; most people are giving birth to large families as a result of factors such as ignorance, culture, awareness, poverty and demographic factors. Not taking the above into account, one can witness low family size in some categories of families due to high level of education, health, income, better accommodation etc. Such families though not many in the state, are basically of good social standing and as well being economically stable and balanced. Besides, preference for male children exerts a substantial impact on family size.

MAIYO K. JULIUS AND BAWANE JYOTI (2011) wrote their article “Education and poverty; Chicken Egg Relationship and Concerns” and carried out their study which reveals that poverty is not simply the absence of financial resources, it is also lack of capability to function effectively in society. Inadequate education can thus be considered a form of poverty. Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation. This study articulates the issues of education and poverty which is related to that of chicken egg relationships. Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth.
One notable thing regarding the role of educational attainment in poverty reduction is the direct linear relationship between education and earnings. Education does not only increase the probability of being employed. Once in employment, better educated individuals earn considerably more than the less educated. Education brings social benefits and improves the situation of the poor. It lowers fertility, improves health care of children and increases women’s participation in the labour market.

In the domain of citizenship, educated people are more politically liberal than others, better informed, and more likely to vote and to participate in community affairs.

Their study has recommended the following points:

(1) To achieve the millennium development goals by the year 2015, especially by the developing nations a program of subsiding educational costs particularly by subsiding school uniforms, introduction of the school feeding programme would be most effective.

(2) Education is the main single factor associated with the probability of being poor, majority of those who are illiterate are poor. Thus, promotion of education by improving educational performance is central in addressing problems of moderate and extreme poverty. Such an approach should form a core element in the poverty reduction strategy for every government, NGO, sponsors and donors.

Ghana Population Council (2004) made a survey which shows that Ghana is densely populated with high family sizes than most countries of tropical Africa. The population is young and dynamic; more than 50% are aged 20 years or less. The population is growing fast and doubling itself in less than 30 years. In the 2000 census, it was identified that about 50% of the population were below age 25 with
only 5.3% at age 65 and above. Various estimates of Ghana’s fertility rate indicate that it has been fairly high over a long period. The reported total fertility rate (TFR) ranged between 6 and 7 for the period of between 1980 and 1988. The 1993 Ghana Demographic Health Survey Report (GDHS) showed that there has been a slight reduction in TFR from 6.4 to 5.5 as compared to the TFR of most developed countries that stood at 2. In 2003 the TFR was at 4.4. Recent death rates in Ghana also show persistent decline. The decline of both TFR and death rate are due to a combination of several factors such as improvement of public health, sanitation, medical facilities, increasing education and modernization in general.

ROBINSON, P. (2001) carried out a study on the topic women’s literacy and health in Nepal. The investigator found it out that the respondent’s attitude towards family planning has changed significantly after having got participated in a literary programme. Consequently, they became more confident to speak up for change in practice. They gained better perception towards practice of family planning than before.

PARFAIT ELOUNDOU ENYEGUE, CORNELL UNIVERSITY, AFRICA (2000) studied on the title “Tradeoff between family size and education”. Data collection was done jointly by two groups namely—The Rockefeller Foundation and the Spencer Foundation.

The study reveals that high fertility has been a major hindrance to progress in schooling in Africa. Despite having high growth rate of population at the national level, most African countries achieved substantial progress in raising primary school enrollment. For instance, the doubling of the African population between 1960 and 1985 was accompanied by a parallel doubling of primary enrollment rates, from 39
to 76 percentage. The links between large family size and educational attainment were equally tenuous at the individual level. Empirical studies in Africa had failed to show that children with many siblings achieved lower levels of schooling than children with fewer siblings. Despite this evidence, demographers maintained that large family size would eventually become a liability if the costs of education increased, if individual couples could no longer rely on subsidies from the government, or on assistance from extended family.

SUSTAINABLE DEVELOPMENT DEPARTMENT, THAILAND (1998) carried out a case study on “Educational opportunities for Hill Tribes in Northern Thailand” on the areas like- studying the impact of education on the life of the Hill Tribes in Northern Thailand and also studying the impact of education on the socio-economic aspects of Thai people.

The study highlighted that HIV/AIDS, prostitution, drug addiction as well as degradation in agriculture and income are some serious problems that affect in all aspects of their life. Enhancement of educational opportunities helped improve agricultural production, employment and income generation. Education along with infrastructure, communication and health care are considered indispensable factor for enhancing rural livelihood.

BHUYAN et al. (1996) examined that the differential fertility in 16 contiguous villages of both Savar and Dhamrai Upazila in Dhaka District, Bangladesh and find fertility between working and non-working women did not differ significantly.

ALI MOHAMMAD A. ELARABI, (1985) carried out a study with sample size 250. The study was done on the employees of Sudanese Government sector. Multi- stage sampling was used in the study. The study aimed to explore the association among
educational level, sex and age. The study found out the fact that education has a positive relationship with modernization in the case of Sudanese bureaucrats regardless of sex.

SALAFF, J.W. (1981)\(^1\) wrote his article “Family size intentions and socio-economic status in Singapore” and in this article he presented the results of a panel study on family planning intentions and behavior among 54 young Chinese Singaporean couples. The study compares early child bearing intentions with actual child bearing behavior, examining the motivation for child bearing by socio-economic group and highlighting the differences found. In the mid 1970’s, intended family size was larger for the average working-class Chinese couples in the sample than for the affluent couples. Average working class parents in 1981 tended to refer to the direct or short-term costs of having children as reasons for actual family size. In contrast, affluent working and middle class parents were from the outset more likely to refer to the indirect or long-term costs of raising children, such as higher education, which would require some savings.

MUSGROVE, F. (1976)\(^2\) reported in his very valuable book entitled, “The family, education and society” that in general the small family produces the most intelligent children as measured by intelligence tests, presumably because ‘intelligence’ is to a considerable extent inherited, and intelligent parents show their intelligence by limiting the size of their families.

It is also possible that in the small family the child is in closure touch with its parents and habitually uses more grown up language and ideas than he would if he were lost in a cloud of siblings.
A Scottish Mental Survey showed that in a random sample of a hundred families, sixty would demonstrate this relationship; but in twenty there would be high average intelligence in large families, and in the remaining twenty low average intelligence in small families.

If intelligent parents are not directed by their intelligence to limit their families, then their families may be large and their children of high intelligence.

**BLAU, P. AND DUNCAN, O. (1967)**\(^{13}\) carried out a study on “Social Mobility” in the United States, they found that the most important factor affecting whether a son moved to a higher social status than his father’s was the amount of education the son received. A high level of education is a scarce and valued resource, and one for which people compete vigorously.

**SCHULTZ, T.W. (1961)**\(^{14}\) examined in his path breaking article in the American economic review (1961) “Investment in human capital” the role of education in economic development and the role economic development in the development of education. Considering the positive externalities of education, almost all the studies concluded that education contributes significantly to economic development.

**2.3 NATIONAL REVIEW :**

**SOCIO-ECONOMIC AND CASTE CENSUS, 2011 (2015)**\(^{15}\) is the first paperless census conducted on hand-held electronic devices by the government of India. It gave a grim picture of rural India. The picture indicated that one out of three families living in villages is landless and depends on manual labour for livelihood. The census said 23.52% rural families have no literate adult above 25 years, suggesting a poor state of education among rural masses. The census was carried out in 640 districts. It has been found out that there are a total number of 24.39 crore
households in the country, of which 17.91 crore live in villages. Of these, 10.69 crore households are considered as deprived.

**BANGARU, SHANTA Y., BANGARU, BASAPPA Y. (2014)** conducted a study on the attitudes of adult men, women and widows towards widow remarriage. The work was carried out on 300 respondents in the age group of 20-45 of Dharwad District. The study revealed that irrespective of sex, the attitude towards widow remarriage is highly positive with respect to the higher level of education and vice-versa.

**FARKHANAAA AHMER & DR. EHTESHAM ANWAR (2013)** carried out a study on Socio-economic status and its relation to academic achievement of Higher Secondary school Students. One can promote ones intelligence and add knowledge through education with which one can move the world for good and for evil according to ones wishes. Education in fact, is one of the major life processes of the human beings just as there are certain indispensable vital processes of life in a biological sense. Without education the individual would be unqualified for group life. The importance of academic achievement has raised important question for educational researchers.

It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. The study was carried out to ascertain academic achievement among male and female students at H S school level, among high socio-economic status male and female students at higher secondary school level, among low socio-economic status male and female students at higher secondary school level, among high and low socio-economic status male students at higher secondary school level and also among high and low socio-economic status
female students at higher secondary school level. For the study 200 college students were taken from Lucknow, U P as sample. Out of 200 students 102 were males and 98 were females in the age range of 15 to 19. Stratified Random Sampling technique was applied for selection of the sample.

The study shows that gender does not influence the academic achievement of higher secondary school students. The study says that males having higher socio-economic status score high academic achievement in comparison of males having Low socio-economic status that is because their parents provided all the necessary facilities regarding their childrens education, health and understand their problems related to adolescent period which affect their academic achievement. When the data were analysed to see the difference between academic achievements of female students belonging to high and low socio-economic status, there was significant difference in academic achievement of female students of high and low socio-economic status.

Patel, Madhulika S. & Srivastava, Seema (2013) wrote in their article entitled “Enabling teachers for mitigating population explosion”. To them over population and underdevelopment are the two crucial basic problems, which India has presently been confronted with. Over population is a serious problem which tends to be more vicious as it neutralizes the development index because we have been still struggling hard to sustain the ill effects of resources crunch on the one hand and lagging behind in the race of competitive development on the other. We should check the pattern of population growth in India and it should also be taken seriously. It is because at this present rate, India would be the most populous country in the world in near future.
The world population has been increased mainly due to (1) increase in the birth rate and (2) decrease of death rates due to improved medical facilities and advancements in the field of medicines. The past studies have brought out vital relationships between population growth and many other aspects of development, namely education, health and health care, social status of women, awareness in the society, urbanization etc. In a third world country like India, there exists a prolonged expectation for a male child, despite entering into 21st century, female infanticide is quite rampant in most of the parts of India.

Education for the youth proves to be one of the most significant steps besides other initiatives by the govt. /NGO’s and other related social agencies dealing with the world threatening phenomenon of rapid growth of population.

Teacher education programs can play a vital role in disseminating the multiplier effect in spreading the awareness among children and society. All teacher training institutes such as DIET, B.Ed. Colleges, Deptt. Of education in the university programes can effectively integrate to stand against the abnormal growth of population which should again be introduced in their curriculum.

PATEL, JIGISHA AND SOMANI,VIPUL (2013) carried out a study on the topic “Fertility behaviour of Tribal women : a case study of south Gujarat”.

Population and socio-economic development are closely inter-related. Social and economic development is a key factor in the solution of the population growth. Fertility is one of the most important contributory factors of population growth and hence a large number of theoretical and empirical studies are centered on it. Irrespective of rich or poor, more urbanized socio-culturally developed states are demographically progressive. In these states, fertility has gradually declined more
along with the changes in various socio-economic and cultural characteristics of the population. Education is one of the most significant dimensions of the social status and is also considered the best indicator to measure women’s status and women empowerment, which determines the position of women in the family and the society. Better educated women are more likely to be able to avoid unwanted birth and thereby achieve harmony between desired and actual fertility in comparison to those who are illiterate or who have had a few years of formal schooling.

The impact of education has been observed in rural as well as urban areas, where total fertility rate decreased with the increase in education of female. Education increases female age at marriage, improves status of women, higher the rate of family planning practices and motivates to change the overall fertility decision to adopt small family norm. However, this inverse relationship between education and fertility is not always uniform. It varies under different conditions. Under Indian patriarchic family system, apart from education of women a number of other factors including education of spouse, economic condition of the family, occupational status of women, nature of family etc. affects the fertility of women, thereby reducing the impact of education.

The study was carried out in seven districts of South Gujarat namely Bharunch, Narmada, Surat, Tapi, Navsari, Valsad and the Dangs. It is based on the primary data collected from 200 ICDS (Integrated Child Development Services) beneficiary women. The respondents of the study were selected randomly from 26 villages of 13 blocks of the above mentioned districts.

The objective of the study was to understand association between education, age at marriage and income of the respondents and fertility.
Analysis of data in the context of relationship between women’s education, her age at marriage and family income and fertility indicate that in general there is inverse relationship between women’s education and fertility. The results thus prove the theory that as the education of the women goes up their fertility tends to come down. The most plausible explanation in this regard can be that illiterate women are often married at relatively younger age and thus have a longer reproductive life span, have less access to health facilities and therefore, the chances of their unwanted pregnancies increase more than that of educated women.

Secondly, the data with regard to the age at marriage point out that there also exists a direct relationship between fertility and age at marriage. Maximum fertility was recorded for the age group of 18-20 years.

However, as far as the relationship between income and the fertility of tribal women is concerned there exists inverse relationship up to certain limit. The poorest and the richest have more fertility while in the middle income groups the fertility decreases with increase in the income groups. The poorest families have more children as they consider them as their assets that will be helpful to them during their old age. Also more children means more hands to earn. On the other hand, the richest also need more children to take care of their asset.

DATT G. & MAHAJAN A. (2012) wrote in a path-breaking book entitled “Indian Economy” that with an increase in the mean age at marriage and the impact of family planning programmes there declines the overall general fertility rate. They reported that the decline is in all age groups. However the decline is sharper in the age groups 30-34 and above as compared with age group 15-19. They reported that fertility seems to have a strong correlation with the educational level of the mother.
JOTHI, P. (2012) conducted a study on the role and importance of modern science and technology communication in regard of improving rural women’s life and their empowerment. It has been found out that the exposure of science and technology related to different fields have increased knowledge level of rural women mainly through newspaper, T.V., radio and other modern medias.

PATIL, NAMITA P. (2012) conducted a study on education and its relationship with social change. The study stressed that education helps immensely in eradicating social evils that prevailed in India till sometimes back and leads us towards modernization.

MAIYO K. JULIUS AND BAWANE, JYOTI (2011) carried out a study on the topic “Education and poverty; Chicken Egg Relationship and Concerns”. Their study reveals that poverty is not simply the absence of financial resources, it is also lack of capability to function effectively in society. Inadequate education can thus be considered a form of poverty. Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation. This study articulates the issues of education and poverty which is related to that of chicken egg relationships. Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth.

KUMAR, T. (2010) Director, Indian school of Mines, Dhanbad, Jharkhand attempted to study that education is the engine of growth and development because it meant to make the people intelligent, educated and responsible citizens. This in turn brings in quality of work and thus quality of life. Educational institutions (schools, colleges, universities) are thus incubators of qualified and responsible
human resources. The role of education in shaping the nations development is huge, challenging and demanding.

SINGH, V. (2009)\textsuperscript{25} carried out a study about the association among education of Muslim women, their fertility behavior, health care and education of their wards. The study revealed that with the increase in educational levels, level of consciousness about health, nutrition, medical care and mental care etc. also go on increasing. It has also been found out from the study that the overall development as an impact of education is stronger and positive.

BARIK, VANDANA (2008)\textsuperscript{26} carried out her Ph. D. work on “Women’s education, gender equality and fertility” The study attempted to find out the relationship between women’s education, gender equality and fertility. The study investigated how far gender equality in education has impact on the reproductive goals of women and men. It is found out that not the husband’s education but his characteristics that have not been studied by standard surveys which the present study seeks to explore. Mainly husband’s attitude and preferences and the kind of family he comes from are very important.

The study studied the relationship between women’s higher education and fertility, the impact of gender equality on the linkages between women’s higher education and family size and also tried to find out whether gender equality and higher education of women and men have an impact on son preference. Regarding the influence of a couple’s decision to limit the family size, education of husband and wife has been ranked high both by women and men. Husband’s occupation has also been considered important in influencing a couple’s decision to limit the family size. Moreover, regarding the reason for son preference, they had been asked who they
expect to look after them in their old age. Most of the women as well as men responded that they expected their sons to look after them in their old ages.

The study reveals the view that though the parents are willing to give higher education to daughters, still there found gender difference between sons and daughters with regard to the kind of education they respectively are getting or the future occupational plans by the parents. Though, parents are giving preference to the education of daughters over their marriage, yet in the long run the preference has always been marriage only.

KUMAR, MANOJ (2008) CUSAT, Kochi writes that Education is one of the most important inputs which influences the total development of any nation---economic, social, physical, cultural, ethical and spiritual. The present market economy of India is characterized by Liberalization, Privatization and Globalization (LPG), which have influenced all aspects of human life and the case of education system is no exception in this regard. Of late, with General Agreement on Trade in Services (GATS) becoming fully operational under the WTO regime, it will be difficult for our country to survive as a nation without developing our “intellectual knowledge” through diligent monitoring, expansion, strengthening and re-orientation of our education system as per the ever increasing demands of the market.

JAN, MUZAMIL (2004-06) carried out a study on “Impact of education on decision-making power among women”. The study found out that education of women not only influence their own families but also bring about a progressive change in their community. Educated women can plan or take better decision with regard to every aspect of family life. Equality between men and women can be
achieved only if both equally participate in decision-making process at all levels. Decision making is generally influenced by the level of knowledge of the decision maker.

The study assessed the impact of education on women’s decision- making power and evaluated the status of women’s decision-making power related to their empowerment, fertility and children rearing practices.

The findings of the study are such that the families where women have received some education live life in a better way than the families where the women are totally illiterate. Literate women participate in local government, voting, income generating activities, visits to friends and relatives etc. than the illiterates. This improves their status in family and society and made them more empowered. Only 5.76% illiterate can plan their family, they mainly depend on masculine decisions for their reproductive behavior. On the contrary, 70.83% literate women enjoy decision in this regard. Health, education and marriage of children are concerns mainly of literate and qualified women, rather than of illiterate women.

PATTANAIK, B.K. AND KULWINDER (2005) carried out a study in an article entitled “Socio-economic conditions of Gaddi tribals”. Their study covered four blocks of Kangra District. The study found out as many as 93 percent of the households in the sample had accessed to pipe drinking water, 92 percent had electricity and more than 90 percent were connected by roads. TV sets, newspaper and telephone were largely found in well to do families. The male literacy rate was found to be 80% and the female literacy rate 63%. Women were empowered and expressed themselves freely. 90 % women could spend money or go to receive
health services without the permission of their men folk. Only 9% of the households were landless. 63.5% were marginal holders.

NAYAK, PABITRA MOHAN (2002) studied on “Education and social change among the religious minorities in India”. In his study, he provides an analytical framework of the interaction between education and social change among the religious minorities especially the Muslims and the Christians in the Indian context. The study attempted to explore the theoretical perspectives of education and its bearings on social change. Specifically the study has focused on some policy provisions, strategies and programs so that the educational status could be improved and thereby understand the socio-historical context of education of religious minorities in India.

The present study brought into light the fact that the literacy rate among the Muslims is low in comparison to other minorities. The study also found out that the situation of Muslim women is significantly deplorable. On the contrary, the literacy rate among the Christians is relatively higher than that of the Muslims and also than the other minority communities. Besides, the number of Muslim-managed educational institutions is not up to the need to mitigate the educational backwardness of the Muslims in India. The situation is different than the Christians. The enrolment of Muslim students in different educational institutions including professional and technical educational institutions is quite negligible. However, the enrolment of Muslim girls in primary and elementary levels is somewhat better in comparison to high school or higher secondary level.

The study has also found out that the dropout rate among the Muslims is significantly high, especially in higher classes and higher levels. The main reasons
for dropout of Muslim students are the poor socio-economic conditions and the religious orthodoxy, whereas Christians do not face these problems as they do not have any cultural inhibition to education.

**CENSUS OF INDIA (2001)** reveals that the total fertility of illiterate women for India is 4.2. It declines to 3.7 for women with educational level literate but less than middle school, it further declines to 3.3 for middle but not metric and is the lowest 2.1 for women with educational level graduate and above and above. Fertility in every category was higher in rural areas than in urban areas.

**SUBHA, I. AND REDDY, M.S.N. (2001)** carried out a study to explore the role of education in quality empowerment of women. The study revealed it out that achievement of socio-economic development of a society and a nation highly rests upon education.

**YADAVA, SURENDAR S. (2001)** studied that fundamental and functional education build the attitudes, perception and behavior of the rural women and thereby leads them towards emancipation which in turn made them act as change agent within and outside their family.

**RATH et al. (1998)** reported that the impact of educational status, income, indicate that a combination of these factors are associated with reduced fertility, longer birth intervals and lower levels of infant mortality.

**JACKIE LOH (1995) & THOMAS A. JOSEPH (1998)** carried out their studies on economic growth and development. A study by Loh estimated the contribution of education by using macro data at the all India level over a period of time, i.e. 1961-1991. Another study by Joseph used cross section data at the household level to compute the contribution of education to economic development in Kerala. The
study of Loh found that the contribution of primary education to economic development is more significant than the overall level of education.

GUPTA, J. P. (1998)\textsuperscript{36} attempted to study the impact of adult literacy programmes on people’s empowerment. Sample of the study comprised of 1,669 adults who were selected through systematic random sampling procedure from three districts, namely Bilaspur, Birbhum and Dumka.

The study found out that the parents of children irrespective of their literacy status had a positive attitude towards education of both boys and girls. The enrolment of boys and girls in the age group (6-15) years were significantly higher in neo-literate households compared to the children in the non-literate household. School dropout rate of children was marginally higher in the case of non-literate households. Overwhelming differences were found between neo-literates and non-literates in knowledge levels and attitudinal disposition towards minimum age of marriage for boys and girls, problems of early marriage and small family norms. Use of family planning methods was higher in the case of neo-literates compared to non-literates. A majority of neo-literate women had reported that their status in the family had improved after acquisition of literacy skills. Fourteen per cent of neo-literate women interviewed had received loan from different sources and had set up individual enterprises.

KUMAR, REKHA V. (1998)\textsuperscript{37} tried to assess in her study the impact of the programme on rural women in matters concerning small family norm, material child health and hygiene. Sample comprised of 300 females (150 learners and 150 non-learners) from three villages selected through random sampling methods. Standardised Interview Schedules and Participant Observation Method were used to
collect the relevant data. Statistical techniques used were Chi-square, ‘t’ test, z-test and ANOVA.

The result of the study could be enumerated as there was no significant difference between the learners and non-learners with respect to family planning adopted and sources of information about the family planning techniques. The impact of the AEP on the learners were more than the non-learners when the learners were totally illiterate or dropouts. The impact of AEP was more with respect to the learners coming from different income groups. The adult rural female literates had more knowledge of the benefits of small family norm than the non-learners. Adult rural female literates had a better knowledge and practice of immunization. There was no significant difference between the learners and non-learners with regard to knowledge of the benefits due to breast feeding and practice of breast feeding. There was a significant difference between the learners and non-learners with respect to visiting clinic or prenatal check-up, preference of hospital/PHC as place of delivery attended by specialized persons. There was a significant difference between the learners and non-learners with respect to social awareness, economic awareness, political awareness and decision making. There was a significant difference in the status of learners and non-learners with respect to village, age, religion, caste, type of family, occupation and annual income.

KAUR, PUSHPINDER AND KAUR, AMRIT (1998) examine in their study the factors which motivate rural female adult to participate in the Adult Education Programme in relation to the size of their family. The sample comprised of 500 rural adults of age range from 16 to 45 years who were participating in the adult education programme conducted by the Chandigarh Literacy Council.
Significance of the study is known from the findings the study. Rural female adults belonging to small families were more keen than their counterparts belonging to large families about learning the importance of giving education to their children and to learn embroidery and sewing. On the other hand, a rural female adult coming from a large family was more keen to learn about good health, balanced diet, keeping house clean and to and discharge family responsibilities. Knowledge about economic factors namely, acquiring knowledge about household accounts, money saving devices, lessons of purchase, learning ways of enhancing income and job efficiency were made proper use of money and motivated small family among adults. Rural female adults belonging to small families were more anxious than their counterparts belonging to large families about acquiring communication skills, living in harmony with the members of the family, solving domestic problems and avoiding social evils. Rural female adults belonging to large families were more interested in knowing about political conditions prevailing in the state and the country.

KACHARAYIL JOSEPH (1998) attempts in his study to find out the causes leading to educational backwardness of the Scheduled Caste and Scheduled Tribe pupils of Kerala. Sample comprised of 1968 SC and ST pupils of secondary level, 734 school teachers, 55 parents of SC and ST pupils and 45 social workers of various districts of Kerala.

The study highlighted that high illiteracy rate of the parents, lack of job opportunities of the parents, poor wages of the parents, unemployment among educated siblings and coolie work were the socio-economic factors leading to the educational backwardness of the SC and ST pupils. The involvement in traditional
jobs, lack of public library facilities, poor exposure to mass media etc. were the socio-cultural factor leading to the educational backwardness of the SC and ST pupils. Lack of proper recognition from teachers, disapproval from teachers, disapproval and discriminating behavior among peers and lack of proper parental attention were the psychological factors leading to the educational backwardness of the SC and ST pupils. Lack of secondary schools in the vicinity of their homes, insufficient home learning facilities, inadequacy of governmental financial assistance and lack of enough residential schools were the factors leading to the educational backwardness of the SC and ST pupils.

**JADHAV, M.L. (1997)**\(^4\) highlighted in his study some major developments in the field of education during the post-independence period in Satara district. He tried to relate educational advancement with the change in the socio-economic life of the rural population. In order to examine the impact of education on the socio-economic life of the rural inhabitants, relevant data were collected through questionnaire and observation. To select the villages and respondents the purposive and the stratified random sampling methods had been used respectively. The total 879 respondents were selected from 22 sample villages for the study. The finding of the study was such that a significant advancement in the field of each level of education leads to a considerable advancement in the socio-economic lives of the villagers.

**CLARA, M.D. (1997)**\(^5\) studied on “return to female higher education in Kerala” — Clara showed that the return to education of males was far higher than that of females, for all types of graduates respondents. Clara reported that this is totally an interesting finding specially in the context of an educationally developed states like Kerala.
JOSHI, SHOBHANA V. (1997)\textsuperscript{42} reports that the study attempts to reveal the causes of female educational backwardness in rural areas in Beed District of Maharashtra. This study was conducted in three villages including the Taluka headquarters chosen from the nine Talukas in Beed District.

The study resulted that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. Parents in rural areas were negligent and against the female education. The number of dropouts among the female school-going children were high. Parents wanted their daughters to be trained in housekeeping activities and restricted their study. Inadequate educational facilities and shortage of female teachers were found to be the other main reasons for the dropouts of the school-going female children.

KAUR, JAGDISH (1997)\textsuperscript{43} investigated in a study which deals with the attitude of female postgraduate students towards small family norms in relation to their career plan, employment status of the 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 the data. It had been found out from the study that career oriented students had more positive attitude towards small family norms than marriage oriented girls. Amongst science and arts students, science students had more positive attitude towards small family norms than arts students.

ARA, JABEEN JAHANGIR (1996)\textsuperscript{44} carried out a study which attempts to reveal the attitude of Muslim parents belonging to different economic classes towards the education of Muslim women. The sample comprised 250 Muslim parents of
Srinagar Valley. They were randomly selected. The tools used to collect data included interview schedule and questionnaire.

The study revealed that income had a great influence on the education of respondents. It was found that although the majority of the parents showed positive response towards women’s education but greater variations in the attitude were visible among the parents hailing from different economic backgrounds. The respondents hailing from different economic backgrounds did not differ in their attitudes towards education as a factor in rising social status but differ in their attitudes towards coeducation, personality development, principal goal of education were reasons for lack of education.

**GUPTA, J.L. et al, (1994)** Attempted to study on “the impact of literacy on socio-economic conditions of rural poor”. The sample of the study comprised of 50 participants, 50 non participants and 20 executives and instructors who were engaged in NLM programme from 5 villages of Jaunpur District of Uttar Pradsh. Literacy had been found to have a positive effect on the social participation, occupational behavior, material possession and social contact. Literacy was also found to have positive impact on increased the level of income. A very significant relationship had been found between social participation, income group and literacy.

**DEOUSKER, MAHESH (1994)** attempted to study the knowledge, attitude and beliefs of secondary school teachers and students of Bundelkhand region towards Population Education. Using the random sampling method, 251 teachers and 263 students were taken as sample from the Bastar region of Madhya Pradesh. The students belonged to classes X and XI.
The study pointed out that both the teachers and the students favoured a suitable higher age for marriage of girls and boys. They reported awareness of the population growth, its related problems and the need for control of population through Population Education. They expressed their choice in favour of two children as an ideal number for every financial group. They preferred teaching of population education at school level particularly at primary and secondary stage by integrating it either with different school subjects or with some specific subject. But at college level, they wished it to be taught/studied as an independent subject. They favoured the use of population methods of family planning. The majority of teachers were in favour of organizing population education programmes at different school stages under the Adult Education Programme. As against the teachers, the students expressed a favourable attitude towards a training programme of population education, if organized.

SODHI, H. (1992) investigated “Does education influence the attitudes towards family planning and the small family norm?” The investigator studied and examined the above quoted question in the context of adult education programme in Punjab in a limited way. On the basis of 628 rural adult families of Punjab from 32 adult education centres, it was found that participation in adult education programme positively influences the attitude towards the small family norm. It is interesting that neither the size of the family nor the socio-economic status of the members had any significant effect on the attitudes towards the small family norm, except through an interaction effect on such an attitude. The adult education of rural women in the age group of 15-35 was found to have positive effect on such an attitude.
MISHRA, SUBODHA CHANDRA (1991) carried out a study on “A study of the relationship between education and the social status of scheduled caste students of Cuttack district of Orissa”. The investigator carried out his study on the objectives—to study the extent to which the social status of scheduled caste graduates had improved as a result of education. The tried to compare the social status of scheduled castes graduates with non-scheduled caste graduates. Attempt was made to study the effect of the changed economic condition on the social status of scheduled caste graduates and also wanted to see the effect of family background on the social status of scheduled castes graduates.

A larger % of scheduled castes respondents were in the arts stream and a smaller % in the commerce and science stream in comparison to non-scheduled castes respondents. The economic condition of scheduled castes graduates had improved to a considerable extent due to education but it was still weaker in comparison to non-scheduled castes graduates. Scheduled castes graduates married a little earlier than non-scheduled castes graduates, and belong to joint families rather than nuclear families. The family size of scheduled castes respondents was larger as compared to that of non-scheduled castes respondents. Both scheduled castes and non-scheduled castes respondents were equally exposed to mass media but the scheduled castes were less interested in music, reading novels and magazines. Due to limited aspiration, insecurity of jobs and poverty, the majority of the scheduled castes respondents did not feel encouraged to go in for higher education.

THAKUR, MEETA Ravishankar University (1991) carried out her Ph. D. work on “Development of social competence as a function of residential locale, education and socio-economic status of the parents”. The work aimed to see the effect of
residential locale on the development of social competence, to analyse the role of education of parents on the acquisition of social competence by their children and to find out the impact of the socio-economic status of the parents on the development of social competence in the children.

Locale proved for a very important main effect on social competence. Age as well as sex also proved highly significant effect on it. When age and sex were combined with SES, age proved to be a highly significant main effect whereas sex showed an insignificant main effect.

Ghosh, Bulbul Bhagalpur University (1990)\textsuperscript{50} carried out her Ph.D. study on “Education and social change in India”, mainly to see the relationship between education and society and to study the changes taking place in our educational system vis-a-vis the social system.

The educational system of the present day has not yet been able to shake of its colonial heritage completely. Illiteracy is still the stumbling block in our political, economic and social progress. Primary school teachers have been found discriminated as compared to the secondary school teachers and collegiate level teachers. The govt. of India has taken appropriate measures to the task of educational reconstruction because in the absence of it a nation cannot achieve economic and cultural development. National integration and the ideal of the scientific pattern of society will also remain neglected in its absence.

AWASTHI B.P. & RAO V. RANA (1987)\textsuperscript{51} of NCERT conducted a study on the interrelationship between the education of Scheduled Tribes and their socio-economic mobility.
The extent of the educational development of the Scheduled Tribes, the extent of socio-economic mobility among the Scheduled Tribes and the correlation, if any that exists between education and socio-economic mobility were the main objectives the study.

The study revealed that there was a close interrelationship between education and socio-economic mobility among the tribal people of the area studied, due to education, there was a horizontal social and occupational mobility on the one hand and on the other hand there was a vertical economic mobility. The findings further established that education upto the school stage was able to bring about economic mobility among the tribal people. The majority among the educated respondents had received education upto the school level and whatever the economic development among them was mainly due to the employment they got in various fields, as a result of the educational level. Education upto the school level was found to be responsible for bringing about social mobility among the Scheduled Tribes. The pace of socio-economic mobility was found to be insignificant among the illiterate.

SABNIS B. K. AND MAHURKAR P. R. (1985) IIE conducted a study on “relationship between educational and social status of Scheduled Castes students from Beed district, Pune.

Through the study it was wanted to know whether or not the social status of Scheduled caste men and women had improved as a result of graduation and also whether or not the attitude of Scheduled caste men and women towards self had changed as a result of education.

The economic condition of the graduates had improved as a result of education. After having graduated most of them were employed in government service. About
50% of them felt that marriage should be celebrated in the traditional manner. Most of them felt that their social status had improved because of education and was steadily improving further. Close relatives of these graduates were illiterate and poor.

BHATTACHARJEE R. N. (1983) carried out a historical study on the topic entitled “socio-economic strategies of education in Nagaland”. In the study an attempt had been made to determine the intensity and extensity of influences upon different socio-economic factors in relation to education in Nagaland for a very long time period say 50 years. 750 was the total sample size. The samples were consisted of educated Nagas belonging to Ao, Angami, Sema, Lotha and other backward groups between age groups 30-60 years. The sample was factually stratified but eventually purposive.

Parental illiteracy was one of the major factors in the way of education in the state during 1930-1950. Another determinant of the children’s education at all periods has been found as parental occupational status. Parental economic status also determines the level of children’s education. The growth of education in the state is mainly due to parental ignorance, indifference to the need of education and economic hardship.

2.4 REGIONAL REVIEW

DHAR, S. (2014), Assam University, Silchar studied on the topic entitled, “Socio-economic and Demographic status of Assam: A comparative analysis of Assam with India”. The study reveals that a sound socio-economic and demographic status simply indicated the sound position and advancement of any society. The demographic indicators highlights that though population density position of Assam is worse compare to all India figure but in case of sex-ration etc. Assam witnessed
better position than India. Regarding population growth, Assam is having a higher rate of growth of population than India as a whole. In case of literacy rate, Assam shows a poor performance compared to all India level. The process of urbanization in Assam also shows poor data in comparison to all India level data.

**PATHAK, T. (2014)** of G.U. carried out a study on educational level and its influence on modernization and social awareness of women in the teaching profession of Sonitpur district. The study found out that Post Graduate level teachers have relatively more social awareness than the simple graduate level teachers.

**DAS, J. (2014)** conducted her study on the topic Impact of women’s education on socio-economic development of Dimasa society in Assam. The study revealed that poor and deplorable economic condition is the main barrier for not attending school by children. Illiterate women do not have sufficient knowledge about Adult Education. Illiterate women want their girl child to be educated. Literate women showed more consciousness towards educational development of their society.

**DAS, B. (2013)**, Gauhati University carried out a study on “Role of education on the development of the socio-economic conditions of the scheduled caste people of rural Kamrup”. The study was carried out on the areas such that social status of the literate scheduled caste families, social status of the illiterate scheduled caste families, economic status of the literate scheduled caste families, economic status of the illiterate scheduled caste families and comparing the social and economic status between literate and illiterate scheduled caste families.

The investigator used stratified random sampling method. Total 1080 was the sample size for the study. Samples were collected from 6 community development blocks of Kamrup (R) district of Assam.
The study brought out that the literate heads of the families enjoy a higher status than their illiterate counterparts especially in making family decisions, managing daily routine, child birth and number of children, education of children, adopting family planning measures, purchasing property etc. The social status of the literate heads is higher than the illiterate heads. The illiterate family heads are generally unaware of small family norms. For them more children means more earning hands. Literate heads of the scheduled caste families enjoy a higher economic stability and status than their illiterate counterparts. Pottery making is a traditional profession among some scheduled caste communities, it has been found that no male member is engaged in this profession in all levels of education from the group of literate family heads. Female members are found in all the levels. The average children in the literate group is 3.43. On the other hand, The average children of the illiterate group is 4.04.

**DASGUPTA, P. (2012)**, Assam University, Silchar; Journal of North East India Council for Social Science Research, Vol: 36:1, April 2012 carried out a study on the topic “Women and Poverty: A case study of South Assam”.

In no nation women have the same status as their male counterparts in any sphere of life. The situation is the same both in developed as well as developing nation. Such discrimination is either directly or indirectly related to the economic condition of women in the society. Though several attempts have been made to improve the status of women with respect to education and health, limited efforts in this regard mark the difference in economic status between men and women. The level of poverty among women is much higher than among men. In fact, studies have revealed that women are always considered as “soft targets” of any harsh economic
decision. Women are therefore more prone to economic poverty in comparison to their male counterparts. The investigator included important indicators of poverty such as savings, property rights investments, access to and share in income, spending bank credit and so on. The study revealed that of the 1.3 billion people living in poverty, more than 70% are women (Human Development Report-1995). It is true that North East India and more particularly South Assam have not yet come totally under the impact of globalization. This is more due to its own economic background and other socio-economic factors.

The study attempted to make a detailed analysis of the share of women in all indicators of economic prosperity and progress. These indicators would be women’s share in total income, share in total savings, expenditure, credit, ownership of assets and property in the three districts of Barak Valley of South Assam.

It has been revealed that the economic status of women in South Assam region is very poor especially in the rural areas in comparison to other parts of the country. The women of this region were deprived from proper education, employment, property rights, socio-economic rights, decision making etc. As such they were dominated by men and have very low social status which has resulted in low economic status.

**KHAKHOLIA, V. (2009-10)**, Gauhati University; carried out a study on the topic “A study into the socio-economic status of working women and its impact on their family with special reference to Guwahati city”.

Women constitute almost half of the total population of the world. It has been universally admitted that women play a vital role in the development and progress of the society. In today’s changing society a working woman is not only a need but also
necessary for mental stimulation. An organized working woman can balance her time between works and home intelligently.

Studying the socio-economic status of working women, studying the various problems of working women, studying the reasons for employment of women in joint and nuclear families and analyzing the perception of different working women about family are the major areas to be studied in the study.

From the study it was revealed that the perception of working women of joint family differs from nuclear families. Women of joint families do not get sufficient cooperation from family members. But in the sense of nuclear families women get cooperation from their husband and children in promoting household duties.

Women from joint families 70% have authority to spend money to fulfill their needs. Women of nuclear families are satisfied with the time spend with family members.

It is observed from the study that majority of women from both joint and nuclear families expressed their opinion for job because of economic compulsion.

The study also reveals that the problems of working women of joint families are higher than nuclear family.

The present study also highlighted that working women of nuclear families have higher socio-economic status than joint families.

The working women have to play dual role as wife, as mother and as a worker.

MAHANTA, J. (2008), Gauhati University investigated the “Impact of education on the Singpho Tribe in the Margherita Civil-sub Division”. She investigated that education is not confined to simple literacy. It aims at making everyone functional. Everyone is to be able not only to read documents, reports and such other materials,
but also to earn his/her living. Education is closely related to social stratification and national integration. Education should be truly an investment in future. Educational opportunities for a child is generally determined by his family, class, neighbourhood conditions and even by the attitude of the school authorities. The study kept some objectives in mind as to study the lifestyle of Singphos on social, economic and religious aspects of life, to study the impact of education on life style of the Singphos who have formal education in comparison with those group of Singpho people who do not have formal education, to study the problems of Singphos in receiving education and to give remedial measure and to study the influence of formal education in comparison with religious education on Singphos.

The investigator had taken Purposive sampling for the study. A total no. of 10 Singpho villages with 20% population had been taken as the sample for the study.

The study found it out that there is a great impact of education on the life style of the Singpho people. Because of the impact of education that the formally educated Singpho people prefer to live in nuclear family. The investigator found the difference of behavior pattern among the educated and low educated people. Their attitudes are also different from each other. Economic independence of women is also one of the modern trends in the modern nuclear families. The size of the families is becoming smaller. All these are the result of the influence of education.

The data of the present study shows that the superstition and prejudices among the people have been decreasing gradually but in a slow rate. The modern education encourage scientific attitudes towards human problems. The investigator found in her study that educated people are interested to inter –ethnic marriage. Formally educated persons prefer to select their life partner by themselves. On the other hand,
not formally educated people prefer to select their life partner by their parents. The investigator has found that they become economically conscious and they want to appoint their offsprings outside the village.

LAHKAR D. (2005) of Gauhati University carried out a study on the topic entitled “Changing pattern of education, occupation and demographic characteristics” in the fringe areas of Gauhati University. Lahkar had studied in minute details, the changing pattern of education, occupation and demographic characteristics and their interrelationship in the areas under study.

AKASHITARA, S. (2004) carried out a study on the topic “Changing profile of Educated Housewives in Assam”. The study brought out the following things. The educated housewives now started to believe in the concept of small family practice. Those housewives who already took up family planning measures and are aware of the advantages of small families are found belong to educated classes. Educated girls are now seen that they prefer to get married only after becoming economically independent.


Athparia had shown that toning up of educational administration in Karbi Anglong led to progress in literacy among the Karbies. His survey in three villages shown that the village (Korkak) which comprised of higher literacy rate in comparison to other two (Dan Kumar and Phonlongpet) was also economically more advanced then the rest two. Non-availability of institutions of formal education is the main cause of illiteracy in the villages. Enrollment at high school and higher secondary level is, on the whole, not encouraging. Education has brought changes in various ways of their
attitudes like--- towards world view, socio-economic and political changes and in their life style as well. In search of higher education and employment a tendency of migration to the urban areas among diets become tangible, vis-a-vis, urbanization has accelerated the place of spreading of education and a sense in them about the utility of education for economic development.

DEKA, A.K. (2002)\textsuperscript{64} of the Gauhati University carried out a study on the elderly population of Assam and drew inferences such that 76 percent elderly population was not in good health and females are less likely to have a good health than males. Only those elderly population who have education, income and those who are from joint family and from rural areas enjoy good health. Besides, the healthy and elderly showed more interest for economic activities and consider son and daughter equal.

PHUKAN, S. (2001)\textsuperscript{65}, Gauhati University; conducted a study on “Impact of education on Tea Tribes with special reference to Khowang Tea Estate, Dibrugarh District” with the aims to study the impact of education on Tea Tribes in their day to day living condition and to study the usefulness of education in socio-economic condition.

The study revealed the facts as Education has been developing among the Tea tribe community. Superstitions and prejudices among the people have been decreasing gradually. Though the parents are illiterate yet they want to educate their wards. Due to poor economic condition, the parents are unable to provide necessary facilities to the students.

KALITA, S. (1996-97)\textsuperscript{66} carried out a study on the students of the Gauhati University to study the impact of educational opportunities on educational achievement of the
students and the impact of family system on educational achievement of the students.

The investigator concluded her study with findings such that the academic performance of the students is closely related with their social life. The Socio-Economic Status of parents, student’s own income etc. have also impact on students achievements.

DEKA, N.K. (1993)\textsuperscript{67} Sixth Survey of Educational Research, 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. The investigator found the following results of the study.

Education of wife and age of marriage were found to be positively correlated in case of tea labourers, the correlation being significant in case of Assamese and Bengalees. The significantly low level of female literacy among the tea labourers had no impact on the demographic aspect of the people. Desire for the second child was found to be positively correlated with education of wife in case of all the four groups though insignificant in case of Assamese, Bengalees and Tribals. Education of wife was found to have significant positive correlation in case of Assamese, Bengalees and Tribals while for the tea labourers it was found to be negatively correlated.

SAIKIA, S. (1992)\textsuperscript{68}, Gauhati University carried out a study on the topic “Growth of higher education in Assam and its impact on the socio-economic life of the Assamese people” keeping the objectives in mind such as to find out whether the growth of higher education is commensurate with the manpower needs of the state.
To find out how the institutions of higher learning in Assam had contributed to the economic development of the state. To find out whether the standard of living of the common people has been raised through higher education. To find out how far the institutions of higher learning have been successful in providing leadership in the different fields like literature, science, commerce, industry, politics, education etc. To find out how far higher education in Assam has been successful in providing cultured men and women in the state.

500 respondents and 100 eminent persons and a selected no. of educationists constituted the population for the study selected at random.

Education is a powerful weapon in solving some serious problems like shortage of food, unemployment, ignorance, inadequate medical care, poverty, corruption etc. The major task of higher education is the improvement of character.

**KAKATI, K.K. (1989)**, Gauhati University carried out her Ph. D. work on “Socio-economic status of Educated working women of Kamrup District”-A study of its impact on society. She had made an attempt to study about the socio-economic status enjoyed by educated working women of Kamrup District and to find out the impact of women’s employment on the society.

The study intended to find out the factors which induced educated women to take up employment, what rights and priviledges are being enjoyed by the educated working women within the family, in the working place and in the community, enquire into the pattern of dual role of the working women at home and at the place of work, examine the changes that take place in the family as a result of women’s employment and its impact on society.
The study revealed that Economic hardship was the principal motivating force for the employment of the respondents. Rural women had more economic problems than urban women. Working women were found as high decision makers rather than non-working women. Significant difference was found between the working and the non working women in their freedom of movement outside home. Among the working group extent of freedom is high in case of the higher aged married women who are highly educated, employed in highly paid occupations living in nuclear families in urban areas. All the lower educated respondents entered work force due to hard economic problems.

DAS, L.H. (1973), Gauhati University studied on “Development of Secondary Education in Assam from 1874-1947 and its impact on the social development”. According to her there exists an intimate and inseparable relationship between education and society. Various social developments occurred as an impact of the growth of western secondary education during the period of her study. In every developing society education if viewed in its true and proper perspective is considered a powerful instrument of the society for bringing about its change and development. Education develops the personality of the individuals and also makes them socially useful.

From the economic point of view also, process of education is closely connected with the social process. A modern citizen cannot remain isolated and ignorant of the national economy and the international market. The increase in the economic productivity, industrial output, consumption etc. in a progressive society has always been accompanied by an increase in education.
2.5 REVIEW SUMMERY

The studies mentioned above highlighted the role of and relationship among education, socio-economic status and family size which had been a continuous demand of the present study. Besides, there are other significant variables such as gender equality, decision making power among women, rural poverty, religious orthodoxy, social demand which have been significantly responsible for the relationship among the said variables namely education, socio-economic status and family size.

The above researches thus established that there is positive and significant relationship among the variables studied in the present study.