Chapter. 2. Review of Literature

2.1. Introduction:

Review of literature is a key step in research process. Review of literature refers to an extensive, exhaustive and systematic examination and publications relevant to the research. The significance of the review of literature shows that it provides a basis for future investigations, justifies the need for replication, throws light on the feasibility of the study, indicates constraints of data collection and helps to relate the findings of one study to another.

It has been emphasized by many researchers and scientists that review of literature can play a vital role in a research project and it is a critical summary of research on a topic of interest. It is generally prepared to put a research problem in context or to identify gaps and weakness in prior studies so as to justify a new investigation.

One of the simplest ways of economizing a research is to review and build upon the work already done by other research scholars. There are number of studies related to female education, female inequality, etc, but most of them have concentrated on limited areas of interest. As such, the researcher was searched sociological abstracts, research journals, conference proceedings, books, etc and collected the relevant literature for the present study. All the studies are not significant enough to be enumerate, however, an effort has been made to review and highlight briefly the objectives and findings of the important studies relevant to the present work in the following paragraphs.

2.2. Review of Literature:

The collected literature is reviewed as under.

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

Adya and Kaiser (2005) conducted a study to develop a testable model for girls’ career choices in technology fields based on past research and hypotheses about the future of the information technology (IT) workforce. The methodology is Review and assimilation of literature from education, psychology, sociology, computer science, IT, and business in a model that identifies factors that can potentially influence a girl’s choice towards or against IT careers. The factors are categorized into social factors (family, peers, and media), structural factors (computer use, teacher/counselor influence, same sex versus coeducational schools), and individual differences. The impact of culture on these various factors is also explored. The model indicates that parents, particularly fathers, are the key influencers of girls’ choice of IT careers. Teachers and counselors provide little or no career direction. Hypotheses propose that early access to computers may reduce intimidation with technology and that same-sex education may serve to reduce career bias against IT. While the model is multidisciplinary, much of research from which it draws is five to eight years old. Patterns of career choices, availability of technology, increased independence of women and girls, offshore/near-shore outsourcing of IT jobs are just some of the factors that may be insufficiently addressed in this study. A “Recommendations” section provides some practical steps to increase the involvement of girls in IT-related careers and activities at an early age. The article identifies cultural research as a limitation and ways to address this. The paper is an assimilation of literature from diverse fields and provides a testable model for research on gender and IT.
Amano (1997) draws on enrollment and graduation statistics as well as previous surveys to argue that figures demonstrating increased female participation in higher education in Japan conceal the persistence of a gender track. Women in higher education are overrepresented in junior & women's colleges & in traditionally female courses of study, while men continue to dominate 4-year universities, obtaining the most prestigious degrees. Further, women who do graduate from prestigious institutions tend to come from more elite families, hold conservative values, & view their educations as an expression of social status. Employment entrance continues to be largely gender segregated, although industrial changes, the 1986 Equal Employment Opportunity Act and a demographic shortage of young workers have improved the situation. The possible effects of increased higher education, including newer women's studies courses, on women’s expectations and aspirations are explored.

Amar Kumar Singh and Rajyalakshmi (1993) discussed the status of tribal women in terms of their demography, health, education and employment. Despite constitutional protection and assurances, even after four and a half decades, their status is found to be lower than not only that of women in the general population and the Scheduled Caste women but is also lower than the status of tribal men. It is characterized by over-work, invasion of sexually exploitative market forces in tribal society, illiteracy, sub-human physical living conditions, high fertility, high malnutrition and near absence of modern health care facilities. The impact of development programmes on tribal women is discussed and early intervention for the tribal girl is emphasized in order to improve the status of the tribal woman.

Ambasht (1993) discussed the educational status of tribal women and its implications. Loss of traditional institutions of education in the absence of a meaningful adaptation of modern education is lamented. Education as an empowering tool and an innovative approach to tribal education has immense potential.
Anand and Yadav (2006) discussed on the issue of the Scheduled Caste or what may be called the Dalit issue is one of the worst examples of discrimination against, and the oppressive living conditions of millions of people in India. The girl child is a critical agent in any society. Despite more than half a century of various affirmative action policies and programmes, there remains little improvement in the overall status, particularly educational status of SC girls. A large number of SC girls do not have access to successive stages of education. The drop-out rate of the Scheduled Caste Girls is another crucial indicator in the field of educational development. The present paper not only lists the factors responsible for the low female literacy and non-participation of SC girls in education but also makes an attempt to look into some of the initiatives undertaken by the government to improve the situation. Finally, the paper identified the critical concerns in the field and suggests strategies to reach out to the SC girl child in the area in the area of education.

Banboo (1982) conducted a study on differences in parental press of several socio economic levels of both boys and girls. Tool used was parental press inventory. Critical ratio, product moment correlation, partial correlation and three-way analysis of variance were computed to analyze the data. It was found that high socio-economic status boys were found to be better adjusted in social area than that of girls of high socio-economic status.

According to Bandyopadhyay (2006) it is widely acknowledged that education has an important role to achieve a greater degree of social justice. The educational institutions are expected to equip children to the best of their ability for securing a meaningful place in society and thus fostering a process of developing an egalitarian society. However, a large number of children in India re still excluded from the educational system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities. It appears that current educational programmes might have failed to address the needs of children who are vulnerable to marginalization and exclusion. Some of the educational programmes might have provided inadequate services that have affected the interest of these
children leading to further social exclusion and injustice. With this backdrop, the paper analyzed the trends in participation of disadvantaged children in school and examines the issues relating to the expansion of quality education for these children. The paper gives an insight into the policy and practices to examine the extent to which these facilitate their education. It argues that while unplanned expansion of educational facilities along with inadequate financial investments may dilute the quality, it may also fail to address the right of learners in accessing worthwhile knowledge and skill. The paper also intends to outline the appropriate strategies for education of all the children to promote social justice in and through education.

According to Bara (1991), literacy is extremely low in India as a whole, it is lower among women and is the worst among the tribes and dalits. The present paper analyzed the statistics related to the illiteracy and literacy rates among the tribes such as Munda, Sarna, Bhil, Boro, Dhondia, Mina, Mizo, etc living in West Bengal. The paper concluded with the remarks that the aspects of isolation, compensation, control over their own destiny, impoverishment, cultural dispossession, voluntarism, equal or preferential treatment for girls and concepts of egalitarianism and freedom must be amply borne in mind when approaching tribal illiteracy and more so in the case of tribal and Scheduled Caste illiteracy.

Bell and Bradburn (1996) described that in classes on gender inequality in the workplace; most students are women without much work experience, so there is little experience on the topic that the students can bring to class. They tend to disbelieve that gender differences in verbal styles in the workplace can result in different power and occupational outcomes. To overcome this lack of exposure, a task-group exercise for the classroom is described that manipulates power and expectation states within groups by varying the distribution of dominant and inexperienced personalities. The exercise was tested in 6 small task groups. Task outcomes were largely determined by the positions of the dominant personalities, even when dominant personalities were in the minority in the group. The student feedback, though mixed, demonstrates the effectiveness of the exercise.
Bhagavathy (1977) did an analytical study of the personality, intelligence, values and problems of adolescent girls. The tools used in the study were the Maudsley Personality Inventory Malayalam version), Mathew’s test of Mental Abilities (Verbal and numerical), problem checklist, Materialism Spiritualism Scale and personal data blank. The tests were administrated on a sample of 183 high achievers, 184 low achievers, 150 problem girls, 143 co-curricular high achievers and 17 normal girls, drawn from standard 10th and pre-degree classes in the age range of 14-17 Urban-rural differences were maintained at all stages of analysis. The major findings of the study were: Significant differences were seen in the personality variables and intelligence (both verbal and non-verbal) between the four deviant and one group studied. The five groups could be differentiated on the number and nature of problems in the areas of health, family, personality, social, educational vocational, financial, fears, religion, and morals, boy-girl relationship recreational and materialism-spiritualism orientation. The five groups also exhibited difference in the environmental and studied.

According to Bhog (2002), despite its reiterations on equality, fundamental rights and quality education for all, the emphasis of the National Curriculum Framework on Indian tradition and the collapsing of value education and religious education puts on hold the possibility of education emerging as an enabling tool for women’s empowerment. The article revisits, briefly, the vision and policy framework of the New Education Policy of 1986 with regard to women’s education, analyzing the effect of progressive policy rhetoric on the actual writing of school textbooks, particularly those relating to language teaching.

Bojat and Mehta (1968) conducted a study to identify the problems of adolescent girls. The sample consisted of one hundred 10th standard students. There were 50 boys and 50 girls in that sample of hundred. Mooney Problem Checklist was administrated to these students to get their problems. The checklist consisted of items which were divided into the following areas — Health, Physical Development, Social, Self-centered concerns, Money, Work, Future, Home and Family and Relationship between boys and girls. The statistical analysis revealed that
adolescents have more problems in the areas of health, physical development, self-centered concern, money, work future and relationship between boys and girls.

Bradley and Ramirez (1996) employs a global institutional perspective to examine gender parity in enrollment in worldwide systems of higher education, 1965-1985, drawing on data from the UN Educational, Scientific, & Cultural Organization. Analysis indicates that the increased enrollment of women in higher education has been mediated by the more recent global norm of gender parity. More specifically, increases in women's enrollment have followed the culturally constructed goal of gender parity advanced by world polity programs & policies. After the early 1970s, legitimacy as a modern nation-state was increasingly associated with active participation of women in public sphere activities such as higher education. It is cautioned that while this overall development is positive, national-level studies suggest that the participation of women in higher education is not uniform across fields of study or prestige of institution.

According to Bradley (2000) unlike the extensive cross-national research on occupational sex segregation, sex segregation within higher education has yet to be empirically examined comparatively. This article reports analyses for a wide range of countries from 1965 through 1990, using two measures of gender differentiation by field of study. The results indicate that gender differentiation has declined surprisingly little. Women are more likely to graduate from education, arts, humanities, social sciences and law, & men are more likely to graduate from natural sciences, mathematics and engineering. Few differences are found between more and less economically developed countries. These findings echo those in the occupational sex segregation literature.

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

Colloway and Jorgensen (1994) analyzed questionnaire data from 611 women aged 25+ returning to college are used to present profiles identifying their situation. A model program is presented as an example of how reentry women's needs can be met in institutions of higher education.

Das (1982) studied some behaviour problems of the secondary school students of the district of Burdwan and their causes. Data were collected through the use of self-rating inventory, Bhagia’s school Adjustment inventory, Pati’s Inferiority Questionnaire, Pati’s Inferiority Questionnaire and an Interview Schedule. Some of
the important findings were (i) Dissatisfying home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behaviour problems; (ii) Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programmes, Social conditions, teachers and the student community contributed much towards behaviour problems; (iii) Frustration of recognition expectation and feelings of insecurity and inferiority were powerful determinants of behaviour problems; (iv) The gap between aspiration and actualization was also found to be one of the causative factors the behaviour problems.

Davies (1995) discussed that the applicability of Paul Willis’s thesis on class disparities in education and gender-based underachievement to Canadian high schools was examined through analysis of survey data from approximately 3,300 general and advanced level Ontario high school students. Willis’s thesis states that class disparities in education stem, in part, from working class insubordination in school and that underachievement is associated with male and female forms of gender traditionalism. Analysis reveals little evidence of class reproduction through student misbehavior, resistance to education, or negative school attitudes. Gender was a much more durable source of cultural reproduction through educational underachievement. Males demonstrated a substantial propensity to school rebellion, and females to domestic traditionalism. The results are discussed as undermining the generalization of resistance theory and supporting the claims of sub-cultural theory.

Deb (1980) did a study on the social-psychological problems of the students migrating to urban areas for studies. The sample comprised 150 rural students and an equal number of urban students. An information schedule was developed to assess the economic, social, cultural and psychological background of both the groups. The opinion on urban I rural life opportunities as well as the attitude of both the groups regarding each other was also sought through the items. The thirty items were rated on a 5-point scale. The fifty items Self-Reporting Inventory (Rural-Urban Hostellers’ Adjustment Inventory) was prepared to the social climate of the hostel as well as the problems of rural students. The urban
sample felt the scope of education was almost entirely in cities while the rural sample did not hold such an extreme view. The rural sample faced difficulty in adjusting themselves to the fast life of the city, regarding the urban norms of physical appearance and dress, interest in the opposite sex, language, attitude to authority, reading interests, daily routine, socializing among friends and being a minority. The rural students resented the domination by the majority group resulting in alienation.

Demack and Others (2000) presented analyses of attainment variations for five cohorts of school leavers between 1988 and 1995. Social class, ethnicity, and gender variations in educational attainment at 16 are examined using data from over 80,000 young people in England and Wales. The preliminary analyses showed an under representation of some ethnic and lower social class groups in the independent education sector. The attainment analyses thereafter are for state school pupils only. Between 1988 and 1995, attainment differences relating to social class, ethnicity, and gender are all seen to increase. In terms of the %s leaving compulsory schooling with five or more high grade passes (grade A-C at General Certificate of Secondary Education), the social class gap of 50% widened to 56%, the ethnicity gap from 14% to 20%, and the gender gap from 5% to 10%. The uneven improvement in educational attainment across ethnic, social class, and gender groups is a cause for concern. For certain subgroups, there appears to be little or no improvement over the 8 years. These findings relate to a period of considerable political intervention within the British compulsory education system. They suggest that policies focused on raising educational standards may be at variance with the aim of reducing educational inequality.

Doiren and Asselin (2011) aims to stimulate discussion on the growing influence of digital technologies on the success of learners in tertiary institutions. The paper is grounded in a synthesis of the professional literature showing how learners entering tertiary institutions have been influenced by their pervasive use of digital technologies. This evidence suggests that a more integrated use of libraries is needed, and more collaboration among librarians, educators and learners will be
fundamental to responding to the changing learning landscape. The findings indicate that today’s “new learners” expect more control of their learning situations, prefer active learning and they engage in networked communities for their social and professional lives. Research also shows that, while these learners are committed users of a wide range of digital technologies, they require support in developing their information and critical literacies. The paper also identified the tendency for educators to limit their uses of digital technologies for course management and the addition of online resources to their teaching, while resisting any fundamental change in the structure and delivery of courses. Academic libraries are responding to these challenges by creating more social learning spaces, integrating services for instructors and students and becoming more active partners in the educational community. The limitations identified here include the widening gap between those living and learning with digital technologies and the majority of the world youth still struggling to gain full access. The research is one of the few position papers to begin its argument with a description of today’s digital learners and then to connect their learning needs with the many changes in libraries at the tertiary level. The paper attempts to conceptualize how libraries can take a leadership role in bridging the gap between the learning styles and needs of today’s students and the challenges of building new learning landscapes in tertiary institutions.

Dunn (1993) drawn from both ethnographic and statistical sources, a descriptive profile on the status of women in the scheduled castes and tribes in India. Census data reveal extreme degrees of gender inequality among the scheduled groups: relative to men, women in these groups have far more limited access to both educational and employment resources. Findings also suggest that socioeconomic development serves to reduce the disadvantage of scheduled group women relative to men: among the scheduled groups considered to be more developed according to standard indicators, less gender inequality is evident in education and employment.

Ghai (2006) stated that located in the larger context of globalization and the changes effected by it in the Indian education sector; the paper looks at the issue of disability and education. The situation, it argues, is too complex and the problems for the disabled child are exacerbated by the caste, class and gender variables. The
state while formulating its policies for the education of the disabled children hardly looks at the larger context in which the children are located and therefore most of its programmes are restricted to mere tokenism. In such a situation, the author argues, there is a need to alter the way the question of disability is seen in education and that we cannot understand the problem unless an effort is made to locate them within the political economy of disability. The education of the disabled remains a contested site as it fights the twin forces of globalization as well as politics of normative hegemony unless we fight the institutional disablism.

Ghose (2002) stated that the politics of literacy and education has thus far remained a marginal concern for the women’s movement in India with little effort made to address power issues that form part of the education process. Concerns over ensuring quality in education that are limited to skill improvement and enhancing the learning environment all too easily overlook that educational arenas create boundaries that limit possibilities and reinforce stereotypes, especially long-standing patriarchal constructs. This paper described three diverse teaching/learning environments that formed part of a women’s empowerment programme in a UP district in a bid to examine the way power relations reproduce and transform themselves in literacy programmes, which consciously attempt an empowering participatory pedagogy.

Ghosh (2007) focuses on the gender gap in literacy and education among the Scheduled Tribes in Jharkhand and West Bengal as measured by the gender disparity index. The female literacy rates among the Ho and Mahali in Jharkhand and the Lodha in West Bengal are low, with high gender disparity, as compared with other tribes. The gender disparities among most of the tribes tend to increase at the higher level of school education. The article also analyses the enrolment ratios and dropouts of female children, and discusses the issues related to tribal education.

Goswamy (1979) studied the adjustment problems of adolescent girls. The findings of the study were:

(i) The number of problems increased with age.
(ii) The adolescent girls encountered maximum number of problems in the emotional and mental areas followed by the problems in the schools and study and home areas. The physical and sexual was the least problem encountering area.

(iii) Class wise analysis of the problems revealed that the girls of class VIII encountered maximum number of problems in the areas of home and school and study followed by emotional and mental areas. The school, religious and moral and the physical and sexual areas took the fourth and fifth positions, respectively.

(iv) In classes IX and X the emotional and mental and the school and study were the most problematic areas followed by home, social religious and moral and physical and sexual areas.

Goyder (1992) collected data from a survey in 1985 and 1990 from 101 arts faculty members at the University of Waterloo, Ontario, are drawn on to investigate gender differences in academic rank among Canadian faculty, controlling for research productivity. A model of rank attainment was developed using discriminant analysis, and revealed that female faculty has been promoted more slowly than males and that the gender gap is not simply an issue of Males out-publishing Females. Before the 1980s, Females often worked as part-time lecturers, maintaining minimal careers while also raising children. Later, these same Females would secure regular appointments, but likely with a virtually unbridgeable gender gap in accumulated publication record.

Groth and Dannehl (1992) conducted an investigation of whether the proportion of university students who are female, cross-nationally, is influenced by levels of economic & cultural development and by types of political systems. Economic and cultural development are measured by energy consumption and library volumes per capita, respectively; individual states are categorized as Marxist-Leninist, non-Marxist authoritarian, or polyarchic systems. Multiple regression analysis of data drawn from UN statistical yearbooks covering two decennial cross-
sections - 1975 and 1985 - reveal substantial impacts of both economics and politics. Findings also suggest greater variability of outcomes among authoritarian regimes.

Gupta (2007) stated that women in academic science and engineering form a very low proportion at the doctorate level and still lower at the faculty level in premier institutes. The universal perception of rationality and gender-neutrality in academic science has precluded any discussion on organizational environment in institutes of learning in science. This article examines the socio-cultural and structural factors that impact women in science. It compares the social milieu of men and women research scholars, and their perceptions regarding the organizational environment. The organizational milieu is found to be as important as the social milieu in influencing women. Despite the class advantage for women, they are deficient in self-confidence and have low expectations from themselves, implying a waste of talent of women who could work aggressively for the pursuit of excellence in science.

Hadden and London (1996) stated that building on the widespread suggestion that Female Education (FE) may be one of the best investments for a less-developed country, results are presented of a series of quantitative, cross-national panel regression analyses of secondary empirical data designed to assess the effects of (1) FE level (primary and secondary enrollment rates), and (2) gender inequality in education (male-female enrollment ratios) on a wide range of demographic, social, and economic development outcomes. FE in and of itself and the provision of equal access to education (ie, gender equality in education) were found to have the following subsequent benefits for societies: lower crude birth rates, longer life expectancies, lower death rates, improved basic needs provision, and more rapid rates of economic growth.

Hannum and Xie (1994) conducted an exploration of gender inequality in access to education for students in the People’s Republic of China, 1945-1985, as a function of changes in political ideology. Analysis of data from the 1990 census and 1985 fertility surveys (total N = 35,847) indicates gender-linked patterns in children's pursuit of further education following elementary school. When the
political agenda focused on economic advancement, males were favored for continued studies, eg, during the Great Leap Forward (1958-1960) and in recent economic reforms. But disparities in access were reduced in the Cultural Revolution (1967-1976), which stressed social equality. It is argued that while the declining fertility account of gender stratification is not supported by the data, gender differences in rural and urban educational access are evident.

Hannum (2002) used evidence about educational disparities, this article demonstrates the need for attention to minority populations in studies of social stratification in the People's Republic of China. Analyses of data from a 1992 survey of children demonstrate substantial ethnic differences in enrollment among rural 7-14 year olds, with rates for ethnic Chinese boys roughly double those for girls from certain ethnic groups. Multivariate analyses indicate that the ethnic gap can be attributed, in part, to compositional differences in geographic location of residence and socioeconomic background. There is no general tendency of a greater gender gap for minorities than for the ethnic Chinese, but significant differences in the gender gap emerge across individual ethnic groups. Together with evidence from census data showing that ethnic disparities in junior high school transitions increased between 1982 and 1990, these results stress the continuing significance of ethnicity as a fundamental factor that conditions status attainment opportunities in China.

Hanson and Others (1996) used a “science pipeline” model and cross-national statistical data to examine women's participation in science education and occupations in 7 countries - Canada, Finland, Japan, New Zealand, Sweden, Thailand, and the US. Gender stratification in later science education and in science occupations is found in every country examined. Young women's participation in science education decreases with each stage in the science pipeline, but there is considerable cross-national variation in the extent of gender stratification in science. Findings show greater gender stratification in science occupations than in science education, suggesting that factors other than training help maintain inequality in high-status science occupations.
Jackson (1990) presented statistics to describe the position of women in higher education and of women staff at all levels, in the UK, as compared to other countries, particularly Australia. Findings reveal that there are few women academics and that women have more difficulty than men in obtaining tenured positions and in obtaining promotion. Causes and consequences of this situation are discussed. The development of policy needed to bring about change is examined with emphasis on the institutional attitudinal climate.

Jacobs (1996) reviewed a diverse literature on gender and higher education reveals that gender inequality is more pronounced in some aspects of educational systems than in others. Specifically, women fare relatively well in the area of access, less well in terms of the college experience and are particularly disadvantaged with respect to the outcomes of schooling. Explanations of gender inequality in higher education should distinguish between these different aspects and explain those contexts in which women have attained parity as well as those in which they continue to lag behind.

Jayaswal (1993) collected information on tribal students from Bero block of Ranchi district. The achievements levels of 250 tribal school students of classes 1-5 in relation to competencies of Minimum Levels of Learning (MLL) in Language and Mathematics were measured by specially prepared MLL tests. The achievement levels of students in all the five classes were lower than the National Level, by 50-67 percent points in Language and 70-79 percent points in Mathematics. The reasons of the low achievement level are lack of competency-based curriculum and teaching. In order to improve the present low level of achievement, intervention materials are being prepared.

Jayaweera (1997) examined the relationship between women’s education and several facets of their empowerment, using macro-statistics on Asian countries presented in the 1995 UN Human Development Report, as well as qualitative data from selected representative countries. It is concluded that there is no positive linear relationship between education and the economic, social and political empowerment
of women as a consequence of the interface of gender ideologies, social and economic structural constraints. Factors that surface from within education structures and content, as well as from social and economic structures and gender relations in the family, that constrain the role of education as an agent for the empowerment of women are examined in depth.

Joshi (2010) examined the status of access to school amongst the indigenous children of India. It looks at the enrolment, gender parity and drop-out at different levels of school education as well as gender-wise. Sociological factors and the economics of education discourses on the significance of education and reasons for impediments to access are reviewed. The paper uses SES data for the year 2006-2007 published by the Indian Ministry of Human Resource Development in the year 2008. The indigenous children still remain the most deprived group in terms of access to school education and drop-outs. The girls are the most affected stakeholders. The enrolment and gross enrolment have increased in the last three decades, but it is still very low at the higher levels of schooling. Similarly, the gender gap amongst the indigenous children increases at the higher levels of schooling. The high poverty and opportunity cost of attending schools are the major reasons for low participation. Although the macro-level strategies of government reflect an overall increase in enrolment and fall in drop-out, research is needed to study grass root/micro-level strategies adopted by NGOs for individual indigenous communities at different locations and their effectiveness. The effective and equal access to and within indigenous children is an important tool for their socio-economic development. The paper provides both an aggregated and a disaggregated picture by both gender and state.

Kakkar (1967) conducted a study to find out the relationship among areas of adjustment. The sample consisted of 200 students of which 100 were boys and 100 were girls studying in 10th standard. Questionnaires consisting of items with respect to the areas — home, health and society were administrated to these students. Chi-square test was made for the purpose of analysis. The statistical analysis revealed a
great anxiety to many of the adjustment problems of boys which do not differ significantly from those of girls.

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

Kohn (1999) supported Linda Darling-Hammond's contention that many adolescent difficulties are not intrinsic, but stem from mismatches between teens’ developmental needs and experiences provided by most secondary schools. A depersonalized, punitive, rote-learning ambience cannot meet adolescents’ needs for affiliation, autonomy, and cognitive challenges. Sidebars illustrate teens’ alienation from school.

Kohn (2001) discussed disadvantages of standardized testing, particularly those associated with testing young children, and the problems they create for classroom teachers. The paper offered suggestions for coping with standardized testing in the curriculum and encourages educators to organize and take action in an effort to change educational policy. The study outlines 14 ways to take a stand against standardized testing.
Kulwinder Singh and Ohri (1993) reviewed the educational status of tribal women and women belong to the Scheduled Caste in India and suggest measures for their improvement.

Kulwinder Singh and Ohri (1993A) discussed on gender differences in the literacy status of tribal population of Himachal Pradesh over the period 1971 to 1991 have been studied and educational backwardness among tribal women has been found to continue. The tribal heads of household and the teachers working in the tribal areas mention different socio-cultural reasons for the non-enrolment of the girl child for universalization of elementary education and of adult population for literacy classes. On the basis of their views, it is suggested that the educational programmes in the development schemata under the tribal sub-plans need to be oriented more towards people’s participation. Awareness campaigns need to be launched to make the tribal population gain from literacy and become sensitied to the cause of education of the girl child.

Kumar (2001) conducted a study which offers empirical evidence of gender inequities in the academic hierarchy as an important aspect of the social organization of Indian science. While there are no statistically significant differences in terms of writing books and articles and presenting papers at conferences, the two groups (men and women scientists) differ in terms of academic rank. Discrimination is one obvious explanation, and gender stratification can be proposed as a perspective to explain this phenomenon. Research performance appears to be unrelated to the differential ranking of men and women scientists; rather, it points toward a lack of universalistic factors in promotion. Another finding is that there is no difference between men and women scientists in terms of recognition measures, such as awards and membership of professional organizations. The results reveal: (1) the role of gender, an ascriptive factor, as a reference point from which differentiation does take place within Indian scientific institutions; and (2) the association between scientific careers for women and the class structure.
Kuppuswamy (1993) explores the myth that women have rights equal to those of men. In spite of various legislations conferring equal rights on women, in reality women are discriminated against, be it in relation to political rights, economic rights, social justice or employment. Personal laws for Muslim and Christian women are lesser than those for the Hindu women. The author has suggestions to remedy the situation.

Lamb (1996) explored the gender gap in Australian senior high school mainstream mathematics via 1988 fieldwork and survey data on demographics and mathematics participation from year 11 students (N = 536) and staff (N unspecified) in four high schools in Melbourne, Victoria. Results indicate that university preparatory mathematics was male-dominated, and boys did more math. The enrollment rate in mathematics for the all-girl high school was higher than for girls in the three co-ed high schools and higher than for boys in two of these schools. School policy affected opportunities for math study, as did socioeconomic background. In schools with liberal policies of curriculum access, gender gaps in mathematical participation were narrower than in schools with traditional academic practices of pupil management and organization in the junior years. Gender differences were weaker for girls from professional family origins, in which social class works to offset gender effects. It was concluded that certain school setting and group membership put girls at a disadvantage in mathematics participation.

Majumdar (1972) studied the problem of adjustment in adolescence. The sample, taken from ten schools of Calcutta consisted of two Control (C) groups — fifty adjusted boys and thirty adjusted girls and two Experimental (E) groups — fifty maladjusted boys and thirty maladjusted girls. Ratings of teachers — one overall rating and a rating on an analytical scale indicative of behaviour symptoms — formed the basis for obtaining the study cases. The major findings of the study revealed that:

(i) Social environment did not play an important role in making
(ii) adolescents pathological in their behaviour pattern
There was considerable difference among the groups in respect of problems faced by them and in their attitude towards social institutions.

Miller and Chamberlin (2000) stated that Sociology students' perceptions of their instructors' educational attainment levels are examined empirically. The authors found gender disparities: students misattribute in an upward direction the level of education actually attained by male graduate student instructors, while they misattribute in a downward direction the level of formal education attained by women, even when the female faculty member is a full professor. The misattributions are linked to the imputed statuses 'teacher' for women, and "professor" for men, regardless of the actual positions held or the credentials earned by faculty members and graduate student instructors. We suggest that a process of marginalization explains the empirical findings - a process that is attributed by others, but chosen by the self, regardless of the social and economic costs incurred. Consequences for students and sociology professors are discussed.

Mukhopadhyay (2007) described on the pace of social change in West Bengal has accelerated in recent years because of the globalization trends. But the problem of gender inequality in West Bengal has revealed as a new dimension. Despite the land of various political, social, economic and cultural movements, the State has failed to organize a movement for development and upliftment of women as an entire class. Even after entering the new millennium the popular saying frequently heard from the men and even the women 'Sonar Aantir Abar Banka Na Soja' (The golden ring is free from crooked or straight) upholding their male counterparts. This little example clearly explains the degree of prevailing gender inequality in once Renaissance enlightened Bengal. The project will evaluate how such gender inequalities have been created and reproduced in the households, markets and societies in West Bengal. The factors that underlie gender inequality will be thoroughly examined. Women in West Bengal are commonly portrayed as among the most oppressed and majority of them are grounded in both poverty and patriarchy. Patriarchy limits women’s ownership and control of property and other economic resources including the products of their own labour. Women’s mobility
in West Bengal is constrained and their access to education and information hindered. The clearest examples of gender inequality are the various forms of violence systematically meted out against women. They are practically excluded from decision making. Preventable diseases and unequal access to health care still affect women and girls, especially those in rural sector. HIV infection among women continues to increase. Incidents of physical violence against women in West Bengal are increasingly mentioned in the media but rarely within the context of longer processes of gender discrimination. In this research project it is investigated the opportunities and constraints that women face in and outside the home.

Mumtaz Ali Khan and Noor Ayesha (1982) conducted a research study on educational and economical status of rural women. The study covered total number of 1920 respondents in rural areas of Karnataka. It was found from the study that about 77% of the rural women are illiterate and possessed education up to 5 years. Even though a few of them completed 12 years of education, they are making housework. Only about 8.2% of the respondents covered under the study, have engaged in income generating occupations such as small industry, trade, etc. But their economic level is low as concluded in the study.

Pandit (1973) examined the adjustment problems of the gifted children and their reaction to frustration. This was a correlational study. Sampling was multi-stage. At the first stage, 450 most intelligence students were selected from Grades VII, VIII rand IX of sixteen different schools in the city of Baroda. After different stages of screening, finally 80 girls and 70 boys were selected as the gifted students. The group of non-gifted 80 girls and seventy boys was selected separately on the basis of teacher’s ratings and school achievement. For selecting the sample Terman’s Blank for the selection of gilled children, the Desai- Bhatt group test of intelligence, the Ravens’ standard progressive matrices, and two blank (Home and School) constructed by the investigator were used. The other tools of research used in the study were the following:

(i) The problem checklist for selecting the adjustment problem
(ii) Suitable procedure for producing frustration
(iii) Self-concept test and
(iv) The Patel’s Anxiety Scale. For analysis of data, means and percentages were computed and chi-square test and analysis of covariance were used.

The major findings of the study were as follows:
(i) The gifted had less adjustment problems than the non-gifted
(ii) Girls of both the groups had less problems of adjustment than their corresponding counterparts
(iii) The gifted and non-gifted children did not differ in their in their level of adjustment almost in all the areas except school adjustment
(iv) Gifted boys were more problematic than gifted girls in their overall adjustment
(v) Gifted girls were found to be significantly superior in their adjustment to gifted boys in all the areas except social adjustment
(vi) Non-gifted girls showed superior adjustment to boys except for emotional area
(vii) It was observed that the gifted and non-gifted reacted differently to
(viii) Experimentally produced frustrations; the gifted evaluated the situation more positively and critically than the non-gifted; it was true in the sex-wise analysis as well
(ix) There was no effect of frustration producing instructions on the self concept or anxiety scores of the gifted and the non-gifted, but the interaction effect was statistically significant.

Parveen (2006) stated that women taking to higher education among Muslim is the recent phenomenon and as assumed to have significant implication for their status, empowerment and life style. The present study seeks to focus probe empirically into the socio-cultural implications of higher education for women in Islam. The study for there seeks to focus on attitudinal change and changes in social practices brought about by exposure of Muslim women to higher education. The finding of the present study are based on data gathered by employing the structure
Interview scheduled to 145 Muslim female college students drawn from four degree colleges in the Gulbarga city. The study reveals the opinion and attitude from the respondents about marriage, religion, population control, Purdha System, dowry, reservation policies, decision-making, femal employment and aspiration of employment.

Pattison (1966) studied the problems of adolescent girls in Gujarat state in India. Data were collected from 1,343 adolescent girls through a problem checklist. The main findings of the study were: (i) The areas of most troublesome problems were morals and religion, money and future, and personality problems, in that order. Intensity indices for these areas were in the same order and were higher for girls in the urban group than in the village schools; (ii) Mean scores for all areas were highest for the artisan group in the village study, and next highest, for Christian and Muslim 2rotps in the city; (iii) Problems increased with the increased in age. Moreover the areas of problems differed with different age groups. About the specific problem it was found that the problem marked by the largest number from all age groups was the problems of values.

Rasheda Khanam and Russell Ross (2011) examined the linkages between child work and both school attendance and school attainment of children aged 5-17 years using data from a survey based in rural Bangladesh. This paper first looks at school attendance as an indicator of a child's time input in schooling; then it measures the “schooling-for-age” as a learning achievement or schooling outcome using logistic regression models. The results from this paper show that school attendance and grade attainment are lower for children who are working. The gender-disaggregated estimates show that probability of grade attainment is lower for girls than that of boys. The results further reveal that child work has the highest impact on schooling of Bangladeshi children, followed by supply side correlates (presence of a school in the community), parental education and household income, respectively. The results obtained in this paper are of interest to policy makers seeking to design policies that increase school outcome and reduce child labor. The paper contributes to the limited empirical literature that has explored the impact of
child work on schooling on Bangladesh by considering supply side correlates of schooling, and unpaid household work in modeling child labor.

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

A study was conducted by Sarojni (1971) on personality problems of pupils of age group 8 to 16 years. The study consisted of a sample of 1,500 pupils. One way and two way analysis of variance were computed for the analysis of data. The study showed that neuroticism and adjustment problems were more experienced by pupils from low socio-economic status from than those of upper and middle socio-economic status.

Sethi et al, (2007) revealed that although more than 25% of the 20 lakh persons in India who are in the Science and Technology field at the undergraduate level is low compared with men. So this tends to women drop out from the science education. The paper attempts to determine women student perceptions of physics, chemistry and biology at junior college levels in Gulbarga. A Questionnaire was administered to a sample of 37 secondary students who had already completed one year of PUC. The instrument measures women students' perception of the usefulness of the subject women students’ perception of their parent’s encouragement, their family background, social origin and view of the subject. The findings reveal that women
students have a more positive attitude towards mathematics and biology than physics on all the three scales. The significant co-relation between parent scale and subject usefulness scale strong parental influence on women students’ perception.

Shaikh (1993) stated that national data show that gender inequality in education is a major impediment to the improvement of females' position in Pakistan's labour market. Improvement of Females' access to higher education and professional training is a crucial factor if the government is to employ more Females in the public sector. Employers' attitudes are another obstacle: Females are relegated to the least skilled jobs, and they are not considered suitable for supervisory jobs, due to the assumption that male employees would not accept supervision by Females.

Sharma (1980) undertook a study of satisfaction and dissatisfaction with school adolescent boys in relation to their personality characteristics and socio-economic status. 310 boys of IX standard were selected for the Study. Coefficient of correlation and t-test were computed for data analysis. The result showed that school satisfaction and socio-economic status were positively related.

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

The research conducted by Sudha and Tirtha (1980) was to study the influence of personality traits and socio-economic status on the problem intensity of adolescent girls. The sample of the study consisted of 1400 girls. Analysis of variance was computed to analyze the data. The study revealed that the girls of low socio-economic status had no more intensity of problems.
Tohsin (1978) did a study to find out the major physical, social and economic problems of the adolescent girls of secondary schools of Nowgong district. The study was confined to girls in the age group 15 to 18. Based upon the results of a pilot study an elaborate questionnaire was prepared and administered to 1400 subjects of both urban and rural schools of Nowgong district. Out of this, random samples of 200 girls (100 from urban and 100 from rural areas) were selected for further investigation. Mooney’s problem checklist and socio-economic status scale (rural) by Pareek and Trivedi were used. Necessary data were also collected with the help of observation schedule, case study and school survey method. The study revealed:

(i) The major sources of frustration were cultural demands, the home situation and the school.

(ii) The major physical problems were related to physical discomfort due to maturation.

(iii) The major problems arising out of the economic conditions of parents were the lack of scope for vocational training.

(iv) The adolescents from large families with low parental status had more problems than those from small families with high parental status.

(v) Low economic group adolescents had more problems in the areas

(vi) Of physical development, family relationship, social adjustment and school success than the high socio-economic status group.

(vii) Marked contrast was noticed between matriarchal and patriachal societies with respect to the problems of the adolescent girls in economic and social areas.

(viii) The total number of problems checked by the sample (N=200) was 8,170. The difference between the urban and the rural girls was not significant in terms of the number of problems.

Vasudev (1987) did a study on morale stage sequence and principled reasoning in an Indian sample. It examined the relationship between extraversion, adjustment and frustration in 50 high school students. Data yielded a positive
correlation between extraversion and adjustment, suggesting that students with greater extraversion were better adjusted students with less extraverted had more adjustment problems. Further more extraversion students were less frustrated; this occurred with the 4 modes of frustration (regression, fixation, resignation and aggression) as well as correlations between adjusted students were less frustrated, and more frustrated students were less adjusted.

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

Warrington and Younger (2000) stated that in the 1990s, British girls consistently outperformed boys in examinations at 16+. This achievement, however, has taken place in a context where many of the concerns voiced by writers in the 1970s and 1980s have not been resolved. It is argued that there is another side to the so-called "gender gap": drawing on data from 20 schools in eastern England, it is suggested that girls still feel alienated from traditionally "male" subjects, that career aspirations are still highly gendered, that boys still dominate the classroom environment, that boys’ laddish behavior can have a negative effect on girls' learning, and that some teachers have lower expectations of girls and find boys more stimulating to teach. In short, the gender debate has been captured by those concerned predominantly with male underachievement, leaving girls to make the best they can in what often continues to be a male-dominated environment.
Webster (2000) stated that the Research on girls' education in Africa has shown that increasing girls' enrollments in secondary schools is the main avenue through which gender-based disparities in education are reduced and girls can receive benefits from their education. During the 1990s however, although the gender gap in secondary education enrollments is narrowing, girls continue to face more barriers in their school than do boys. In Kenya, girls are disproportionately placed in low-quality harambee (community-run) schools and receive limited curricular coverage and, it is believed, higher rates of sexual harassment. Boys are also enrolled at these low quality schools and it is not evident from the literature why girls remain disadvantaged. The dissertation fills a gap in the literature by examining students' perceptions of girls' schooling experiences at three types of schools, from low to high quality, and how their perceptions, including those on the prevalence of sexual harassment, vary among the school types. Both closed-ended surveys and open-ended interviews were used to collect information about students' socio-economic background, perceptions of their future life chances and of their schooling experiences. The results from the study reveal that harambee school girls are more likely to come from disadvantaged homes and to view their schooling and career options according to gender-specific roles that students assume at home or in the work force. Surprisingly, however, students at all three types of schools perceive that girls face incidents of sexual harassment from both teachers and male students and that this harassment negatively impacts girls' schooling. The central finding of the study is that the type of school students attend is not the only factor that shapes students' perceptions of girls' schooling and causes their perceptions to differ among the three types of schools; students' socio-economic background and attitudes towards their future life chances also affect how they perceive girls' schooling. The research from the dissertation moves beyond a national level focus and shows that increasing girls' enrollment rates alone will not solve the problems they face. More attention needs to be given to the daily experiences of girls' schooling and how they shape girls’ learning opportunities.
Above stated discussion on the literature published on the topics relevant to the present study revealed that many of the studies were already done on the gender inequality in education, female problems in education, female participation in different stages of education, etc. But none of the above stated studies were made an effort to compare the female education at primary, secondary, higher education and research. Hence, to fill this gap the present study was made. That is present study is made to compare the female participation in secondary education and higher education in Gulbarga district.

2.3. References: