CHAPTER II
REVIEW OF RELATED LITERATURE

2.0 Introduction:

Review of related literature plays a vital role in the field of research. It is to locate with an evaluation of the research concerned. For any worthwhile study in any field of knowledge, the investigator needs an adequate familiarity with the work which has already been done in the area of his or her field. It enables the investigator to define the limits of his field. It gives the investigator an understanding of the research methodology, tools and techniques used by many authors and researchers in the field.

The present study deals with women’s higher education in the valley areas of Manipur. It covers different aspects viz. development of women’s higher education, enrollment pattern, opinion of women students and policy makers towards their higher education, problems of women students in higher education including infrastructure, financial, social and academic.

Here, the researcher has divided the review of related literature according to the following objectives:-

2.1 Development of Women’s Higher Education

2.2 Enrolment Patterns of Women’s Higher Education

2.3 Problems of Women Students (infrastructures, financial, social, academic)
2.1 Development of Women’s Higher Education:

2.1.1 Studies Conducted Abroad:

K. H. Mehr in 1976 (Iran)\textsuperscript{11} conducted a study on “Higher education in Iran and a socio-economic study of Tehran University students.” It was found that modern education had made rapid progress in Iran during the last decades. The technical education was rapid in the early years of industrialization in Iran.

Meinholdt, Connie and Murray L. Susan in 1999 (U.S.A)\textsuperscript{12} studied on “Why aren’t there more women engineers?” It was found that women have made substantial employment gains in business, law, medicine, and behavioral sciences during the past generation, but there has not been a corresponding increase in the number of women engineers.

White Simone, Bloomfield, Le Cornu Rosie in 2005 (Australia)\textsuperscript{13} conducted a study on “Professional experience in new times: issues and


\textsuperscript{13} White Simone; Bloomfield; Le Cornu Rosie (2005) “Professional experience in new times: issues and responses to a changing education landscape.” \textit{Asia Pacific
responses to a changing education landscape.” It discussed policy and practice relevant to teacher education and professional experience programs in Australia, aiming to assist not only reading our past and present, but also offering strategic direction with respect to the challenges and opportunities that are emerging within the Australian context. It examined key education agendas of 'productivity, participation and quality'. In relation to these agendas, significant policy trends are identified under the headings of partnerships, preparation and professional learning, and the implications of each for the field of teacher education and professional experience are explored. Some comparisons with similar reforms that have occurred in Scotland and England are offered to provide insights and alternative directions for those working in the field. Finally, a range of possibilities and suggestions, along with cautionary tales of locally based professional experience practices, are provided.

**B. Carrie and M. Scott in 2008 (U.S)**


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science courses”. Women in U.S. higher education institutions have made significant gains in science, technology, engineering, and mathematics (STEM) fields but are still significantly underrepresented and face unique barriers compared to men.

M. Maria Ferreira in 2009 (U.S)\textsuperscript{15} conducted a study on “Trends in women’s representation in science and engineering”. It discussed trends related to women's gains in doctoral degrees in science and engineering. Results from the 1996-2006 summary reports of the Survey of Earned Doctorates (SED) in US Universities indicate that the percentage of women receiving doctorates in science and engineering has steadily increased. However, when the data are disaggregated by citizenship, a different picture emerges. The percentage of doctorates awarded to U.S. citizen and permanent resident women has remained basically unchanged in the past 10 years. All the gains in women's representation are due to the increase in foreign women receiving doctorates from U.S. universities.

N. Augustine Ntembe and E. George Fonkeng in 2009 (Africa)\textsuperscript{16} conducted a study on “Higher education and economic development in Africa: the core of Cameroon”. The study investigated the actual and potential impact of higher education on the development of Cameroon. The findings revealed that there is positive and significant relationship between higher education and economic growth. The study concluded that higher education plays an important role in the development process of Cameroon that this role can be enhanced provided measures are taken to improve the efficiency of higher education system, improve equity in attainment and ensure greater professionalism of academic programs.

Bhopal Kalwal in 2010 (Asia)\textsuperscript{17} conducted a study on “Asian women in higher education: shared communities.” It was revealed that more Asian women are entering higher education in U.K than ever before and the number looks likely to rise. Their engagement with higher education reflects widespread changes in the attitudes and cultural expectations of their various communities, as awareness grows of the greater long-term value associated with continuing in education. It examined the experiences of young Asian


women in higher education and the difficulties they face because they have no shared background of engagement with the British university system. It considered what motivates them to succeed and described their strategies for building support networks that help them succeed with the university setting and actively shape their lives.

2.1.2 Studies Conducted India:

Rajlaxmi in 1984 (Madras) 18 “A Study of the Socio, Economic and Political Aspects of the Growth of Higher Education of Women in the Madras Presidency, 1921-1947.” The major findings revealed that there was a tremendous expansion of higher education of women during 1921-47, with a 180 percent increase in terms of number of institutions. Private initiative especially of Christian missionaries was more marked than that of the government in starting colleges for women.

NIEPA in 1986 (India) 19 conducted a study on “Women’s Education in India: A Regional Dimensions, New Delhi.” The study was conducted with a view to identifying backward districts in terms of female education. The major findings were: 1. Only nine districts had a ‘very high’ level of


female education; 70 districts had a ‘high level’; 137 districts had a ‘medium’ level, and an equal number had a ‘low’ level of female education. In the light of these findings, it was found that there were several districts in different states which needed special attention to promote female education. A regional approach was needed for female education. 2. In the district of Jaisalmer in Rajasthan, the female literacy rate of 1.67 was the lowest in the whole of India. This called for regional schemes suited to the needs of the region/districts.

**B. I. Benal in 1988 (Karnataka)**\(^{20}\) conducted a study on “A critical study of the development of higher education in the state of Karnataka during Six Five Year Plans (1950-1985) with reference to Karnataka University.” The study centers around the development of higher education in Karnataka during Six Five Year Plan. There has been a considerable increase in the quantitative growth of institutions, viz affiliated, constituent colleges and the university postgraduate departments during the plan period (1950-1985).

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Poonam in 1989 (Uttar Pradesh)\textsuperscript{21} conducted a study on “Growth of higher education among women in Uttar Pradesh.” It attempts to study the growth of higher education among women in Uttar Pradesh. The findings were: 1. At the time of independence the entry of women in higher education was nominal in India. 2. During the First Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher. There was a decided rise in girls’ enrolment in colleges and universities. 3. In spite of all the progress made, problems of dearth of trained to plague higher education amongst women in Uttar Pradesh, in this period.

P. Ganesan in 1989 (Chennai)\textsuperscript{22} conducted a study on “Development of women’s higher education since Independence in Pasumpon Thevar Thirumagan district.” It attempts to study the development of women’s higher education since Independence in Pasumpon Thevar Thirumagan District. It had revealed that there was significant development of higher education in the district from 1947-88. There existed only one college exclusively for women.


Jagannath Prasad Dash in 1990 (Orissa)\textsuperscript{23} conducted a study on “Development of higher education in Orissa (1936-85)” The present study attempts to assess the development of higher education in Orissa from 1936 to 1985. He found that higher education in Orissa prior to 1868 was non-existent. From 1868 and 1947, progress was noticed in the fields of general education and law and the numbers of colleges were 13. The administration of higher education was being done by the Directorate of Education and the Department of education, Government of Orissa. The universities the universities were autonomous and were partly finance by the state government. The privately raised institutions were controlled by a different division in the directorate. The state institute of education was established to promote teacher education and the Council of Higher Secondary Education to look after +2 studies.

C.P.S Chauhan in 2011 (India)\textsuperscript{24} in his paper “Participation of women in higher education: the Indian perspective” reported that since independence the growth of women enrolment has been faster than the total enrolment and that of men, both in general and professional education.


M. Zjit and M. Jayanta in 2012 (India)\textsuperscript{25} reported in their paper on Women empowerment and education in the context of India that in order to promote women’s empowerment, it is necessary to participate in educational programmes and share the benefits. It must be therefore emphasized that while there is a need to set up specific programmes for women, there is also a necessity to develop forms of education that will sensitized towards gender discrimination and will raise their acceptance of women’s promotion.

Raju in 2012 (India)\textsuperscript{26} found in his paper “Higher education as a tool for rural women empowerment” that the status of girl has been a subject of much argument and debate. There are still overwhelming cultural and economic reasons in India which keeps female children not receiving educational attention as their male counterparts.

V.V. Malagi in 2012 (India)\textsuperscript{27} in his paper “Progress and Expansion of Higher Education and Technical Education During the XI Five Year Plan” indicated that the year 2010-11 witnessed a phenomenal growth of higher


education system. There were 611 Universities and 33023 colleges including 3982 women colleges.

Ira Das in 2013 (India)\textsuperscript{28} in his paper “Status of women’s North Eastern Regions of India versus India” found that the status of women in the region is comparatively better than the rest of the country only in some selected indicators. The indicators revealed that women have a very low degree of freedom of movement and low level control over themselves in North Eastern Region.

2.1.3 Studies Conducted North East Region:

Birendra Deka in 1989 (Assam)\textsuperscript{29} conducted a study on “Growth and development of higher education in Kamrup district since Independence and its impact on society.” The present study attempts to trace the growth and development of higher education in Kamrup district since Independence. It is found that the expansion of higher education in India had been phenomenal. Professional and technical institutions had increased slowly in Kamrup district due to the slow industrialization of the state. As regards female education, it appeared that a large percentage of females were still attending co-educational institutions. From the examination results it appeared that the


pass percentage of female candidates at college level was higher than that of males. In the development of higher education in the areas under study, local authority and the government played a minimal role.

**J. Liankhuma in 1989 (Mizoram)**\(^{30}\) conducted a study on “A study of the development of women’s education in Mizoram.” It attempts to trace the development of women’s education, historically in Mizoram. The girl students were not entitled to receive merit scholarships during the British period in Mizoram. The post-independence period showed a change in this trend and the literacy percentage of girls rose from 0.14% in 1901 to 54.9% in 1981.

**M Bora in 1995 (Assam)**\(^{31}\) conducted a study on “A study of women’s higher education in Sibsagar District of Assam” It was found that women of this district acquired their higher education mostly in co-educational colleges. The number of general colleges increases generally but lagging behind. All classrooms are not well furnished in rural areas.


D. Bora in 1995 (Assam)\textsuperscript{32} conducted a study on “Women’s education in Assam for the period of 1971-1991.” It was found that there was still a wide gap between male and female in their educational status, though there have been attempts to bridge this gap over the years.

To sum up the above review of related literatures it can be said that women’s higher education is developed only in some places. Compared to Abroad, India and North-East Region, it is found that women’s higher education is highly developed in Abroad especially in professional and technical education. Therefore, women’s higher education needs to develop more.

2.2 Enrolment Pattern of Women’s Higher Education (general, professional and technical):

2.2.1 Studies Conducted Abroad:

K. H Mehr in 1976 (Iran)\textsuperscript{33} conducted a study on “Higher education in Iran and a socio-economic study of Tehran University students.” It was found that Tehran University had a high percentage of women students. The


basis of admission to any university or institution of higher education in Iran was a general entrance examination.

**Gene A Buding and others in 1984**\(^{34}\) conducted a study on “The place of women in Department of higher Education and Administration.” It was found that the participation of in higher education administration programs at seven universities revealed that women constituted 45 percent of the enrollment and that their rate of placement has been high. However, due to less attractive employment opportunities and fewer scholarships, the future rate of participation is uncertain.

**Meinholdt, Connie and Murray L. Susan in 1999 (U.S.A)**\(^{35}\) studied on “Why aren’t there more women engineers?” It was found that women have made substantial employment gains in business, law, medicine, and behavioral sciences during the past generation, but there has not been a corresponding increase in the number of women engineers. Explanations for the slow progress of women in engineering fields often assume that women do not have the same level of mathematical or visual-spatial skills as men, yet decades of research have not produced solid support for this assumption. The


study presented results of a campus survey indicating that many men engineering students have negative attitudes toward women, are generally more confident about their success in engineering, and may receive more support from peers or mentors than do women students. Focusing efforts on improving the engineering climate may be necessary to increase the numbers of women in engineering careers.

M. D. Ushadevi in 2000 (Canada)\textsuperscript{36} conducted a study on “Learning through the Distance Mode: Challenges for Canadian Women in higher education”. Women who enrolled were self-motivated to upgrade their personal skills in anticipation for better job prospects. Women expressed their liking for the distance mode because they found it convenient and flexible in terms of space and time. They felt that this mode enhanced self-esteem, greater acceptance in friends. They also expressed independent study most rewarding for enhancing their analytical skill.

Elizabeth and Natalie in 2006 (U.S.A)\textsuperscript{37} conducted a study on “Women and girls in science and engineering: understanding the barriers to recruitment, retention and persistence across the


\textsuperscript{37} Elizabeth and Natalie (2006) “Women and girls in science and engineering: understanding the barriers to recruitment, retention and persistence across the
recruitment, retention and persistence across the educational trajectory”. It was found that while women are enrolling, attending, and graduating from colleges and universities at rates higher than their male colleagues, their presence in the science and engineering disciplines, long-dominated by males, remains alarmingly low.

J. A. Adavbiele, and A. S. Adavbiele in 2008 (Nigeria)\textsuperscript{38} conducted a study on “Women and engineering education in Nigerian University”. The study examined gender inequality in enrollment for engineering education in Nigerian universities. Women enrolment and involvement in the practice of engineering education was from available records, found to be too low compared to the number of men in the same field. Finally, strategies for increasing women enrolment in this area so that in the world of work, they would not only enhance their productivity, but also their status were proffered.

Jaime Lester in 2010 (U.S.A)\textsuperscript{39} studied on “Women in male-dominated career and technical education programs at community colleges: barriers to participation and success”. Women continue to dominate enrollments in health care, child care, education, and cosmetology, while men dominate in agriculture, construction, and materials production.

2.2.2 Studies Conducted India:

Poonam in 1989 (Uttar Pradesh)\textsuperscript{40} conducted a study on “Growth of higher education among women in Uttar Pradesh.” It was found that during the First Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher. There was a decided rise in girls’ enrolment in colleges and universities. In spite of all the progress made, problems of dearth of trained to plague higher education amongst women in Uttar Pradesh, in this period.

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P. Ganesan in 1989 (Chennai)\textsuperscript{41} conducted a study on “Development of women’s higher education since Independence in Pasumpon Thevar Thirumagan district.” The findings revealed that there exists only one college exclusively for women. There will be an expected upward trend of women students’ enrolment in the academic stream. By A.D. 2000 their strength is anticipated to be 2,838 in arts and science colleges. There was an upward trend of women students’ enrolment in the engineering college and by A.D. 2000 there were likely to be 122 women students.

2.2.3 Studies Conducted North East Region:

J. Liankhuma in 1989 (Mizoram)\textsuperscript{42} conducted a study on “A study of the development of women’s education in Mizoram”. The study also revealed that the enrolments of girls have likewise made tremendous progress 1901-1981.

Form above reviews it can be stated that enrolment of women students in higher education has increased year by year but still it cannot compare to


number of men students. It is, therefore need to encourage women to enroll in higher education institutions.

### 2.3 Problems of Women’s Higher Education:

#### 2.3.1 Studies Conducted Abroad:

Wentling, Rosemary and Camacho Cristina in 2008 (U.S.A)\(^{43}\) conducted a study on “Women engineers: Factors and obstacles related to the pursuit of a degree in engineering”. Research on women in engineering confirms the presence of gender barriers that affect the recruitment and retention of women in engineering. These barriers stop some women from choosing engineering as a field of study, and impede some women from completing a degree in engineering. However, there are some young female students who complete their engineering education despite the presence of obstacles throughout their college years. This study addressed the factors that have hindered, motivated, and assisted women who graduated with a degree in engineering. By studying and understanding the barriers that hinder women in deciding to pursue and in completing a degree in engineering, as well as the factors that assist and encourage them, we can learn how to break

down the barriers and how to facilitate the educational journey of female engineering students.

**Cory N. Suzanne and Rezaie Bahman in 2008 (U.S.A)**\(^44\) conducted a study on “Women and the engineering profession: the stereotypical engineer”. It was found that the paucity of female engineers has been a problem for years, and most universities suffer from a lack of women majoring in engineering. A survey was developed based on the Personality Factor (PF) questionnaire originally developed by Cattell (1943). Results indicate that personality traits most often associated with engineers were primarily masculine. Also, engineers were most often expected to be male, especially by the females in this study. Perceived personality traits and the probable gender of engineers were compared to those of 5 other professions: accountants, lawyers, physicians, insurance broker/agents, and computer and information systems specialists. Several differences in perceived personality traits were found. In addition, engineers were perceived as more likely to be male than members of all of the other occupations studied except computer and information systems specialists. Possible approaches to begin altering young women's perceptions of personality traits and the probably gender of a stereotypical engineer are discussed.

Carvalho, Teresa and Santiago, Rui in 2010\textsuperscript{45} conducted a study on “New challenges for women seeking an academic career: the hiring process in Portuguese higher education institutions.” Based on official data from the Portuguese ministry of Science, Technology and Higher Education, two major conclusions emerge. First, Portuguese higher education institutions had reproduced the same inequalities in career structures that are dominant in other occupational spheres, with the same phenomena of horizontal and vertical segregation both in universities and polytechnics careers. Second, recruitment and selection processes have an important influence on women in academia with the use of informal procedures emerging as an obstacle for women entrance into academic careers.

Jaime Lester in 2010 (U.S.A)\textsuperscript{46} studied on “Women in male-dominated career and technical education programs at community colleges: barriers to participation and success”. It was revealed that career and technical education (CTE) with the purpose of training individuals in job-related skills has traditionally been segregated by gender. Women CTE

\textsuperscript{45} Carvalho, Teresa and Santiago, Rui (2010) “New challenges for women seeking an academic career: the hiring process in Portuguese higher education institutions.” \textit{Trentham Books Ltd.}

students also experience differential outcomes from enrollment and certificate completion. Using interviews with women in traditionally male-dominated career and technical education, this study examines the experiences of women in CTE in community colleges, and concludes that women students experience a lack of emotional and institutional support and gender bias in the classroom. The female students find a success by maintaining a sense of resilience despite the discrimination. Implications of research and practice are included.

E. Ngozi in UK (2011) in his paper ‘Challenges of women participation in continuing higher education programme: implications for adult women counseling and education’ found that the major constraints or challenges of women participants in B.Ed programme included time constraints, increasing marital demand, poor economic or financial base, poor learning environment, lack of encouragement from employers and spouse, increasing social pressure and poor psychological disposition.

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47 E. Ngozi (2011) “Challenges of women’s participation in continuing higher education programme: implications for adult women counseling and education.”

2.3.2 Studies Conducted In India:

Safia and Sultana in 1976 (Aligarh)\(^{48}\) conducted a study on “A study of Academic Difficulties of Student-Teachers”. The purpose of this study was to identify the academic difficulties which the student teachers encounter during their period of training for teaching profession.

For the purpose of data collection, a questionnaire was administered. The results revealed the following as the major difficulties of student-teacher:

(a) Teacher’s teaching methods, i.e., no chance for the students to clarify their difficulties during the class period, are another area of difficulty. b) On the basis of their experience of practice teaching, their main difficulty is that what is being taught in methodology classes is not acceptable to school teachers and they hardly agree that new methods be tried out in actual classroom teaching. c) The whole programmed is so overcrowded that they do not get enough time for participation in other activities. d) Most of their difficulties persist because the teacher educators never try to keep any out-of-class contacts with them.

Rajlaxmi in 1984 (Madras)\textsuperscript{49} conducted a “A Study of the Socio, Economic and Political Aspects of the Growth of Higher Education of Women in the Madras Presidency, 1921-1947.” An examination of the economic background of women scholars revealed that, in the beginning, only high officials’ daughters went in for higher education by availing of the educational concessions of the ‘land-holders’ but, in the case of artisans and manual laborers, there was not much improvement. Professional education was popular among economically well-off sections of the society. An analysis of the education budgets revealed that the expenditure of higher education of women in the all India education scheme of provincial government expenditure on education. 5. The total cost per female student was found to be higher than that per male student both in arts as well as professional colleges throughout the period. It was found that in the political history of Madras Presidency, lasting impressions were made by educated women.

J. Dash in 1985 (Orissa)\textsuperscript{50} conducted a study on, “An Investigation into the Development of Teacher Education Programme in Orissa with


reference to Motivation, Cost Structure and Quality.” It was found that inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher-training programmes in the state. Faulty admission procedures for trainees and their negative attitude towards the teaching profession were other indicators of poor performance of the training programme. The unit of private cost in private colleges was much higher than that in government training colleges. The private training colleges were mainly financed by the contributions of the trainees.

J. K. Pillai and S. Mohan in 1985 (Madurai)\textsuperscript{51} conducted a study on “Why Graduates Choose to Teach, A Survey.” The main motivators, in order of importance which influenced graduate students to choose teaching liked for working with young people, opportunity of service to mankind, and teaching considered as a noble and dignified profession. 2. Neither sex nor level of education had any significant impact on factors which influenced people in choosing to teach.

Karuna Chanana in 1988 (Delhi) conducted a study on “Social context and women’s higher education: A study of women undergraduates of Delhi.” It attempts to study women’s higher education from the sociological context, based on the undergraduate students’ responses. Higher education is still a preserve of the higher castes even in a cosmopolitan city like Delhi. Economic backwardness continued to be a major hindrance in the higher education of girls as the proportion of students from the lowest income categories increased only marginally during this period and higher education appeared confined to the daughters of middle and upper strata of society.

S. S. Pillai, S. S. and R. Srinivasan in 1988b (Madras) conducted a study on “Technician education students’ priorities: A survey.” The problem for the study canters around the technician education courses which are of comparatively shorter duration and lead to specific skill acquisition. These courses have started attracting a large number of students. Most of the students choose polytechnic courses because these would help them to attain proficiency in a chosen skill. Some of them joined it in order to ease in getting a job, liking

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for getting a job nearer to their native places. Seventy-four percent of the women respondents preferred polytechnic courses because they like to be employed nearer to the towns where they lived.

**K. B. Raina, M. Adithan, V. P. Puri and H. K. Gill in 1988 (Chandigarh)**\(^{54}\) conducted a study on “Case studies of the technician education system in States C and D (Northern Region). The study investigates the planning process and methodology adopted by the Directorate concerned with technician education in respect of various aspects concerning the technician system. The State Directorates have become aware that they should not be merely administrative bodies but bodies involved in professional management of the technician education system in the States. The Directorates wished to strengthen themselves to undertake major activities like monitoring, preparing developmental plans, inspection, evaluation, computerization, curriculum development and manpower planning.

**B. I. Benal in 1988 (Karnataka)**\(^{55}\) conducted a study on “A critical study of the development of higher education in the state of Karnataka during

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Six Five Year Plans (1950-1985) with reference to Karnataka University.” The findings stated that the library at the Karnataka University level had expanded considerably and it was supposed to be the second biggest in Asia. The qualitative improvement in the affiliated colleges and also at the university was not very significant.

A. Behera in 1989 (Orissa)\(^{56}\) conducted a study on “An evaluation study of the problems of teacher education programme at the college level undertaken by private agencies in Orissa.” The study investigates the problems of teacher education programmes undertaken by private agencies in Orissa at the college level and makes suggestions to the authorities regarding qualitative improvements with regard to curricular activities and other facilities. The findings indicated a high positive correlation between the average number of problems of male and female pupil-teachers of Orissa and the most crucial problems of teacher-educators (trainees) were health and living conditions.

**Poonam in 1989 (Uttar Pradesh)**

Poonam in 1989 (Uttar Pradesh)\(^{57}\) conducted a study on “Growth of higher education among women in Uttar Pradesh.” It is found that during the First Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher. There was a decided rise in girls’ enrolment in colleges and universities. In spite of all the progress made, problems of dearth of trained to plague higher education amongst women in Uttar Pradesh, in this period

**P. Subramanian in 1990 (Madurai)**

P. Subramanian in 1990 (Madurai)\(^{58}\) conducted a study on “Socio-economic status of students of polytechnics and their attitude towards manual jobs.” In recent years polytechnics have diversified the courses offered and students from all strata of society have been joining these courses. The study investigated the socio-economic status of these students and also aims at examining their attitude towards manual jobs. There was a significant relationship between lack of education and manual jobs. Irrespective of educational, social and economic status, the students had a negative attitude towards manual work. There was no significant relationship between personal development and manual jobs.

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Pillai and Srinivasan in 1990a (Madras)\textsuperscript{59} conducted a study on “A survey of problems of technical students.” The polytechnic courses being demanding and taxing, the study was designed to empirically find out some common problems faced by the students in respect of understanding the content, availability of reading materials, suitable placement and knowledge of modern industrial practices. Nearly 52\% of the students found it difficult to complete all the laboratory/ workshop exercises in time. There were no significant differences in the ratings of their difficulties between the students of engineering and non-engineering diploma courses. Students felt that they were not so fluent either in oral or written communication.

Sushma Swami in 1990 (Nagpur)\textsuperscript{60} conducted a study on “A critical study of women’s education in Vidarbha 1947 to 1987.” The study throws light on the progress of women’s education in different stages from pre-primary to higher education in Vidarbha during 1947-87. It was found that at the higher education level, the gap between the number of educated boys and girls, widened. The proportion of men and women in college education was 3:1. The number of girls taking general education was more than those taking technical and vocational education.


S. Ratnaveni in 1991 (Andhra Pradesh)\(^{61}\) conducted a study on “A study of growth and constraints in higher education of women in Andra Pradesh.” It attempts to study the growth and constraints of higher education of women in Andra Pradesh. In the students’ category caste, religion, marital status, mother’s education and occupation and financial status of family had not influenced the performance of undergraduates, B.Eds or post-graduates. On the other hand, father’s and husband’s education and occupation affected three groups of students differently. As far as housewives were concerned, financial status of family was found to have influenced their performance.

G. Shandyarani in 2010 (India)\(^{62}\) in her paper “Women’s education in India-An analysis” reported that in spite of a number of National and International programmes implemented to eradicate illiteracy from our country especially among women, the gap between male and female literacy still persists. The factors responsible for low female literacy rate in India are identified as gender based inequality, social discrimination and economic exploitation, occupation of girl children in domestic chores etc.


S. Gouri in 2012 (India)\textsuperscript{63} reported that the reasons for discontinuing girl’s education were discriminatory attitude of teachers, too much of rules and regulations, do’s and don’ts restricted to them, interference of parents, insecurity about their well-being, not sure of continuing their education and no time available for revising the lesson taught.

2.3.3 Studies Conducted North East Region:

Birendra Deka in 1989 (Assam)\textsuperscript{64} conducted a study on “Growth and development of higher education in Kamrup district since Independence and its impact on society.” The present study attempts to trace the growth and development of higher education in Kamrup district since Independent. The study also revealed that in the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment. The analysis revealed that the appalling standards of the colleges were mainly due to two factors, viz. poor quality of students admitted and the high student-teacher ratio.


B. B. Rymbai in 2001 (Assam)\textsuperscript{65} conducted a study on “A study of the development and problems of higher education in Barak Valley and Karbi Anglong Areas of Assam.” It was found that 96% of the student’s main problems were that they do not have common room in the department which poses a problem as during their off periods they have to just sit outside.

Elizabeth Gongmei in 2004 (Manipur)\textsuperscript{66} conducted “A study of problems faced by scheduled tribe women students in higher education in Manipur.” The findings of the study revealed that almost all the colleges are facing financial crunch, which has proved to be a serious setback for healthy development of the colleges. And most of the colleges in the hill districts are suffering from lack of infrastructures.

From the above review of related literature it can be stated that women students are facing lots of problems including infrastructures, financial, social and academic problems. Also they have to go to the co-educational colleges and university as the number of separate women colleges and universities is very less.


Conclusion:

After surveying the review of related literature, it is found that no study has been conducted in the state of Manipur in relation to women’s higher education in the valley areas. The review of related literature pointed out that a good number of women students did not pursue higher studies after completion of their secondary education due to a number of problems faced by them. Therefore, such studies will enable the researcher to highlight the need and importance of higher education i.e. general, professional and technical education among women students in Manipur especially in the valley areas. The study will find out issues and problems affecting women’s higher education in the valley areas.