1.1 Statement of Problem
In today’s fast world of globalization and economic growth, materialism has taken upper hand and contentment, peace, happiness though very important have taken secondary place. Women today being highly educated have climbed the economic ladder and occupy major positions, which is a matter of great satisfaction and pride. This upward growth needs to be seen in the social position also. Society today is torn between pangs of hunger and bitterness and hatred. Morality needs to be a very important part of the female curriculum because it is ultimately in the role of the wife and mother that the soft skills of life like tolerance, patience are learnt and passed on to the next generation.
This research study is an exploration in the area of morality and society where women are the carriers of ethics and values. Ethical view point of education should be considered also because it elevates and maintains at a high standard the character of the members of a State. It would give them not only knowledge, but also infuse in them public spirit and honesty. It makes everyone individually efficient, the sum total of which forms the national efficiency.
There is a moral law of the world. These natural universal laws enable human beings to be contented and happy. Observance of moral laws save human beings from degradation and suffering. ‘Dharma’ is the very foundation of life. It is a uniting factor for the people of this world and the whole creation. Hence the teaching of moral values is indispensable for national education. Morality has to be included in the curriculum, especially for the girls, without which things cannot exist.

1.2 Hypothesis
The main task of this study is to draw attention to the fact that an educational aim or an educational technique should have a specific social direction. Who is going to teach whom and the taught is going to be a part of which culture and where are the questions which should be asked. The nature of education which the pupil should get has to be
ascertained. Females in their role as wife and a mother and the strength behind the social fabric should have a strong emotional quotient. Emotional stability is required in every home for growth and prosperity.

Curriculum should be productive and utilitarian. At the same time, cultural side should not be neglected. Therefore, the problem arises (1) whether girls’ education should be identical with that of boys; (2) or she requires any specialized kind of training as different from boys.

I have found a direct co-relation between the moral education of females and the moral stability of the society. The hypothesis that moral education of females will lead to an increased morality in the society has proven to be correct.

1.3  Research Design
The research has been historical and exploratory in nature.
The research design and the steps adopted in research methodology were kept in focus with the objectives set for the study and the general hypothesis of the study.
A working hypothesis was provided and the probable results seen. Concepts and methods were borrowed from various secondary sources, articles and newspapers. Then systematic analysis was done to understand the established social order and its long run changes.
The results prove the correctness of the hypothesis and thereby various recommendations were made.

1.4  Definition of Education

“Educate your women and the nation will take care of itself.”

Sarojini Naidu.

The fundamental meaning of the word “education” is to draw a person out from darkness into the light. We have to specify the means by which this can be done. We have to give enough thought to this question i.e. how to lead people towards light. Model can be an intellectual model or a realistic model. An educator can educate and instill or let us say indoctrinate.
Education and indoctrination are two different terms. But can indoctrination be separated from education? Plato to Locke, Hegel and Rousseau to Dewey, have debated over this issue. To continue the discussion I would say that certain items in the curriculum have to be indoctrinated where as others have be optional. Noam Chomsky says “highest goal in life is to enquire and to create”.

According to him a learner in the course of education can master the ideals but it depends totally on him how he uses it. It is paramount duty of education to foster the impulse to challenge authority and think critically. One should not beat the same line but developed alternatives to old models

Indoctrination is not a bad concept. From childhood, young people should learn to follow orders. Vocational training can come later. Oxford English dictionary strangely defines education as “the training of an animal.” A human being is after all a social animal. There are certain aspects which he has to learn to obey. We do not mean that young people should be forced into a life of conformity. The question remains with the educational reformers whether to train the children for creative enquiry or in the traditional model.

One more angle can be added and we have to decide whether the training given should be for the present or does it train a person for life. I believe that a very special role of education is to build wholesome personality which will prepare the girl or the boy to lead a productive life that is to say a life full contentment with self and live for the society.

We must also distinguish between the terms ‘Literacy’ and ‘Education’. A person if literate does not necessarily mean that he is educated. Literacy equips the person to read and write to enhance knowledge. Education is a lot more than that. Once an adult, the child has to perform many tasks-do their job, run a household, act as a citizen and look after their future. Education has to be wholesome to perform multitude of tasks; direct a person towards his duty, his ‘dharma’not to steer him away from his path.

The path of righteousness is living according to the code of conduct described by the society. Hindu scriptures describe ‘Dharma’ as the path one should follow to live one’s life. Morality refers to the religious ethics as given by Hindu gurus in ancient Indian scriptures. The Atharva Veda says “this world is upheld by dharma”. Lord Buddha has given prime importance to humanity. ‘Compassion’ has been defined as the root of
Dharma by Tulsidas, author of Ramcharitmanas. In Mahabharata, the Pandavas have followed dharma in life and the Kauravas represent adharma.

It is important to live according to the Dharma, what is right. This means doing things which are right for the individual, family, society and the universe itself. If one goes against the norm it will end and lead to bad consequences. So, Dharma does affect the future and if we go by the theory of ‘Karma’ and believe in a cycle of birth, the path of righteousness is essential for good on this earth.

According to the Bhagavat Purana, righteous living or life on a dharmic path has four aspects: austerity (tap), purity (shauch), compassion (daya) and truthfulness (satya). A life of Dharma aids a person in possessing a certain ability, power and spiritual strength. Mansumriti written by the ancient sage Manu, prescribes 10 essential rules for the observance of dharma: Patience, forgiveness, piety or self-control, honesty, sanctity, control of senses, reason, knowledge or learning, truthfulness and absence of anger. Manu further writes, “Non-violence, truth, non-coveting, purity of body and mind, control of senses are the essence of dharma”. Therefore dharmic laws govern not only the individual but all in society.

1.5 Global Action Week on Women Education

The world celebrated Global Action Week on education in the year 2011. It focused on education for women and girls. 53 per cent of all children out of school remain girls. Poverty, exploitation and in some cases armed conflict keeps the girls out of the school. Susan Durston, UNICEF’s Associates Director of Education said that investing in girl’s education will not only improve their lives but also bring about a remarkable modification to their immediate family members and her society. Quality education is the only effective tool to address the problems of women. Quality education implies education with a meaning and direction.

1.6 What Is Quality Education?

Dr. Annie Besant speaking on the duty of the theosophist to his nation and humanity said that education must be ‘fourfold’.
1.6.1 Dr. Annie Besant wanted religious understanding to be developed in the children. She said without religious teaching the boys and girls would have plastic brains. She emphasized that the child should follow his hereditary faith. Religion is the foundation of all good. It unites the people and prevents men from quarrelling. Religions of the world are not different because they are akin to morality. **Morality is the training of emotions.** From trained emotions emerge virtues.

1.6.2 The second principle of education according to Dr. Annie Besant is to train the affections into virtues and lead the individual to the National service for his country. Love of country must be taught in every school. The motherland is only the next dearest thing on earth to your own mother.

Reverence of the heroes of their own country should be taught so that they are proud to inherit their culture. History is not a list of dates of battles but the teaching of great systems of law and policy. She asked to train the child’s intellect but train their intellect to Service.

1.6.3 The third point she made was regarding the body. Religion and Morality and Intellect depend upon a strong physical body. The training of the body can be done only in the youthful period of adolescence. A healthy mind can reside only in a healthy body.

1.6.4 Dr. Annie Besant wanted every child to be at peace – whether at home, in his Nation or in the World. One should learn to draw Nations into a Brotherhood, so that we can rule out the misery of the World. Love can build bridges across the gulf and we can look forward to a peaceful future.

1.7 **Defining Empowerment**

The word empowerment should not be linked to women’s condition because the concept of power implies conflict. I would prefer to use the word training because it implies education of the woman for her special role that she has in the society. In India specially, a woman has always been revered. We women are not fighting for our place in the
society. Women in India, if you look back to ancient India, had a well-defined and respective role in the society.

Education should provide the skills to meet the demands of the society. There is no question of conflict but to get the real quality education so that she achieves her goal in the society. Education should serve as the means of making women able enough to manage their affairs and their families.

Education will teach the women to use their power appropriately, use their gifts and talents to choose their path of life. Widespread education among women has enabled them to obtain jobs and have their own income. But has this education taught them her role in decision making at the household level.

1.8 Educating the Girl Child

A child starts his education from home. Gandhiji rightly said “If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family.” Female literacy has a direct impact upon the overall development of a Nation. The UNESCO studies show that the female literacy in the developed countries is 96 per cent, in developing countries 55 per cent whereas in the least developed countries it is 27.9 per cent.

The root cause of all problems facing women and India today is related to education of women. Education improves women’s socio-economic status. All the problems like female infanticide, dowry, female suicides, domestic battering, malnutrition of women, child marriage and other related atrocities would get vanished from our country with proper direction given to women education.

The strong points of women are love, sacrifice, tolerance and compassion. The child is always the first one to point a finger at his mother as the person who has always corrected him. Moral injustice, social injustice, religious injustice, cultural injustice, political injustice and economic injustice can all be removed if proper education is given to women. They teach the path of righteousness to their progeny which becomes the norms of the society.
1.9 Faith Traditions and Sustainable Development

In the journey of my research, I stumbled upon this site and was happily surprised to find my thoughts resonating here. Education for sustainable development has found its place in the United Nations Decade of Education for Sustainable Development (DESD). This is a vision of education which will balance human and economic well-being with cultural tradition and our earth’s natural resources. This is an approach to develop ethics for a long time. It will foster respect for humanity and use of natural resources on our planet. It will also develop a sense of Global solidarity.

Representatives of religious and spiritual communities can help to develop a strong frame work which will include education for sustainable living. Mary Evelyn Tucker points out that religious tradition can bring core values to our education. Buddhists have a deep sense of kindness towards all human being. This helps them to alleviate the suffering from the world.

Most of the representatives of spirituality believe that the materialistic and consumption driven person creates a stunted human being which leads to tragic social life. There is need to impresshumility and modesty upon humanity so that the person is free from desires and fears. Confucianism and Buddhism have always promoted social harmony and respect for nature, the earth and humanity. We must remember ‘Modesty adorns Knowledge’.

The concept of collective effort is essential for sustainable development. One must know the importance of frugality and save oneself from greed i.e. ‘being more instead of having more’. To live a fuller life one must connect to deeper and ultimate source of all. For humanity to flourish it is necessary to lead people towards spiritual humanism. Traditional knowledge should not be ignored.

As the Earth Charter concludes in the Way Forward, “Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.”

We need to integrate education and knowledge. Values and skills are needed for a sustainable way of life. The Earth Charter enumerates the following for the celebration of life.

a) All children and youth should be provided with educational opportunities.
b) Along with sciences, arts and humanities should also be taught.
c) Promotion of awareness of ecological and social challenges.
d) Moral and spiritual education should be given prime place in the curriculum.

Values and morality will lead to unity and fulfil our short-term objectives and prepare us for long-term goals.

1.10 Aim of Education – Utilitarian and Cultural

Upendra Nath Panda in his book has reaffirmed my views ‘National Education is of prime importance. It should include the rich heritage and traditions of the people. To keep in tune with the changing needs of the time, new ideas and ideologies should be included.

The Kothari commission (1964-66) also agrees that science based education should relate to Indian culture and values. Only then it can serve as an instrument for national progress. An education which ignores our history and its ideals, cannot make true Indians. Education should contain the spiritual tradition of the country. The boys and the girls of this country can then attain the values and ethics which are so deeply embedded.

The Kothari Report (1964-66) goes on to elaborate:

“That alone will be a true and living education which helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man and which at the same time helps him to enter into right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is an unit and his people or nation a living, a separate and yet inseparable number. It is by considering the whole question in the light of this large and entire principle that we can best arrive at a clear idea of what we would have our education to be and we shall strive to accomplish by a national system of education”.

Education is a social instrument to give direction and shape to the future of the country. A Nation and a Country are different in this sense. India is a Nation and it has unity in diversity. This diversity should be included in the education. Science and technology may show the level of prosperity of a country but it cannot ascertain the quality of people. We
need to increase the quality of education along with the quantity i.e. the growth in the number of women educated. It is the women who ultimately will determine the personality, integrity and character of the people of this country.

We may raise the standard of living of our people. But the standard should not only be in terms of materialism but also spirituality. Children of schools and colleges hope to succeed after they clear their examinations. Do they realize that they have much more serious examinations to be cleared in real life? To be able to come out unscathed in the tests of life, they need to equip themselves with soft skills which are not part of the curriculum.

Our philosophical thought of India belongs to the ancient era. Having such an early origin has not made it meaningless. It has a powerful influence even today. In India education from the Vedic period to the British time has seen a lot of variations and has undergone many changes in times of different kings. The concept of education changed with every political setup.

I have dealt with education through the ages in Chapter – 3. We have witnessed so many changes from the Vedic times to the pre-independence era. The imparting of knowledge was hand-in-hand with development of skills and values in the Vedic period. But somewhere along in the times of Mughals, the link was lost. The British came with their own ideas and established a different system of education with their own interests in mind. We must develop a National Curriculum in India which is based on our culture and ethos.

The Secondary Education Commission Report (1952-53) outlines the aims of secondary education as

“the training of character; to fit the students to participate creatively as citizen in emerging democratic social order; the improvement of their practical and vocational efficiency; so that they may play their part in building up economic prosperity of their country and the development of their literacy, artistic and cultural interest which are necessary for self-expression and for the full development of human personality. Without which a living national culture cannot come into being”.
Another question which is raised about education is the quality of teaching. Our teaching standards are said to be unrelated to life and very theoretical. What is taught in the class is removed from reality and is based on examinations. What is taught is usually what is to be tested. The report of the Mudaliar Commission (1952-53) found the secondary education full of defects and in fact was an obstacle to the realization of a complete personality. The child seems to be burdened with the load of studies and ignores his physical and moral development.

The Report of the Mudaliar Commission (1952-53) pointed out that

“education was too bookish and mechanical, stereotyped and rigidly uniform and did not cater to the different aptitudes of the pupils or to pupils of different aptitudes. Nor did it develop those basic qualities of discipline, co-operation and leadership which were calculated to make them function as useful citizens”.

Large funds have to be provided to the schools and colleges to raise the quality of education. The premises of the educational institutions should include large libraries. Children should be encouraged to read more and more books so that they do not miss out on the happenings of the world and also side by side learn the values and ethics of their country.

Curriculum of a school should be planned with great care. The child studies the topics given in the curriculum and it becomes his first bank of knowledge. He is so absorbed in his studies that he does not get enough time to study something extra. This means that the curriculum should provide the child with not only history, geography, math and science knowledge but also inculcate a storehouse of morality within him.

Curriculum is directly related to teaching. The teacher teaches the topics which are there in the curriculum. This means that curriculum should cover every aspect of character building. The “how” of teaching is very important no doubt but the “what” of teaching is equally important. We lay great emphasis on method of teaching but less on the topics of learning.

The curriculum should be so designed that it develops a student to become a responsible citizen of a democratic country. He should acquire knowledge of the world along with the
skills of patience, tolerance, respect and obedience. The curriculum should encourage the child towards creative thinking rather than rote learning. The topics should create curiosity in the minds of the children. Curious children will ask further questions which enhances the knowledge.

Examinations today are held responsible for developing the habit of cramming in the children. It does not encourage the child to write about his own ideas and statements. In this way there sociability and the capacity of adjustment is affected. They fail to compromise and adjust in new surroundings. They get used to old pattern of questions and do not want to deviate. The examinations test only intellectual development of the child and not his capacity of thinking and organisation.

If a student studies his text books alone, he would be only literate but not educated. As I have earlier distinguished between education and literacy, we suppose that revamping of curriculum for females specially needs to be undertaken. Females are the ones who as mothers ultimately give value education to their children. It is essential that every girl should get moral education so as to make better citizens in her later life.

Civic responsibility is another issue which should be included in the curriculum. Children today become selfish to the core and fail to understand the importance of being a social person. They like to do what pleases them rather than pleased others. Physical exercises are also neglected. This leads to a stiff body and diseases in later life.

1.11 Views of Stalwarts

In his Man and Society in an Age of Reconstruction (1940) Karl Mannheim wrote that sociologists do not regard education only as technical specialization but education should prepare the pupil for the social position that he is going to fulfil later on. Applying this to our Indian scenario we know that women in their role as wife and mother need to inculcate in their children the value system which is an integral part of our society. But thinking again I feel why only the Indian scenario? A mother anywhere in the world has the responsibility to develop the character of her children. I am not saying that education should prepare her only for the role of a mother but we cannot overlook a role which is definitely to be played and prepare her for a carrier which may or may not happen.
According to Mannheim and Stewart 1962, every educational aim should be conceived in a context and should have a social direction. For what a girl is being educated is a sociological question which should be very carefully answered. When we see the lack of morals around us, we have to realize that somewhere the training of the personality has gone amiss. For a new and better society it is essential to make an educational programme which caters to the needs of the society.

“What is to be educated” or the nature of education should be selected in a careful way. School or a college is a society in a miniature form. In this capacity the pupil should learn the skills of cooperation and common benefit. Schools should be treated as “agents of cultural transmission and social control”. Education should be an agency for value transmission. The relationship in a family or in the outside world should be a part of educational system.

1.12 Morality and Society – Emile Durkheim

Durkheim talks about social psychology which means the study of “popular legends, religious traditions, political beliefs and language”. Another field that he talks about and which is the core of my work is the field of morality. He proposed to develop a “science of morality”. This would mean the beliefs and values which should exist in the society. The next field that he is concerned with is the “moral maxims”. He says that these moral maxims are so compulsory that the society should take precise measures to enforce them. He further says the authorities in charge of maintaining them should hold responsibility to continue them in the society through education. Public opinion alone should not decide the fate of “moral maxims”.

Durkheim also says that one should not be obsessed with the economic structure of the society. He stresses that we should resort to a study of functions which form the social structure. This means that our economy can be free from evils only when it is created in the context of a value system.

Durkheim says that when there is a crisis of morality, morality should itself be declared a science. He says that when there is no link between the moral ideals set by somebody and the reality of facts then we need to decide the exact framework of morality.
Plato, Montesquieu, Rousseau, Saint-Simon, and Comte lived in difficult times. They tried to seek the foundations of order. According to Durkheim religion, law, morality and education are the only ways in which individual actions can be controlled. Another question that he raises is related to the definition of freedom and authority. Freedom cannot be unlimited and authority cannot be overpowering. There has to be a balance between the freedom given and authority levied.

Durkheim wants the society to be seen as a person. The society changes and so does a person. Individual consciences vary with different times. The society is the whole and people are its parts and so society depends upon its people. As the ‘part’, so shall be the ‘whole’. Let me say that people form the society, so the morality of the people will be the morality of that society. We cannot create a moral society without morality in people. Human actions will influence the collective life and we cannot assume that individual life will not influence the collective life.

Durkheim has asked us to treat all social values and morals with respects. They may have been the result of unknown causes that we may partly understand, but they fulfil a function in the society which is very vital to the existence of our society and if he abandons them, it will be to our peril. He does not believe that the progress of society can be achieved by giving up all “inherited prejudices” and do what “reasons” say. How much ever important the role of science is to the society, it can never replace religion which Durkheim has always felt to be the basic foundation of social existence.

He wrote in 1886: “A society without prejudices would resemble an organism without reflexes: it would be a monster incapable of living”.

Durkheim believed that effective social change can be brought about by deciding the directives for social action. The study of morality can indicate the nature of a certain society, what its needs are and what trends can be redirected. The curriculum when framed, keeping this in mind, would establish practical lines of action which would be sensible and we would have chances of success.

He further adds that “collective conscience” should not become dominated by the cult of the individual. We cannot see the society in segments but as a complete organized society and that is why the “collective conscience” should be more human and more rational. He says that religion of humanity is above a particular nation. We must realize that universal
values are higher than any nation. Humanity should be the common aim and if that is the case then no tension can exist in the society.

Durkheim himself gives a suggestion:

“If each State had as its chief aim, not to expand, or to lengthen its borders, but to set its own house in order and to make the widest appeal to its members for a moral life on an ever higher level, then all discrepancy between national and human morals would be excluded”.

1.12.1 Durkheim has given a huge responsibility to the educators. He is of the opinion that an intellectual need not indulge in political action for helping the society. An intellectual can make contribution to the society through popular education. He said “The intellectual is called to hold a mirror to his society, to make conscious its deepest values”.

Two of Durkheim’s important works are “The Evolution of Pedagogy in France” and “Moral Education”. He said that teaching is the only way to disseminate moral values through the national educational system. He divided education into two parts, common education and specialized education, one which would be given to all and one which would be given to individuals and groups. But somehow specialization took over the common education and this made the common education to become less important. The society without a common education would fall apart and it is not difficult to understand that common education precisely means morality.

Durkheim wanted people to respect authority, almost religiously and he felt that this was essential to maintain the standards of morality.

“Discipline – the ability to restrain one’s egoistic impulses and do one’s moral duty – was always something that Durkheim admired, and he made it the first of the elements of morality”. In this sense though, he did not want the authorities to be repressive in nature and prohibitive. He wanted the moral values to be developed in the citizens gradually through a framework of education. He did not want morality to be accepted blindly but with reasonable critical analysis.

Individualism means liberating an individual in thought and action. An individual should be open to new ideas and demand answers to his questions on the dogmas. Individualism
is neither in contradiction to human dignity nor unjust. But individualism should not go against social justice. It may bring about new moral tendencies which should be imbibed into the society provided it does not harm the social justice.

“Society is above all a consciousness of the whole”. A person is to the society as a citizen is to his country. We have to make every person cherish his society and every citizen cherishes his country. This can be taught in the childhood so that every human being does not remain only a physical aspect of the society but the spiritual core of the society. Here comes in the role of the females who tutored in this way will build strong base of the country in their later lives.

1.13 The Evolution of Educational Thought by Emile Durkheim

The thoughts put forward by Emile Durkheim may belong to the time of 1925 but its efficacy in today’s world is remarkable. I was surprised that though he was talking about France, his reflections are quite true for India. His deliberations are discussed below and I hope you will agree with when I say that he is most relevant today. He begins by saying

“there is a whole cluster of mental attitudes that the school should help the child acquire, not because they are in the interests of this or that regime, but because they are sound and will have the most fortunate influence on the general welfare”.

Science today is the need of the hour, and in every society technical skills have become important so we should conclude that the aim of education should be to develop these technical skills. This situation has given rise to curriculums which are one sided and train the person for only temporary needs. A man of this kind is dominated by his needs and demands of the movement and he does not have time to think about tomorrow.

“What we need to understand is not the man of the moment, man as we experience him at a particular point in time, influenced as we are by momentary needs and passions, but rather man in his totality throughout time”.

We have to avoid the risk of succumbing to the influence of momentary passions and balance ourselves by acquiring sensitivity to the needs of the society as a whole. Education cannot be static; it has to change with the changing times. A steady continuous
course will become defunct. We must realize that the ideas found in olden times may seem odd today but if they are seen from the point of view of their intrinsic worth, they hold good today as much as they did before and they should have survived as it is. The youth of today may adopt an attitude of violent aggression towards the ideas they want to replace. The present may sometimes battle with the past. But in this battle we should not let those ideals disappear which should have become basic features of the present and stepping stones for the future.

“I refer to the establishment of polite society”.

A polite society refers to people with literary and intellectual interests along with a scientific temperament. The object of education should be to prepare men for this polite society. They should be “flowering of elegance and culture” and to nurture and develop elegance and culture should be regarded as the most important object of education. We must also understand that if we raise the intellectual and moral standards of the vast masses, then we can ensure their improved material condition.

A generalized education cannot meet the needs of the society. Having realized this, we should make moral education the supreme need and aim of education. An academic discipline can develop qualities which may help a child to live a life of materialism but not morality. The role of the mother in this capacity is very important. We need to develop a system of education which not only informs the child about the scientific thought but also teach him the value system which is indispensable to his survival. A person may acquire skills for the routine functioning of his life in the normal course but in larger scenario he needs skills related to values to guide him through his life. These values may necessarily not be taught through formal education and hence education at home becomes important.

Our objective of education should be to give a correct notion of what an ideal man is actually like and then he can apply these ideals to his real life situations. Human nature is diverse and it is obviously going to vary with the times and transform itself. But this does not mean that the basic criteria of humanity cannot be determined. We should conceive humanity as a single reality which can be laid out for all times and for all generations to follow. The basic ethics should be deep-rooted within us and make a genuine worthy form of humanity.
The criteria of humanity should not be narrow and distorted. It should grow and develop like a living organism. We may think that we have accumulated the raw material of making the basic human nature at a particular point of time but this raw material has to be provided at the right time by the right person to the child. Man’s capacity of innovation should not be killed and that is why the provision for the changing time has to be maintained.

One should conceive man as a flexible being and capable of donning various guises suitable to the changing circumstances. A man is not made of specific elements which would create similar men nor should we say clones. In each of there is a multitude of unrealized potentialities, seeds which will fruit and blossom into life when called upon by the force of circumstances. The persona which a human being would attain would depend upon the new conditions of his life and the circumstances. We cannot always say that what was true for the past will be true for the present, history may dramatically be different from the present and traditions may give way to new norms. But once again I emphasize that the traditional education should be analyzed and seen that it stands the test of toady and then used to transform the basic, intrinsic personality of a child. In this way we will be able to give due importance to our culture and science of today.

Man should not be seen as belonging to the theoretical kind and we should expect a man to change. Novel social enterprises are essential and we should see the human nature not something as narrow or rigid but as an innovation in reality. However the limits within which the human being changes may be extremely narrow. So our present day ethics may describe new features but not vastly different from the previous ones. Any reform which is a radically modification of a human may be dangerous and impractical but small changes can be made to the genetics of a person.

“It is only because we have got so used to it that the moral order under which we live appears to us to be the only one possible; history demonstrates that it is essentially transitory in character”.

History has shown us that changing times have given way to different moral order based on different ethical principles. Advances are made in the society and one should not stop the evolution. But we ought to restrict a radical transition which is suspiciously different from our culture. Human nature is amazingly flexible and it should remain so,
though inside the social parameters. History teaches us, as seen in our own country also, that man does not change arbitrarily. He transforms himself in response to the demand of necessity. All change collides with the inherited institutions of the past which will have become hard with the passage of time but they have to be flexible to absorb the changes.

Human behaviour, the mode of thought and feeling are very different from one another, and yet are characteristically human, having its root in human nature. We should realize that we have hidden in us unknown powers which may be aroused from time to time according to the demands of circumstances. We should also take an expanded view of ourselves and must admit that the style of humanity which exists within us has succeeded historically one after another. Men of earlier ages were after all men like ourselves so it is not possible that their nature should be completely alien to us. If we put our mind to set ourselves to their tune, it is not an impossible task. That is why continuity in traditions is must and herein comes the role of women education, they being the connecting thread of generation.

Man develops many characteristics which may on examination prove to be superficial. He may think that these characteristics are an integral part of his personality but true self-examination will show that a large part of the characteristics are not concrete. Most apparent characteristics may not be the most deeply rooted. We are likely to yield to motives, ideas and others feelings with which we come in contact. Indian society has come in contact with various cultures through the ages and as such brushing past new ideas and values have imbibed them as our own. Today also Globalization has brought new impressions to India and our children are open to unknown nature and character to our history.

“The practical reason for the limitations imposed by discipline is not so immediately apparent. It seems to imply violence against human nature, to limit man, to place obstacles in the path of his free development, is this not to prevent him from fulfilling himself? But we have seen that this limitation is a condition of our happiness and moral health”.

Man should put himself in harmony with the social order of which he is a member of, however vast the realm. We should not transcend the social limits and should not place
ourselves at odds with the existing social order. At every step of our life, our hopes and feelings must be within bounds. The moral forces surrounding us should contain and moderate our conduct. Without any constraint the child loses himself in the void or the infinite.

Durkheim says that if man has not learnt to control his desires through discipline, man can never achieve happiness. Discipline contributes to the development of the system and the order which is of fundamental importance for each of us i.e. our personality, though we may not be yet aware of. Moral discipline is indispensable for the emergence of true and free individual. A wholesome self-control should be taught to the child especially in democratic society like ours to establish liberty and equality in the true sense. Conventional restraints should effectively exist to restrict people’s desires and ambitions. Moral discipline is a necessary regulatory influence.

In the fast world of toady, the drive to get ahead is present and stimulated beyond all measures in every child. Education especially at home should make the child understand at an early age the existence of certain boundaries which constitute the framework of a moral society. We are neither talking of curbing his legitimate ambitions or trying to prevent him from fulfilling his desires nor are we trying to insidiously suppress him. But he must be made to understand that the path of happiness is to set realizable goals corresponding to the nature of each person and not try to reach objectives set by others and hence inaccessible. In an attempt to reach inaccessible goals he may be straining himself and will become unhappy towards the end.

According to Durkheim “we must make the child appreciate that he cannot rely for happiness upon unlimited power, knowledge, or wealth” The child must understand the true happiness will come to him when he develops attitude which are in the interests of his social regime. These sound attitudes can be developed by the mother and will have the most fortunate influence on the welfare of the child. Moral forces will always guard him against forces of brutality. We have to move forward, not be immobilized, in an uninterrupted manner but we should decide at what speed and in which direction. Durkheim thus justifies discipline in terms of its utility. He believes that discipline is useful, necessary for the individual because it is demanded by society itself. He is a part of a society and in this capacity he has to weave morals in the fabric of society.
“If discipline is a means through which man realizes his nature, it must change as that nature changes through time”.

Thus discipline or let me say here curriculum must change with the different historical periods. Morality should be inculcated within the set limits of that particular epoch. Efforts should be made so that moral behaviour is transformed into habits and are mechanically carried out. Customs and traditions are consistent and as such automatically should be included in the curriculum. The power and prestige of the system of morals and ethics should not be overlooked.

However well-defined and firmly established a moral system may be, we cannot expect it to be an automatic mechanism. It has to be drilled in childhood. Morality has to be internalized in such a way so that it is beyond criticism and the agent of internalization should be sufficiently strong. Conformity should not stunt the intelligence and moral discipline should not involve “slavish submission”. But we must believe that the former regulations were natural, healthy and were fruitful and hence instead of alienating ourselves from the basic conditions of life, we must absorb them.
LITERATURE REVIEW

A. S. Seetharamu, Philosophies of Education:

Our ancient culture had laid great emphasis on Philosophy. The aim is guidance to a better way of life. Proper education emphasizes national integration and also cultural and other exchanges with nations across the world. There are two noticeable trends; one is the importance of the existing curricula, and second removing the short-comings and presentation of practical solutions to rectify them. The word ‘curriculum’ originates from a Latin word. This word is ‘curricere’ meaning a ‘course’. Dr. A. L. Mudaliar firmly believed that a concerted effort to provide an overall balanced curriculum led to not only shaping the future citizens of our country but also the nation at large.

The Kothari Commission also emphasized the role of education in transcending social barriers, moral upliftment and spiritual betterment.

Abha Sharma Rodrigues (2009), Fifteen Mantras for the Empowered Woman:

I say, ‘Give me empowered women, and I will show you empowered societies and empowered nations.’ This book is the result of my personal journey to empowerment I have attempted to record the many concepts that have worked for me. While growing up, I was fascinated by the lives of eminent men and women. I find real life stories a powerful medium through which deep transformation can be achieved. Hence, I have built this book around the lives of iconic women whose influence as role models spreads worldwide.

Allison F. Toney, Women with Advanced Degrees in Mathematics in Doctoral Programs in Mathematics Education, University of North Carolina, Wilmington:

The goal of his research was to begin to build a body of research about the nature of graduate student experiences in doctoral mathematics education. Specifically, this research project aimed to address the problem that there is an imbalance between the preparation of people coming out of research universities as mathematics academicians and what universities and colleges in the U. S. need in terms of mathematics faculty. One of the ways to investigate this is by considering the different routes to “college math
“professor” and examining the kinds of experiences people have along each of these routes.

**Aamer Imdad; Mohammad Yawar Yakoob; Zulfiqar A. Bhutta, (2011):**

Malnutrition in children is one of the major causes of infant mortality in developing countries with most crib deaths happening in the first six months. This review hopefully tries to evaluate the effectiveness of complementary feeding in addition to the mother’s feed. Timely provision of appropriate nutrition leads to proper growth. Recommendations for the same have been made to the Lives Saved Tool (List) model as developed by Child Health Epidemiology Reference Group (CHERG).

**Abdullah Gharbavi; Seyyed Ahmad Mousavi (2012):**

History shows us that policy making decisions generally lie in the hands of men, especially in an orthodox and patriarchal society like Iran. Thus gender discrimination is reinforced and what better than to start at the grassroots level. Educational curriculum amply demonstrates this sexist attitude which discriminates between male and female students based on their sex. A biased representation of female and male duties, distorts students’ sense of what is normal for women and men in our society. The article helps reinforce gender as social division and perpetuate inequalities between men and women.

**Alev Ates (2011):**

The desire to excel in not only studies but in all spheres of life has to come from within, this is an inborn trait, and this comes from self-motivation. Marshall defined this as Achievement Motivation. A research was carried out to investigate computer teachers’ self-efficacy beliefs and achievement motivation levels. This software developed researched data before and after the “Educational Software Design, Development and Evaluation” course. A noticeable improvement was seen after the course which also brought about a significant change apropos the gender equation. Given a chance, women if sufficiently motivated and taught to be self-efficient, equaled if not bettered their male counterparts. Investigations proved the equation and relations between motivation and achievement capacity.
Bone degeneration and osteoporosis is occurring at an alarming rate in young women. An internet study to measure bone stiffness index was undertaken. With the help of a bone formation marker and a bone absorption marker, the minimization process was used to allocate the women to an intervention group (n = 126) or a control group (n = 127). Women in the intervention group were instructed to perform osteoporosis prevention activities, for example, jump on the spot as high as possible ten times per day and increase calcium intake by 300 mg per day. Information on osteoporosis and measures to prevent this were sent five times via email. 42.9% reported their daily additional calcium intake amount and number of jumps via email. Significant changes were found amongst this group.

Barsanya, Urmila, (2007):
She is the author of ‘In the District of Jabalpur in Adarsh Elementary School from Std. I to V as per the National Education Policy 1986 the minimum level of Educational Improvement in Students; Evaluation and Suggestion’. As per the research paper to achieve the 100 percent literacy in the country as given in SSA 2010, National Educational Policy in its part 3 had declared that the minimum level of educational understanding should be inculcated in the children to develop various skills. This is possible by teaching Basic language and Math which are the essential necessities of life. But after the study it was found out that after leaving school at the middle stage children cannot write even their names and in Math (especially girls) are lacking in the basic fundamentals of mathematics.

Berna Zegin (2010):
This is an extremely captivating article based in Turkey. Even in so called modern times women are very few in the field of engineering. This article tries and captures beautifully the mindset of ladies who enter this field, what prompts them to and their experiences. This book, delves into the historical issues related to women engineers around the world and specifically in Turkey. It is extremely unfortunate that inspite of being so qualified, whether in the field of academics or professionally, engineering is still
seen as basically a male dominated area. Zengin spoke to women in the engineering field, assessing the gendered distribution in engineering departments and illustrating how this distribution made an impact on women’s experiences in this field.

**Bhalerao VR; Daniel E.E.; Sundar S.S.; Joseph A.A. (1980):**
Unfortunately, even in India ignorance prevails about sexual education. Even in an urban and socially aware city like Mumbai sexual education is viewed with a jaundiced eye and the topic is taboo. A survey of their knowledge in the same was carried out among college students in Bombay. Astonishingly, even the principals of major colleges were opposed to this survey and permission was granted reluctantly for it. The survey carried out in thirteen colleges in Bombay, covered almost 1100 students. The colleges selected encompassed entire Mumbai and its suburbs, so that comprehensive data was collected in various socio-economic and cultural different groups. Second year college students were given the Performa. It was evident that the students wanted some knowledge on this topic and were quite enthusiastic about it. The queries they put up were intelligent and detailed although quite exhaustive. The performa consisted of two parts, the first part a multiple choice questionnaire to assess their knowledge about sexual matters and with questions on anatomy also. It was amazing that most did not have a clue about the physiology of reproduction and venereal diseases. Students with a score card of 40 out of 100 were perceived to have good knowledge. Horrifyingly only 30.7% of students researched had good knowledge of sex; the rest 69.3% had abysmal knowledge. However, not surprisingly a higher proportion of the medical students had a better knowledge of sex as compared to students from other faculties; but even amongst medical students, 33% had a very bad score.

**Bhattacharya, Sisirkana (2007):**
In her paper ‘From Total Physical Response Towards the Silent Phase in Language Acquisition’ has studied about the motor skills of the learners which work in synchronisation of each other i.e., listening, hearing and doing. Learning is best when all the three are involved in the teaching learning process by the teacher. This paper has made an attempt to;
i) justify that the importance of the motor activities in the area of introductory text, the place of egocentric speech and in developing the awareness and alertness in the child towards instructions and demonstrations given by the teacher.

ii) suggest the measures and materials in support of total physical response while the learner is going through a latent period of learning.

iii) elucidate the psychic simulations that favour acquisition pertaining to silent phases in learning that are facile and creative.

Chapnick Mukhopadhyay, Carol, Seymour, Susan (1994), Women, Education & Family Structure in India: Even in the twenty first century we ape the west in teaching methods. In the 19th and 20th centuries we saw the spread of Western methods in developing countries. The post-colonial time was all about this kind of western education. This sort of set a benchmark for the development and modernization of women. Regular surveys are carried out purportedly to determine gender equality and the overall status of women. These surveys dole out information on features like female literacy, health, working status and political awareness. Research in this field sheds light on the disturbing fact that women are still in a thin majority in educational sectors and high posts having had less access to higher education. It is after all a man's world!

Charlie Gordon; Ricardo Sabates; Rod Bond; Tsedey Wubshet (2011): In Ethiopia, the government is trying its level best to bring about a sea change in the way women’s problems are redressed. They are trying to educate more and more women about their bodies, menstrual issues, the gynecological problems they face and the newest methods available to protect them from unwanted pregnancies. This study researched into the correlation between education and modern contraceptive use amongst 1,200 sexually active women in different parts of Ethiopia.

Chauhan, C. P. S. (2011): He is the author of ‘Participation of Women in Higher Education: The Indian Perspective’. In this paper the author has analysed the educational disparities on the bases of gender discrimination among the various sections of the society with special reference
to caste and religious affiliations. The author has discussed and evaluated the current status of participation of women in higher education. The main purpose of this article is to:

(i) analyse gender-based educational disparities among various social sections with reference to caste and religious affiliation.
(ii) discuss and evaluate the current status of women from selected educationally backward sections in terms of their participation in higher education.
(iii) assess the effectiveness of compensatory measures taken by the central and state governments to address the gender based issues in higher education.

Chinwuba Ambrose Okafor; Osamuyimen Egbon (2011):
In underdeveloped countries gender bias permeates across all fields, including that of undergraduate accounting courses. Although the study carried out yielded an insignificant difference in their overall results, one disturbing fact which came to light was that the males had an overall better academic achievement than their female counterparts in all the courses.

The need of the hour is to carry out detailed surveys on discrimination which exist in academics between boys and girls. Accounting education is highly popular among the girls of today. Gender studies are becoming popular since it will benefit society as a whole. We have to see the larger picture and think of the generations to come, who will be truly educated and guided properly thus enriching an entire generation. Such studies will enhance future teaching methods in females. This will happen in not only the accounting profession but also other spheres.

Compilation of opinions on the subject of the education of girls and women called for by Government order, Education Department, May 15th 1916: Miss A. L. Fanau, B.Sc. (London), Headmistress, Dastur Nosherwan Girls’ High School, Poona. – Mere knowledge of the three R’s valueless in comparison with a knowledge of all that pertains to home-making, the care of herself and children, and the hygienic necessities of a good home.
The object should be to give the girls a practical knowledge of how to deal with the problems likely to occur in their home lives; to inculcate the highest ideals of womanhood and motherhood by stories or other means; to foster in them all that is beautiful in Indian religion, conduct and art; to teach them some Indian craft or handwork; and to teach them the three R’s only as an adjunct to the above.

D. Moseneka (2011):

Words alone are not enough; it is high time we give women the respect due to them. We should reflect inwards and appreciate all their efforts which each and every woman puts into not only her own family but also the entire society. It is thanks to her untiring efforts that we learn that failures are but practices for success, weaknesses but strengths in the making and mistakes but opportunities to learn. It is these values imparted by a woman that teaches society forgiveness, generosity of spirit and peaceful co-existence. We should accept that a woman is the greatest gift of God and biggest blessing that we have.

Dash, Manoj Kumar (2007):

He is the author of ‘Professional Development For Effective Inclusive Classroom’. His paper speaks about the education for all the children with different abilities and capabilities in our community so that they can lead a normal life as like their normal counterparts. Paper is talking about the training and orientation programmes of the teachers so that they can shoulder the responsibility of educating the children having special needs successfully and sensitively focusing on the all-round development of a child with the same core curriculum and the common system of education for all the children. The paper is helping the academicians, administrators, policy makers and other stake holders to work efficiently and effectively for achieving the target of Education for All as mentioned by Sarva Shiksha Abhiyan for providing quality education at the elementary level.
Dehury, Dinabandhu, (2008):
In his article ‘Mahatma Gandhi’s contribution to Education’ has reflected upon the model of basic education given by Gandhiji. This paper revolves around this model which wanted to decentralise the education system and motivates the entire society and wanted to make all the levels of government accountable for it. The author has also discussed some implementation strategies suggested by Gandhiji in this type of model. The main suggestions are;
(i) Curriculum and syllabus along with the objectives should be decided by the teachers with the Panchayat Samities and the local bodies and it should be age appropriate and gender sensitive.
(ii) The activities and material of the curriculum should be native and inexpensive.
(iii) Teachers should write the text books keeping in mind the students’ level and language.
(iii) Teachers should undergo rigorous training for teaching their subject in a practical way.
(iv) Same teachers should be used to teach adults in the adult schools so as to save the capital and planning expenses.
(v) For teachers training latest instructional technology should be utilized.

Dewan Bahadur Manibhai Jasbhai, Memorandum on Hindu Female Education in the Bombay Presidency:
How can an illiterate, uncultivated perhaps infantile, mother watch over the opening faculties of her child and mould its character for good? One cannot trust to maternal instinct and common sense along in such an important matter. Maternal instinct is a sorry substitute for intelligent judgment, and common sense is very uncommon in an uncultivated mind.

Diane E. Papalia (2005), Sally Wendkos Olds, Ruth Duskin Feldman, Human Development, for Second Year BA (Psychology):
The genetic endowment interacts with environmental influences from the start. Attachments to parents and others form. Self-awareness develops. Shift from dependence to autonomy occurs. Awareness about other children increases. Self-concept and
understanding of emotions grow; self-esteem is global. Independence, initiative, self-control, and self-care increase. The ability to differentiate between girls and boys develops. The type of gains children indulge in become elaborate and are more imaginative and more social. Altruism, aggression, and fearfulness are common. Family is still the focus of the society but the children in other houses come to matter. Thinking about oneself deepens which affects self-esteem. The peer group becomes more important and there is a gradual shift from parents to the child himself in terms of control of behaviour and habits.

A culture of a society includes its lifestyle and the customs, traditions, language and its ethos. The products in the society, from tools to artworks influence the learned behaviour which is passed on from one generation to another. Culture is dynamic and thus is always changing and this change is brought about by the impact of some other culture.

Some cultures encompass a variety of subcultures meaning that they are associated with small groups within the society and these groups are usually the tribal or ethnic groups. In a group the people are one because of their ancestry, religion, language and the place they originate from. This gives them a common identity and they have similar attitudes, customs and morality.

**Edyta Suliga; Iwona Wronka; Romana Pawlinska-Chmara (2011):**

Worldwide, obesity is an increasing problem, especially abdominal obesity. This is a dangerous situation to be in. This kind of obesity is one of the leading factors for blood pressure, stroke and cardiac diseases. This phenomenon was generally observed among a certain strata. A survey was carried out on almost twelve hundred female students. These students, aged 19-24 were measured for height, body weight and waist measurement. Each student’s height and weight was measured. They were tested according to WHO and subsequently listed under as being underweight, over-weight, obese or grossly obese. Their Body Mass Index was determined in accordance with WHO standards. In order that the findings are accurate a lot of factors were taken into consideration. The students were questioned about their parent’s economic status and educational qualifications. They were also questioned about their place of residence before entering the university and also their spending capacity. It goes without saying that an unhealthy lifestyle and
poor nutritional habits were the prime sources of abdominal obesity along with lack of exercise. It was found that the incidences of abdominal obesity were much higher than those of general overweight and obesity. The deposit of Adipose or fat can be really cut down with the help of regular exercise and proper food intake.

Emine Ahmetoglu; Remziye Ceylan (2011):
A research was carried out on 512 mothers who had children of both the sexes. The children could be studying in a private or a public school. They questioned mothers of preschool children about children’s books. A questionnaire comprising two parts was given to these mothers. The first part questioned them about their children and their family members, while the second part on their own views on the kind of books read by their progeny. The results were astounding. At least 96% of the mothers in the research group bought books regularly on a monthly basis, 61% bought illustrated story books, 20% bought story books or fantasies, 3% favoured magazines and 16% bought all types. 89% of the mothers read out loud, at bedtime or otherwise at least several times every month and 69% involved their children in each and every aspect of the article, making sure they appreciate the illustrations and subsequently answering questions on the book.

Eva Sanz-Arazuri; Ana ponce-de-Leon-Elizondo; Maria Angles Valdemoros-San-Emeterio (2012):
All across the world, obesity in teenagers is almost turning into a mini epidemic with disastrous after effects. A study on this grave issue to correlate physical inactivity in adolescents and the educational qualifications of their parents was carried out in Spain. The survey was carried out on almost two thousand teenagers, aged between 12 and 16 years. It is so true –parents have to set an example for their children. It was found that parents played over-emphasis on academics rather than sports. An extremely competitive world demands its pound of flesh. It is here that parents are supposed to play a pro-active role in guiding their children towards a sporty and physically enriching life. It was found that if parents were physically active, their children would follow suit. The survey results indicated that adolescents are four times more likely to be physically inactive if their parents had never given importance to physical activity. However there is no correlation
between adolescents’ physical activity and parents’ educational level. The youngsters of today are under immense pressure to excel in academics. This fact has been confirmed by educators. It has also emerged that teenagers blame their parents for turning them into obese adults.

**Fatemeh Noughani; Jamileh Mohtashami (2011):**

In these supposedly modern times also, men do not think twice before mentally abusing, beating up and sexually assaulting women. Incidences like these are going up at an alarming rate. This alarming and disturbing issue has been taken up on a priority basis by The World Health Organization. A detailed survey carried out revealed that health issues in women was not given any importance, they were expected to suffer their lot. Women are supposed to suffer like cattle with no respite in sight, sometimes they did not even qualify as human beings. To redress these issues a detailed questionnaire was filled in by women to identify types, reasons and results of domestic violence. An informative article was given to all the women in the survey.

**Furqan Shukr; Almas Yasmeen; Salman Ali, FCPS (2011):**

Although science has made many inroads in the field of medicine unfortunately no major progress has happened in some diseases like Thalassaemia Major. Unfortunately there exists very little knowledge of the same. A detailed research done in this field revealed that very few women were aware about this disease, whether it is genetic and how many times should blood transfusions be carried out and its associated problems like infections. This detailed questionnaire also tried to find out about their economic status as well as their education. Fifty mothers were interviewed. Unfortunately most were not even aware that screening could be done before marriage, post-delivery or it could be genetic. Various complications result from multiple transfusions. The average life expectancy of such children was around ten years. Majority had stunted growth. Only half the percentages of mothers were aware that premarital counseling could prevent this disease. Around 60% of mothers, irrespective of their educational qualifications, agreed that screening before getting married should be mandatory. Such studies should be
mandatory right at the school level, instructional videos and audio lectures should be par for the course. Additionally premarital screening and counseling should be compulsory.

**Geraldine Forbes (2001), The New Cambridge History of India, Women in Modern India:**

It was finally in the nineteenth century that hope dawned for women. The entire social fabric changed. Their lives finally changed for better. Change was in the air. What constitutes a “perfect wife” was the buzzword. There were Major changes brought about for a woman at different ages, deemed appropriate for different stages of her life. Her horizons in different arenas were expanded. Women were finally at liberty to express their thoughts, viewpoints and their new found freedom. Individual identity was no longer frowned upon.

Thankfully due to these sweeping changes, by the end of the nineteenth century there emerged a new woman-educated, articulate, confident about herself in the public domain. However roles in the non-urban areas were the same for both sexes, the home being the predominant factor. Happily, there did seem to be a role reversal of sorts in the urban sector.

**Ghazala Noureen; Riffat-Un-Nisa Awan (2011):**

In an extremely orthodox and conservative country like Pakistan, research was conducted which again highlighted in no uncertain terms the absolute importance of educating the girl child in every sphere of life. In the face of opposition from hardliners who are totally opposed to women’s education, the obstinate clerics and fanatics have to realize that educating a woman would better and improve society as a whole. Education not only raises the self-worth of a woman, it confers a higher status to them. Education can bring about huge changes in women’s lives by enhancing their confidence and subsequently respect they command.

**Gill Kirkup (2011):**

In UK, an already developed country the power of educating women has already been noticed. This research amply demonstrates the importance of vocational education and
training in ICT subject areas. Vocational education and training plays a crucial role in dissipating gender bias. It also removes social class differences.

**Gumenyuk O. I.; Chemenkov Yu V.; Aiberman A. S. (2011):**
The most important aspect of a woman’s life concerns her health which is sadly always overlooked and that is her reproductive cycle. Most women at some point in their life face thyroid disorders, menstrual problems and reproductive issues. This research was carried out in the total form of a questionnaire in teenage girls. 96% girls had orthopedic disorders and almost a thousand had endocrine disorders. It was found that 975 girls had menstrual disorders. 84% of patients had dysmenorrheal. The research showed that 57% of girls had the premenstrual problems and 20% girls had persistent breast pain. The abnormal development of mammary glands was diagnosed in 92% of patients. It is a sign of the times that smoking, drinking and depression has already set in female teenagers leading to problems of thyroid and subsequent problems like hypodynamia.

**Huhtala, Eija; Uusiautti, Satu; Maatta, Kaarina (2012):**
An extremely contemporary topic was recently taken up. It is a given that fathers are the primary bread winners but what happens to the family if the mother also works. The entire family has to chip in and follow a disciplined life to make life easier for the entire family. An important survey carried out recently tried to find out how a shift-worker mother’s family time is managed and how it affects her. A woman has to really balance shift work and family life. Eight shift-working mothers were interviewed. They were questioned about the effects their working had on motherhood; their experiences while working and the factors concerning the family-work balance. To summarize it, shift working mothers’ attitudes, experiences and thoughts on the balance between work and family- balance in their lives were taken up.

**I. A. Adetunde; Akampae Peter Akensina (2008):**
An extremely unfortunate fact came to light in Ghana. This review accurately presented all the facts related to the education of the girl child. Long held traditional and archaic views establish that the duty of a girl is basically in the house. Girls are traditionally
married off early resulting in early pregnancies in their teenage years with disastrous consequences. Education takes a back seat in the Kassena-Nankana district in Upper East Region of Ghana. It does not help matters that generally these girls come from an impoverished background. To make matters worse girls are also brainwashed into believing that male dominated subjects like mathematics and science are not for them. This system is prevalent not only at the district level but the entire country as well. It is an unfortunate state of affairs indeed.

**Ingole, S. M. (2007):**
She is the author of the article ‘A Study of Values, Quality and Behaviour Through Orientation Practice of Paripath in Std. V of the Yoganand Primary School, Basmat and Their Effects’. In this paper author has tried to prove the importance of values in the school curriculum. He is emphasising on the inculcation of values in the children with the help of ‘Value Oriented School Education’. Author has given a varied number of school programmes which can be undertaken by the schools to develop values. She has also shown the relationship between the education and values well expressed in the words of Reid that education is an integral part of life and our question about values and education are inseparable from the question of values of life. Values should be embodied in educational curriculum.

**Jennie Small; Candice Harris; Erica Wilson; Irena Ateljevic (2011):**
Many have worked and intricately outlined the several ways of work-life balance. But tourism has been a few steps behind in grasping this notion which resides in our own learned lives. This paper sums up in stitching back these pieces by a collective memory-work of how four tourism academics, plan out their work-life balance and how sometimes, it becomes challenging to achieve.

**Jennifer Lynes, Susan Wissmer, and Mark Andrachuk (2011):**
Literature having many spirited debate subjects, one being the role that education and training plays in an entrepreneurial success.
Jim Flowers (1995):
Middle school and High schools have changed tracks and replaced Industrial arts with Technology Education. Yet, there are fewer women who are becoming technology teachers. This is an international survey which unfolds the uncovered hurdles to women in technology and with plans of action to overcome those hurdles.

Although great emphasis was laid on our culture and some efforts were made to develop a sense of national pride, various problems kept cropping up this assimilation of different languages, food habits and religions gradually grew by leaps and bounds. In the initial years it was smooth sailing however this enthusiasm was short lived. This endeavor was of gargantuan proportions. It tried very hard and amazing elements were thrown up. However this was not meant to be and led to weaknesses in all fields. Our history tells us that these two things –the good and the bad have always existed. Obviously being poles apart these two forces ultimately lead to destruction. Initially these problems were of a different nature; later on they developed a different hue. The need of the hour is unity, in whichever way possible.Unfortunately Emphasis was now on division and unrest.

It is now the duty of each Indian to reflect, perhaps agonize over where things went so horribly wrong. Our future depends on this. Our so called intellectuals and academicians have failed in providing any solutions at all. They themselves seem to be lost, groping in the dark, utterly frustrated and in a dilemma as to provide any solution at all.

Many educationists, like Gijubhai Badheka, have emphasized the need to keep activity oriented education. This has been achieved at only the Balwadi level. There has been
complete failure at the primary and secondary levels. This should be made mandatory. Educational components were phased out – preliminary education, work knowhow, vocational work, self-financing while studying and other types of vocational courses. There has been abysmal failure in correlating education with work ethics. No major research has been carried out to pinpoint the causes of this utter failure. However the dignity of labour and self-reliant skills is placed on a pedestal. These goals should be a way of life. Mahatma Gandhi had envisioned these ages ago, unfortunately even after several decades have passed by these ideas are yet to be implemented.

**Karuna Chanana (2001), Interrogating women’s education : Bounded Visions, Expanding horizons:**

In universities there still prevails a frosty attitude and reserved demeanor as far as women are concerned. There exists a glass ceiling in these universities which women still encounter. These hallowed institutions still differentiate between the sexes, resulting in unnecessary heart burn. Leaders should look into the under-participation of women on campus and off it too. These universities revolve around men. However research in this field is still a long way off as compared to research on women holding academic and managerial positions. This Glass ceiling not only creates obstacles for women but also retards any progress at all. This holds true for all occupations. What has to be understood is that the higher the office held or powerful authority, it is in inverse proportion to the ratio of women.

**Kizilaslan; Inan Oner Diktas (2011):**

Improvements have been made in demographics and educational outcomes but, it is a matter of concern that traditional expectations and attitude towards gender roles in the Turkish society has been safeguarded for a long time. Focusing on the current position of Turkish on matters like gender roles, the power of education to transform, especially for teachers, should be magnified at all levels of education. Hence, it has become an important thing to train teachers to successfully identify and counted gender bias in the efforts to upfront the problems of sexism which are extensively accepted in that country. The purpose of this study was to contrast the gender role classification between first-year
and fourth-year English Language Teaching (ELT) student teacher and to notify the difference between the respective groups. Studies indicate that male student teachings have a traditional insight for gender role. On the other hand, Turkish female students have adapted to more masculine gender role within the very four years of their formal education in the university.

**Kadam, Ravi N. (2012):**
He is the author of ‘Empowerment of women in India-An Attempt to Fill the Gender Gap’. This article aims to probe into the social status of women in India and the efforts made by different sources in the past and the present. It also aims to study the importance of women empowerment and to find out the available schemes and policies for empowerment of women in India. The paper suggests that all the government Acts, Policies, Rules and Regulations should be implemented strictly then only the idea of women empowerment can be achieved. Therefore, it can be concluded that the efforts of the government are still inadequate and the growth of empowering women in India is a long way to go.

**Kasturi, Leela; Mazumdar, Vina:**
They have discussed in their paper ‘Women and Indian Nationalism’ that a very meager research has been done on the Indian women and their role in the Indian Nationalism. All the research studies published during 1968 to 1988 is definitely touching upon the various aspects and dimensions of women’s participation in the National Struggle for Freedom. The work which was done by the historians before 1975 is mainly focusing on the women of the elite sections of the society. What are the basic reasons behind such discrimination, has been discussed in this paper. Therefore, the present research work on women and Indian nationalism can be termed as non-comprehensive, cursory in nature and a “History from above”. We need special attention and focus on the participation of women in the political movements. More local and regional studies are required to provide in depth data.
Kate N. Lifanda (2005), Education and Training of Women and The Girl-Child:
The education should take into account the needs of the men and women and their role in the society. This is because a quality education must offer ever one who has access to it an education that is appropriate for the development of their full capacity to be responsible for themselves as well as to participate in public life. Because the life context of men and women have important differences, education must recognize these, and must enable both men and women to see which differences must be met, and how, if women are to live securely in a just society”.

Katherine Zappone, Miriam Reddin Beegan, Report from the NWCL Millennium Project, (National Women’s Council of Ireland):
The primary conclusion that can be reached from the discussion of the findings is that women know-through critical reflection on experience, remembering the past and imagining the future-how to design educational programmes that effectively respond to the ways that women learn. There are numerous ways in which the needs of women, the circumstances that they are in, and their social status have an influence on their need of education. It is seen that women learn better where they have a relaxed environment and they have a feeling of belongingness, where the challenge comes from a setting that affirms and honour their experience and nurtures their desire to know and to use that knowledge in a diversity of ways. If a woman has caring responsibilities – especially the young single mother – she will not be able to return to and stay in education unless those caring responsibilities are shared by the State. The diversity of need and circumstance in women’s lives often means that additional supports are required for women to have genuine and fair access to successful educational outcomes.

Kumar, Ashwani; Singh, Namita (1997):
They are the author of ‘Buddha’s approach towards Women Status’. As per the paper status of women in the society describes its culture, religion and spirituality. Before the advent of the Buddhist period the status of women in the society was very bad, birth of a girl was considered unwelcomed and it was considered as an unwelcomed event. When
Buddha was born in the 6th Century BC condition of women was not good like that of the early Vedic period. The situation changed with Buddha, as he considered both the genders as equal, he was a social reformer and a democrat. His efforts for the emancipation of women and upliftment of the downtrodden brought a revolution in the society. During the Buddhist period women of India attained noticeable success and glory in the field of education, culture and spirituality. To conclude author has mentioned that in the Saddharmapundarikam, the Buddha has appeared on his holy mountain surrounded by many of his disciples and among them are six thousand female saints.

**Lazarus Ndiku Makewa; Elizabeth Role; Jane Ayiemba Genga (2011):**

The prospect of this study was to find out the extent to which teachers use humour in the teaching in Migori district, Kenya and the ratings students gave on the respective teaching effectiveness. A questionnaire designed to be used by students, to critique their outlook on their teachers, there hundred and eleven students (159 males and 152 female) responded for the same. After surveying, the results indicate that the use of humor is rather beneficial and there is a direct relationship between the use of humor and the teachers rating effectiveness. It also shows that Affiliative humor and self-enhancing humor are the most common types of positive humor used by teachers, for students. It was often noticed that, teachers using tools of humor are rated productive in terms of motivation, engaging lessons and reducing anxiety in students, stimulation of thoughts and interests in student. It all together sums up for fostering a good teacher-student relation.

**Leila Sedaghati; Roghayeh Foroughi; Bijan Shafiei; Mohammad Reza Maracy (2011):**

Reading is becoming one of the most crucial things to live today’s life. People suffering from reading disorder or dyslexia, have several everyday troubles. For the treatment of it, an early assessment or diagnosis is beneficial and very momentous. The main aspect of this study was to determine the predominance of reading disorders in students from first to fifth grade elementary schools. In total 200 (boys and girls) were selected from multi stage random sampling methods from five elementary education grades in Isfahan.
Intricate studies showed that reading disorder was prevalent most in first grade male students (25%) and the lowest in fifth grade female students (0%). The occurrence of dyslexia in each grade was 10% and the overall incidence for girls was 34% whereas, for boys 66%. From the studies it was concluded that reading disorders are more frequent and prevalent in males than in female. The inventory reading test is an assuring test for the diagnosis of reading disorders.

Lucas, Preeti (2007):
In her paper ‘Effective Implementation of Innovative Strategies towards Comprehensive Achievements of SSA’ has tried to focus on the major drawbacks and constraints in the way of SSA (Sarva Shiksha Abhiyan). The author is also suggesting action plan for the same as SSA is a historic move by our government towards achieving the goal of Universalization of Elementary Education in India amongst the poorest and the marginalised groups of the society. One of the important suggestions given by the author is the maximum cooperation and coordination between the government and non-government organisations, local bodies, school administration, parents associations, religious groups etc.

M. A. Kabir; Abul Quasem Al-Amin; Gazi Mahabubul Alam; M. A. Matin (2011):
This study focused on understanding early childhood mortality rate and probable reasons in Bangladesh. The women who got married at the age of 10 to 49 were asked to submit a complete history of their ‘giving birth’ for the reference period of 5 years. According to statistics, the mortality rate differed in the neonatal, infant and below five years. In the neonatal age it was found to be 286, in infancy it was 461 and below five years was 525. Thus it was found after conducting several surveys that mortality before birth, in infancy and below five years was a big part of childhood mortality. The children mortality is highly affected by the mothers’ education, source of drinking water and hygienic sanitation. Being exposed to several advancing mass media and health care facilities, it ensures positive impact and reduces their chances in mortality experiences that their oblivion counterpart.
M. Sauna (2011):
She is the author of ‘Education and Women Empowerment in India’. The paper is focusing on the education of women and its importance in the development of the society and thus in turn our country. Education can only change the life of a women and she can come out of her traditional mould and march forward towards her own empowerment. Effect of illiteracy is more in the rural areas and the backward classes of the society due to this large number of womenfolk in our country are illiterate, weak, backward and exploited. Due to this reason women education in India has become a major preoccupation of the government and the non-government organisations. The major obstacle in the area of women education is the gender discrimination. To attract more number of girls in the schools, especially from the marginalised families, the Indian government is providing a package of concessions in the form of free books, uniform, boarding and lodging, clothing, midday meals, scholarships, free circles etc.

Maharashtra State Archives, Education Department Vol.47-1898 Compilation 603:
Report of the Maharashtra Female Education Society for 1897-98 to the Director of Public Instruction.
School and college under the Society have suffered very severely during the year from plague and were closed for many months; but that there is every reason to hope that the institutions will soon fully recover their numbers and that their efficiency is as marked as ever. The interest of the students does not seem to have gone down but has been hit by the fear of disease. Once it recedes the number will come back to school.

Maharashtra State Archives, Education Department Vol.52-1899 Compilation 568:
Report of the Maharashtra Female Education Society for 1898-99 to the Director of Public Instruction.
Miss Hurford had evidently imbued her assistants with the best principles of teaching. Her tasks were complete and she received well deserved pension after 15 years. An air of quiet discipline and orderliness which pervades the school and to the affectionate respect in which Miss Hurford is justly held by teachers and scholars alike. This goes to confirm the role of the teacher in a school and specially a warden in a day boarding school. She
instilled in her pupils a sense of discipline, tolerance and respect values which will go a long way to make their future.

Maharashtra State Archives, Education Department Vol.50-1901 Compilation 517:
Report of the Maharashtra Female Education Society for 1900-01 to the Director of Public Instruction.
A decrease in number of pupils has been found due to plague. The schools remain closed for 3 months. But the work done in the school is commendable and has to be appreciated. The work seen in the schools far excel their brothers. The girls were taught arithmetic, needlework, Marathi, English, History, Geography. Miss Sorabji, the new Lady Superintendent took over from Miss Hurford.

Maharashtra State Archives, Education Department Vol.51-1902 Compilation 571:
Report of the Maharashtra Female Education Society for 1901-02 to the Director of Public Instruction.
Compared with the previous year, the numbers show a marked improvement and testify to the growing popularity of the institutions. Schools closed from Nov. - 1901 – 16th March 1902. School ran for nine months only but the interest in the school has not decreased. The parents of the girls are ready to send them back to school after it reopens. They can see that the girls have only to gain from the school.

Maharashtra State Archives, Education Department Vol.64-1907 Compilation 26:
Report of the Maharashtra Female Education Society for 1906-07 to the Director of Public Instruction.
4 pupils sent for matriculation and are passed. One of them Rebecca Reuben topped the hit of successful candidates and obtained the Sassoon. Hebrew Scholarship gained the Bai Byramji Manekji Prize in Science and the Chatfield Memorial Prize. A Brahim widow got the Yamanbai Dalvi Sanskrit Scholarship.
Two pupils passed the 1st Grade Art Drawing Examinations.
Three pupils passed the Practical Examination of Trinity College, London in Pianoforte Music.
College criticized by Anglo-Vernacular newspapers but The Hon. Mr. Justice Chandaverker Said about – the Female Training College and High School – the hostel was neat and tidy. It was a pleasure to see the girls, especially in the lower classes, go through their kindergarten and physical exercises with grace and alacrity. The English pronunciation of the girls in the higher classes is excellent and the way the girls are taught to modulate their voices – an excellent education in itself – struck me as very commendable.

Maharashtra State Archives, Education Department Vol.63-1908 Compilation 26:
Report of the Maharashtra Female Education Society for 1907-08 to the Director of Public Instruction.
Decrease in fee receipts due to closing of the Institutions for three months on account of plague.
More public passed in Art Exams. One pupil passed the Junior examination in music of the London Trinity College. The Honourable Mr. E. Criles lays on record his full recognition of the very excellent work done in this Institution which was in many respects a model and unique of its kind in India.
Both Poona High School and Female Training College Poona received applaud. On Practicing School, the comments were that the Empire Song, Butterfly, Maypole and hoop were drill excellent.

Maharashtra State Archives, Education Department Vol.54/1909 Compilation 26:
Report of the Maharashtra Female Education Society for 1908-09 to the Director of Public Instruction.
Closing of the schools for 5 months on account of plague.
Miss Corkery acts as a substitute for Ms. Mary Sorabji because of her ill health.
Residential quarters were beautifully kept. A hitch in construction of the new building is seen.
Mrs. Carmichael wrote “I was especially struck with the neat and tidy appearance of the pupils in their everyday clothes. Miss Corkery was a good successor to Miss Sorabji and did her work to her best capacity.”
Martin v. Covington (1998), The Will to Learn, A Guide for Motivating Young People:
Different people have different reasons to achieve. In school some students learn in order to earn gold stars and may stop when these rewards are no longer forthcoming. Others students strive to develop new skills for the sake of self-mastery and will not stop until they are acquired. Still others seek to demonstrate superior ability either by outperforming others or by achieving notable success with little or no effort. From these few examples, it is not difficult to appreciate that what result students expect from their education, to what extent they retain the content and how deeply involved they become in the process depends largely on which reasons for learning dominate. In effect, for our purpose motives are equivalent to reasons for learning.

Mary Ann Keogh Hoss; Paula Bobrowski; Kathryn J. McDonagh; Nancy M.Paris (2011):
Countless influences have shaped the leadership opportunities procurable to women in the advancing health care. This article is related to gender disparity found in the health care profession, grounds for gender discrepancies and solutions and strategies which can practically balance the gender differentiation that is present today in the health care sector. The heroic revolutionary changes by the Nightingale are in British health care during the Crimean war in the mark point in history. Many of her principles of infection control, advocacy for patients, nutrition, and hospital organizational structures remain available even in today’s time. We remember Nightingale best as the founder of the modern nursing, but she is also the main piece in being the very first hospital administrator and also the handwork, the architect of the modern hospitals.

Michelle Wolfe Emery (2008), Keys to Freedom, A Psycho-Spiritual approach to inner child healing:
This is an amazing and stupendously enriching book which encourages us to self-heal. It is an emotionally uplifting book which explores the child within us. It teaches us that positive thoughts like staying content, feeling energetic and controlling each and every situation whether good or bad creates not only positive individuals but extremely healthy
ones too. In order to achieve this, negative thoughts have to be driven away completely, the results leading to a complete, happy and healthy individual. One’s economic strata does not determine this, it is the choices we make in life. This pathway is open to all. It is how we are supposed to be living. One’s choices can make a person rich, healthy and lucky. To grow as a nation and to provide a higher quality of life, we cannot afford to ignore the power of staying positive. We have to take responsibility for our own inner selves and the subsequent changes.

**Milagros Sainz (2011):**
The policy community in Spain and the scientific community have been preoccupied in the notions of interest and concern for the low representation of women in computer science and telecommunication engineering studies. The main motive of this paper is to review the literature in the Spanish language regarding the lack of interest and engagement of female secondary students in Information, Communications and Technology related studies and professions. There is an underlying traditional belief in the curriculum of the Spanish education system at the secondary level about the abilities and capabilities of men and women, outlooks and attitude towards ICTs and the way young women receive their technology abilities are discussed at length in the article. Certain other factors which influenced the participation of females in the IT sector in Spain are dealt with in this article. Parents and career counselors also affect the decision of the girl students. The statistical findings and new avenues in the field of IT sector from research point of view are discussed here.

**Mohd Izham Mohd hamza; Prof. Datuk; T. Subahan Mohd Meerah; Mizan Rahman (2010):**
One of the most important books in this review, this article summarizes and validates my thesis. Based in Bangladesh, this article underlines the emphasis on proper and need based secondary level education apart from basic education. The fountains of knowledge, Secondary schools, are the main sources apart from parents, to impart knowledge, skills and attitudes essential for women in today’s world. This article based over a large time frame analyses the development of secondary education in Bangladesh in a socio-
political context. It takes into account the colonial subjugation by the British of Bangladesh and thereafter Pakistani rule. An overview of secondary education is given. Emphasis was laid on the overall personality development of women not only at the basic level but also at the secondary level. Great emphasis was laid on educating women in the field of science and technical education. Numerous commissions and committees were formed to make changes in the vocational and educational field. Subsequently, the system of educational administration was decentralized to promote school-based management and teacher empowerment. In this field the role of non-aided schools has been noteworthy. They have always been encouraged to play an active role in providing secondary level education.

Muhammad Imran Wureshi; Khalid Zaman; Nazir Bhatti (2011):
This paper put forth the conceptual framework consisting three human resource management (HRM) practices (culture, gender and leadership styles) and to explain the relationship among these variables. Organizational goals are achieved when individuals, groups and teams interact with each other and cooperate which is influenced by the leadership styles with an important role played by the culture. The seven cultural elements are measured in the current study i.e., (i) member identity (ii) rewards criteria (iii) team emphasis (iv) means-end orientation (v) control (vi) unit integration and (vii) risk/conflict tolerance. Results have successfully shown that culture has determined male leaders to adopt differing leadership styles whereas the female leaders follow a democratic pattern in different cultures and are more amiable in their leadership. The objective of this paper is to investigate and analyze the influence of culture on human resource management practices. The research is apprehended to answer the important question: Are HRM practices influenced by organizational culture or not?

Mukhopadhyay, Haimanti (2008):
She is the author of ‘The Role of Education in the Empowerment of Women in a District of West Bengal, India: Reflections on a Survey of Women’. This article aims to probe the role of education in the empowerment of women in the district of Malda, West Bengal, India. The author has done a survey of 42 villages to unearth the status of women,
attitude of society and family towards girls’ education, obstacles in the way of girls’ education, and the importance of marriage in women’s life affecting education as well as the women empowerment. The article highlights the importance of education in a women’s life when it is time to take decision for her such as, saying a firm ‘no’ to the prevalent malice of the dowry, etc. The article is making some recommendations to eradicate the practice of intra-household and social discrimination of girl child and women.

N. Jayaram (1990), Sociology of Education in India:
The book takes a fascinating look at the various aspects of Education in India – from colonial to post-colonial. It offers a comprehensive view on why the youth of today is so disgusted, discouraged and disheartened. There is no correlation between Education and Employment. There is total confusion in our Educational system leading to the Degeneration of Democracy. The author has tried to give an honest overview of the Educational System in India.

It is widely acknowledged that education in both aspects – formal and informal plays an extremely helpful role in setting up the institution of society. The main function of education is the preservation and development of our national ethos. We should change the way we look to the west for inspiration in everything. Let us not forget our glorious heritage. Westernization is creating confused individuals. The Educational system should be oriented towards India. Re-structuring the educational system should be the catchword for the educators, government and education policy changers.

Nguyen Thanh Binh (2012):
In Vietnam just as in India, a family is a major deciding factor in the education and socialization of a person. It is in the family that each person gets to learn the standards set by the society and the ethos of the society. Fathers are mostly the earning members and symbolize a strong will and intelligence and they train the children in discipline and unity. Mothers are found to be more careful and very closely related to children. They train them in the daily lifestyle and stop them from misleading efforts. Mothers give tender care and use tact to deal with the children, converting and persuading them to love
as they grow up. A person is said to be born twice implying his biological birth and then his bringing up and socialization process. A personality of a person is the result of his genes and environment together. A baby from birth changes to an altogether different person as he grows up due to his education and socialization. This changing of personality is the second birth. In spite of being humanly born, the baby will never become human if he is uneducated and entirely separated from society. According to the famous American sociologist, Robert Park, human born is not already human; he only becomes human in educating process. Similarly, the French sociologist, Sabran said: Society is like a ship, individuals who must step on social ship to become social person. If not, he will still stay at the harbor”.

Nkwan C. Uwaoma; Agnes Osita-Njoku; Ann U. Madukwe (2012):
This article is an investigation into the reasons for spouse abuse among the Ibo-women living in the rural and urban areas in Nigeria. It says that the level of education, the gender of the child and bearing no child may be reasons for spouse abuse. The discussion highlighted the role of education in equipping women with the knowledge of their sexual rights and skills on how to cope with marriage based problems especially when they live in the rural areas.

Pandey, l. N.; Awadhoot, Anita (2007):
They are the authors of ‘Efficacy of No Cost Teaching Aids for Development of Communicative Skills at Upper Primary Level’. The authors are emphasising on erasing the teaching methodology of ‘Talk and Chalk’ and use of more and more number of teaching aids as children understand better by doing the activities in the classroom and teaching is more interesting and effective. But as we know that in our country most of the government schools are suffering from money constraints. Therefore, our teachers should use cost effective and no-cost teaching aids which can be interesting, easily approachable and practicable for them as well as children. This method of learning by doing will ensure the participation of children and learning more effective. No-cost teaching aids can be posters, pictures, newspapers etc.
Panteleimon Bakirtzoglou; Panagiotis Ioannou (2011):
The purpose of this study was to compare the differences between different groups of students of different gender type, the kind of educational institution and varied interest in activities related to physical education and sports after the school hours. Results showed that female students were more disciplined and perceived more intrinsic reasons in their teachers for maintaining discipline than boys, who demonstrated more undisciplined behavior and perceived more reasons of indifference or introjections in their teachers to maintaining discipline. Positive experiences in physical education will be able to influence students to adopt physically active lifestyles on maturity and in adulthood. Thus it is necessary to understand the motivational, cognitive and affective processes that will determine if the students perceive physical education classes as a valuable, pleasant and gratifying experience or abhorable, monotonous and disgusting.

Paola Potestio (2011):
The paper aims to assess the relative importance of participation and unemployment and the interaction between them in affecting the evolution of employment rates of young graduates in selected European countries. The comparison between the selected countries underscores two aspects in particular: the increasing solitary identity of Italy as a result of failure of reforming the education system at the higher secondary level in the 1990s and related progress in the females. The European labour market is not homogenous and the fresh graduates come loaded with new ideas and characteristics which is an important indicator in the society. Every country in Europe is paying attention on the problem of unemployment and participation in the industrial sector. The gender differences have also to be seen and understood to handle the crisis of the late 2000s.

Peter Jarvis (2000), The Age of Learning: Education and the Knowledge Society:
This is a must read. This book carries out a comprehensive research sincerely. How should learning be carried out in contemporary times is what the book is all about. This book encapsulates all the modern terms of today like lifelong learning and the knowledge outlets. It critiques both, the meaning and the location of modern education. Educators, trainers, and teachers can gain a lot from this book. This book provides a refreshing and
an honest insight into what goes into new courses and why they have emerged. It is indeed gratifying to read about these new concepts and their future implications.

The brilliant emergence of new ideas in an ever changing social and political context coupled with an ever emerging education scene has squarely changed the dynamics of the equation. We have to include the excluded; society should ask meaningful questions for a better future.

Polovina Nada (2009):
This paper presents the results of the research, the goal of which was to gain insight into the linkage between the attitude towards school and educational aspirations of female and male pupils and the aspects of their family environment which are gender marked. Research comprised a representative sample of 247 females and male pupils of eighth grade from 36 schools in Serbia. A questionnaire was prepared on the basis of differences in school and family environment. The answers thus obtained were used as statistical data. It was found that girls in standard eighth were more ambitious than boys in aspiring for higher studies. They were more appreciative of the efforts made by the school and the conducive environment given for learning in schools. They also favoured the extracurricular activities undertaken by the school. Another important point in the study is the observation that there is a positive correlation between the educational level of the girls and boys and their parents. In the extracurricular activities, it is seen that the preference is related to the accomplishment of the mother and her educational level.

Premchand Jogi, Philosophical Foundation of Education: This engrossing book summarizes all the aspects of Education - The syllabus, the medium chosen to impart this vital knowledge and also the overcrowding generally prevalent at schools nowadays. It also takes stock of the teacher student ratio and relationship. Is schooling really valid-these questions are asked with an unprejudiced eye.

It discusses the following matters put forward by scholars –
- Result oriented based Learning – This system mass produces achievers and efforts are put into produce everlasting results in students which helps them till their schooling and beyond.

- The Uniform core curriculum presumes that there is a uniform body of knowledge which should be followed by all.

- Theodore Sizer of the Paideia Group reaffirms that only the educators and principals, people who can bring about quality changes, should design a specific curriculum, aimed at different individuals.

- Jean Piaget’s theory proves that occur four developmental stages in a child’s learning process. A need based curriculum is the need of the hour so that their lateral thinking, logical & conceptual skills are developed. The brain has tremendous capacity and potential to develop if guided properly. The world is your oyster.

- The Learning style theory reasons that genetics, different styles of upbringing and environments, plays an important role in shaping unique individuals. An example is the oriental style of learning.

**Pushpa Joshi (1988), Gandhi on Women:**

A writer is as great as his thoughts. Practice what you preach, and this is exactly what Gandhiji did. It is very easy to write but writing for a purpose is never easy. He implemented whatever he wrote. He put into action his words and that is what sets him apart. During his mass movements women had an important role to play. He successfully brought women to the forefront in public life. This sent out an important message to not only the common people but also social and religious leaders. These qualities taught by him, integrity, honesty and respect towards women, attracted people. The ‘Masses’ adored him. Women played an important role in mass movements all across the country thanks to him. This trust reposed in them changed their lives forever.

Women were ‘human beings’ first. Throughout his life he tried very hard to improve the lot of women.
Rao, N. Papa (2007):
He is the author of ‘Dropout of School Children from the Elementary Schools due to Child Labour’. As per the research of the author 88% children drop out from the elementary schools due to various reasons. Some of the specific reasons are child labour, lack of interest in studies, due to poverty, uninterested school curriculum, for girls the main reason is house hold work and looking after the younger siblings. As per the objectives of SSA by 2010 in India all the children should have completed the basic education up to 8 years. But, did this happen? The author has tried to found out the reasons and remedies of the same in the paper.

Regine Seidler and Ladislaus Zilah (1922), The Vienna Child Guidance Clinics:
The enormous mental and material devastations brought about by the world war made it necessary for the government of the state, the local community and also for a large number of social and charitable organizations to turn their attention to the prevention of delinquency among children and youths. This daunting task had to be dealt with great understanding and devotion, especially in the case of the Vienna community and of certain other cities both in Austria and in Germany.

It was Individual Psychology which threw proper light upon the sources of behavioural problems, cases of crimes and reasons for backwardness. It was found that these problems were directly connected to neurosis and thus it was necessary to discover methods to prevent it in its infancy and suggest measures to cure it and other therapies. In accordance with the special aims of the teachers’ guidance clinics, the child as a rule appears for guidance only once. This is, however, not the case with child guidance clinics. Here the guidance worker tries to gain the confidence of the child and the parents by means of mild enlightenment. In this way he is able to induce them to come spontaneously to the guidance clinic until the child learns to overcome his difficulties. The education homes existing in Vienna, Berlin, and Munich, are private institutions and hence not accessible to the general public. There is, however in Vienna, an afternoon center based on the principles of Individual Psychology.
Rejini George, A Strategy for Women Empowerment a Kunnackal Model
Submitted to Kerala Research Programme on Local Level Development Centre for
Development Studies Thiruvananthapuram:
The Kunnackal women are found to be shy, introvert and not independent are seen in the
market, in the bank, in the local institutions – where they were not to be seen earlier.
They have started socializing and are able to take their own decisions. They are aware of
the government programmes. They seek them and make them theirs. Above all, they are
actively involved in the community.
The researcher, an occasional visitor to this community, intrigued by this remarkable
phenomenon, decides to enquire into it as she comes to live there. And the results were
revealing.
Transforming people and their lifestyles through education in Kunnackal and making
them aware about their surroundings and their rights, encouraging them to use their
knowledge and their abilities for their own development, to use the local resources and
ideas has been an important part of community development. An effort was made to
make a new society where women could actively participate in the community’s needs
and facilities utilization and adaptation of local resources.
The researcher has made special efforts to showcase the growth and development of
women and it will be worth looking into the matter to find how these village women were
motivated and to what extent their interest, initiative and involvement helped themselves,
their families and the community.

Rekha Wazir (2000), Gender Gap in Basic Education:
Although successive governments have tried to provide easy access to education for all
children, nothing has been really achieved. It was hoped that parents would encourage
and motivate their children to go to school; however this was easier said than done. It was
hoped that the children would study in school for at least eight years, so that they learn
the fundamentals of numericals and alphabets, while in school. In 1993 The Yashpal
committee strongly condemned the poor quality of schooling.
These included the utter lack of facilities available, improper teaching and non-teaching
staff, the teaching methods and aid which outcome of the schooling process.
Robert Fisher (2005), **Teaching Children to Think:**

It is not enough to only educate but our motto should be to create an environment where each and every individual is a thinking individual. It is imperative to create free thinking, spirited and questioning citizens which will benefit an entire nation. This has to begin at the school level. This can be developed through intellectual discussions, debates, seminars where interactive sessions with others help in creating a healthy atmosphere. This results in better communication, resource handling, problem solving skills and above all resilience to face problems head on and come out shining in the face of adversity. In today’s times where each day is a challenge these attributes come in handy. That is the mark of a true democracy. Citizens should be thoughtful individuals which is the aim of an all-round education. We have good reason, therefore, to invest in the development of every child’s thinking at home, in the society and in the country.

Robert N. Bellah (1973), **Emile Durkheim On Morality and Society:**

What is society? This question has plagued us for years. Durkheim himself placed a lot of emphasis on this word. It is not just a collection of people with their own language, cultural identity and social norms. It is an amalgamation of people with similar ideas, thoughts and morals. It is a coming together of like-minded people with the same strength of character.

Durkheim realized that these traits are the very roots of existence, primarily the foundation of morals and life itself at the human level. We cannot deny its existence. Subsequently it holds true that morality in society is its true essence. He was a famous French philosopher and a moralist. His contribution in the field of theology of the civil religion is unparalleled.

Roza Movahedi (2011):

The study aimed at assessing attitudes and perceptions of female freshman agricultural undergraduate students toward entering agricultural majors using survey and correlation methodologies. The statistical population consisted of 326 female freshman
undergraduate students of agricultural fields in agricultural college at Bu-Ali-Sina university between the years of 2008 and 2009. Out of the total samples, 141 were selected at random. Research tool was a questionnaire. Results of the study revealed that 53.3% of target females have agreed to agriculture by positive attitude, 24.5% by neutral attitude, and finally 21.1% of the students have disagreed to agriculture because of their dislike of agriculture as profession. The students preferred to enter the agricultural sector mainly because of two reasons; the first being that agriculture provided food security and self-sufficiency, the other that it provided a ladder to the university and finally achieving a higher status in the society.

S. K. Nanda, V. K. Gupta, K. L. Bharti, Madan Mohan Sharma (2005), Development of Educational System in India for B. Ed. Students:

One of the basic foundations in a child’s life is that of school education which takes into consideration our rich history, our languages and above all our culture. Education in a very basic sense begins at the mother’s lap and is carried forward in a structured and disciplined format-the school. However is this criterion really being fulfilled? In today’s times it is indeed a very pertinent question which needs an answer. Gandhiji devised a system whereby this basic education would be available to everyone. The word ‘Basic’ means the very foundations, which holds up the entire load on its shoulders. This is the least expected from our education system. This education should be available to all irrespective of caste, creed or religion. This system should satisfy the minimum needs and create various interests in the child. Primary education, which begins at the basic level, is the most important phase in a child’s life. The following factors are of primary importance –Indian culture and ethos and the capabilities of each individual.

S. P. Agrawal, Women’s Education in India, Volume – Three 1995-98:

This is a very important book which takes into account proposals for improving the quality of Women’s Studies in Ninth Five Year Plan. Part one of this book reviewed the educational sphere through the nineties.
Part four took into account women all across the globe. Most women still believe that men and women live in different spheres. Economic, political and social differences are still well entrenched in the minds of many. This will perhaps take another millennia to change. Women have brought about significant changes in the social and economic milieu. Education is an important means by which we can empower women so that they can progress ahead without any hindrances in their path.

The Maharashtra Government has some unique ideas. It has formulated the concept of Mahila Kendras for women to promote literacy and post literacy activities. This movement is a boon for women and their usually suffering lot can progress by leaps and bounds if these National Policies are implemented in the true spirit. Vocational skills are also put to great practice if women are helped a little financially and emotionally.

**Sadia Rafi Mumtaz Ali; Muhammad Amir Aslam (2012):**

Education is considered as a process of socialization that continues from birth till death. Education is the only means by which a person can imbibe the ethos, morality and culture of his society and in this way the values are passed on to the next generation. Education is also responsible for the sharing of the knowledge among the people of the same society. The real purpose behind this article is to see and judge the attitude of the males towards female education and employment. Results investigate that as age increases there is less understanding towards the employment of females. It is hoped that a better educational level will increase the rational behavior towards female education and employment. Though women are respected high but actually they are not given the due right moreover, they are facing traditional social maltreatment, poor health conditions, low education, high rate and non-recognition of their manual and income-raising work within the family.

**Salule Joseph Masangwi; Anthony Martin Grimason; Tracy Dawn Morse; Lawrence Kazembe; Neil Ferguson George Christopher Jabu (2012):**

A survey was conducted in Southern Malawi to examine the pattern of mother’s knowledge on diarrhea. The results show a strong hierarchical structured pattern in overall maternal knowledge revealing differences between communities. Responsible mothers with primary or secondary school education were more likely to give correct
answers on the knowledge of diarrhea than those without any school education. It was seen that mothers without the assistance of a health surveillance inspector would not give correct answers. This clearly indicates that education increased the mothers’ level of knowledge regarding diarrhea and education helps to understand the causes and symptoms of the disease. The health surveillance assistants have an important role to play in the education of the mothers in the community.

**Sandrine Gaymard (1997):**
This study is concerned with the dynamics of social and cultural nature in the society. When a society has two kinds of cultures simultaneously existing, there is always dilemma in the minds of the people regarding the culture. Each party (daughters and parents) can maintain certain privileges while making compromises between the occidental culture (French) and the traditional culture (Islamic).

**Satishchandra, Ms. Jehanzeb Baldiwala, Ms. Aarti Ramaswami (2008), Some Outstanding Women of India:**
The book consists of 43 stories divided into 4 sections, but the most striking feature of the book is the authors’ analysis of each woman’s life work using the Rational Emotive Behaviour Therapy (REBT) theory and practice. The book illustrates, using the stories as a case in point, the fact that while external events are of undoubted influence in the lives of all of us, psychological disturbance is largely a matter of personal choice. Past history and present life conditions strongly influence the person, but it is the individual’s responses and the irrational beliefs they hold about themselves and the world, that disturb them, and it is again a matter of individual choice whether to maintain the philosophies which cause disturbance. These irrational ideas can be changed, but it requires persistence and hard work.

**Sean Sayers and Peter Osborne (2000), Socialism, Feminism and Philosophy, A Radical Philosophy Reader:**
During the eighteenth century there dawned a growing interest in the status of women whether married or not. There were pertinent questions raised on femininity and female
consciousness. Some changes in the social pattern as far as women were concerned were brought about. There is disparity regarding the precise nature of changes, however it was evident that women were no longer only home bound. Even married women were not seen as financially independent. Unfortunately for ladies, stereotypes still prevailed and they were still being considered the weaker sex because of her innate sensitivity and sensibilities. There existed different ideas for women and men, which discriminated between the two based on their different psychological characteristics. Men were thought to be stronger and morally less corruptible.

Unfortunately even though acknowledged by eminent writers like Rousseau who wrote that a woman is no less than, perhaps a notch above man, there still exists discrimination. We have to accept that man and woman complement each other.

**Sharma, Shiv, Prakash, (2007):**
He is the author of ‘How to Reduce the Gap between the Teacher and the Student with the help of Effective Teaching Learning Process in the Classroom’. This paper focuses on the happiness of a child in the school premises and the free environment of the school which is very essential for the all-round development of a child. For this few suggestions given by the author are that the teachers should make their teacher learning process very interesting with the help of the Childs’ involvement, teacher should be friendly with the children, they should remove the mental blocks for a particular child that he does not know anything, school should be a second home for the children, individual attention should be given by the teachers. This type of atmosphere and teaching will increase the rate of enrolment of girls and boys which is the main objective of SSA.

**Singh, et. al. (2011):**
They are the authors of ‘Gender Development: An Empirical Study of Jaunpur District (With Special Reference to Rural Women Workforce)’. This article revolves around the position of women as described in different Hindu scriptures of the past centuries. These sacred scriptures have a tremendous influence on the society and thus from time to time women suffer with the same restrictions and miseries since time immemorial. This paper is trying to access the socio economic condition of women to whom the economic
development bypassed because of their socio-geographical isolation. The paper suggests that women should recognise her ‘self’ with greater confidence. Women education should be free and compulsory by the government (Central as well as State). Women should stop her exposure in the media and should show respect to her identity. Male members of the society should respect and develop positive attitude towards women.

Sing K; Mathew M; Bhalerao V (1986):
Childhood immunization is very important in the Indian society as infant deaths and childhood diseases are common due to lack of hygiene. The knowledge of the people and their attitude towards immunization needs to be studied to improve the general health in the society. A survey was done in two neighbourhoods in Greater Mumbai, India to see the practice of childhood immunization. The area taken for the survey was a slum in Malavani with a population of 75000. The local health centres gave Measles and Triple vaccines (DPT or DPV) which were at a distance of 1.5 kms. Compared to this oral polio vaccine was given by field workers to the children at home. The BCG vaccination was available at a health center which was 5 km. away. The survey showed minimal knowledge of BCG vaccination, little awareness about polio vaccine whereas mothers gave the Measles and Triple Vaccines as needed. Thus the proximity of the health center is essential.

Subramanian, Uma Bala; Vasantha, S. (2011):
They are the authors of ‘Role of Education towards Women Empowerment’. This article aims to probe into the 50% of the human resource of the country which is women. Any nation on this earth can progress when its women are literate and progressive. Their development in short is the progress of mankind. If we want to break the vicious circle of nation’s poverty and raise the levels of productivity we need to develop women which is possible only and only with the help of education and women empowerment. It poverty decreases and productivity increases the National Income of our economy will automatically increase. The paper also tells that the attitude of society towards women needs a considerable change, and this has been taken up by our Government with all
sincerity and many policies and programmes have been discussed by the authors in the paper along with some suggestions.

**Subramanyam, Vani (2007):**

In her paper ‘Communicative Classroom Through Reciprocal Learning Strategy’ has studied the psychology of the students in the classroom and thus has emphasised on the system of cooperative learning. According to her, reciprocal learning strategy is very useful in the Indian classroom because of the varied forms of diversity; regional, religious, linguistic, sex etc. To prove the effectiveness of the reciprocal teaching method she has conducted a study on 120 students of class VII including girls as well as boys. The method proved to be very successful and effective for primary and secondary levels.

**Tryambakayajvan (1995), The Perfect Wife (Stridharmapaddhiti):**

One such work that puts the orthodox point of view is Tryambakayajvan’s Stridharmapaddati, or Guide to the Religious Status ad Duties of Women. This little-known text was written in Sanskrit by an orthodox pandit in eighteenth century Thanjavur (Tanjore) in southern India.

From the socio-historical point of view, Tryambaka’s treatise gives a remarkable insight into the daily routines of the eighteenth century court of Thanjavur, and in particular into the life of the orthodox Hindu woman within it. This is especially interesting in view of the fact that the text predates the nineteenth century social reforms instigated by Rammohan Roy and enacted by the British.

**Upendra Nath Panda, School Management:**

School- a phase of life that most of us look back on with fond memories. However, the moot question is –what truly constitutes a school. Is it just the building and vast playgrounds i.e. the infrastructure like the library, the canteen, the timings of the school or is there much more than that. We have to delve into every aspect of the school management, including the faculty and the non-teaching staff. It also includes teacher’s morale and the aids available to them.
This leads to a very thought provoking question- what kind of schools are needed to produce proper citizens of today? The answer lies in the hearts and minds of men and women; for it is a woman who teaches a man all about peace and rightful thinking. An efficient system of national education is the need of the hour. The Kothari Commission Report corroborates this simple fact.

**Urmila Sharma (2004), Hand Book of Vedic Education:**

It is high time we take off our rose tinted glasses towards the west and accept the truth. We have become hell bent on aping the west and whole heartedly follow their dress codes, lifestyle, food habits and culture. We have completely lost our mind and mindlessly look to the west for acknowledgement of our own achievements! It is time to think and think hard and go back to our roots. One of the most prominent features of the ancient way of life was the GURUKUL. It was here that information about the Vedas and our ancient ways, knowledge of food, herbs and medicine was imparted. The Guru-Shishya parampara, absolute surrender to the guru, is part of our culture. History is replete with such examples. These values so intrinsic to our culture are centuries old. India is a country which encapsulates traditional values and modern thinking. Unfortunately, the west has recognized the beauty of ancient Indian wisdom and come in droves to learn about yoga, Vedas and our traditional food. Hence it is imperative that we go back to our own Vedic education.

**Usha Sharma, B. M. Sharma (1995), Women Education in Ancient and Medieval India:**

Past records show that women enjoyed an exalted status in Indian History. We are truly blessed to have inherited such a fascinating legacy. In India women were and still are placed on a pedestal. Women were not deprived from the benefits of higher education, they were taught various arts also, like martial arts. In the Vedic era there existed no social evils like purdah, sati, child marriage, enforced widowhood and renunciation of all worldly pleasures. Women were free to study till they desired and marry when they wanted to. Female infanticide was an outcome of such social evils. Without women no
religious ceremonies were considered complete. These values are to be cherished and revived.

**Verma, Dekeshwar (2007):**
He is the author of ‘Enhancing Positive Relationship between Teachers and Parents to Promote Education’. The author has done the research on the parent teacher-relationship which is not very healthy due the lack of frequent meetings and get together. This strenuous relationship is one major reason for the drop out of the students, especially girls. The author has suggested some programmes, via which the teachers and parents can come together and their relations can become cordial. For example, musical chair, mother daughter get together, tree plantation etc.

**Vinay V. Prabhu, Mukul S. Joshi (2004), Social Psychology:**
Human beings by nature are aggressive. Perhaps, the best example of the aggressive nature of human beings is demonstrated by the fact that approximately 14,600 wars have been fought in 5,600 years of recorded history.

The aggressive nature of our current society is illustrated by the fact that violence is the second most common cause of death among 15 to 24 year olds in America. Even more stunning (and saddening) is the fact that more than one third of the murders are committed by one family member against another.

No wonder aggression is one of the most investigated topics in the field of social psychology.

Theories that emphasize the role of biological factors are also referred to as instinct theories. These theories believe that human beings are somehow “programmed” for violence. That is, our aggressive behavior is biological in nature. In other words, we are born aggressive.

The biological perspective has explained aggression from different viewpoints.

The biological theories suggest that human aggression is an innate tendency. If this was true, then there should be no shifts and differences in aggression across societies and cultures. But this is not the case. For example, more murders are committed each year in
individual cities in the US than in some nations of Europe and Asia, even though their population is ten times that of the US.

**Whitehead, Clive, (2004):**

He is the author of ‘The Christian Missions and the Origins of the Indian Education Commission 1882-83’. As per the author the Indian political leader G. K. Gokhale who described ‘The Report of the Indian Education Commission 1882-83’ as one of the weightiest and most interesting documents ever published in India, long recognised as one of the most informative documents about the history of nineteenth century education in British India, but the document is proving the fact that it has also been one of the most neglected.

**Wolf, Thom; Andrade, Suzana, (2008):**

They are the authors of ‘Savitribai and India’s Conversation on Education’. The authors have stated Savitribai Phule as the mother of modern Indian education. After independence India has written new policies for education like National Curriculum Framework 2005, India is funding a programme like Sarva Shiksha Abhiyan to attain 100 percent literacy, yet after 150 years India still struggles to catch up with Savitribai Phule. India continues to struggle in the throes of trying to undergo a paradigm shift, much as Savitribai envisioned it-to provide every child in India with education that is universal, child sensitive, intellectually critical, and socially reforming. The authors have rightly stated that all the Indian women owe her; they have asked a question to all the women of the country, if they know Savitribai Phule, the Mother of modern education. An Indian woman who can read owes to Savitribai for the gift of education. If she is an educated Indian woman, she owes her. If an Indian school girl is reading this chapter in English, she owes her. If she is an international desk woman, she owes her. If she is a teenage Indian girl with global ideas, she owes her.
CONCLUSION

In this chapter I have tried to elaborate the meaning of real education, especially in terms of women, the efficacy of education, the importance of morality and the need to continuously update our curriculum as said by Durkheim that if society is in a flux, then education must be reconsidered to make it advantageous, profitable, beneficial, practical and applicable.

Quality education is the need of the hour. Moral education does not mean religious instruction but the way a child should lead his life in a respectful manner. Without moral teaching, the boys and girls would have plastic brains. They would not be converted into diligent and dedicated citizens of India. Our education system should give us responsible, cultured and clever girls who would be true to their roles as a wife and a mother in their later lives.