CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is an important part of the scientific method of research. The initial review of literature helps the researcher to become familiar with the problem area. The chapter reviewing the literature is meant to give the reader an understanding of the previous work that has been done in the area of the thesis and will be able to fit its findings into an over all picture.

The identification of a problem, development of a research design, scope of the problems all depend to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research.

According to Mouly (1964) the survey of literature is a crucial aspect of the planning of the study and the time spend in such a survey unvariably is a wise investment. Therefore as far as research study is concerned survey of related literature is indispensible. Survey of related literature facilitates the research worker to eliminate the risk of duplication and provides him with useful hypothesis and worthwhile suggestions for significant investigation.

The purpose of review of literature is analysed by Good and Scates (1954)

✓ To show whether the evidence already available solves the problem adequately without investigation and thus to avoid the risk of duplication.
To suggest methods of research appropriate to the problem.

To provide ideas, theories and valuable hypotheses.

To contribute to the general scholarship of the investigator.

Therefore an attempt has been made here to collect those studies which are related to the topic under study. The related studies reviewed in this are presented below under the following headings.

2.2 Studies related to human rights

2.3 Studies related to women rights

2.5 Studies related to the influence of mass media and

2.6 Studies related to self concept.

2.2 STUDIES RELATED TO HUMAN RIGHTS

Frusan (1992) conducted a study entitled ‘A multidimensional approach to human rights ‘ an alternative measure and its correlates’. The study has two objectives, 1) to examine the major conceptual differences surrounding human rights and 2) to explore the dimensionality of human rights. The findings indicated that human rights is a multidimensional concept. Most importantly, political and socio-economic dimensions are interrelated and should be included in the concept of human rights.
Webster (1995) studied human rights practices and international relation theory. The study tested hypotheses to determine which theories are useful in explaining human rights violation. The findings indicated that 1) violent international and domestic conflict have an adverse effect upon the human rights practices of the states. 2) Increased levels of democracy and levels of wealth (as measured as monetary units) are generally associated with good human rights practice. 3) Levels of wealth (as measured in non-monetary units) the state position is the internal political economy and the states in corporation into the international political emonomy have little or no impact on human rights practice.

Diaz(1995) conducted a study on the structure of the attitude towards human rights among 619 college students and adults. The study discussed the attitude related to nationalism, patriotism and internationalism, believes in a world government and support civil liberation. The study also discussed the findings in the light of existing conceptualization regarding human rights.

Jose (1995) conducted a study on human rights situation in India. The study reveals that constitution of India plays a crucial role in the preservation and protection of human rights. The government must formulate a uniform policy in protecting the basic and fundamental rights of the people.

Manaf(1996) made a study on the post cold war era. The study revealed that development should be oriented towards the full realization of human rights that must be reflected in the development process. In the post cold war era the human rights issue is clearly linked to the rights to development.
Flanders (1998) conducted a study on principles of human rights education. It provided open minded examination of human rights issues with ample opportunities for participants. Avoid too much focus on human rights abuses. Emphasize human rights as a positive value system. Include an international or global dimension to the human rights topic being discussed. How it manifest itself at home and abroad. Keep lecturing to minimum use participatory methods such as discussion, debate, games, simulation and case studies. Keep both content, learning process and class environment in mind. Connect pupils live experiences directly to abstract concepts dealt with in human rights education and legal documents.

Sen (1998) conducted as study on ‘human rights in developing society’. The study dealt with a number of important human rights problems in a developing society. They traverse a wide field, covering in their sweep problems like human rights violation by the police, nightmarish conditions in Indian prisons, shameless exploitation of women.

Ibrahim (1999) analysed a series of cases dealing with foreign human rights claims under US law to determine the legitimate role of the courts in handling these violations. This analysis offered reevaluation of the role of domestic courts in foreign policy making, focusing particularly on international human rights issues.

Weiler (1999) studied human rights in post Soviet Russia. The study focused on the process of democratization and economic liberalization and their impact on the life integrity insights of citizens in various social contexts. The investigator specifically examined the growing levels of violence against women and the deteriorating conditions in
Russian prisons as well as abuses suffered by other socially vulnerable groups. This study’s findings suggested that scholars pay closer attention to the context in which citizens rights are protected or violated.

John (1999) in his study on perspectives of human rights and education says that our conscience of human rights has to grow further that education, as a human rights has to be admitted in a wide sense. Human rights education should not limited itself to mere awareness creation of rights. It should direct people to the specific areas and context where rights are being violated and should involve people as real praxis towards attaining human rights issues.

Ahnen (2000) conducted a study entitled ‘Defending human rights under democracy: The case of minors in Brazil’. The results indicated that some socio-economic features had a significant impact on levels of human rights abuse. The analysis underscored the observation that the path from democracy to better human rights condition is far from automatic. The study was concluded by offering some practical policy presentation to enhance the ability of state actors and civil society to improve human rights condition.

Chung (2000) studied Asian perspectives on human rights. The primary objective of this study was to elucidate the nature of the Asian concept of human rights and to examine the interrelationship between the process of economic growth and contingent human rights policies using South Korea as a case study. The study concluded that if the economic growth of a country does not facilitate the realization of human rights after the country reaches a certain level of economic development, then various restrictions on human rights cannot be
justified in name of economic growth and that human insights, a critical factor of desirable
democracy, cannot be pushed aside until economic development is consolidated.

Earnshaw (2000) studied the human rights philosophy presented during the first
productions of Shakespeare’s plays putting in touch with that reflected in United Nations
human rights law and the political theory of John Rends-The freedom of conscience theory.
The plays proposed for those members of their first audience attuned to its metaphoric
language were remarkably thought provoking as regard current challenges in human rights
philosophy and law, and reinforced the argument that literature and in particular theatre, have
vital roles in social change and intellectual development.

Gomez(2000) addressed long term patterns of human rights abuses in Cuba, El
Salvador and Nicaragua, from the late 1960s and 70s to the present day. This research
enabled the construction of detailed, event centered analytic narratives on the history of
human rights abuse in each country and highlighted key turning points in long term human
rights abuses patterns. The research findings offered important contribution to theoretical
development with international relations and political sociology and offered empirical insight
to those engaged in human rights advocacy work.

Sugarman(2001) conducted a study titled’ The Kashmir tragedy: A sociological
portraying of war and human rights abuses.’ It is an ethnographic and visual portrait
developed with in a historical context that focuses on the people of Kashmir. Most of the
research on Kashmir fails to report the situation as it is, pivoting on Kashmiri’s desire to
separate from Indian and India’s military hold on Kashmir which has led to massive human
rights abuses. The primary purpose of the research was to understand this conflict from the Kashmir point of view.

Patel(2001) conducted a study on completion for violating on human rights asserts that one outstanding approach the commission is to be found in fixing the persons liability on the officials. The NHRC has laid down precedents of powerful foundations in awarding compensation to the victims of violation of human rights.

Reilly(2001) studied global feminism and human rights. The primary purpose of the study was to document and explore the significance of transnational feminism in the 1990s and in particular, its utilization of a universal human rights framework.

Safia Bevi(2002) studied the necessity of human rights awareness among the people of the rural areas. She found that educational institutions, NGOs, Panchayat Raj etc can generate awareness by becoming active and effective in the service of the society. They can empower the dormant majority of the rural and depressed to free itself from oppressive structure and dominant minorities through human rights awareness.

Georgekutty(2002) in his study he critically examined the very presence and possession of nuclear weapons which has a very chance of violating all human rights. According to him it is a fact that nuclear weapon and human rights are contradictory and cannot co-exist.

Noushad(2002) in his study revealed that in our educational system, children are subjected to serious deprivation of human rights and its is high time to take a concreted effort
to solve this burning problem. He suggested that government will have to interfere in this area positively by legislation and by creating awareness and sensitizing the public about the rights of the child.

Mohankumar (2003) studied state globalization and human rights in India. According to him any change in the nature of the state or the authority in the name of any reform directly affected human rights practice.

Thulaseedharan (2003) studied human rights approach to development. This study revealed that development is a pre requisite to human rights and pre condition of the success of human rights approach to development is its integration in to the monitoring mechanism of the human rights committees and human rights NGO’s.

Pin Rincon (2005) conducted a study on human rights in modern Columbian poetry. According to the researcher, Columbian poets through their poems, convey what no one else attempts to say. They raised awareness about the situation in Columbia, reflected the lives in the most needy portrayed mystics, sought to change many forms of prejudice and uncovered human rights abuses. The study has established that poets often reflect their surrounding reality and their works defend indeed, demand human rights.

Agarwal (2005) Education for values, environment and human rights says that human rights education implies that education which enables an individual to understand his rights. The dimensions of human rights are to teach about human rights to teach for human rights and to teach in human rights. Dimensions to human rights education are skills, attitude, values and knowledge. Students should develop open mindedness, critical thinking,
assertiveness and controversial thinking. Curriculum of human rights education should be associated with main concepts of human rights, dimensions of human rights, discrimination, violence etc., perspectives and levels of human rights and individual rights, mechanism for checking violations of human rights, and rights of deprived sections and their safe guards.

B.L. Sharma and B.K. Maheswari (2005) in ‘Education for values, environment and human rights’ defined human rights as the right which every human being whether man or woman is entitled to enjoy and to have protected. Concept of human rights can be traced to the period of renaissance and to the enlightenment of which humanism may be said to be the heart and soul. The American declaration of independence and the French declaration of the right of man protected the liberation of the individual. All human rights documents stress the importance of education in promoting human rights. B.L. Sharma suggests teaching human rights and democracy in the curriculum at all levels of school system. The focus should be on the primary, secondary and post secondary.

Mishra (2006) in his scholarly article emphasized that it is the duty of the citizens of our country to preserve the environment which in turn progress in the society and to protect the human rights which in turn preserves the integrity of the people. According to him as nature has given everything it is our duty to preserve the nature.

Robinson Jose.K (2007) studied Human rights violation in Kerala makes an attempt to evaluate the circumstances leading to the violation of human rights in Kerala and to suggests remedial measures to protect human rights. Its main aim is to provide much to the present generation to realize the need of protecting human rights. It is a combination of
historical, descriptive and analytical method. Descriptive method is employed to illustrate various types of human rights violations in debate. It is derived from both primary and secondary sources like archival records, interviews, discussions, newspapers, journals, periodicals, websites and a number of published works. Analytical method is applied to evaluate various aspects leading of rights and the intensity and magnitude of problem among various categories.

Mohammed.K(2007) conducted a study on awareness of child rights in prospective teachers of Malabar area. The objectives of the study were to find out the extent of child rights awareness of student teachers in total sample and sub samples based on sex, subject, general qualifications, percentage of marks, course (D.Ed and B.Ed) and to find out the significant difference in child rights awareness between the above categories. The findings of the study were, there is a significant difference between men and women students in child rights. Women students possess a high level of awareness in child rights. Percentage of marks influenced child rights in a positive manner, graduates and post graduates differ significantly and post graduates have a high level of awareness in child rights.

Javeed Ahmed Mulla(2007) conducted a study on awareness of human rights in teachers of Uttarkannada District of Karnataka. Objectives of the study were to find out the difference related to gender, age, experience, educational qualification, type of institution and locality. Findings of the study were, men teachers possess a higher awareness in human rights. Teachers whose age is up to 35 years possesses a higher awareness in human rights.
Teachers with degree and B.Ed possesses a higher awareness of human rights than teachers with post graduation nd B.Ed.

Ismail(2009) conducted a study on’ awareness of human rights and legal literacy of secondary school students on their social wellbeing’. Objectives of the study were to find out the extent of awareness regarding human rights, legal literacy and social wellbeing among secondary school students. To find out the relation between awareness of human rights and legal literacy on social well being. The findings of the study were It was found that there was no significant difference in the mean scores of the two variables on the basis of gender. In short gender has no influence in predicting the nature of select variables which suggests that the in this regard boys and girls are equal awareness. Boys and girls do not differ significantly with regard to human rights awareness and social wellbeing. Gender has nothing to do with human rights awareness and social wellbeing of secondary school students. The mean scores Rural and Urban groups were compared using two tailed test of significance. The critical ratio of the scores of Human right awareness was obtained is below the tabled value and it was found to be not significant. The critical ratio of the scores of Social wellbeing was obtained is below the tabled value and it was found to be not significant. All the two variables are not significantly differ on the basis of locale or in other words locality has no influence on determining select variables. Rural and Urban students do not differ significantly with regard to human rights awareness and social wellbeing. Locality has nothing to do with human rights awareness and social wellbeing of students at secondary level.
2.3 STUDIES RELATED TO WOMEN RIGHTS

Naik (1949) conducted a study on the education of women in the province of Bombay (1918-1947). The important objectives were to study the social status of women in Bombay. The result of the study revealed that the status of Indian women was at the lowest at the beginning of the 19th century.

Mishra (1961) undertook a study on education of women in India from 1921 to 1955. The objectives of the study were to trace the history of women education in India and in the context of their status and education. The major findings of the study were, there has been a rapid progress in women’s education in all the spheres along with the existing evils of wastage and stagnation. Girls education at the primary and higher stages is still an imitation of boys education. Funds for women education are available but utilization is needed.

Vakil (1965) also studied girls education in modern India with special reference to its expansion in the state of Bombay. The important objectives are- to find out the reason for the hindrance of women’s education, to trace the history of women’s in Bombay. The normative survey method was used. The findings revealed that in the post independence period the expansion of education was quite remarkable. The wastage of girls education was found to be quite high. The causes for the same were found to be economic, social and physical.

Dave (1971) conducted a study on the evolution of female education in Gujarat (till independence). The study was conducted with following objectives; to make incidental inquiry into the postions of women in the society during the period from 1854 to 1947 and to identify the factors responsible for the growth as well as the hindrances of the education of women, to make
a critical study of the education system prevailed in Gujarat, to study the role played by various agencies in this regard historical method was used in the study. Findings of the study were, the factors that adversely affected female education were, girls are considered as a burden to their parents until they were married, in a family a girl or a woman had no right to property, custom of child marriage was deeply rooted in the society. Therefore the question of their education was hardly thought of.

Desai (1972) conducted a study entitled ‘a critical study of development of secondary education for girls in Gujarat’ its history and present day problems. The objectives of the research were, to study the social, cultural, economic, political, educational and financial perspective, to study the socio economic background of the development of women education in the modern period, to trace the development of secondary education in Gujarat, to make a field survey of the major problems hindering the speedy development of secondary education in Gujarat. The findings were as follows, since the formation of separate state in Gujarat in 1960 women’s condition has begun to receive greater importance. Problems regarding girls education includes establishment of more high schools in rural areas increasing the enrolment of girls by providing more economic incentives and improving the social climate for the entry of girls in high schools.

Kumari (1976) conducted a study on Muslim women in her education and social status of Muslim women in Kerala. The objectives of the study were to examine the role of education in raising the status of Muslim women in Kerala. Three types of data were collected documentary evidence, interview and field notes. Important findings of the study are, education has
contributed to raise the status of Muslim women, traditionally Muslim women are not expected to engage in any occupation outside home.

Raj Mohini Sethi(1976) presented a comparative picture of the attitude of working women of Chandigarh and Ankara( Turkey). The study revealed that women in both places supported higher education for women as pare with males. The authors findings about the differences are , Turkish women favoured co education while Indian women disliked the choice of husbands by parents but Turkish women disliked the involvement of parents in their matter. Indian women believed in the natural superiority of man where Turkish women believed in the equality of sexes. Indian women favoured to live in joint families while Turkish women had no experience of living with in laws.

Devi(1979) conducted a study to investigate changing status of employed women in Kerala. The objectives were to find out whether holding a white collar jobs by women has contributed an increase in their social position and  to find out whether the employment is the sole or even the major factor contributing to this phenomenon. The study was conducted on Trivandrum city in Kerala. The major sources of primary data was interview , the secondary data consisted of published and un published materials in the forms of book. The important findings of the study were, the employment of women outside the family increases her status in the family, employment contributes to increase the status of women employees in the estimation of her superiors, peer and sub ordinates and the higher the level of employment higher the status of the incumbent.
Bhai (1981) studies status dynamics among harijan women in Kerala. The main objectives of the study were, to enquire into the real background among women who were traditionally backward in our society, to get a detailed understanding of the factors to explain the status dynamics of Harijan women fully and to discover the different patterns of changes observe with status of harijan women in Kerala with respect to the various communities, educational attainment and on their backgrounds. Three types of data were collected. Documentary evidence, interviews and field notes. The important findings are harijans could enjoy only the position of the lowest dimensions of social status, they had remained socially culturally, economically and educationally much more backward than any other social categories in the country.

Sheeba (1994) conducted a study on the role of women in formal and non formal education in Kerala- Adialectic of tradition and change. Objectives of the study is are the following. 1) The multifarious roles which woman play and have played in society and non formal education even within discriminatory social systems, 2) Preparatory and supporting roles which women have played. Even for formal education they have been denied equal access.3) To examine the problems arising from role changes consequent to changes in society and education.4) To develop synthetic constructs and technological scenario with respect to an enriched and integrated concept.

Bell (1998) in a study found that marital adjustment is not a step taken just once. It is a dynamic on going process that takes place through the couples married life. All coupled discover that their marriage never lines up to all of their expectations. The young married couples go through a series of adjustments in which they try to modify their behavior and relationship to achieve the greatest degree of satisfaction.
Davis (1998) in an edited book on Human Rights which was published to commemorate the anniversary of the Universal Declaration of human rights. They cover the whole range of activities in the vital peace of UN endeavour, form fortune to the rights indigenous people, economic and social rights and the rights of women. They highlight the importance of human right what is being done to promote and proved them, and the international recognition and enforcement of human rights world wide.

Kapur (1999) has made an intensive study of the modern educated working women in India, bringing out the changes that have taken place in the structure of family, status of women, attitude towards marriage etc. the break up of joint families and the resultant emergence of nuclear families were mainly due to women’s employment outside homes. The traditional family pattern of the male’s dominance dimensions. The study emphasized the altered approach of educated working women towards the traditional relationship between spouses and defined marital adjustment in the modern context.

Sarada (1999) conducted a study on ‘Family life education for adolescent girls’. The development that take place in adolescence is generally uneven. The concept of human rights as well as women rights need to be applied in the family also for maximization of happiness in the family. Objectives of the study were 1) identification of adolescent learners of non formal adult education programme (NFAEP) as perceived by learner themselves. 2) Development of model education curriculum for adolescent girls. 3) Evaluation of effectiveness of model family life education curriculum for adolescent girls. The findings of the study were the data on respondents exposure to family life education information revealed that 23% of total respondents had
opportunities to know family life education information. The source for knowing family life education were parents friends and mass media.

Bunting(2000) studied international human rights and the case of early marriage. The thesis presented an alternative way of approaching and analyzing practices that are criticized on the basis of human rights and defended on the basis of culture. It critically interrogated the preoccupation with Muslim women in international human rights and the treatment of Muslim women’s claims in the case of early marriage.

Ravizza(2000) studied human rights languages and the liberation of women. It was an ethical analysis of human rights rhetoric as a possible method of speaking about moral norms across religious and cultural gulf in our diverse world. The study emphasized that rights rhetoric must be met by local practices and institutions, which it both criticizes and builds on. Development efforts are essential to make rights language effective in the lives of women worldwide.

Rachana Koushal(2000) conducted a study on ‘women and family law reform in India’ exposes and elaborate the definition and concepts of and understanding about human rights. She surveys all important international covenants and conventions since the American Declaration of Independence of 1766 as well as all important laws enacted by the country since independence to protect women’s right and to abolish discriminations deprivations and atrocities against women.

Mehta(2000) studied social values and futuristic perceptions of college girls in Delhi. The objectives of the study were to understand the perception of the college girls of Delhi about future of the Indian nation and society, to discover what the girls of various colleges of India’s
metropolis during 1999 were believing, thinking, feeling and preferring in regard to the whole of complex social cultural values, traditional as well as modern values. The findings of the study were, the girls appear to be progressive, rational, bold in their orientation towards economic independence, self dependence, equality of education and social opportunities, career freedom and decision making. Their social values in recent years have changed a lot due to receiving high education. Education is making them confident, broad minded and progressive minded. They are cautious of the importance of higher education especially vocational and professional education. Which is an important instrument of social mobility and progress in life.

Mohammed S.N(2000) studied educational problems of low enrolment of muslim girls in selected blocks of Tehsil. Objectives of the study were to understand the educational problems of low enrolment in selected blocks of Tehsil, to study the socio economic and cultural background of inhabitants of the area from where the girls do not come to school, to suggest the strategies relevant to the local heads that could facilitate enrolment and retention of primary education of girls. Descriptive study design was used for the study. Techniques like observation and interview questionnaire were used to collect the data. The findings of the study were, educational facilities for girl were inadequate to meet their needs, keeping in view the total female population of the district, the overall percentage of enrolment of primary level was low but it was much lower in girls, particularly muslim girls, economic backwardness was more responsible for enrolment, the need of job oriented education was also reflected as a cause, the main reason for low enrolment was that they were pre occupied at home with domestic work, poverty strikes of parents cannot afford to send all their children to school. They prefer to educate them, the girls
were engaged in the embroidery of appliqué work and most of the girls were working in their agricultural fields.

Mohammed (2000) conducted a study on comparative analysis of participation of boys and girls at secondary and higher secondary level-Jammu and Kashmir. Objectives of the study were to understand the accessibility to school system in the study area, to estimate the class wise and sex wise enrolment in the schools of the area, to estimate the infrastructural and other facilities in secondary and higher secondary schools, to analyse the attitude of parents towards social system. The findings of the study were, the economic condition of majority of people was sound so this was not a reason for a dropouts of girls. Involvement of girl child in domestic chores was one reason for their absenteeism. The lack of female teachers had rendered the existing education system ineffective. Lack of community participation for making teaching learning process relevant and effective in schools. The high illiteracy among the parents prevented them from approaching the benefits of education. Their purpose was finding a suitable job. The parents felt that investment on the education of a girl child might not be beneficial.

Jayaraman and vanitha (2001) in their article value education and empowerment of women pointed out that the government of India has declared 2001 as the year of women empowerment. It would be possible through the education of girls. Empowered women would be economically self reliant, have a high self esteem, confident, participate in development process, and participate in social change. Globalization has presented new changes for the realization of the goal of women’s equality. Global economy increased gender inequality through deteriorating working conditions and unsafe working environment. The findings of the study are that at the secondary stage importance should be given to the morning assembly and the reading of news
papers. Provide students opportunities for learning democratic principles and processes in the classroom. Make the classroom atmosphere tensionless and democratic value education helps equality of sexes and removal of social barriers. Regularity and punctuality, self respect, equality, giving equal opportunities to participate in development activities in and out of the school.

Tajunnisa(2001) conducted a study on human rights awareness among neoteric voters of Kottayam District. The study revealed that the overall awareness of neoteric women voters is aware from the general assessment of the awareness scale. There was no significant difference between the awareness of neoteric women voters regarding human rights

Rajan H(2001) studied the role of yoga and meditation in womens liberation in the philosophy of education of the mother of Sri.Aurobindo Ashram. Objectives of the study was to investigate whether yoga meditation and women’s liberation could be integrated from the perspective of womens education through the writings of the mother of Sri.Aurobindo Ashram. The content of the works of the mother and Sri.Aurobindo were used as primary source of ideas for reaching the objectives. The findings of the study are , the ideas of mother suggests that a physically fit woman will be strong both in her body and mind, to cope with her responsibilities as a house wife and bread winner. An emotionally balanced woman shall learn to nurture positive emotions like love and kindness and control negative emotions like jealousy and anger. An intellectually cultivated woman will be efficient enough to compete with men in all intellectual pursuits in all walks of life and manage with ease and efficiency. A spiritually inclined woman will be inclined with a well trained will, be straight forward, fearless and honed. Mother of Ashram believes that society where woman is refused to give equal opportunity is a
retrograde society. The way to fulfillment for a women lies in developing her inherent qualities to the utmost. Yoga is a system of physical, mental and spiritual training. The finest fruit of yoga is meditation and it is especially suitable to women because if she learns to control her thoughts and withdraw the mind from the clutches of the senses. There is a need to introduce a new philosophy of education for women in school curriculum. Changes need to be made in school administration and curriculum, work, attitudes and skills. So mother contributed to the upliftment of women through education based on yoga and meditation.

John(2002) conducted a study on women and human rights. The study asserts that women have more obligations than rights to experience have shown that given due opportunities women too can rise to any level. Women deserve equal rights and in some respects, in special pretentions.

Kan J and Kan J (2002) conducted a study on promoting girls education in Orissa. The objectives of the study were to assess the extent to which enrolment in primary and secondary schools in Orissa is determined by access to schools and quality of schooling, to ascertain the degree to which the patriarchal structure of the society explains women’s position especially the economic value and worth of women influences their educational level as well as the gender gap in education, to examine the magnificent of influence exerted by socio-economic development across the several districts of the state on the gender gap in education. The study is based on secondary data compiled from various economic survey records and statistical of the state of Orissa, taking 30 districts. The number of female leaders of primary and secondary schools per one lakh is taken as another factor explaining enrolment. Gross enrolment statistics at the primary and secondary stages are taken as dependent variables.
The findings of the study are there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stage of schooling. As regards to primary school enrolment, an economic variables represented by agricultural development plays a major role while in the secondary stage educational factors like the number of schools and literacy rate become predominant. In the educational system the role of school is instrumental in promoting secondary school education. The study cites 37 references.

Upadhyay S.R (2003) studied values of highly stressed girls in relation to protectiveness of home environment. The objectives were to find out whether highly stressed girls perceiving high or low protectiveness in their home environment differ each other in various values. The sample of the study consists of 436 girls studying in IX class in four schools of Allahabad city. Stress scale for students and value survey protectiveness was measured with the help of Misra’s home environment inventoty. 64 girls who scored 88-86 on stress treated score more than 26 were treated as highly protected group. Mann Whitney u-test was used to compare the two groups on values.

Findings are, as compared to less protected highly protected highly stressed girl give more preference to power. They are broad minded, independent, obedient the development of values like comfortable life, exciting life, sense of accomplishment, world of peace, beauty, equality, security, freedom, happiness, inner harmony, nature love pleasure, salvation, self respect, social recognition, true friendship, wisdom, equity, social justice, cheerful, clean, courageous, loving, polite, responsible, self control, social recognition, wisdom and self determination values.
Bhagyalakshmi and Gouri (2003) conducted a study on assessment of awareness, attitude and practice on population matters among rural women. Population awareness is of virtual importance to understand population problems and therefore it helps to create a positive attitude to the small family norm especially among youth and young mothers. To bring about social change, a change of attitude is very important. Once this is achieved the women will receptive to ideas to accommodate both modernity and tradition. The awareness depends on the mechanism of communication of discrimination.

Bassi T (2003) studied gender in school: observation from an exploratory study. Objectives of the study were to explain how schools ‘gender code and hidden curriculum influences gender relations and roles and identifies girl and boys adopt, to study teacher attitude and expectation in terms of, the manner in which the teachers differentiate among pupils and the basis of gender, allocation tasks both academic and non academic, between boys and girls, gender differentiation in discipline and punishment, to observe organizational practices of school and classroom such as a) seating arrangements and formation of groups for different activities b) co curricular activities and participation of boys and girls, to examine the pattern of peer interaction in the context of gender relations.

The study is based on qualitative research method. Informal interviews and individual as well as group discussions were held with teacher and children. Some other classes were observed for 20 days. Findings are, the gender code and hidden curriculum of the vidyalayas inhibit girls from crossing gender boundaries reinforced by school practices and processes, with in the school children are segregated in both formal and informal spaces on the basis of gender. Distinct tasks are assigned to girls and boys. Girls are under estimated and ridiculed by boys. Boys being un
vociferous and teacher consider boys to be more effective than girls in managing classroom. On the playground, girls do not get equal opportunity to play certain games like lawn tennis boys and girls play games separately. This exploratory study shows how hidden curriculum of gender ‘manifests itself in the organizational aspects teachers attitudes and peer interaction in a school.

Devi P.N (2003) conducted a study on effectiveness of group counseling adjustment among women college students. Objectives of the study aims to introduce group counseling programme in colleges and study its effectiveness in bringing about their adjustment improved self confidence and emotional stability.

The sample comprised of 304 women students aged between 16 to 22. The students were administered the Bell’s adjustment inventory as a measure to adjustment. The subjects who scored low on emotionality dimension were divided into control and experimental groups. All of them were tested on internal and external locus of control scale and state questionnaire followed by group counseling given to the control group. Used correlation and t-test for analysis of the data. The findings are there are positive changes brought about by counseling it in terms of adjustment, self confidence, locus of control and certain emotional states.

Sahu E M and Rath S(2003) studied self efficacy and well being in working and non working women: The moderating role of involvement. The objectives were to examine the perceived self efficacy of working and non working women in the context of involvement, to examine the association between self efficacy and well being. The study was conducted on 240 working women and 120 non-working women, the sample was selected randomly from the state of Orissa. All the participants were married and had children. Working women were highly
educated, so the minimum qualification for the non working women was fixed at graduation. All participants were from the middle class and shared similar socio economic status, age ranged from 30 to 45 years. Measures of perceived self efficacy, of work and family involvement and of well being were applied. The study involved a 2 X 2 (working and non working, X involved and less involved) factorial design. Working women were given both work and family involvement questionnaire and they were categorized into involvement and less involvement groups on the basis of the median split of their combined scores on work and family involvement where as non working were given only family involvement questionnaire. Product moment correlation between well being scores and efficacy scores and between involvement scores and efficacy scores of subjects were computed. Findings were the following. Working women indicated significantly higher generalized and domain specific self efficacy compared to non working women. Involved women showed much higher level of self efficacy than less involved women. There was a strong association between self efficacy and well being dimensions.

Dina R (2004) studied familial factors influencing the girl child's schooling. Objectives of the study were to find out the financial factors of non enrolment for boys and girls at primary level, to determine the familial factors of non enrolment with special reference to gender discrimination, to compare the familial factors of non enrolment of boys and girls locality wise or when considered their locale. A self made interview schedule for non enrolled was framed. Each child was individually contacted and interviewed. Data was analysed by using percentage. Findings shows that financial constraints are the biggest hindrance for non enrolment of both boys and girls especially girls.
Banerjee and Ranjana (2004) studied gender bias in the Bengali Text books of West Bengal board of secondary education class IX and X. Objectives were to find out the difference between the attitude of boys and girls towards women related issues, to analyse the differences in attitude of male and female teachers towards women related issues, to suggest ways of removing sex role stereotyping and gender bias from school text books. The sample comprised of 100 students half boys and the rest half from girls from class IX and X. Similar number of male and female teachers from secondary schools of Culcutta. Instruments and tools used in the study were attitude scale, questionnaire, content analysis of the text books. Research design was survey type with explorative descriptive design. Statistical techniques used were mean, standard deviation, chi square tests and graphical representation to study the correlation of the text with the questionnaire data. Findings are the following. The study and perceptions developed in the students from the text books, regarding womens status in society indicates the bias attitude in them. Siblings (girls 52%, boys 12%). Helping the parents domestic works (girls 67%, boys 30%). Migration of parents from one place to another in search of work is another factor that leads to non enrolment of children (girls 20%). The most prominent finding is that there is a clear sex bias against the girls where non enrolment is concerned. The study has ten references.

Nanda C G and Rout K G (2005) studied adolescence education in secondary shools. The objectives were to examine the students awareness of adolescence education in relation to their gender and area. To study the teachers awareness of adolescence education in relation to their gender, faculty areas, to examine attitude of parents in case of students, their awareness as related to gender and area. Stratified random sampling procedure was used for sampling. The study was based on 250 boys and 250 girls of 20 high schools. 300 teachers (140 women) and
210 parents (90 mothers) whose wards were studying in secondary schools were also involved. Descriptive survey method was used. Two way and three way analysis of variance as well as correlation techniques were employed to analyse the data. The findings are, gender and area had significant independent effect on students awareness of adolescent education, qualification was not contributed significantly to teacher awareness of adolescents education, students gender and area correlated negatively and gender correlated significantly towards adolescents education. Teacher attitude and awareness, area and attitude towards adolescence education are significantly related. In case of parents age and gender, age and gender, age and qualification, area and attitude towards adolescents education were inter correlated significantly. Parents qualification and their level of awareness on adolescence education was also significantly correlated to each other.

Amrithagouri, Rajakumari and Thiagarajan (2005) studied occupational dilemmas of educated women- an analysis. Objectives of the study were to analyse the occupational problems of working women in Thoothukudi municipal area in Tamilnadu. The sample of the study was selected randomly from the organized sector functioning within the thoothukudi municipal area. They were 388 women in teaching service. From one fourth of the educational institutions 325 women in clerical services,50 women in non-meal and anganwadi services from one fourth of the centres and 20 women police from the only one police station. Totally 858 working women were selected but only 665 respondent co operated the investigation. Analysis of variance, scheffe’s post hoc test and critical ratios(CR) were used to analyse the data.

Findings of the study were working women in the age group of 41-50 had significant problems. Married working women had more problems than their counterparts. Women workers
with school education were in the lower occupational and income strata and therefore, they encountered more problems than their counterparts. Women police and non meal and anganwadi workers had significant problems. Women working under the male boss had more problems than their counterparts. Working women who had 16-25 years of service had more problems than others.

Brateng(2006) studied the effect of women education on psychological areas to health care. The couples data set consisting of 2136 couples was analysed and only female respondents were included. The number of women who provided answers to two of the dependent variables in the study was lower for responsible sexual health behavior the N was 1714 and or hygiene behavior the N was 1228 women. There was a consistent positive educational effect on physical access to health care, hygiene and there was no significant effect of women’s education and psychological access to health care. Urban living provided consistent positive result for physical and psychological access, hygiene and malaria prevention but not significantly improve responsible sexual behavior. There were mixed results of maritaly with respect to physical access and hygiene behavior the self determination and support net work variables explained additional variance and meditated some of the effects of the demographic variables.

Sreevidya(2007) conducted a study on women education in kerala. It is a cases study of Kalliyoor panchayat. Objectives of the study were to examine the education level of women in Kerala in comparison with all India level, to study the socio-economic status of women in Kerala, to examine the level of education and employment status of women in Kalliyoor panchayat. The study is based on both primary and secondary data. The primary data is used to
assess the level of female education and status of the educated unemployment of women with the help of detailed questionnaire. The secondary data is collected from the books, periodicals etc.

Major findings of the study were, majority of the women are of the opinion that employment is a necessary factor for improving the economic and social status of women. In the present study the educated unemployment women spent their time primarily for cooking. They are also engaged in other household activities, child care reading, gardening, watching T.V etc. in addition to cooking. All women are interested to do work in public sector. But they do not get employment. Most women are engaged their own work.

Dull, Indrani and Suman (2007) studied values of the school students in relation to gender and socio-economic status. Objectives of the study were to compare the values of female and male adolescents, to compare the values of male adolescents belonging to high and low SES, to compare the values of female adolescents belonging to high and low SES. For the purpose of the study a random sample of 200 adolescents (male and female) studying in class X were selected.

The findings of the study were, it was found that male students give highest value to power and lowest less to family prestige values, where as girls accord highest value to economic indicators but lowest to hedonistic values. High socio economic status group male students have highest power value and lowest religious value where as female students have highest aesthetic value and lowest hedonistic value. The male and female students belonging to low socio economic give highest value to knowledge and economic value and less to family prestige and religious value respectively.
Chinmu (2007) studied the status of women in Kerala. The study has conducted in order to identify the education status and living conditions of women in our society. It also help to understand what are the problems and discrimination faced by the women.

Objectives of the study were to analyse how education would help to attain a better living condition, to analyse the gender inequalities exist in various fields of life, to find out the problems faced by the women, to examine the general discrimination against women. The study was conducted based on the primary data collected through field survey by using questionnaire. The findings of the study suggest that even the educated women in official work experience less freedom in their work places freedom has to be used by her own development and skills unless women emerge as free, equal, self respecting, and self confident citizen all programmes for their empowerment will be meaningless.

Hutchins Eberhardt (2008) examines college students’ perception regarding women in leadership positions. The study re examines perceptions of women in leadership in both the corporate organizational and the higher educational contexts in order to gain a greater understanding regarding women in leadership roles in the current complex and dynamic leadership environment of these two areas. Three male and three female focus groups were conducted presenting different leadership scenarios with response questions in order to conduct qualitative thematic analysis of findings. Findings included themes of male camaraderie in the work place, traditional context leadership roles, men and their thoughts about the ‘glass ceiling’; women who favour male bosses, the military and transformational leadership, and women’s status as it relates to transactional leadership.
Dixon (2008) explored the perceptions of Native American women professors through the following themes: manifestations of interlocking race, class and gender bias; challenges from academic ‘old boy’ networks; feeling of being isolated and under represented; connection to one or more tribal nation(s); influence of cultural traditions and values concerns about tribal, national, and transnational identities; salience of race over gender being underemployed and overused by departments and or institutions; being torn between family, community and career obligation; and being challenged by students. Through the use of post colonial feminist theory and qualitative content analysis methodology of ten articles from the winter/spring 2003 special issue: Native Experiences in the Ivory Tower of the American Indian Quarterly, this study examined the experiences of Native American women professors with in the academy, as it represents the legacy of Western colonialism. The findings revealed the Native American Women professor were consciously aware of how their identities as native American women shaped their encounters with non native administrators, colleagues and students. Openly expressed positive views of their tribal affiliations, viewed the academy as an extension of the continuing legacy of colonization. Saw their identities as indigenous women as a source of empowerment, has deeply held concerns for broader issues that impacted indigenous communities. As members of colonized groups the stories of native American women professors serve as a form of resistance to cultural hegemony.

Harrison (2008) studies directives in Lingala as expressions of subjectivity during participation in social activities. The linguistic forms of directives and their distribution in interaction reflect the group members concerns for how an activity is to proceed and how each are will participate. Lingala is a Bantu contact language spoken by over ten million first and
second language speakers in the Congo basin of western central Africa, the data were gathered from a multilingual multiethnic group of women who are members of an American Indigenous church in the Republic of Congo. Ethnographic methods governed how the data were collected, the transcription of conversations and meetings served as a first step in analysis. This study relied on principles of conversation, the frequencies and distributions of types of utterance to determine the grammatical forms of directive and patterns of their use in three international contexts.

The analysis focuses on three directive forms: rhetorical questions, coordinating commands and ritual language used in prayer. Finally, this study examines the cumulative effects of the use of directives on the social organization of a Congolese women’s church group. The use of these directions required experience in the church context, knowledge of the interactional practice of the group and accompanying linguistic skills, which are unequally distributed among the group members and produce a social organization dominated by the most knowledgeable and experienced members.

Hodges (2009) conducted a study sought to determine how factors of social support, spirituality, coping and resilience influence help seeking among battered African American women making a decision in seeking help form social service agencies as a result of domestic violence. Participants in this study were 75 American women who carefully and recently resided in a domestic violence shelter. A quantitative appeal based on a quasi experimental survey design was used to investigate data collected from each participant.

Mukta Marg and Srilata (2009) studied women’s rights awareness of urban and rural adolescent girls of Uttar Pradesh- A comparative study. Objectives of the study were to assess the
knowledge related to womens right to urban adolescent girls, to assess the knowledge related to women rights of rural adolescent girls, to assess the difference in knowledge related to women rights of urban and rural adolescent girls. A structured interview scheduled with close ended questions was prepared by the researcher and was used for data collection in the study. The sample comprised of 200 adolescent girls, 100 from urban area and 100 from rural area were randomly selected from selected cities of Uttar Pradesh. The data was collected using survey method. Statistical analysis was performed using chi-square test.

Findings of the study are, the difference of knowledge regarding right to freedom, domestic violence against women rights was found to be significant among rural and urban adolescent girls. Whereas the difference in knowledge regarding right to education, dowry right etc was found to be not significant among rural and urban adolescent girls. The study emphasize the need to develop women rights education package for school going girls and intervention programmes for non school going girls which can be complimented at Mahila Mandals or Anganwadi centres of various villages. Mass media generally do not include such controversial issues. More informal means of dissemination may play an important role,

Ramesh G and Krishnakumar T (2009) conducted a study on facet of rural women empowerment. The study has been conducted in the year 2009-2010 by selecting 500 women from Karimnagar district. The findings of the study reveals that out of 670 NREGP workers, 74.62 % are women. This programme helped in reducing the seasonal and disguised unemployment in the agricultural section and also empowered the women folk. In spite of the few short falls in the programme, the programme is successful but it require more transparency in the implementation.
Ajayakumar, Monica et.al (2010) studied women and child health profile in Uttarpradesh. The study analysed the infant mortality rate, fertility rate, crude birth rate and crude death rate are determinants by numerous factors such as per capita income, nutrition, housing, social infrastructure and medical care services provided by govt, geographical climate and employment status. The findings are every second adolescent girls is anemic, about 49% of women are below 45 Kgs, only one in 20 new born infants to the breast within the first hour of birth. Only 23% mothers undergo health check up after delivery. Malnutrition and low level nutrition is also responsible for the ill status of women and child health in the state.

Kavitha (2010) conducted a study on awareness of women rights among secondary school female teachers. The study exhibits the investigators attempt to ascertain the awareness of secondary school female teachers about the womens rights. Objectives of the study were to prepare attitude test to identify the attitude of secondary school female teachers towards women rights, to assess whether there is any significant difference in the level of awareness of women rights among secondary school female teachers with regard to locality of the teacher and type of institution. Survey method was selected for the study.

The findings show that the teachers have favourable attitude towards women rights and average level of awareness is there among the secondary school female teachers about women rights. The awareness of women rights among secondary school female teachers about women rights. The awareness of women rights among secondary school female teachers have no significant difference with respect to locality of teachers and type of institution.
2.4 STUDIES RELATED TO INFLUENCE OF MASS MEDIA

Stensland (1954) reminds us the use of living text books, the newspapers which is the only text book that many of us adults have, is often neglected in the classroom. We get the daily pictures of the values in the community. The newspaper is a daily testing ground for values in the community. In a democracy it offers its readers continuous opportunity to develop judgment and discriminates about today world. When we examine the Indian condition after the emergency period we can see four catalytic agencies that promote human rights implementation. They are the judiciary, NGO’s, the media and human rights commission towards education. The school having a healthy media atmosphere including such facilities to improve educational qualities.

Chandra (1998) conducted a study of distortion of Indian Culture by Television and its effects on urban school going children. The objectives of the study were, to discover how Television was distorting traditional Indian culture. Findings of the study were, Television has the power to set the agenda and to cultivate new ideas that influences the mind and body. Television programmes are by and large very disproportionate by promoting sex and immodesty whereas, in Indian culture chastity, sanctity and secrecy of sex have long been cherished ideals. The cause of distortion of Indian culture due to Television was vulgarity followed by depiction of programmes with scant respect for ethical and moral values.

Naseema (2002) conducted a study on human rights says that media are essential for enabling information to articulate in a democratic society. Sometimes we find subjective reporting using stereotypes and prejudices. Identifying and analyzing prejudices in newspaper prepare students to identify it and oppose it in everyday life situations. This sort of activity also improves students
communicative skill. Procedure choose a current issue which receives a lot of media coverage in the country. Eg. The treatment of minorities, the treatment of girl children. Divide the class in to four or five groups. Give at least one story from local or national news papers about the same are good for comparison.

Recreating information – a good way to internalize and understand information to recreate it in another form. This techniques helps to develop the imagination, selection and reasoning.

Pattanaik. A. and Babu.K.M (2003) conducted a study on Population explosion and media. The objectives of the study are 1) to collect information about demographic profile of adolescents, 2) to assess the level of information in respect of population explosion, 3) to ascertain the level of awareness of the samples with regard to family planning methods, 4) to assess the influence of media on information level of the respondents. The sample consisted of 300 students, half each from rural and urban areas Adolescent girl samples in the age group 13 to 15 years were selected from the schools of rural and urban areas. A structured interview was prepared after pilot study. The interview schedule pertained to four areas of information, ie., background profile, information level with regard to population explosion and education, media exposure and role of media in population education. Mean, S.D, t-ration and correlation co-efficient were computed.

Findings of the study were the following. The socio-economic profile of both the areas showed significant difference with respect to the family, educational status and income of the families between rural and urban samples. Samples of urban areas had better knowledge than their rural counterpart. Among 60% of cases 40% cases the weightage in terms of their positive responses were apparently similar. More number of urban sources were using media. All the
independent variables family size, education of parents, income of parents, mass media, flow of information had strongly influenced the awareness and attitude of the samples pertaining to population explosion.

Bawa S.K and Chahal.S (2003) conducted a study on Changing value system through woman oriented T.V programme. The objectives of the study were to know the impact of women oriented T.V programmes on values of the adults in Punjab. To find out the gender differences in the impact of women oriented T.V programmes are values. The sample consists of 85 males and 73 females in the age group of 21-60 years. The tool used for the study was a test to measure the impact of women oriented T.V programmes on values prepared by the investigation and modified form of socio-economic status test by S.P Kulshrestha. T-test and ANOVA were applied to find out the significant differences between and among the group under study.

Findings of the study are 1) only 25.3% respondents had very strong impact on their value through women oriented T.V programme. 2) There is a significant difference in the impact of women oriented T.V programmes on values on values in male and female adults less than 35 years age. 3) Most of the younger females are less emotionally mature than their counterparts and less exposed to external environment. 4) The impact of women oriented T.V programmes is more on the younger females than male adults who are more emotionally mature.

Anuradha.K and Bharathi. V(2003) studied Television viewing behvaiour problems among elementary school children. The objective of the study is to explore the relationship between television viewing behavior problems among children. The sample consists of 300 children (150 boys and 150 girls) studying 3rd, 4th and 5th grades of English medium schools of
Tripura. A two stage stratified random sampling technique was used to select the sample. Two schedules, are for mothers and the other for children were developed to collect personal, demographic information and T.V viewing behavior of children. Behaviour problems checklist (BPCL) study was used to assess the behavior problems of children at home and in schools. Statistical techniques like mean, S.D were used to analyse the data. The findings were, intensity of behaviour problems were greater for those children who watched T.V for more than 250 minutes per day. They are greater for those children who watched T.V randomly than those who watch daily selected programmes. Behaviour problems were found to be less for children, where all family member were able to watch T.V together daily. Behaviour problems were found to be low when there was interaction between mothers and children while watching T.V and more when there was no conversation while watching T.V.

Das.I (2003) conducted a study on computer education in the secondary schools of Assam. The objectives of the study were to assess the attitude of students and teachers towards computer education, infrastructural facilities in the schools and gender disparities in computer science if any, in both government and private secondary schools of Assam. To assess the knowledge of students in computer science, experience with computers and also the teachers educational background and their experience in computer and also the teacher educational background and their experience with computer. The sample consists of 490 students and 16 teachers of secondary schools of Assam. Analytical survey method was used for the study. The tools used were attitude questionnaire, achievement test for students and teachers informal discussion.
Findings of the study shows that students have a positive attitude and outlook, towards computer education received in their schools. Teachers are confident about that knowledge of subject. Impact of all funds nothing fruitful evolved from the course of computer education given to the government school students. Girls have a positive attitude towards computer as more user friendly.

Eric Heinze and Rose Freedman (2005) conducted a study on Public awareness of human rights distortion in the mass media. The study found that, the mass media decisively shape global perceptions about human rights, yet fail to reflect the realities of global violations. Situations of abuse are often overshadowed by those which receive attention for reasons extraneous to any specific concern for human rights. Distortion in established media source arise not necessarily from deliberate misrepresentation but from human rights abuses are reported as by products of military economic or other interests. The study examines day by day coverage of global human rights.

Kax P.K and Panda P.P (2005) conducted a study on awareness of women rights and mass media, which deals with introduction , contextual perspective, methodology, socio-economic profile of women, attitude towards socio-cultural surrounding, exposure to mass media. It reported that not only the injustice against women and need for women rights but also deals with socio economic profile of women and awareness through mass media. It proves that mass media possess vast potential for women’s development by making them aware of their rights and struggle for them if needed. They are continuously exposed to mass media throughout their education career. Primary in this educational experience as the use of the printed media, for the printed word remains the main aid to the teaching learning process.
Geeta Tiwari (2006) studied media and women. The objectives of the study were to analyse the gender inequalities, to find out the dominant stereotype images of women and girls in the India, to find out the negative stereotypes images of women projected in the media. The findings shows that how media have been biases against women. World and feminist movements of women has pointed out that the employment of women in media is low and particularly in decision making, women is considered as less competent, women images and advertisements are the key to commercial success of media.

Janardhana.D, Hussain G and Kumar Praveen.T (2006) studied the news paper reading behavior of college students. The objectives of the study were to examine the news paper reading behavior of college students with timing of reading, time spent on reading, frequency of reading, language preference and reading interest. The study was conducted among the students of University colleges in Tirupati town of Andhrapradesh. The study constitute 40 boys and 20 girls of post graduate colleges. A questionnaire was specially developed for the purpose of the study.

Findings of the study were the following. The results of the study clearly indicates the ate print media is the major source of information even students living in urban area. Though the news paper is the major source of information, the time spent by a student depends upon the availability of time and interest. An important aspect of news paper reading is the number of days the student read in a month. After the study it is clear that majority of the students (63%) are reading news paper every day. Nearly half of the girl students are not reading news papers every day. The place of reading is also an important dimension of news paper reading. Overwhelming majority of the students are not reading the news papers in the morning. However half of the girl students are reading them in the evening. The news papers reading them cover
news relating to international, national, state and district. The priority of news read differ from individual to individual. The study result indicates that the students are more interested in reading the first page of the main sheet than other pages.

Eric Heinze and Rosa Freedman (2008) presented a paper in London at Civil liberties section of the society of legal scholars conference EDC and media awareness. Having access to reliable and complete information is one essential condition of life within democracy, because such information is necessary to foster critical thinking among citizens. This is why media awareness is at home within the wider concept of education for democratic citizenship.

The objectives of the study were to develop media awareness among people. To find out the vested interest, be they political financial or other do not always go hand in hand with the interests of citizens.

Media be they written or oral visual or electronic need to be supervised either through regulations or by dentological codes. Contents such as child pornography, incitement or hatred and apology of crimes must absolutely be condemned. State authorities, professional organisation and also citizens have a critical role to play in this field. Media convey a self interested picture of reality, purposely imposing a biased set of values, which is a threat to democracy. Media awareness means firs developing sound and lucid media criticism and second allowing access to diverse and complementary source of information.

Carolyn medel, Annonuevo and Bethina Bocheynek (2008) presented a paper in the international seminar on women’s education and empowerment. The general objective of the seminare was to explore ways and means of operationalising the term empowerment. A set of
strategies on education, research, campaigns, networking, training and media was developed by the participants.

Considering the additional barriers on traditional societies and the role which the mass media play in reinforcing them, the following strategies were advanced.

- Organizing mass media campaigns to raise awareness.
- Creating a social climate friendly to women issues.
- Resisting the tendency to send the women back to kitchen and disseminating information about conferences that will take place in the coming years.

Naik B. Arun (2010) reported the dangers of internet addiction. Internet became one of the unavoidable facilities in modern age. E-mail chatting, browsing etc became the daily habit of many of the peoples, especially the adolescents. It affects their job or studies ore as well as their social life. They sit for long hours before the computer without doing any other work or responsibilities. They spend most of their time by chatting and seeing pictures of video not suitable for their age.

2.5 STUDIES RELATED TO SELF CONCEPT

Subbarayan.P (1985) conducted a study on the relationship between the teacher effectiveness, research and publication and self concept. The objectives of the study were to develop and standardize a teacher effectiveness battery, to compare the rating of students, colleagues and self effectiveness, to find out the relationship between research and publication
ability and teacher effectiveness, to find out the relationship between teacher effectiveness and self concept.

The major findings of the study were, the relationship between teacher effectiveness and self concept was significant. Male and female did not differ significantly in respect of teacher effectiveness. Teachers who had 15 or more years of experience did not differ from those of less experience in general factors of teacher effectiveness but significantly different was reported in respect of professional factors. Teachers of 45 years or above did not differ significantly from those who have below 45 years of age. Professors, reader and lectures did not differ significantly one another in respect of teacher effectiveness.

Blide, L.G (1987) found that comparison among the participant group did not show accountable changes in self concept. In the group comparison showed highest degree of development, followed by fresh pupil-teachers, trained teachers and experienced pupil teachers. There is significant difference between the ideal self and perceived self was not significant.

Jayalatha (1991) studied towards profession and teachers self concept as correlates of teachers perception of effective classroom teaching of secondary school teachers and found that relationship between prescription of effective classroom teaching and teachers self concept in negative and not significant.

Mamatha Sen (1992) found that relationship between achievement motivation and self concept combined with adjustment problems among students studying in government schools is very high. There is high correlation between achievement motivation and self concept combined with adjustment problems among students studying in government schools.
Asthana and Srivastava (1992) in a study attempted to find out the relationship between scholastic achievements and self concept in a sample of 100 graduate students. It was found that a significant positive relationship exists between scholastic achievement and self concept.

Rajalakshmi (1996) found that there is no significant difference between boys and girls in the coefficient of correlation achievement in physics and self concept. This study found that there exist a significant relationship between the achievement and self concept.

Aggarwal (2001) in his book Basic ideas in educational psychology, self concept and educational implications, self concept implies a person’s view of himself. Self concept is what the individual thinks of himself. It is me. Self concept plays an important role in the personality of the individual. The positive self concept is likely to enable and individual to lead a happy and contended and well managed life. It is therefore important that the children are trained to learn from the very beginning to develop positive self concept which is socially desirable. The idea of self starts growing from infancy and grows during childhood, adolescence and maturity.

Self concept is the ‘me’ part of the individual i.e. what the individual thinks about himself. Phenominal self includes all the aspects of the environment with which the individual identifies himself i.e family and school. Self concept becomes increasing with the increase in age. Self concept and students performance also related. A student with a positive or high self concept has high self esteem. A high self concept develops self confidence and poor self concept hinders initial school adjustment and academic progress. Students with high self concept tend to accept their failures as well as limitations, They work vigorously to express their ideas and beliefs to other with confidence. Development of self concept is based on what children believe
their teachers, peers, and parents think of them. Positive self concept is developed through love, encouragement, positive comments and understanding attitude of teachers. Teachers should adopt suitable strategies and provide opportunities to children to develop their self concept.

Alan. A.M (2001) conducted a study entitled ‘A comparative study of academic achievement, self concept and alienation of hearing impaired and normal students.’ Objectives of the study were to find out the difference between the academic achievement of hearing impaired and normal children, to compare the academic achievement of boys and girls, to ascertain the interaction effect of type of students and sex on academic achievement, to find out the difference between the self concept of rural and urban students. Hearing impaired and normal students of both boys and girls. To ascertain the interaction effect of type of students and sex on alienation. A total of 84 students of with equal number of boys and girls and also hearing impaired and normal were selected randomly from class VI to VIII. The design of the study was 2x2 factorial design with two types of sex and two levels of hearing status. The marks obtained converted into standard scores.

Findings of the study were the following. The academic achievement of normal children was found to be significantly higher than that of hearing impaired children. There was no significant difference in the academic achievement of boys and girls. There was no interaction effect of hearing status and sex on academic achievement. The hearing status emerged as a significant contributor to academic achievement, self concept and alienation. Normal students were found to be higher in academic achievement, self concept and alienation to hearing impaired students. Sex has no effect on these variables.
Samadar N and Sengupta.D(2003) conducted a study on child's conceptual development an seriating and reversed order of points. The objectives of the study were to explore the concept seriation and reversed order of points development among the children of 5,6 and 7 age group without formal teaching. The sample of the study consisted of 360 children with the age group of 5,6, and 7 years distributed equally among age groups. The concept of seriation and reversed order was assessed through a test where one blue and one yellow were placed on the table. The two posts were tied with a wire at the two ends. A doll was placed on the wire. It was said suppose this doll walks on the wire facing blue post. Then, who would be in the middle of two posts? Which post would be in front of the doll? Between which post will be the doll on its return walk? Certain stages of development were suggested. Stage zero indicated total incomprehension of the problem which was marked by refusal to respond or totally wrong answer. The responses of stage one children show that the concept of seriation has already developed among them but the concept of reversed order is yet to develop. A stage two child does not understand the reversed order of points but with the help of some questions the child arrives at right conclusion. Stage three indicates a complete understanding is correct answer at the level of abstraction.

Findings of the study draw attention of the individual difference in the class. The teacher should identify the cognitive level of the child before trying for a particular strategy of teaching. Some children may need to the guidance of short directed activities to each goal. Some children may need the guidance of short directed activities to reach the goal.

Fatima.N (2003) studied the influence of school environment, reading habit and self concept on scholastic achievement. The objectives of the study were to study the influence of
school environment, reading habit and self concept on scholastic achievement. The sample for
the study were 412 children of standard IX and X. Tools used for the study were reading habit
scale, school environment scale and Ahluwalias self concept scale. Statistical techniques like
multiple regression were used to analyse the data.

Findings of the study were the following. Voluntary concentration – a facet reading habit,
fixing priorities- a facet of reading habit. Reading fast loudly- a facet of reading habit. Reading
slowly and silently ( a facet of reading habit) students attitude towards school- a facet of school
environment. Total school environment and self concept emerged as significant predictors of
scholastic achievement.

Deb.K (2003) studied the classroom climate and social inequalities as determinants of
concept formation. The objectives were to explore the relationship between the concept
formation ability of socially non-deprived socially deprived children and various dimensions of
classroom climate.

The sample for the study consisted of 300 children of IV,V and VI classes. It included
150 students of scheduled class category. Classroom climate inventory and test of concept
formation were used to collect the relevant data. Statistical techniques like product moment
coefficient of correlation. The findings of the study were the following. It was found that concept
formation among socially deprived children is positively related to ten dimensions of classroom
climate namely reward, facilitation, involvement, encouragement, democracy, satisfaction
competition, relaxation, formality and cognitive thrust. Concept formation among socially
deprived children is positively related to involvement, encouragement and democracy. This
shows that differences in perception of reward, facilitation, satisfaction, competition, relaxation, formality and cognitive can bring about inequalities in the development of concept formation.

Banerjee Debasri (2003) studied self concept and cognitive style creation and non creative students. Objectives of the study were to examine the nature of relationship between self concept and creativity, also to explore the relationship between cognitive style and creativity and between self concept and cognitive style. The sample was 567 students studying at class VII and VIII. Tool used for the study were test of creative words and test of creative figures developed by Baqquer Mehdi (1989) for measuring verbal and non verbal creativity, children's self concept scale by Ahluwalia (1986) for self concept and group embedded figures test by Ottamen, Raskan and Witkin (1971) to measure cognitive style. Factorial design was used as the research design in the study. Mean, standard deviation, correlation and descriptive analysis were used as statistical techniques.

Findings of the study were. Grade wise comparison showed students of class VII be relatively higher than class VIII students cognitive style and self concept revealed no difference due to grades. Observations based on inter correlation tables revealed positive and significant correlation between creativity and cognitive style and creativity and self concept. The facts discriminating between high creative, moderate and low creative are fluency, both verbal and non verbal elaboration and originality cognitive style did not significantly discriminate between creativity groups.

Brown (2004) examined the relationship of self concept to changing cultural diversity awareness of urban teacher educators. The sample consisted of 100 European-American pre-
service teachers. The findings indicate that a statistically significant relationship does not exist between total self concept and total cultural diversity awareness.

Kharlukhi.B(2005) conducted a study of self concept in relation to some selected personality variables among teacher trainees in Meghalaya. The objectives of the study were to find out the self concept and personality of teacher trainees in relation to sex, community and locale, to study the relationship of self concept with personality. All the elementary and secondary teacher training colleges were considered in the study. Stratified random sampling technique was used for collecting the data from the strata being the different level of teacher trainees. For the analysis of the data mean, standard deviation and t-values were used.

Findings of the study were, the level of self concept of teacher trainees for each dimension was noted. The highest percentage of the high level category is found to be in SCD-E(moral), the highest percentage of the average level category is found significant difference between the means of male and female teacher trainees in SCD of physical, social and morale. Level of the scores in each primary personality factors (PPF) was found the highest percentage of the teacher trainees were in assertive, aggressive stubborn, competitive and bossy. Most of the teachers in the average level category are emotionally not stable, mature and calm. The highest percentage of the low level category is found to be in the PPF-B (less intelligent – more intelligent). With regard to the SOPFs the tribal and non tribal teacher trainees were significantly different in Q I (introversion- extroversion) and QIV (subducedness-independence).

Thiagarajan PA and Ramesh.R(2005) studied self concept of B.Ed trainees. Objectives of the study were to find out the level of self concept of B.Ed trainees, to find out if any difference
in the self concept of B.Ed trainees in terms of their sex, community, locality and optional subjects they studied.

The sample consisted of 96 student teachers. The multi dimensional personality inventory was used to collect the data. From the six dimensions of personality, the dimension of self concept was selected for the study. The data collected from the B.Ed trainees were analyzed by using t-test. The findings are, self concept of B.Ed trainees was above the average i.e self concept. There was no significant difference in self concept of the respondents in terms of their sex, community, locality and optional subjects.

Mary R.S and Paul J (2005) conducted a study on self concept of integrated course students in Pondicherry with the objectives to find out the self concept of students studying in integrated course, and to find out the difference between the self concept of boys and girls, type of family and size of the family, hostellers and day scholars, arts and science students and on the basis of parental income.

The sample consisted of 170 students of which 50 were boys and 120 were girls selected randomly from the four year integrated B.Ed course of a training college located at Pondicherry. Tools used to collect the data included a personal data sheet constructed by the investigator and self concept inventory by Snswat(1984). The data was analysed using mean and S.D. The findings were the student self concept is above average. Boys and girls differ significantly in their self concept. Day scholars and resident scholars differ significantly in their self concept. Students form joint and nuclear families do not differ significantly with regard to self concept.
The same result was also found in the case of comparison between arts and science students. There is a significant difference among income group in their self concept.

Gupta M and Jain R (2005) studied self appraisal of their skills by teachers trained through formal and distance mode. The findings shows that there is no significant difference between the teachers trained through formal and distance mode. But the study reported that teachers prepared through formal mode were more effective,

Chakrabarthi and Banerjee(2005) strongly feels that boys have a higher self concept than girls and there is a significant difference in the self concept, behavior, intellectual and school status, physical appearance and attributes anxiety and happiness, satisfaction among boys and girls.

Masomeh(2005) made a study of relationship between self concept and anxiety among adolescent students. The major objective of the study was to find out correlation between self concept and anxiety among Iranian and Indian students. This study concluded that no significant difference between girls and boys of self concept in Indian students and Iranian students. Overall result on school anxiety showed that Iranian students were higher on test anxiety and lack of confidence than Indian students.

Paul I and Banerjee(2005) conducted a study on effect of sibling and birth order on the self concept of children. The objectives of the study were to study the difference in self concept among the single child and those with siblings, the first born and second born children etc. The sample was confined to 200 students, out of which 40 were single child 80 first born and 80 last born of two children families of standards XI and XII in the age group of 16 to 18. Information
schedule and children’s self concept scale developed by Ahluwalia(1986) were used for data collection.

The findings of the study were, single child had a higher self concept behavior, intellectual and school status, physical appearance and attributes and total score, while second born ones had a higher score in happiness and satisfaction. Single children had a higher self concept than either the first born or second born.

Kharlukhi B (2005) studied self concept in relation to some selected personality variables among teacher trainees in Meghalaya. The objectives of the study were to find out the self concept and personality of the teacher trainees in relation to sex, community and locality. To study the relationship of self concept and personality. Sample was selected from elementary and secondary teacher training institutions. A representative sample of the population was drawn by adopting stratified random sampling technique, the strata being the different level of teacher trainees. For the analysis of data means, standard deviation and t-values were used. The findings are the level of self concept of teacher trainees for each dimension was noted. The highest percentage (77.5%) of high level category is found to be in SCD-E (normal), the highest percentage (89.69%) of the average category is found in SCD-F (intellectual group).

Srivastava, Ashok K (2008) conducted a study on what makes school students happy? An exploratory analysis. The objectives of the study were to explore the conception of happiness in the Indian context. In particularly it empirically examined the perception and determinants of happiness among school children coming from economic-cultural settings (namely rural, urban and metropolitan). The sample consists of 135 students studying in classes XI and XII both boys
Findings revealed that a large majority of students reported themselves to be happy. They felt good and elated when they were happy. Being the company and family of friends, successful completion of the task and studies were reported as some of the important source of happiness. They also described their happiness in form of the happiness of the family, fulfillment of desires and the company of friends. Results have implications for conceptualizing happiness and reorienting education to make it more beautiful.

Dorai M Thambi and Muthchamy (2008) conducted a study on impact of teaching practice programme upon the self concept of B.Ed students. Objectives of the study were to develop values, attitudes and awareness consistent with sustainable development in education, to develop knowledge and skills in teaching practice of B.Ed trainees, to appreciate the commonality of need, rights and values and psychology that bind the B.Ed trainees with teaching practice programme, to increase the self concept of teachers, to link the personality development to educational reform. The study used explorative research method. The investigator used Mohsin self concept inventory to collect the required data. The tool was administered to the sample selected before and after the teaching practice period and collected data from the respondent. The group sampling was used for the study. A total of 200 women B.Ed students were selected from 3 self financing B.Ed colleges for women in Tiruchendoor and Namakkal Districts of Tamilnadu. Findings of the study were the following. This research revealed that the level of self concept of women B.Ed trainees increases significantly after the teaching practice programme compared to the self concept level of pre teaching practice.

Dorai and Muthu (2008) made an attempt to identify the teaching practice programme upon the self concept of B.Ed students and found that the self concept of the B.Ed trainees differ
significantly with respect to unmarried students, rural students, science graduate students and most backward students between pre teaching practice and post teaching practice. This study also revealed that self concept of women B.Ed trainees increases significantly after the teaching practice programme compared to self concept level of pre teaching programme.

Sridevi and Pravin(2009) established a positive relationship among emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students. If emotional intelligence and adjustment are high, this automatically influenced the self concept and scholastic achievement. The relation is proportionate.

Demarry et. al (2009) undertook a study on the role of youth ratings of the importance of socially supportive behaviours in relation to social support and self concept. Result of this study is that the relationship between the frequency of social support from parents, teachers, classmates and close friends with self concept were significant. Only the perceived importance of social support from teachers was significantly related to self concept. Finally and interaction was found between the frequency of social support and the importance of social support from class mates and closer friends on self concept.

“Attitude counts: Self concept and success in general Chemistry” is the study made by Lewis, Shaw, Heitz and Webster (2009). This study seeks to better understand factors that are related to student success in general chemistry by focusing on the affective domain, in this case students’ self concept, or self-evaluation of ability as it pertains to a specific field of study and found that self concept had an important role in the achievement and success in Chemistry.
Raju and Asfaw (2009) accepted the fact that test anxiety had a weak correlation with achievement, perceived general academic self concept and study habits were positively and significantly related to achievement.

This is the finding of Remine, Care and Grbic(2009) that there were significant main effects of age at diagnosis of deafness of the degree of deafness on Piers-Harris2 domain scale and total self concept scores. There was also no significant main effect of the number of visits by a teacher of the deaf on the Piers-Harris2 total self concept score.

Rodriguez(2009) developed the evidence of the impact of two critical self regulation components- academic self concept and outcome expectations on the selection of learning strategies conducive to academic achievement in undergraduate business education. Self concept theory is the framework for the analysis of students’ motivations and learning behaviours. Analysis suggests that high academic self concept favours engagement in complex cognitive effort, deep learning strategies and self reflection, as well as in the adoption of strategic learning approaches alone and high students’ academic self concepts and unambiguous outcome expectations encourage critical thinking and reflective approaches to learning.

Rudassil, Capper, Foust, Callahan and Albaugh (2009) made a study on grade and gender difference in gifted students’ self concepts. Results indicate that gifted students’ scores in several self concept domains were lower for older adolescents and girls, but remained relatively high across grade and gender for scholastic self concept.

Sullivan(2009) assessed gender differences in academic self concept for a cohort of children born in 1958(the National Child Development Study). Academic self concept was found
to be higher gendered, even controlling for prior test scores. Boys had higher self concepts in mathematics and science, and girls in English. Single sex schooling reduced the gender gap in self concept, while selective schooling was linked to lower academic self concept overall.

Goets et.al (2010) investigated the relation between academic self concept and the emotions of enjoyment, pride, anxiety, anger, and boredom as experienced in Mathematics, Physics, German, and English classes. Stronger relations between self concepts and emotional were observed among older students. Self concept and emotion relations further differed as a function of the specific emotion assessed, with pride showing the strongest and boredom the weakest relations with academic self concept in the four domains assessed.

Nishika et.al (2010) examined the association between perceived parental rearing, attachment style, self concept and mental health problems among Japanese adolescents. There seems to be a unique influence on mental health problems from parent adolescent relations depending on the gender of parents and adolescents. PLS (Partial Latent Square Regression) analysis showed that insecure attachments and rejection from parents were predictors of internalizing and externalizing problems among boys, while all dysfunctional parenting (rejection, overprotection and anxious rearing) were determinants of these problems among girls. Non academic self concept (social, emotional and physical) was a predictor of internalizing and externalizing problems. Power of the prediction of these problems was greater for girls than boys.

Mc Queen et.al(2010) conducted a study for examining the relationship between the over excitabilities and self concept of gifted adolescents via multivariate cluster analysis. Within this
research, four distinct clusters of adolescents were found, namely a low imaginational group, a high intellectual group, a low imaginational / high psychomotor group a high intellectual group, and a low psychomotor group, such that this group scored significantly lower than the three other groups with regard to various facets of self concept. Females significantly outnumbered males in the low psychomotor group. Thus, gifted adolescent females with a low psychomotor over excitability score may be more prone to a lowered self concept and may need intervention, counseling, or special activities or accommodations to buffer the potential self concept deficits they may face.

Subhas Chandra Shetty(2010) conducted a study on the self concept of student teachers of primary level. Objectives of the study were, to study the extent of self concept of primary school teachers. To find out the difference between men and women teachers with self concept. To find out the difference between rural and urban teachers in self concept. To find out the difference in self concept between government and private school teachers. The findings of the study are, men and women teachers do not differ significantly with regard to self concept. Arts and science teachers do differ significantly with regard to self concept. Science teachers possess high self concept than arts teachers. Rural and urban teachers possess high self concept. Urban teachers possess high self concept than rural teachers. Private and government teachers do differ significantly with regard to self concept. Government teachers possess high self concept than private teachers.
2.6 OVERVIEW

The declaration of women’s year and women’s decade in 1975 and the Nairobi Conference held in 1985, India endorsed the forward looking strategies for improving the lot of women. The major points were Joshi working committee group for Doordarshan recommended that all advertisement shown in television must be scrutinized carefully by a special committee to ensure that they do not portray women in derogatory and stereotyped ways. Children’s programmes should be always conscious of projecting the values of equality and breaking those of sex stereotypes. Educate the masses and inculcate new values so as to guarantee of equality of states. To change the situation we will have point out the merit as well as demerits on a continuous basis. Perhaps the women’s organisations could create a media monitoring cell for the purpose. Thus the studies highlighted the significance of women rights and influence of media at macro level. But unfortunately we have only a few studies which highlighting the problems of women rights, women education and influence of mass media at macro level. Although education has received reasonable attention in Kerala, sufficient attention has not been given to the study of women’s education in Kerala.

Since the early studies were not sufficient and satisfactory in providing a concrete picture of the progress of the development of women’s education in Kerala, the investigator has undertaken to make a comprehensive study aims to throw light on the self concept of the secondary school girls students through the awareness of women’s right and influence of media.

The methodology of the study is presented in the next chapter.