CHAPTER-IV
Review of a related literature

4.1. Introduction:

Review of related literature is an essential aspect of research projects. According to Lokesh Koul 2000, The first step in reviewing the related literature is the identification of the material that is to be read and evaluated. Which can be done through the use of primary and secondary sources available in the library. It helps the researcher to acquaint oneself with the current knowledge and practices in the area in which he or she is going to conduct a research. It provides researcher with the aspiration for his or her investigation. It also avoids the duplication and provides comparative data on the basis of which one can evaluate and interpret the significance of one’s finding. Thus, it enables the researcher to update the works done by the previous researcher and add some positive thoughts. Knowledge and ideas in more practical and meaningful way.

Thus, in this chapter, an attempt has been made to review the work done previously in the area of status and problems of women in the following:

4.2. Studies conducted abroad:

Aubrey Eaves (1978), Studied on the subject of equal opportunities for men and women, the same students admitted to first course of British Universities on October, 1973 were 35.7 percent female, or 35.0 female of overseas student are included. Eaves observed that by the end of December 1996, percentage of women in first degree were first class honour 25.0, a second class honour (upper division) 39.5 second class none (lower division), 40.1, second ordinary 33.8. Thus, all the first degree of women is 38.8 percent. He said that it could be seen that in terms of general performance there was only little difference between men and women, hence on evidence of equality.

Beshears, Phyllis Lee, (1996), conducted Ph.D. Indiana state university on,

207 Koul Lokesh 2000, Methodology of educational research P.89
208 Aubrey Eaves (1978), “The subject of equal opportunities for men and women, the same students admitted to first course of British Universities on October, 1973.”
“The famine ethos and secondary and elementary educational administration.”

The purpose of this study was to determine if women administrators in secondary and elementary education differ in leadership characteristics that are consistent with those described in the feminist literature. The research was based on numbers of years of experience (5 years or more than 5 years). And, their perception of the school corporation in with they worked as either hierarchical or hierarchal in its organizational structure.

This study adds to the research done by Anne Nolan Hanger at Indiana State University in April 1994, in a dissertation entitled. “The study feminine Ethos and Higher Education Administration” The study was designed as in Hanger (1994), to identify 17 characteristics in 3 categories. Leadership style and characteristics, decision-making strategies and conflicts resolution strategies. All three were incorporated a research survey. The degree to which women administrators in secondary education and elementary education believe they possess this characteristics was compared to their year’s experience (5 or less years or more than 5 years). Add to their unit (hierarchal or hierarchal). The sample was comprised of women administrators in secondary and elementary education who held the title of secondary or elementary of school principle.

Likewise in terms of the organizational structure of the school corporation (hierarchal or diarchal within which they work, these administrators at both secondary and elementary level did not differ significantly in their believes about their possession of the characteristics of leadership style, decision-making strategies and conflict resolution strategies as identified in the feminist literature. Despite expectations that elementary administrators might posses great leadership characteristics associated with feminine either to a great degree than secondary administrators, this study found no significant differences.

Huey & Jerry Dawyne (2003), conducted a study on, “The influence of family responsive practices on job satisfaction organizational commitment, and intentions to turnover for working women with children.”

The objectives of the studies were: Women occupy more than 60% of the

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workforce. Yet, very little is known about how the demands of work and family affect their turnover decisions. This study examined the influence of family responsive practices on job satisfaction, organizational commitment, and intentions to turnover for mothers in the workforce. Findings: It was hypothesized that family responsive practices would predict intentions to turnover above and beyond traditional predictors, such as pertained job alternatives, age and tenure. It was also hypothesized that relationship between responsive practices and intentions to turn over would be mediated by job satisfaction and organizational commitment.

Kriz (2003), conducted the study on “Welfare States and Emotional risks”. Family policy gap and children care maintenance by employed mothers in Britain, Germany and Sweden.

The Objectives of the study were: This study explores the consequences of British, German and Swedish Government sponsored family policies, in particular maternity and parental leave legislations, publicly subsidized childcare services.

British and German, 'Family policy gap' have the potential to produce 'emotional risk' of the employed mothers. Family policy gaps arise when there is a lack of financial and institutional public support for employed single parents and dual earner complex with children younger than three years.

“Emotional risk” or the likelihood of negative emotional consequences for maintenance, that mothers undertake when interacting with class children providers in order to ensure the continuity of their childcare arrangements with children's care givers and maintenance increases mothers level of emotional risk, because, mothers consider this type of work emotionality draining.

The Major Findings Were: The study demonstrates that families with preschoolers in which mothers are employed face the widest family policy gap in Britain, A comparatively smaller gap in Germany, and the smaller gap in Sweden. It was found that the wider the country's family policy gaps the higher employed mothers' 'Emotional risk’ due to childcare maintenance. And, that the typologies of welfare States should take into account the implications of social policies on people's everyday lives.

Larson (2003), study on “Low income women’s standpoint.” Recognizing poor and working class, American women as generator of resistant knowledge. The objective of the study was: To study demonstrates the low income women construct knowledge out of resistance to systematic oppression in their everyday, concrete worlds. A distinct theory on low income is grounded in and produces knowledge from the massiveness of contractions and the murkiness of ambiguity in the immediate, material worlds.

Major Findings were: Low-income women’s standpoint theory acknowledges the massive of life and the imperfection of humanity. Furthermore, it illustrates that knowledge is an ongoing process of seeking “truth.” There is no one correct in finding truth. Hence, low income women’s standpoint theory shows that there is truth in Murkiness and confusion of a contradictory and ambiguity.

Martin, (1996) Conducted on “The role of school in formulating and sustaining the aspirations of rural women.”

It indicated that, nearly ten million girls currently attended rural schools across America. The role of Schools is helping these women formulate and sustain their aspirations has not been researched. In this dissertation, ten women in their mid-thirties were interviewed to determine the following:

1. How the aspirations of young rural women changed as they get matured.
2. The role teachers played in helping them to formulate and sustain those aspirations.

Examination of their stories indicated that most participants’ aspirations changed as they get matured. The greatest changes were found in their occupational aspirations. Most of these women eventually aspired to marriage and motherhood and about half aspired to a different quality of life. The aspirations of women were influenced by teachers. Nine participants also recounted experiences where they were influenced by other compounds of school. Neither teachers nor school were aspirations. However, both were significant in helping to sustain them, especially occupational aspirations.

This study helped to fill a research void in the literature on the aspirations of rural girls and women. It also provided educators with suggestions on how to better

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support support rural girls in their academic and school related endeavors.

**Shannon (2002)**, 214 Conducted a study on, “Adults women’s workforce, family and leisure choices, and the influence of mothers on daughter.”

The Problem of the study was: Women’s work and family lives are changing. There is no longer one common life path for women. This has resulted in an increased interest in explaining women’s behavior and choices. Research suggests the potential for mothers to be influential in daughters’ work, family and leisure choices. The purpose of this study was to determine how and to what extent mothers have served as an influencing factor in the value attitudes and behaviors which their adult daughters passes and practice in relation to work, family and leisure. Data were collected from each mother and daughter through separate, semi-structured interviews.

The major findings were: Mothers influenced their daughters through their roles as educators, examples, benchmarks and cheerleaders. Many mothers, examples and experiences reflected traditional attitudes and roles. Their ability to actively interpret social changes, however, resulted in mothers providing deliberate messages through their roles as educators and cheerleaders which encouraged their daughter to take advantage off expanding work and career opportunities, and to combine these with motherhood. As a result daughters received some contradictory messages from their mothers.

Daughters actively evaluated and interpreted from their mothers and others individuals, the social context within which they are living their own lives and unanticipated events and opportunities. Explicit messages were mostly related to work and family. With very few explicit messages about leisure daughters relied on the examples of their mothers set related to leisure. Daughters tended to reproduce their leisure, behavior roles patterns-patterns which fit with mothers’ traditional roles and devalued leisure. The study suggests that socialization theories alone are not adequate for explaining the complex relationship between a mother’s influence and her daughter’s work, family and leisure choices. There is a need to incorporate ideas related to active interpretation and individual’s agency, as well as social structure and social changes.

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214Shannon (2002). “Adults women’s workforce, family and leisure choices, and the influence of mothers on daughter.”
4.3. Studies done in India:


The objectives of study were:

1. To study analytically the development of higher education in British period in Uttar Pradesh.
2. To study in detail the development of higher education after British period till the year 1991 in Uttar Pradesh.
3. To compare the development in higher education during British period and after British period.
4. To evaluate present status of higher education with reference to higher education during British period. The hypotheses of study were: (a) The development in higher education is not in desired direction according to need of Uttar Pradesh after independence. (b) The qualitative in higher education in Uttar Pradesh is not satisfactory.

Choksi, R.J. (2003),\(^{216}\) studied, “Status of Primary Education in Surat Municipal Corporation Area” with the following objectives:

1. To study the system of (a) Fundamentals, (b) School Management, (c) Physical Facility, (d) Educational Programmes, (e) Library facilities and Problems related to Administration and Development in the Primary Schools under study.
2. To study he Grant provision and Nature of Expenditure for the Primary Education of the schools functioning under the Surat Municipal Corporation.
3. To study the growth pattern of Schools, Students and Teachers of the schools functioning under the Surat Municipal Corporation.

The findings were:


1. The schools at present managed by Surat Municipal Corporation (261) had long history about its establishment because some of them were established before independence.

2. The school principals managed the school under the supervision and leadership of Education committee according to the resolutions passed by the general body of SMC.

3. The number of schools, students and teachers increased during the last decade. And more number of private schools was established as compared to SMC schools.

Devi (1991), conducted a study on education and employment status of women and their attitudes and practices in family welfare in Andhra Pradesh.

**The objectives of the study were:**

To assess the educational and employment status of women in Andhra Pradesh.

**Findings:** The possession of physical amenities was the highest among the doctors and college lecturers, followed by school teachers and nurse the least being with women casual laborers. Further, possessions of physical amenities were positively related to the education and income of the respondents

Dua (1991), conducted a study of adjustment, familial role expectations and modernizations of working and non-working women.

**The objectives of the study were:**

1. To determine the differences between working and non-working women in respect to adjustment. (Home, social, emotional, marital and health).
2. To find out whether working and nonworking women differ in respect to their familial role expectation.
3. To study the difference in outlook of working and non-working women towards education, family planning, women’s freedom, sex-bias, women status and family structure.

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4. To know their variations between working and non-working women, according to their level of education, age, family structure and income.

The major findings were:

1. Working women yielded significantly higher mean value as compared to their non-working counterparts on the variables of emotional adjustment, expectations for social responsibilities, family planning women’s status, women’s freedom, marriage whereas non working women had obtained higher mean value on the variables of home management, social adjustment, marital adjustment, work expected from family members in comparison to their working counterparts.

2. When the educational level was held constant no significant difference was found between highly educated working women and non-working women towards their family roles.

3. However, effect of age, type of family, income group on familial role expectations did vary as also modernization of outlook.

4. On the whole working women were found more modern in their outlook in all areas such as religion, family planning, marriages etc.

Eapen, K.V.(1981),\textsuperscript{219} has conducted “A Study of the Contribution of the Church Mission Society to the Progress and Development of Education in Kerala” with a view.

1. To assess the contribution of the Church Mission Society (CMS) to primary, secondary and higher education.

2. To estimate the missionary activities in such aspects of education as women’s education, education of the backward classes and hill tribes.

3. To examine the nature of special educational organized by the CMS.

The major findings were:

1. The Church Mission society played a vital role in spreading in modern education in Kerala between 1816 and 1947.

2. In the field of primary, secondary and higher education the Missionaries made the most of their opportunities. iii) The Missionaries established slave Schools

and boarding schools for the depressed classes as a gradual step for their admission to common schools.

Gorimar (1980), conducted on, “Women education; its forms and methods and effects as reflected in the works of the major women Novelist of the nineteenth century.”

The objectives were:
1. To examine the influence of the prevalent trends of the thoughts, educational tradition as well as the social norms on the theory and practice of the women education.
2. To educate the different ways in which women could educated intellectually, emotionally, morally, socially and spiritually to make the restricted existence meaningful or at least tolerable.
3. To assess the relevance of the 19th century approaches to the total education of the middle class today.

The major findings were:
1. It was possible to discern three main schools of thoughts prevailing in the 19th century which effected popular theories of the education at that time.
2. The most influential of the three was the Christian tradition which view a good women as a submissive and dutiful daughter, wife and mother this meant that the women should be support to men in his struggle towards the advancement of the human race, towards a better life. The real burden of female education was the indoctrination of Christian principles in order to teach a women to lead a Christian life.
3. The approach of the 19th century to the education of women was relevant to women of the middle classes today as well as for all times because it made the greatest contribution to moral or value oriented education of the feelings.
4. The education recommended by the 19th century novelist and thinkers alsopromoted self awareness and self-assessment which would enable women to recognize her parenthood as a serious commitment to humanity, while leading her the choice of not being dependent of marriage alone for self-fulfillment.

Gorimar (1980). “Women education; its forms and methods and effects as reflected in the works of the major women Novelist of the nineteenth century.”
Hota (1990),\textsuperscript{221} conducted studies on working women’s perception of their self and environment in relation to job and life satisfaction.

The objectives were:

1. To study the working women’s perception of their self and the environment in which they are living and working in relation to the nature of their job.
2. To find out the relationship between the self-perception and job satisfaction of working women.
3. To find out the relationship between women’s perception of the environment and their life satisfaction.

The major findings were:

1. Skilled workers had a positive perception of their self in all the dimensions of self-concepts in comparison to semi-skilled and unskilled workers. They differed significantly from both semi-skilled and unskilled workers.
2. Skilled workers perceived their environment as more congenial and cooperative than the other two groups.
3. Skilled and semi-skilled workers had the highest job-satisfaction and dissatisfaction, respectively.
4. Women in skilled jobs were found more satisfied in their lives than women in semi-skilled and unskilled jobs.
5. Skilled workers had a significant inverse relationship between their self-concepts and job-satisfaction.

Jain (1991),\textsuperscript{222} “Analysis and evaluation of the animators training camps for the education and empowerment of rural women conducted by IIE, 1988-89.”

The objectives were:

1. To assess the achievement and drawbacks of the 21 day animators training camps conducted by the IIE, Pune.
2. To analyze content and methodology of the training programs.
3. To make suggestions based on the views of the participants, drawbacks observed by the investigators, general observations and review of available literature and researcher.

The major findings were:

\textsuperscript{221}Hota (1990), “Working women’s perception of their self and environment in relation to job and life satisfaction.”

\textsuperscript{222}Jain (1991), “Analysis and evaluation of the animators training camps for the education and empowerment of rural women conducted by IIE, 1988-89.”
1. Ignorance amongst the rural women was found to be the dominant feature.

2. Persuasive communication and informal sources affected behaviour and thought process of individuals.

3. From the feedback from participants, the following observation were made:
   a. Awareness was generated amongst the women on health, nutrition, mother-childcare, land regulations and legal rights for women through this programs.
   b. Women developed self-confidence through the programs and felt that they should participate in community development programs of the village.
   c. They realized the importance of women education.

Kapoor (1984),\textsuperscript{223} conducted on “A study of programme for educational extention for women with special reference to family life education.”

The objectives of the study were:

1. To identify the programmes of family life education.

2. To find the extent to which the family life education concept of these programmes as implemented in the field centers was in line with the stated objectives.

3. To identify factors, which influenced participation of beneficiaries in activities, conducted in the centers so that useful and relevant programmes could be planned.

4. To identify the infrastructure on which these institutions operated and specific factors within this infrastructure, the presence or absence of which was responsible for their affective functioning or otherwise, and

5. To investigate by means of an action research the way by which factors that led to effective functioning of the institutions could be consciously incorporated and conversely, those that caused them to be ineffective weeded out.

The major findings were:

1. The majority of beneficiaries belonged to the age group 15-25 (49%) and the married (57%). A majority of them were unschooled or had schooling only up to the second grade. The majority of them belonged to families with a monthly

\textsuperscript{223}Kapoor (1984, “A study of programme for educational extention for women with special reference to family life education.”}
income less than Rs. 1000/-. 

2. The activities most popular with the younger age group and the unmarried were those, which, which were directly related to educational craft literacy, lectures, demonstrations, exhibitions, etc. The older age group and the married showed greater participation activities through which they could supplement the family resources and in films shows and cultural activities.

3. Demonstration was found to be the most popular activity with all beneficiaries irrespective of characteristics studied. Women from joint families showed least participation in all activities except other activities which included getting services like free supplementary diet and medical check-up.

4. Most field workers (72%) passed the prescribed educational qualification but only half of the supervisors were adequately qualified. Most field level workers and supervisors were adequately qualified. Most field level workers and supervisors had received job training but the salaries honorees were too merger to provide any motivation there was a wide gap between the lowest paid and the highest paid.

Katamma (1990),224 conducted a study on, “Status of women in relation to education, employment and marriage.”

The objectives were:

1. To examine the impact of education and employment on the status of women and.
2. To analyze the pattern of decision-making, inter-spouse communication and opinion on a number of current issues like dowry, marriage, etc. among women with different educational and occupational status.

The major findings were:

The higher the education of women, the greater was their participation in decision- making, inter-spouse communication and a progressive opinion on different issues.

Masih, J. (1976),225 conducted a study on the “Contribution of Foreign Christian Missionaries towards Education in India.”

The objectives were:

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224Katamma (1990), “Status of women in relation to education, employment and marriage.”
1. To investigate the systematic horizontal growth, variety in the field of education (technical, special, women, tribal and teacher education), and the characteristic features like curriculum, supervision, examination, fixed timetable (both yearly and daily) and the like introduced by Christian missionaries in their education, and

2. To find out how the spread of their institutions influenced contemporary education and to what extent their system of education were suited to conditions in the country.

The findings were:

1. Missionaries had enjoyed marked chronological precedence in practically all the significant areas of educational development in the country, and

2. Missionary schools and colleges, through experiments carried out in various spheres and situations, had evolved a diversified and broad based pattern which was eventually adopted by the state with modifications.

Majumdar (1981), conducted on, “Women and educational development.”

The study indicated that:

1. The expansion of educational opportunities was a demand during the struggle for freedom.

2. Liquidation of literacy, Universalization of elementary education for upto fourteen years of age, development of technical manpower, development of Indian languages as the medium of instructions, transformation of the contents of education to inculcate nationalism, self realization, equality democracy and special attention to weaker section were the declared objectives of national policy for the education.

3. There were five major changes of policy for the period 1978 - 83 namely Nation-wide programmes of adult education with special emphasis on the 15-35 age-group, Universalization with the special emphasis on the enrollment of girls regulation of enrolment on the general academic stream, rural bias on educational programmes, science education and scientific attitude, provision of non-formal education along with increase of facilities at all stages and optimum utilization of existing educational facilities.

4. The committee on the status of women in India identified ambivalence in their understanding of the purpose and the content of women education, the stated purpose to make them more effective wives and mothers.

5. The realization of policy goals and education system were not instrumental in bringing about women liberation as the obstacles were primarily economic or functional, the effect of the provision of more schools, women teachers or exclusive schools for girls was not very commendable, instead of a situational analysis of different target groups, the working out of practical steps and efforts to stimulate and motivate them would be helpful between men and women, hence no evidence of inequality.

Mukerjee and Sen (2009, 227) on their study regarding SSA namely, “Universalizing Elementary Education an assessment of the role of the Sarva Shiksha Abhiyan.”

It was that – India’s flagship program for universalization of elementary education- the SSA is regarded as one of the largest such initiative anywhere in the world. Started in 2001-02, it has recorded impressive achievements by any yardstick. According to Ministry of Human Resource Development (MHRD) data, nearly 1,60,000 primary and upper Primary schools have been opened, more than 6,50,000 additional classrooms have been constructed and 5,00,000 additional teachers have been appointed. Independent surveys show that nearly 92 percent of India’s elementary school-age children are currently enrolled. However, government’s own surveys also show that there are still nearly 13 million children out of school – a figure which is still very substantial.

At the beginning of the 11th Five Year Plan, SSA stands at the crossroads. While the last five year years have seen frenetic activity on expanding and upgrading infrastructure, and strengthening decentralization of education to the districts, block and panchayat level, the next five years will determine whether the investments have been translated into higher levels of educational achievements- the most important being improvement in the quality of education.

Mutalik (1991), 228 conducted on, “Education and social awareness among women.”

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228Mutalik (1991) conducted on, “Education and social awareness among women.”
The objective of the study was:

1. To explore and describe the nature of influence of formal education on social awareness among women.
2. To determine the role played by our formal education system in the area.

Major Findings were:

1. Education and level of social awareness was low among low castes groups.
2. Highly educated women belonging to high economics status had higher level of social awareness but readiness for action was absent in them, meaning thereby, it was necessary to motivates these women for action.


The objectives were:

1. To investigate the educational problems of SC/ST educational institutions.
2. To find out whether there is significant difference in the number and nature of educational problems in respect of management, staff and students of SC/ST educational institutions.
3. To compare educational problems of SC/ST educational institutions when they are classified according to their nature, location, experience, level and type.
4. To offer suggestions to help SC/ST educational institutions to overcome educational problems.
5. To offer suggestions to help SC/ST educational institutions to overcome financial problems.

The findings of the study were:

1. The nature of institutions was not accountable on the significant difference in the total number of educational, administrative, finaniciak and social problems separately being experienced by aided and unaided SC/ST institutions on the one hand and the respondents separated as management and staff, management and students and staff and students on the other.

2. The location of institutions was not accountable on the significant difference in the total number of educational, administrative, financial and social problems separately being experienced by rural and urban SC/ST institutions on the one hand and the respondents separated as management and staff, management and students, and staff and students on the other.

3. Type of the SC/ST educational institution did not account for significant difference in educational problems on the one hand and the nature of educational, administrative, financial and social problems on the other.


The study has adopted the historical and descriptive survey methods. The data were collected from the writings and correspondence of Swami Dayanand, official reports of the minutes, dispatches, reports of commissions and committees, confidential office records, proceedings of legislatures, census reports, newspapers and periodicals. A questionnaire was also used to collect information regarding Gurukulas. Forty six prominent leaders of Arya Samaj from various parts of the country were interviewed.

The study revealed that the concept of education in the Arya Samaj was religious, social as well as knowledge oriented. Another great contribution to education by Arya Samaj was its scheme of early childhood education which included speech training, sense training, behaviour training, training in personal and habits and sex education. The Arya Samaj had developed two distinct types of educational institutions, viz, D.A.V Schools and Colleges and Gurukuls.


**The objectives of the study were:**

1. To examine the distribution of tribal population in different districts and to describe briefly the major physical characteristics of the tribal regions as also

the life and labor of tribal in Gujarat.

2. To present a brief historical prospective of the growth and development among the tribal in Gujarat, with a special emphasis on the efforts made, till independence, to promote education among tribal women.

3. To examine the extent to which the literacy, enrollment and educational attainment of tribal women compared with that of Harijan women non ST/SC women and tribal women.

4. To examine the problem of school and to develop an addictive picture of various aspects of the educational development women in Gujarat on the basis of analysis of census and other available in related studies.

The major findings were:

1. The percentage distribution of tribal population in different district of Gujarat varied from about 15%, in Sabakantha district to about 93% in Dangs district.

2. There were considerable inter-tribal and inter district differences in socio-economic conditions of tribal in Gujarat; the occupations of most of the tribal women were agricultural labor and cultivation.

3. There was a trend of general increase in enrollment of the tribal girls at all levels of education.

4. Regarding equality between tribal girls and three-comparison group, a general pattern of increase was found in the co-efficient of equity for enrollment in all standards from I to S.S.C. There were relatively higher rate of drop out among tribal girls than among the three-comparison group.

5. A considerable amount of variation in the context of wastage and stagnation among tribal girls was marked with variation in development areas and the types of schools attended.

6. Tribal parents’ indifferent and apathetic attitude towards education with poor economic conditions seemed to be major cause for irregular attendance, absenteeism and dropping out from school.

Pobani (1992),\(^{232}\) conducted the study on the study on the status and role of women teachers of the University of Bombay.

The objectives of the study were:-

1. To study the conditions presents in the operatives aspects of their profession,
which assist or act as constraint in the pursuit of the profession and whether the constraints are reflections of gender differences.

2. To seek the opinions as to what diverse qualities specifically with respect to responsibility and obligations that are indicative of excellence of the profession of teaching.

**The major findings were:-**

1. There were role conflicts as family obligations did interfere with teaching duties.
2. They taught because they felt that household responsibilities should not take all of their time.
3. Women teachers were disappointed in respect of the status that the profession enjoys.

**Pushpanadham, K.A. (2000),** conducted research on “Decentralized Management of District Primary Education Program (DPEP).”

**The objectives of study were:**

1. To study the nature of decentralized management of DPEP in Panchmahal district in terms of academic and administrative dimensions.
2. To study the impact of decentralized management of DPEP on enrolment, retention and achievement.
3. To study the perception of teachers’ village education committee and local community on the district primary education programs.

**The findings of the study were:**

1. The DPEP has made an impact on the academic decentralization institutional resources and teacher training with classroom process.
2. The learner grants and school improvement grants were found as motivational approaches in strengthening and sustaining the retention and individual commitment on the achievement of DPEP goals.
3. The existing structures for the management of primary education and the evolved structures for the arrangement of primary education program have

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been working as parallel structure and in some cases the vertical and horizontal working relationship are not clear.

4. The gross Enrolment Rate of the students at different standards increased over the years after the implementation of the DPEP in the Panchamahal district.

5. The Retention Rate in lower primary school also increased over the years after the implementation of the DPEP.

6. There has been a significant increase in the academic achievement of the students after the implementation of the DPEP.


The objectives were:

1. To compare the material for women’s education generated by the government and a voluntary agency. (Jagori).

2. To see how education can help adult women in achieving status equal to that of men, not only socially but economically, politically, educationally, legally etc.

The Major findings were:

1. There was an ideological difference in the approach of the government and the voluntary agency. As compared to the former, the latter followed a clearly feminist approach.

2. Neither the government nor the Jagori materials touched the issue of women’s participation in mainstream policies.

Sharma (1992), conducted a study on employment pattern of educated women. Review of the literature and data.

The objectives were:

1. To review the studies on the employment pattern of educated women.

2. To review the data sources on women in the labour force.

3. To identify the critical issues for further probing.

The major findings were:

1. The work participation rate has increased from 14.22 % (1971) to 22.73 % (1991).


2. The problem areas, which needed to be tackled, were
   a. Increasing the female literacy particularly in rural areas.
   b. Increasing the share of women in the higher levels of education.
   c. Increasing the female enrolment in faculties like medicine and law for
      which they were eminently suitable and the work environment was also
      congenial.
   d. Changing women’s own attitudes and outlook of society towards
      education and employment of women.

Sharma, M.L.(1975), 236 conducted “A Critical Study of the Role and
Contribution of Private Enterprise in Education in Punjab from 1984-1966.”

The major objectives were:

1. To highlight the purposes with which the private agencies entered the field of
   education in Punjab.
2. To create awareness for the significant contribution of the Private Enterprise
   in Punjab and
3. To determine its place and role in education in a democratic set up.

The major findings of the study were:

1. Education in India, in the modern sense, dated from 1854, when the promotion
   of general education was accepted as a state responsibility, and it was accepted
   as a state responsibility, and it was to be ensured through the private enterprise
   by encouraging it with liberal grants.
2. The years 1947-1966 witnessed the emergence of the state, especially in the
   field of primary education where the private enterprise had never been very
   active.
3. In the Secondary Education field the Private Institution played very useful role
   despite the state playing the role of a significant partner.
4. In college education they commanded position, and their latest stronghold was
   teacher education colleges.

Education in Punjab from 1984-1966”.
**Samar, S. (1985)**, conduct a study on the “Contribution of Early Urdu Novels towards the Development of Modern Education among the Muslims of India.”

The major objective of the study was to identify and evaluate the role of the early Urdu novels in spreading modern education among the Muslim women of India. The study was based on the content analyses of Urdu novels written during the late 19th and the early 20th century (till 1914).

**The major findings were:**

1. The British educational system had made considerable impact on Indian Muslims, especially in the development of modern education. As a result, a new educational movement was launched under the dynamic leadership of Sir Syed Ahmad Khan and his associates.
2. Many Urdu authors chosen a new form of literacy medium, the novel, to convey this message to Indian Muslims, especially Muslim women, and in this way the first Urdu novel was written on an educational theme, followed by a number of Urdu novels by different writers with the same thematic presentation.


**The objectives of the study were:**

1. What were the major social forces and historical antecedents which led to the creation of a strong community organization of the Nayars-NSS and its entry in the field of education as a voluntary agency?
2. What kind of developments occurred in the educational establishment created by the NSS during the period under study, viz., 1961-1990, divided into meaningful development phases?
3. What are the contributions of the NSS to the total educational development of the state assessed against the socio-political background of the state?

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The findings of the study were:-

1. The growth and development of the educational institutions under the NSS during the period 1961-1990. The growth and development categories of educational institutions under the NSS since its establishment in 1961 showed that there was a steady growth in the number of educational institutions created by it and in the supporting educational sectors. The activities which started in a humble way by establishing primary and secondary schools gradually developed into a huge system for running all kinds of institutions from school to higher education including arts and science colleges, professional college, etc. The growth and development of institutions indicates certain significant trends, possibly due to its dependence on governmental policies operative from time to time in giving permission for starting new educational institutions. The development and growth of the NSS could be meaningfully placed under four major heads: Phase I: The early developments were the incubation period (period up to 1930); Phase II: The period of crystallization (1930-1947); Phase III: The period of confrontations and expansion (1947-1970); and Phase IV: The period of stabilization and consolidation (1970-1990). Contribution of NSS to the total educational development of the Kerala state was the study gives conclusive evidence of the fact that the NSS played a significant role in the development of educational institutions in the state and in giving leadership to the state in deciding critical issues relating to education, including the role it played in creating informed public opinion on contentious issues relating to the operation of education.

Singh (1989), 239 “A comparative study of personality of working and non-working with special reference to family adjustment and their impact on the education of their children.”

The objectives were:

1. To study the difference in various factors of personality among working and non-working women.

2. To test the significant difference in the achievement of the children of working

and non-working women.

The major findings were:
1. Significant differences existed between working and non-working women with regard to certain personality factors.
2. No significant difference was found in home, social and school adjustment between the two categories.
3. Significant difference was found among children of working and non-working women.

Sinha (1991),240 conducted the study on the problems of girls’ child-some issues:

The objectives of the study were:
1. To create greater awareness among the girls children regarding the role-played by them in their homes.
2. To learn from the girls children through mutual discussion, their own attitudes towards domestics work and gender education.
3. To motivate girl children to take to education.
4. To explore possibilities for promoting programs for girls children in response to their requirement.

The major findings were:
1. Most of the girls were fully conscious of the better opportunities accorded to their brothers and said they could do all the works done by boys.
2. Throughout the discussion the girls expressed their desire for learning.
3. It was clearly obvious that for most of them the desire to study was very strong.

Saxena, A. (2000),241 conducted a study on the “Role of National Service Scheme in Social Development (with special reference to District Shivpuri), an Educational Study.”

The objectives of the study were:
1. To find out the awareness of School and College student towards various social problems.

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2. To find out whether the Development of students taking place through this programme is in accordance with one objective of National Service Scheme.

3. To assess the usefulness and importance of National Service Scheme from an educational point of view and provide necessary suggestions.

**Findings of the study were:**

1. National Service Scheme plays a positive role in the development of educational, cultural, economic and national goodwill.

2. Students were aware of solutions of social problems from the social development point of view.

3. Students are developing according to the objectives of National Service Scheme.

**Varshney (1984), 242** Conducted on, “A study of the effect of psychological adjustment on the behaviour of educated adolescent girls in relation to the social change.”

**The objectives were:**

1. Education is a factor in determining the attitude of girls students towards equality of women.

2. There is a significant difference in the attitude of adjusted and mal-adjusted girls’ students towards religion.

3. There is significant difference in the attitude of married and unmarried towards religion.

4. There is significant difference in the attitude in the attitude of adjusted and mal-adjusted girls towards family planning.

5. There is a significant difference in the attitude of married and unmarried women towards equality of women.

**The major findings were:**

1. It was supposed that the young women in the society had a definite and positive attitude towards the psychological problems. However, it was found out that majority of the young unmarried girls were unaware of the seriousness of the problems they would have to meet in the future.

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2. There were several responsible for this state of affairs. The major factors were religious superstitions, lack of education and ignorance about the problems faced by the nations.

3. In spite of the fact that the large numbers of young girls were being educated and a change was taking place, the women in particular and the names in general were still unable to realize the gravity of situations.

4. Most of the young women and men were unable to understand the significance of freedom and equality when extra-marital relations and unmarried families were concerned.

5. The result of the study showed that married women become sensitive to the problems of general family life and the value of freedom.

4.4. Studies done in north-east:


The objectives:

1. To trace the development of higher education in Barak valley and Karbi Anglong areas of Assam.

2. To study the present system of administration and financing of higher education.

3. To study the problems faced by the institution of higher education with reference to:

   i) Academic,  ii) Infrastructural dimensions,

   iii) Administrative,  iv) Financial and others.

4. To identify the problems faced by teachers and students of higher education.

The findings of the study were:

1. The year 1935 marked the beginning of collegiate education in Barak Valley and Karbi Anglong district.

2. The enrolment of students has increased.

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3. Most of the colleges offered arts courses. It was also noticed that enrolments of girls were higher in Arts course compared to Science or Commerce.

4. The study revealed that the no. of general and professional colleges has increased.

5. Less development has taken place in Karbi Anglong regarding higher education.

Bora (1989), presented a seminar paper on, “The status of women in Karbi society.” The author attempts to portray the status of women in Karbi society on the basis of:

1. Economic status of Karbi women.
2. Religious status.
3. Political status.
4. Educational status.

The major findings were:

1. It was found out that Karbi women has well defined role and she enjoys equal status.
2. Economically a Karbi woman is to some extend enjoying an independent status as the income accrued from selling vegetables and handicrafts are exclusively taken by them.
3. It was also found out that Karbi women are not allowed to perform religious ceremonies like Worshipping of agricultural deity. Again, women are not allowed to even enter into the place of worship. Women are forbidden to take food along with men in particularly in a community feast.
4. It was found out that women cannot be a member of village council. They are not permitted to attend a village court for any trail. Finally, it was found out in his case study, on Ransing Rongpi village Karbi women are going through a transition.


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244Bora (1989), “The status of women in Karbi society”. The author attempts to portray the status of women in Karbi society.”
The objectives are:

1. To study the status of tribal women in Tripura.
2. To study the work participation rate of the tribal women in Tripura.

Findings were:

1. It was found that in all the census years there are lower levels of participation rates of women Vis. a Vis. that of men.
2. It was also found out that tribal women of Tripura enjoys a higher status then their non-tribal counterparts, mainly because of the leading role they played in productions.

Chakraborty (1993), conduct a study on, “Customary laws and the status of tribal women in Tripura.”

The objectives of the study include:

1. To study the legal system of Tripuri women.
2. To explore the legal ways in which the status of tribal women in Tripura can be raised from its present deplorable state.

The major findings were:

1. Tribal women in Tripura were debarred from taking part active parts in village administration.
2. The inheritance of property for son and daughter is not equal.

Choudary (1993), conducted a study on, “Status of women in the tribal societies of Tripura.”

The objectives are:

1. To study the social status of women in tribal society of Tripura.
2. To study women’s education in tribal society.

Findings were:
1. It was found that ninety seven percent of the women in the tribal societies of Tripura are illiterate. Consciousness is growing among the younger generation about the need for education. They are coming forward to get modern education, though there are many constraints.

2. Priesthood is not granted to the tribal womenfolk of Tripura. Women has no legal rights to property.

Choudary (1993),[^248] conducted a study on, “Status of women in the tribal societies of Tripura.”

1. To study the development of secondary education in Karbi Anglong district of Assam with reference to Bokajan Sub-division.

2. To study the role of Karbi Anglong Autonomous Council and State government in the development of secondary education in Karbi Anglong with special to Bokajan sub-division.

3. To study the present status of secondary education in Bokajan sub-division with regards to physical facilities, teachers’ qualification, teaching method, examination system and medium of instruction.

4. To study the related problems like wastage, stagnation, administrative problems, economic hardship, problems of supervision in secondary schools in the sub-division.

The findings of the study were:

1. The percentage of graduate head master is 80% in the secondary schools and post graduate head master is 20% only in the district. Among them 40% are trained and 60% are untrained.

2. Most of the teachers choose teaching profession due to the fact of non-availability of any other profession.

3. The schools are facing major financial difficulties like irregular payment of staff, non release of funds in time, etc.

4. Material resources of the schools are not satisfactory.

5. Schools are not regularly inspected, etc.

Gogoi (1989), on her seminar paper, “Women’s status in Karbi society.”

The objective is to bring about the status of women in the traditional Karbi social system, with reference to education, cultural and political.

The major findings: It was found that the status of women was low in comparison to the women of other hill tribes of the north-east. In political field women were never given a chance to participate in any social, educational and political affairs.

Kakati (1990), conducted a study on socio-economic status enjoyed by educated working women of Kamrup district.

The objectives of the study were:-

1. To investigate the socio-economic status enjoyed by educated working women of Kamrup district and to find out the impact of women’s employment on the society.
2. To find out the factors, this induced, educated women to take up employment on the society.
3. To know what rights and principles are being enjoyed by the educated working women within the family, in the working place and in the community.
4. To enquire into their pattern of dual role of the working women at home and at place of work and
5. To examine the changes that takes place in the family as a result of women’s employment and its impact on society.

The major findings were:

1. Though husbands and parents were in favour of employment of their wives and daughters still working women could not draw sympathy from family members in sharing of household’s activities.
2. The difference between working and non-working women was found insignificant.
3. In matters of decisions making power, role of employment was found significant working women as compared to non-working women were playing a role of decisions makers to a great extend.

250 Kakati (1990), “socio-economic status enjoyed by educated working women of Kamrup district.”
4. Employment of women influenced significantly their freedom of movements outside the home. Working women’s freedom of movement was found to be positively associated with their age, education, occupation and income.

Phangcho (1989),\(^{251}\) in his seminar paper entitled, “Status of women in Karbi society.” with reference to some myths and legends and to bring out the traditional administration system.

The major findings:

1. It was found that the status of women depends upon the status of her husband or her father.
2. In the field of traditional administration, a woman has no place at all.

Phangcho, P.C. (2003),\(^{252}\) conducted a study on the “Progress of education in the villages namely Niz Panbari and Baligaon of Karbi Anglong district.”

The main objective of the study was to find out the progress and standard of education in Karbi Anglong district.

The study was a survey type. Random sampling method was adopted. In his study he found that among all the villages Niz Panbari had the highest standard of education. The literacy rate was only 53% but the village had produced a no. of Matriculates and bachelor’s and master’s degree holders. Moreover, those who received Science education they pursued professional education. The survey conducted in Baligaon shown that the literacy rate in this village was almost 60%. But there are very few college goers and no graduates. The study has shown the increasing demand for school and education in the district.

Sherfuddin (1992),\(^{253}\) in her seminar paper on, “Status of women in the Assamese Muslim society.”

The main objectives are: 1. To study the Quran and Hadithin relation with women. As these two are the fountains of Islam moulding the life pattern of a Muslim in each country.

\(^{251}\)Phangcho (1989), “Status of women in Karbi society” with reference to some myths and legends and to bring out the traditional administration system.

\(^{252}\)Phangcho, P.C. (2003), “Progress of education in the villages namely Niz Panbari and Baligaon of Karbi Anglong district.”

\(^{253}\)Sherfuddin (1992), “Status of women in the Assamese Muslim society”
1. To study the status of Muslim women in Assam with reference to education and society.

Findings:

1. It was found out that there is lack of proper interpretation and understanding of the Quran and the Hadith, as it was written in Arabic.
2. It was found that Assamese Muslim women are not aware of their rights. This is mainly because of their lack of education. Here, women are always discouraged in their efforts to gain knowledge.
3. Women are still given to understand and feel that there is special merit in leading a miserable life under men. According to many critics and commentators that the custom of “Purdah” is one of the chief hurdles on the way to Muslim women’s educational backwardness.

Swargiary, D. (2009), on her study “Problem and Prospects of Sarva Siksha Abhiyan (SSA) in Karbi Anglong district of Assam: A Study in Diphu sub-division with special reference to Lumbajong Development Block.”

The main objectives of the study were as follows:

1. To study the present condition of the schools, students, teachers and curriculum for implementing SSA in karbi Anglong district at Diphu sub-division with reference to Lumbajong block.
2. To study the role played by Karbi Anglong Autonomous Council to remove the problems of SSA.
3. To study the present position and status of SSA programme in Karbi Anglong with special reference to Lumbajong block, etc.

The investigator used survey method in this study. It is found in the study that there are a large number of problems in the implementation of SSA in Diphu sub-division.

Terang (1989), in his seminar paper entitled, “The place of women in Karbi society, according to folk tradition.” The objectives were to analyze the place of

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women in Karbi society by discussing the traditional marriage ceremony and the CHO JUN puja.

**The findings were:**

1. It was found out that in a family of jhum cultivators, women are regarded as instruments of labor, bound to the male and the family by the bondage of slavery.
2. In marriage it was found out that without daughter’s consent the father do not accept the gourd. This was offered for girl’s hand in marriage. This shows that there exist respect and honour for women.
3. In Chojun puja, pigs and chicken are offered to the deity. Which were later distributed among men and women. Here, generally males are given the heads of chicken and the choices of AKJAR, which indicates the degree of honour between women and men.

**Terangpi Tado (1989),**\(^{256}\) in her seminar paper entitled, “The role of Karbi women in society.” The objective was to bring out the status of Karbi women on the basis of her performance in various functions in the society.

**Findings:** It was found out that women plays an indispensable role in certain respects. If given a chance of equal opportunity, Karbi women can perform equally in all aspects.

**Thakur (1989),**\(^{257}\) in his seminar paper entitled, “Social status of Karbi women with the main thrust of: The social status of the Karbi women as reflected in the socio-cultural life and legends of the Karbis.”

**Findings:** It was found that the status of women is inferior to that of man, he points out that she is not status conscious. She is happy with the status she possesses. He admits that the role played by few talented women known as UCHEPI in the death ceremony of the Karbi Chomangkan) provides some kind of high status to women. It was found out that women plays an indispensable role in certain respects. If given a chance of equal opportunity, Karbi women can perform equally in all aspects.

\(^{255}\)Terang (1989), “The place of women in Karbi society, according to folk tradition.”
\(^{256}\)Terangpi Tado (1989), “The role of Karbi women in society.”
\(^{257}\)Thakur (1989), “The social status of the Karbi women as reflected in the socio-cultural life and legends of the Karbis.”