INTRODUCTION

“India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition. Our most valuable and most stricture materials in the history of man are treasured up in India only”.¹

Mark Twain ……..

No country in the world has geographical position relatively to surrounding continents and seas shaped the history and the destinies of a people more than in India. A land of promise, where nature offers her gifts with lavish land and where the soil is peculiarly favourable to the reproduction of mankind.

India measures 3,212 Km from North to South and 2,933 Km from East to West, with a total land area of 32,87,263 Km Square and occupies 2.4 % of the total world area. According to 1991 Census Report the population of the country is 846.303 million representing about 15% of the world’s population.

The Census has listed 1,652 languages as mother tongues spoken in India. About 52.21 % of the country’s overall population is literate, 64.13 % of which are men and 32.39 % are women.

¹ The 19th century American author and humorist Mark Twain is often credited with this statement. However, some historians dispute its attribution to Twain, and others argue that he may have paraphrased an earlier source. The statement is frequently cited in books and articles about India, but its origins remain uncertain.
Indian Society:

The Indian society is not a uniform one. This is a natural corollary to the fact that diversity is a part of Indian way of life. From region to region, diversity in the social structure is prominently seen. In a country as diverse and complex as India, it is not surprising to find that people here reflect the rich glories of the past, the culture, traditions and values related to geographic location and the numerous distinctive manners, habits and food that will always remain truly Indian.

According to Five thousand years of recorded history, India has been invented by armies, traders and immigrants who brought with them their own habits, faiths, practices and observance which have all contributed to the rich texture of Indian life and living. The food, clothing and habits of an Indian differ in accordance to the place of region.

Living within the embrace of the Indian nation are vast numbers of different regional, social and economic groups, each with different cultural practices. Throughout the country, the religious differences can be significant, especially between the Hindu majority and the large Muslims minority and other Indian groups Buddhist, Christians, Jains, Jews, Sikhs and practitioners of tribal religions all pride themselves on being unlike members of other faiths.

Access to wealth and power varies considerable, and vast differences in socioeconomic status are evident everywhere. The poor and wealthy, live side by side in urban and rural areas. It
is common in city life to see a prosperous, well fed man or woman chauffeured in a fine car gaunt street dwellers huddled beneath burlap shelters along the roadway. Distinctions of class are found in almost every settlement in India.

In spite of significant leaps made by India in the economic front, poverty is still social reality. A majority of the Indian population lives in utter poverty without health care, housing, drinking water and education. India has a rich cultural and artistic heritage. Deep rooted family values continue to exist in Indian families. The gender inequality is a phenomenon causing concern in the Indian society is highly prejudiced against the female gender.

Men are still considered the head of a family and are consulted for all decisions. A wife will always serve her husband before she eats. Parents are looked upon with respect and regards. Children are financially supported by their parents throughout their education. The behaviour expected from men and women can be quite different. Prescribed ideal gender roles help to shape the action of both sexes as they move between family and the world outside the home.

There is a multiplicity of festivals in India. Most of the festivals owe their origin to legends, Gods and Goddesses and mythology. As many communities there are, there are as many festivals unique to them. Colour, gaiety, enthusiasm, feast and a varies and rituals characterized festivals here. Indians believe in sharing happiness and sorrows. The whole community or
neighbourhood is involved in bringing liveliness to an occasion. Neighbours and friends always help out a family in times of need.

Crossing and pervading all of these differences of regions, languages, wealth, status, religions, urbanity and gender of Indian society that has received most attention. The people of India belong to thousand of castes and caste like groups hierarchically ordered, named group into which members are born.

Impact of the process of socioeconomic and political change:

Modernization, democratization, development, urbanization, industrialization etc. have all affected the status of women differing in degree. It is however generally accepted that a good indicator of the pattern and direction of social change. If the direction of that change is towards a more egalitarian distribution of roles between men and women in tune with the constitutional directives then the direction of change is a wholesome one.

Economy of India:

India is a land of rich culture is the second most popular country of the world. Indian economy has undergone a tremendous change, with the implementation of a series of economic reforms. India has the largest democracy in the world
and has experienced the growth of open society where people can express themselves freely.

India has established itself as one of the most aggressively emerging markets of the world, by harnessing the talent and skills of its managerial and technical manpower. India's abundant workforce provides it a competitive edge in the global market. India’s economy is vast and varied and consist of traditional village farming, modern agriculture, handicrafts a wide distinctive range of modern industries. Since 1990, the economy of India has witnessed a decent growth rate has been successful in overcoming poverty. The strength of India lies in its vast pool of educated and skilled citizens.

The Socio – Cultural Setting Of Women Status:

Any assessment of the status of women has to start from the social frame work. Social structure, cultural norms and value system influences social expectations regarding the behavior of both men and women and determines a women's role and her position in society to a great extents. The most important of these institutions are the systems of descent, family and kinship, marriage and religious traditions. They provide the ideology and moral basis for men’s and women’s notions about their rights and duties.

The social status of women in India is a typical example of the gap between the position and roles accorded to them by
the constitution and the laws and those imposed on them by social traditions.

**STATUS OF WOMEN IN INDIAN SOCIETY:**

Status denotes relative position of persons, groups, social strata and a range of identified social categories. Men and women acquire their identities through groups, strata and categories, as such it is imperative, to take note of them in assessing women status.

Each status position is expressed in terms of a role. Role denotes a set of expectations and obligations associated with a particular status position within a group or social situation. The expectation and obligations entailed by role are in terms of activities and qualities. Each individual occupies a number of distinct status within a society and therefore he/she performs a variety of roles.

**RELIGIOUS TRADITIONS:**

Religion provides ideological and moral bases for the accorded status and institutionalized role of women in a society and social restrictions on women and also the people’s notions about domestic and extra domestic sphere, are largely derived from the religious conceptions of a women’s basic characteristics, her assumed ‘virtues’ and ‘vices’ her proverbial strengths and weaknesses and nature and capacities. Each religion
has a treasure of myths and legends which throughout description of events and activities emphasize certain values.

**Hinduism:**

“In Childhood a woman must be subjected to her father, in youth to her husband and when her lord is dead to her sons. A women must never be independent.”

*Manu................*

She is viewed and solely as the mother and the wife and these role are idealized. The ideal wife is faithful and uncomplaining and her virtues lies in the service, she renders to her husband.

**Islam:**

The Qur’an regards men and women as being equal and does not regards women as independent in the path of religion. Islam has norms – giving authorities. Islam is a masculine religion. The ritual duties rest to a greater extent upon the man than the women. Islamic apologetics the women's role is above all that of a mother, responsible for the home and family and the one who brings up the children.
**Christianity:**

Like the Islam, the basic tenants of Christianity have intermingled with local traditions of the various community which follow this religion. Women has the higher status in the family.

**Zoroastrianism:**

Parsees gives women a position of honour in the family and society. They are entitled to property, religious as well as secular education and permitted to divorce and re–marry.

**Tribal Religions:**

Women have a role to play in the religious group, but have no place in the special worship of tribal duties. There is no radical differences in the position attributed to women by any of the religions.

**IN ANCIENT INDIA:**

The ancient Indian social thinkers were also of the same views. As a result of that they hold a noble respectful view about the women in their society. That is why we find in the ancient Indian literature that they had given counsel to the men their society to worship as Goddesses.
The Indus Valley:

The archeological evidence found of the Indus valley civilization in the cities of Harapa and Mohenjodaro of that civilization worshiped the female deities. Because of that it is counted by the Ideologist that the people of that civilization must have given a good and respectful treatment to the women of their society.

The Rigvedic Period:

Equal treatment given to the girls and the boys. They used to performs the thread ceremony of girls just as they used to perform the thread ceremony of the boys in order to make them qualified to receive instruction in religious matter.

The Later Vedic period:

The women in this period enjoyed freedom and liberty. In the course of life they owned property and managed developed industries.

The Medieval Period:

The Indian women’s position in the society further deteriorated during the medieval period. Sati, Child marriage and ban on widow’s re-marriages became part of the social life in India. The Muslim conquest in the Indian subcontinent brought the purda practice in the Indian society. In some part of the
India the Devedasis or the temple women were sexually exploited. In spite of these conditions some women excelled in the field of politics, literature, education and religion. In South India many women administered social and religious institutions.

**The British Rule:**

In the 19th century Hindu Women are “naturally chaste” and “more virtuous” than the other women. During the British Raj many reformers fought for the upliftment of women. In 1917 the first women’s delegation met the secretary of state to demand women’s political rights, supported by the Indian national congress.

**Independent India:**

During this period women in India participated in all activities such as education, politics, media, art and culture, service sector, science and technology. Due to British influence on Indian culture and civilization, the position of women had once again undergone a change. however it was only under the enlightened leadership of M.K. Gandhi that they re-asserted their equality with men.

In response to the call of M.K. Gandhi they discarded their view and came out of the four walls of their houses to fight the battle of freedom shoulder to shoulder with their
brothers. Because of that the constitution of India guarantees to all Indian Women Equality.

There is no discrimination between men and women. All professions are open to both of them with merit as the only criterion of selection. No discrimination by the state, equality of opportunity, equal pay for equal work. In 1990, grants from foreign agencies enabled the formation of new women oriented NGO’s. Self helped groups and SEWA (Self Employed Women’s Association) have played a major role in women’s rights in India. Many women have emerged as leaders of local movements.

Problem of defining the women’s status:

Status refers to a position in a social system or subsystem which is distinguishable form and at the same time related to other position through its designated rights and obligations. In the pure sociological sense, status does not imply rank or hierarchy but denotes only positions vis-a-vis other in terms of rights and obligations. But as each status position in a particular structure can be viewed in terms of superiority and inferiority the notion of status involves comparison and grading.

Men and women acquire their identities through groups, strata and categories, as such it is imperative to take note of them in assessing women’s status. Each status position is expressed in terms of a role. Role denotes a set of expectations and obligation associated with a particular status positions within
a group or social situation. The expectations and obligations entailed by role are in terms of activities and qualities. Each individual occupies a number of distinct status within a society and therefore he/she performs a variety of roles.

**Why women’s status in India is un-realistic?**

It is true that the status of women constitutes a problem in almost all societies and has emerged today as a fundamental crises in human development. In Indian society the inequalities inherent in our traditional social structure based on caste, community and class have a very significant influence on the status of women in different sphere.

Socially accepted rights and expected roles of women’s norms governing their behaviour and of others towards them vary among different groups of regions. They are closely affected by the stage and methods of development and the position held by the group in the social hierarchy. All this makes broad generalization regarding women’s status unrealistic.

**Present Status of Women:**

The status of women in the society is the true index of its cultural, social, religious and spiritual levels. The status of women has changed from time to time. Indian women travelled with the times from centuries and have proved to the world that;
"The hand that rocks the cradle, can rule the World".3

Increasing pressure of modernization, industrialization are affecting the role of women in India. Since independence India has tried to rid itself of the traditional prejudices of caste, race, religion and sex in efforts to upgrade women’s status on a massive scale.

As a result of their newly gained freedom Indian women have distinguished themselves in various sphere of life as politician, orators, lawyers, doctors, administrator and diplomats. They are not only entrusted with work of responsibilities but also they perform their duties very honestly and sincerely. There is hardly any sphere of life in which Indian women have not taken part and shown their worth. Women exercise their rights to vote, contest for Parliament and Assembly, seek appointment in public office and compete in other sphere of life with men.

It is a fact that women are intelligent, hard working and efficient in work. They put heart and soul together in whatever they undertake. They are not only sweet tongued but also honest, efficient and punctual in their jobs as receptionist air hostesses, nurses and reservation counters. Women contributed in politics and social services have also been quite significant. We cannot fail to mention the name of Indira Gandhi who shone so brilliantly and radiantly in the fireman of India's politics. She ruled a country more than a decade and took India victorious out of Pakistan war.
The *Mother Teresa* brought the Noble Prize for India by her selfless services to the poor, destitute and suffering people of our country. But all this should not lead us to conclude that the women should look down upon domestic life. The main sphere of action for them who have not taken up jobs outside should be essentially a happy home where their sweet manners and mature advices as wife, mothers, sisters and daughters make tremendous effect on the members of family.

The progress of a nation depends upon the care and skill with which mothers rear up their children. There is no denying the fact that women in India have made a considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society. In order to prove themselves equal to the dignity and status given to them in Indian constitution they have to shake off the shackles of slavery superstitions.

**Roles, rights and opportunities for economic participation:**

Any appraisal of women’s economic roles and their opportunities for participation in economic activities can’t be done in isolation of the societies stage of development, the socio cultural attitudes towards women’s role in the family and social ideology concerning basic components of status.
Question of women’s civics rights, economic independence, right to property, right to education related to their individual status, rights to work with adequate wages and security of tenure. Historically, the traditional division of function between men and women has resulted in a division of work which set a higher prestige upon what men did.

During the last 30 - 40 years however in Western Countries as well as in India the social status of women come increasingly nearer a footing of equality. Traditionally, the rearing of children has been considered to be the responsibility of women, but it is now being realized that the whole question of child’s welfare and family responsibility is as much the duty of men as women.

Although most women in India work and contribute to the economy in one form or another, much of their work is not documented or accounted for official statistics. Additionally, women are traditionally responsible for the daily household activities like cooking, fetching water and looking after children. Cultural restrictions however are changing and women are free to participate in the formal economy, though the shortage of jobs throughout the country contributes to low female employment.

But in the recent years, conditions of working women in India have improved considerably. More and more women find themselves in position of respect and prestige, more and more work place are now populated with women who work on equal
terms as men. In recent years, there have been explicit moves to increases women’s political participation. Women have been given representation in the Panchayat Raj system as a sign of political empowerment.

There are many elected women representatives at the village council level. At the central and state levels too women are progressively making a difference. Today we have women chief minister in five largest states of India. Traditionally, the rearing of children has been considered to be the responsibility of women, but it is now being realized that the whole question of child welfare and family responsibility is as much the duty of men as women.

"I worshipped all women as representatives of the divine mother. I realized the mother of the universe is in every women's form."

Rama Krishna.................

INDIAN FAMILY STRUCTURE:

Despite the continuous and growing impact of urbanization, secularization and westernization, the traditional joint house hold, both in ideal and in practice, remains the primary social force in the lives of most Indians. Loyalty to family is a deeply held ideal for almost everyone. One of the great themes pervading Indian life is social interdependence. People are born into groups, families, clans, cast, sub casts and
religious communities and live with a constant sense of being part of an inseparable from these groups.

In every activity, there is an assumption that social ties can help a person and that their absence can bring failure. From birth onwards a child learns that his “fate” has been “written” by divine forces and that his life will be shaped by a plan decided by more powerful beings. The basic unit of society are the partrilined family unit and widely desired residential unit is the joint family where 3 – 4 patrilineally related generations are living under one roof, working, eating, worshiping and co-operating together in mutually beneficial social and economic activities.

The joint family is an ancient Indian institution, but it has undergone some change in the late twentieth century. However, even where the ideal joint family is seldom found, there are often strong networks of kinship ties through which economic assistance and other benefits are obtained. Clusters of relatives live very near to each other, easily available to respond to the give and take of kinship obligations. Even when relatives can’t actually live in close proximity, they typically maintain strong bonds of kinship and attempt to provide each other with economic help emotional support and other benefits.
The role of a family:

Family is one of the basic social institution. It plays a pivotal role in shaping the personality structure of an individual. Since the family has almost exclusive contact with the children the period of greatest dependency and greatest plasticity and continued intimate contact over subsequent period of several years. It plays a significant role in determining the behaviour pattern which the child will exhibit.

The role of a family in the development of the child is very important. The children from the same parents living in same house of different heredities and varying environment. It is because at the conception, the physical and the mental conditions, of the parents do not always remain the same. Children living in the same house have to face different types of environment because of their varying personalities responding to stimuli in different ways.

In the development of child, the family occupies a pivotal role up to the first twelve years, the child environment is limited to his family. Even after this age, the family environment continues to influence him. The foundation of all the traits of the child is laid by the family environment. The traits of sympathy, generosity, love for justice, truthfulness or such other traits as selfishness, lethargy and speaking lies have the roots in the family environment.

For a child, family is more important because from it he inherits the cultural traditions. It is generally seen that if one is
deprived of family protection his development remains incomplete. Many families in our country are not able to maintain a desirable atmosphere for development of children.

WHAT IS EDUCATION?:

‘Mission Of Education’ According to Dr. Kalam, is

“The foundation to ensure the creation of enlighten citizens who will make a prosperous happy and strong nation.”

“When learning is purposeful,
Creativity blossoms,
“when creativity blossoms,
Thinking emanates.
“when thinking emanates,
Knowledge is fully lit.
“when knowledge is lit,
Economy flourished”.5

Education is usually regarded as the acquisition of knowledge. It is defined as the art of making available to each generation the organized knowledge of the past. It also involves the aggregate of all the process by means of which a person develops the abilities and other forms of positive values in the society which he lives. More than acquiring a body of
knowledge, it is therefore cultivates a cluster of attitude and skills. Of these the ability to think independently and clearly is of major importance.

Education helps in transforming a set of material waiting to be created as living thoughts ideas and attitude. It thus become a means to and not an ending itself. Education has long been one of the most decisive of our life chances the key to equal opportunity and the ladder to advancement, since men first learned that literacy and communication is in the hands of few manpower, government and the control of the many.

Without education experiences or skills and qualifications, men and women alike of certain classes and social groups have over the years has been condemned to inferior life (lives) in their personal development, in their choice of work as citizens and in their power to influence government, leadership and the national decision which affects their local lives.

**Important Of Education:**

“If you give a fish to man, he will eat once.
If you teach a man to fish he will eat for the rest of his life.
If you are thinking a year ahead sow a seed.
If you are thinking 10 years ahead plant a tree.
If you are thinking hundred years ahead, educate your people.
By sowing a seed you will harvest tenfold,
By educating the people, you will harvest one hundred folds.”
In short it is no exaggeration to say that a human being without education is not far removed from an animal. Education therefore is necessity for women as it is for man. Education develops in each individual the knowledge interest, ideas, attitudes, habits, skills and powers whereby he may find his right place in the social order and use that position to shape her/him self and the society both towards higher and noble ends.

It plays a major role in molding the ideas, habits and attitudes of the children with a view to producing well balanced personality, physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. Education is essential for human development as he learns certain quality of life and certain type of activity and occupations are provided with the job of securing humans development on desirable lines.

It develops the personality and rationality of individuals, qualifies, them to fulfill certain economic, political and cultural functions and there by improves their socioeconomic status. It has been recognized as a major instrument which societies can use to direct the process of change and development towards desirable goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. *The Universal Declaration Of Human Rights* regards it as one of the basic rights of every human being.
Necessity of education for an individual as well as the society:

The value of necessity of education from the point of view of the individual as well as society has varied according to the different shapes of its evolution. The first argument regards education as a value in itself since it develops the personality and the rationality of individuals. The society recognizing the innate value of rationality and learning accords a high status to the education.

The usefulness of educated person to society at large. Their knowledge by serving a social purpose, raise their status in society. From the point of individual, education provides the necessary qualification to fulfill certain economical, political and cultural functions and consequently improves his socioeconomic status.

Education and social change:

The realization of the country’s aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economical betterment of which India stands in need. If this ‘change on a grand scale’ is to be achieved without violent revolution there is one instrument only that can be used i.e. by ‘Education’
Need of women’s education:

No one can ignore future for a better present, the knowledge of past and the perception about future is essential. Accordingly one can shape one’s present for a bright future.

The status of women in the society is changing from time to time. The increasing responsibility of women will bring a drastic change in the life style of people. The progress of any country depends upon it’s human resources. For qualitative development of our human resources the improvement of homes, the education of women is of greater importance than that of man. Women play a significant role in building and strengthening the society.

Women’s role in different activities of life has contributed to the evolution of values which accounts for all round development. The question arises, why should we educate our women for? Is it to make them equal partners in the affairs of the family and the country? Is it to enable them to enter the professions? Is it to make them better mothers and house wives. It is to enable them to enter the political area and march shoulder to shoulder with men or is education only ornamental that adds grace to a women personality?.

A single answer is difficult to find. Comprising about 50% of the total population women's may have to play different role without jeopardizing the well being of the family and the proper upbringing of children. 50% of the nation’s human resource cannot be allowed to lie idle. All social reforms in the...
country have so far remained half way mainly because the women has been involved. An educated women can respond better to the family. An educated women can better combat the evils of dowry system or early childhood marriage or supplement family’s income and thus rise the life standard.

Above all an educated women can carry her head high and not live a life of the parasite. And most certainly an educated women can make a mark in social and cultural fields better than men. An educated woman can be an asset for development. As such, education for women comes even more important than for men because the field of women’s work is much wider and more varied.

Education for women was regarded as a means to improve their status within the family, and not to equip them to play a role in the wider social context. The absence of any economic compulsion was in fact, the reason for the slow progress of women. Women and development should emerge as a vital force in shaping global future. A majority of men in the world are involving in the decision making process, in the pattern of income distribution, women have a significant role to play in the roles of lawyers, doctors, journalist, engineers, scientist.

Employment of women all over the country is formal as well as informal sector is directly related to the changing employment situation and growth of the nation. Women entry in to the profession is directly related to changing economic
conditions of the middle class and educational opportunities to women.

**Status of women education in India:**

*(Historical Prospective)*

**Before 200 BC:**

Women were eligible for the study of the Vedas and the performance of sacrifice. The general freedom and better status enjoyed by women in Vedic Period. Women used to take an active part in agriculture and in the manufacturing of clothes. They were useful members of society.

**200 BC – 1200 AD:**

During this period female education received a great set back due to the deterioration of the religious status of women and the lowering of the marriage age. Girls in rich and aristocrat and royal families, however continued to receive a fairly good literacy education.

**1200 AD – 1800 AD:**

Percentage of literacy among women went down very rapidly during the Muslim rule. Society as a whole became prejudiced against female education because of the *Pardah System* stood in the way of girls.

**1800 – 1854:**

The opening of girl’s schools and breaking down the traditional popular resistance against women education.
1854 – 1882:

Establishment of primary education helped the special primary school for girls. By 1882, there were 2600 primary schools, 81 secondary schools, 15 training institutions, one college for the education of women and girls.

1882 – 1902:

The Recommendation of the Indian Education Commission on Women’s Education included the support of girl’s schools from public funds. The Lady Dufferin fund was created for developing medical education for women.

1902 – 1921:

The rise in the age of marriage increased the educational opportunities for girls. Establishment of SNDT.

1921 – 1947:

In this period there was an increase in the trend towards co-education by 1947, a little more than half of the number of the girls under instruction were studying in mixed school.

After 1947:

The most important development in the field of women’s education was the setting up of a National Committee For Women’s Education (NCWE).

As a result of different measure there has been some progress in women’s education, during the last 3 decades. A
large number of girls are going to schools, colleges and universities not only for the sake of general education and culture but also to pursue various professions.

**CHANGING THE ROLE OF WOMEN:**

“All nations have attained greatness, by paying proper respect to the women. That country and that nation which does not respect the women have never became great, nor will ever be in future”.

Man and women are equal in rank but they are not identical. They are of peerless pair, being supplementary to one another, so that without one of the existence of the other cannot be and therefore, it follows conceived and therefore it follows as a necessary corollary from these fact, that anything which imprecise the status of either of them will involve the equal rights to both of them.

In the house hold of her husband, the married women was required to be respectful towards the elderly persons of her husband’s family. She was also required to help to the other needy persons in the society. It was expected that she knew the art of cooking very well. In order to maintain the health of the family members she was required to cook a variety of dishes.
She was also required to be kind hearted, helpful and generous towards the dependents of her husband’s family.

Women’s primary function in the management of household affairs is certainly a vital one, but this does not mean that her work and contribution should not spread in all the other fields. Now, realization in the last few decades that the individuals rights are not subjected to discrimination on ground of sex or race. Women have been able to win political rights through patient struggle in many countries. In India fortunately, full and equal participation in the fight for national freedom prevented only political conflict between men and women and equality of the sexes is one of the integral feature of our constitution.

It is true in other countries, the home is the career of a large number of women. But even to be good wives and mothers, it is essential for women to develop greater interest in life and acquire a greater variety of skills. The women of India have played a silent role to sustain our civilization down the decision making and planning levels. Not only should women strive to qualify themselves for such a key role, it is also essential that men should change the attitude towards women.

Women have been working inside and outside the home for centuries. Rural India has had millions of women toiling at home and in the field for the simple satisfaction of the family life. Marked change have been brought about in the urban setting as education and proliferation of opportunities for gainful
employment have provided women and economic emancipation which is perhaps unparalleled in certain history. Investigating more in women rather in men leads to proportionally greater development.

THE UNIQUE ROLE OF MOTHER:

We received concepts as ‘Mother Earth’ or ‘Mother Church’ ‘Mother earth’ because it is in the earth in which plants grow and give physical sustenance to the rest of God’s creatures. ‘Mother church’ it is in the church that a person is born again by the Holy Spirit through the Sacraments and receives nourishment for a spirituality meaningful and fulfilling life.

PARENTING STYLE:

Developmental psychologist have long speculated about the influence that parenting styles have on the social development of children. Diana Baumrind’s work has been especially noted in this arena, observing four different parenting style:

1. Authoritarian parenting: Often rigid and controlling, authoritarian parents place high demands on their kids without allowing room for discussion or regard for the child’s feeling. This can result in children who are fearful, anxious, frustrated or withdrawn.
2. **Authoritative parenting**: Favouring supportive discipline, authoritative parents expect good behavior from their kids, but they gently and lovingly guide them, rather than being forceful or cruel. Kids with authoritative parents are typically self-confident and socially adept.

3. **Permissive parenting**: Extremely lenient, permissive parents allow children to decide for themselves what they feel is appropriate behavior. Unfortunately, these kids often have poor control over their emotions and may have difficulty with peer relationships.

4. **Neglectful parenting**: Unlike permissive parents who are involved in their children’s lives, neglectful parents place the welfare of their children as a low priority. Children of neglectful parents are frequently emotionally immature and may engage in antisocial behaviours.

The parenting style is not only the corner stone in the learning of child, but the other factors also affect the learning. The most important factor in today’s world is ‘Mass media’ which effects directly / indirectly or positively / negatively on the learning process of the child.

The present research tries to raise the curtain on the facts and truth behind the scene. That is how the TV effects the learning and achievement of the students and the role played by the educated mother.
INVENTION OF TELEVISION:

In the 21st century technology is developing very fast. Advanced technological wonders still surprise us and make us wanting more and more comfort that they create. One of them is television that became popular all over the world now and there is no country, region or village where people don’t know what a television is?

Television was actually invented long before the technology to make it a reality came into being. As early as 1876 Boston Civil Servant George Carey was thinking about complete television system and in 1877 he put forward drawing for what he called a “Selenium Camera” that would allow to “See by Electricity.” In the late 1870’s scientists and engineers live Paiva, Figuier, and Senlecq were suggesting alternative design for “Telectro Scopes.” The excitement over the possibility of “Seeing at a distance” was promoted even further in a March 1877.

New York Sun letter to the editor,

“An eminent scientist of the city is said to be on the point of publishing a series of important discoveries, and exhibiting an instrument invented by him by means of which objects or persons standing or moving in any part of the world may be instantaneously seen anywhere and by anybody.”

Television is a widely used telecommunication medium for sending (broadcasting) & receiving moving monochromatic \textit{(black and white) or colour images.} usually accompanied by sound. “Television” may also refer specifically to a television set, television programming or television transmission. The world ‘Television’ is derived from mixed \textbf{Latin} and \textbf{Greek} roots, meaning \textit{“far sight”}. \textbf{Greek ‘tele’} \textit{(i.e. far)} and \textbf{Latin ‘vision’} \textit{(i.e. sight)}.

A standard television set comprises multiple internal electronic circuits, including those for tuning and decoding broadcast signals. A display device which lacks these internal circuits is therefore properly called a monitor, rather than a television. A television set may be designed to handle other than traditional broadcast or recorded signals and formats, such as \textit{closed circuit television (CCTV), digital television (DTV) and high-definition television (HDTV)}.  

**HISTORY OF INDIAN TELEVISION:**

The Indian television system is one of the most extensive system in the world. Terrestrial broadcasting which has been the sole preserve of the government, provides television coverage to over 90\% of Indians i.e. 900 million people. By the end of 1996 nearly 50 million households had television sets.
Post Independent Television:

The history of Indian TV is just about a quarter of a century old with its humble beginning in 1959. The Indian TV known as *Doordarshan* or *DD* as the *National Television Network Of India*. The first telecast started on *September 15, 1959* in *New Delhi*. The government had been reluctant to invest in television until then because it was felt that a poor country like India could not afford the medium. Television had to prove its role in the development process before it could gain a foothold in the country. Programmes were broadcast twice a week for an hour such as community health, citizen’s duties and rights, traffic and road sense.

After a gap of about 13 years, the first major expansion of television in India began in 1972, when a second television station was opened in Bombay. This was followed by stations in *Srinagar, Amritsar(73), Calcutta, Madras and Lucknow* in 1975. Relay stations were also set up in a number of cities to extend the coverage of the regional stations. In 1975, the government carried out the first test of the possibilities of *Satellite based television* through the *SITE program* (Satellite Instructional Television Service). *SITE* was designed to test whether satellite-based Television service could play a role in socioeconomic development. From many years the transmission was mainly in black and white. Television industry got the
necessary boost in the eighties when Doordarshan introduced colour TV during the 1982 Asian Games.

During 1980’s:

Indian small screen programming started off in the early 1980’s. At the time there was only one national channel Doordarshan, which was government owned. The Ramayana and Mahabharata was the first major television serial produced. Though there was a single channel, television programming the government opened up another channel which had part of national programming and part of regional. This channel was known as DD2 later DD Metro. Both channels were broadcast terrestrially.

Post liberalization Television:

The Central Government launched a series of economic and social reforms in 1991. Under the new policies the Government allowed private and foreign broadcast to engage in limited operations in India. Foreign channels like CNN, Star TV and domestic channels such as Zee TV and Sun TV started Satellite Broadcast. Starting with 41 sets in 1962 and one channel at present, TV in India covers more than 70 million homes and 400 million individuals through more than 100 channels.
Cable Television:

In 1992, the government liberated its markets opening them up to cable TV five new channels belonging to the Hong Kong based Star TV gave Indians a fresh breath of life. MTV, Star Plus, BBC, Prime Sports, and Star Chinese channels were the five channels. Zee TV was the first private owned Indian channel to broadcast over cable. A few years later CNN Discovery Channel, National Geographic channel made its foray in to India. STAR expanded its bouquet introducing STAR World, STAR Sports, STAR Gold, ESPN. Regional channels flourished along with a multitude of Hindi Channels and a few English Channels. By 2001 HBO and History Channel were the other international channels to enter India. By 2001–2003 other international channels such as Nickelodeon, Cartoon Network, VH-1, Disney and Toon Disney came in to foray. The supreme court has provided an opportunity to develop a broad based television system. How the country responds to this opportunity in the next few years will determines the future of broadcasting in India in the next century.
Advantages of Television:

According to James W. Brown and others (1964) the following are the special advantages of TV:

- It’s a convenient and economical means of reaching enormous cross section of the population with stimulus presentation.
- It combines the best elements of radio with the potency of motion pictures.
- It is capable of helping to overcome learning barriers for many persons presenting important ideas moulding attitudes providing information in ways which demands neither high verbal proficiency nor physical presence at the scene of action.
- It is a means of multiplying “personal” contacts for outstanding TV instruction with audience all over the world.
- It is capable of helping to bring about needed social improvement and development.
- It capitalizes upon immediacy, upon the “her and now” aspect of communications.
- Television is the way to entertain oneself.
- Television has educational influence on people, showing problems and its solutions, teaching tolerance and promote good social behaviour.
- It is a main source of information and develops interest and character.

**Television and education:**

The two general factors *“information explosion”* and *“population explosion”* are bringing about changes in the developed and developing countries in more or less degree. For solving this problem successfully educational technology considering of various media of mass communication, suitable for child learning process.

Television is the most powerful medium of communication. It has revolutionized lives of many peoples in the world and has potentialities to remarkably affected our lives within a decade.

*“Television has literally captured the country, its expansion has been much more dramatic than that of radio or the automobiles. It has become an important part of our way of life so much that it is difficult to say whether it is a luxury or a necessity”.*

Kinder.............

The use of television in education or educational television generally denotes any television used for education of the community.
The different activities of educational television are:

- Liberal education and cultural importance.
- Informal instructions for adults.
- Instructions at home and business.
- Children Programme.
- Formal instructions for adults.
- Non formal education and etc.

Development of Educational TV (ETV):

TV is one of the major means of mass communication. It has rapidly elevated itself to the level of ‘big business’ and has become a very powerful medium. It has revolutionized the lives of people in the world. Technologically as a combination of sound and pictures it provides for the most effective temporal and spatial transmission of reality to its viewers. Due to its wide spread network. It has become a major sours of information and entertainment for a large number of people.

In 1956, the General Conference of UNESCO was held in New Delhi and it was decided there in that a pilot project should be implemented in India to study the use of Television as a medium of education and community development. In 1959, an agreement was signed between AIR and UNESCO for starting the project on experimental basis.
TV sets were installed at first only at 21 community centers of adult education and social welfare services. TV programmes were educative and informative and of various formats like talks, plays, battles, interviews, discussions, music and documentary films. This service was operated from the Akashvani Bhavan in New Delhi and the area coverage was within 12 - 15 miles. In 1961, the broadcast were expanded to include a school education television project. In 1975, using a US ATS-6 satellite and up-link centers at Ahmadabad and Delhi, television programs were beamed down for about 4 h/day to about 2400 villages in 6 states. The programs dealt mainly with in and out of school education, agricultural issues, planning and national integration.

A peculiar development in TV programme India has been the use of hybrid English Hindi program formats, popularly called “Hinglish” formats which offer programmes in Hindi and English on the same channel and even have programmes, including news, shows, that use both languages within a single telecast. This takes advantages of the audience for television which is largely composed of middle class Indians who have some knowledge of English along with Hindi and colloquially speak a language that is primarily Hindi intermixed with words, phrases and whole sentence in English. In 1985, Eight TV programmes of 20 minutes each were telecasts every week for the students of secondary school students. These programmes
were also repeated in afternoon. The subject covered by these programmes were Physics, Chemistry, English, Geography and Current affairs.

**Characteristics of ETV:**

TV is a versatile dynamic and powerful medium has immense capabilities for influencing education. It is a new method of teaching and learning. It’s effective use is based upon the same fundamental psychological principles of learning which apply to all successful process of learning. The proper use of TV provides new incentives for students to assume more responsibilities for learning.

**Advantages of ETV:**

The significance of educational television lies in the fact that it can be used all other audiovisual materials. Communication medium television is unique in its ability to bring many more other aids in to classroom. Quality of immediacy current events can be brought to the classroom as they happen. Television is also not limited to current events. It can also recreate the past with new life and spirit and gives breath to the dead personalities. No medium of communication has the versatility of Television. The most inaccessible place of the world can viewed through their live or filmed programme. ETV is capable to create interest and motivation in both children and adults. It also
help the teachers and parents in the mutual understanding of each other problems.

**Mass media: Types and influences:**

Mass Media has become an integral part of our lives and cannot be separated from our life. Particularly for the urban people, the need for information is more important than ever. Our values and way of life in the society in this information era are strongly influenced by the mass media like newspapers, TV, radio, video and the internet. Mass media’s influence on people’s lives is even greater and deeper than the full range of unfiltered media which is now available to most of us by using satellite transmission.

It is worth remembering that there have been three important revolution in recent history, i.e. agarian revolution in farming industry, revolution in mass production and information revolution that provides global access. We are now the midst of the information revolution. Due to continuing development in media technology, we are flooded by a huge volume of nonstop information. Most of this information comes to us without filter or censor. The information can be positive and negative. It is important for all, and the particularly teenagers, to be able to look critically at the information and sources and make positive choice. They can distinguish between positive and negative information and make choices that will give us information that will benefit us and our society.
The result of the research from the US tells us that 43% of teen have used drug and alcohol at least once. Around 1 million teens in the US have left their homes and half of them live as a delinquent and the other half are drug users. Most of them come from wealthy families that are not harmonious. There is no love, caring and acceptance in those families. Many teens make all their own choices about the media they use. No one guides them or restricts them from accessing any type of information that they choose. Everything is allowed. Then the kids grow up and become people who are out of control. They feel mature enough to make decision on their own.

Many forms of authority, rules and norms are seen as an obstacle to their freedom and so, should not be followed. Ethics and morality are not really important for them. For the purpose of analysis of mass media in India can be divided in to ‘government owned’ and ‘privet owned’. The government of India manages under its exclusive control radio, TV, news, documentary films and publicity, through print, cinema and the electronic media.

**Cinema :**

India is the largest film producing country. If cinema viewing is examined, it is very clear that cinema being an urban phenomenon is viewed by a minority and that too by those who can afford by a ticket.
Radio:

Like cinema, radio came on the Indian scenario as soon as it appeared elsewhere in the world. Among all the mass media, radio has the largest reach today in India. The information provided by radio is fairly representative in terms of news which takes up almost one fourth of the total transmission time.

Television:

Doordarshan is one of the largest television system in the world today. In the last 5 years the growth of Indian Television has been phenomenal. India was comparatively a latecomer on the international television scene.

The print Media:

In a largely illiterate country like India, where 2/3rd of the population cannot read and write the print media has an insignificant role to play for information dissemination and learning.

Positive and negative Influences of Mass Media:

Positive and negative influence of mass media can be seen from several aspects or points of view:

1. From media technology side itself.
2. From the side of the owner and sponsor of the media.
3. Unintended influences of the media technology and sponsors.
POSITIVE EFFECT OF MASS MEDIA:

The Influences Of Media Technology:

- Media technology makes and reduces distance between human being. The world is smaller due to increased communication and access to information. It makes human being closer to each other in terms of space and thinking. We are exposed to a broad range of ideas and thought from all kinds of people throughout the world.

- Media technologies allows us to take part ‘virtually’ in occasions and activities in other part of the world. Through the media we know immediately about earthquakes, tsunamis, avian influenza outbreaks etc. that strike any area on earth. We know about the result of **Champions League** which is taking place far away in Europe.

  - It allows us to learn more easily and faster.
  - It help us to get best result of pictures and sounds.

The influences of the owner and sponsor:

- Men can use the media to create and invite the people concerned with certain world issues like AIDS, drug abuse, mass killing, totalitarian government etc.

- Media can help to create a positive and educated opinion. It can also be used to fight for freedom, truth and justice.

- Media can help us to relax by listening music, dance etc.
Un-realized Influence Of Media:

- Media can create a new cultures.
- Media can change people’s way of thinking about life, culture, existence etc.

NEGATIVE EFFECT OF MASS MEDIA:

The Influence of Media Technology Itself:

- Information is power and those who control the media empires have great power and a great responsibility to use that power positively. Those who have power over the media have real power in the modern world.
- It could create new cultures which change the old and original ones from the community.

The influences caused by owner and sponsor:

- Media is business. In order to exist media providers must make a profit. The owners and sponsor tend to create a media environment that is drive by materialism, consumerism and hedonism.
- Media can create stereotypes of beauty and style which is then imitated by citizens, like fashion and hairstyle.
- Media can create a sensation of sex, violence and horror.
- The owner, ruler and media sponsor can make up any trick for their own business with the audience.
Un realized negative influence of media:

- People’s daily schedule and work schedule can be interrupted if most of our time is used by listening to music or watching TV. Communications between family members can also be reduced.
- Sex addiction and violence has a close relationship with TV shows, movies, and videos or chatting via internet.
- The trend towards urbanization creates a constant flow of people coming from the villages to the city and is at least partly caused by the unrealistic glamour of urban life as shown on television.

STUDY HABIT OF CHILDREN:

We come across a lot of difficulties in the progress of our nation. A lot of differences like social, geographical, economical and linguistic are hindered in the way of development of nation. Poverty and illiteracy are the other causes for deterioration of the status of our nation. Literacy plays a very important role for making future citizen as well as developing a nation.

The utmost need of the society is ‘the complete development of the child’. The education plays a vital role in achieving this objective. Now a days it is observed that the standard of education is deteriorating day by day. It is due to the negative attitude of the children towards education. In schools, colleges and universities teaching and imparting the
examination oriented knowledge which did not help them to get the job or increase their knowledge. But unfortunately the children are least bothered about their development. They are not giving proper attention on their studies or in other words the study habit is not proper. Children only learn few days before the examination and they are busy gossiping, wandering, making new friends having drugs etc.

How does television influence our lives and study habits of children:

Every single evening millions of people around the world sit in front of their TV sets. For many of us television became the main source of entertainment. Most of the kids when they go home from school, start watching TV and when an adult is tired after work he/she may consider TV the best way to relax. The remote controller is the most important thing in many families. Many of us consider television an entrance to the world of fantasy. It would be very difficult to imagine life in contemporary world without TV. People even consider television set as their friend.

After a short period of time it started to be very popular. At the beginning it was quite expensive and only a few people could afford it. As the popularity of TV was growing rapidly there had to appear many TV stations, Programmes and movies. TV became a very important and influential part of culture.
Most of people watch TV every day. They watch the news from the whole world, favourite serials, talk shows and other programmes.

TV enables us to get to know about people from every part of the world. We are informed, how different people live, how they dress up, and what are their habits. TV plays an important role in creating new trends. It makes us want to follow the examples of other people. Moreover, the advertisements make people want to buy certain products. Even if we avoid watching them we are constantly influenced by them. Numerous people considered TV a good escape from all difficulties of everyday life. On TV we can learn, that everyone can become rich, popular and beautiful. Now a day’s fantasy and science fiction films are very popular. They show us the imagination about the future of the world. It tells the un-true stories which take place in the future or in other worlds and spaces.

The main reason of the popularization of TV is that it enable us to forget about the real world for some time. For several minutes, we become a part of some other reality. We watch the lives of other people, we laugh with them and we cry, when something bad happens to them. The character from the films and programmes seen to be very close to us. TV is also partly responsible for cultural homogenization of the world. The cultures are under the strong influence of American culture. People become more similar to each other. They wear the same
clothes as people in USA and in Japan do. We rely on TV. We believe in everything that is said there. The news are edited and announced so as to make certain impression on the viewer.

Before TV became so popular, people had more time for each other. They used to read more books, they would spend more time with their family. Reading books is much more profitable and educating than watching TV. It develops the imagination of a reader. It also teaches you thinking. As TV is so popular, many people stopped reading at all. They prefer watching TV. In many houses, the families eat no meal together. People prefer eating alone with TV. The parents do not read books to their kids, instead they let them watch cartoons and play games.

Now a day’s TV viewing have engulfed the whole world, and the epidemic has reaches to its peak. The impact is seen in our daily life. It is the most powerful medium existing. Its profound influence on the life style and thinking of viewers. The TV viewing become a regular activity or the most important job even if it is wasting the precious time.
ROLE OF AN EDUCATED MOTHER DURING THE STUDY AND TV VIEWING BEHAVIOUR OF THE CHILD:

“Teach the mother and reach the child”.10

Each new born infant begins life as an illiterate. If the child grows up without acquiring literacy, an adult illiterate appears. Generally speaking infants born into rich nourishing cultures of literacy, and home where there are literate parents who use their literacy extensively tend to grow literate to a large extent even before they enter a special environment for cultivating literacy.

The work of the educated mother is to develop the cognitive and language skill of pre-school children, provides an advantage to children upon entry into school. The influence of an educated mother does not end there. In fact a well educated mother is a form of continuous support for her children’s educational success. More highly educated mother knows about the school and the schooling process, and help their children negotiate with various demands of school.

For instance, in one sociological study in USA, it was found that mothers who had at least a college education know more about their child’s school performance and were more
likely to take action to manage their children’s academic achievement. It will be necessary to explain the importance of educated mother both to women themselves and to the community as a whole.

Trend of nuclear family having advantages and disadvantages too. Due to some reason, the parents in nuclear family unable to give attention to the children as they needed. Most of the time the children are alone at home and passing their valuable time in different activities like playing on computer or watching TV. While watching a TV they forget everything. They are so involved in and became irresponsible.

So, an educated mother play an important role in the TV watching habit of children. The amount of time spent in TV watching, the programme watched by the children, the company with which they watch the programme etc are controlled by an educated mother to a large extent. This parental control in turn affects the advantages and disadvantages the children will have from TV because of the decisive role that the parent play in the TV viewing habit of children.

**NEED AND SIGNIFICANCE OF THE PROBLEM:**

The socialization process includes learning of language and related cultural symbols and meanings. Beyond family, kin group and educational institutions, TV like other mass media has
started playing an important role of agent of socialization. Like adults Indian children do view TV programmes. An analysis of children’s TV programme has indicated that the majority of TV programmes are for young children.

It is universally acknowledged that TV is an important source of info-entertainment as well as a source of learning. Like an animated picture book presents in an easy to digest format. In an entertaining way it presents a great deal of information about countries, natural world, history, current affairs and so on.

Question has rarely been whether TV has an influence but in what way and to what extent it affects children’s consequently it is important not only to examine TV content but also try to discover the nature and the degree of impact on children’s cognitive, social and emotional development. The TV set is tune on for several hours a day in the average household and children are exposed to TV from birth (early age of life). It capture the total attention of the viewers and carries the content and action of the film into the sub consciousness which affects the social behavior pattern of society. Recently entertainment has given way to the portrayal of increased violence, sadism, brutality, song and dances sequences are increasingly displaced by assault and other form of sexual vulgarity.

Most people would agree that TV has a medium is neither wholly good nor bad for children. TV can’t be easily
characterized nor its content. Programming can be stimulating creative and of high quality or it can be dull and badly produced. It can display positive social interaction among people or it can portray violence and anti-social behavior.

So in present research, the researcher tried to find out the determinants of children’s TV viewing behavior. Its amount of discovering the relationship between mother’s variables and children’s TV viewing behavior.

**TITLE OF RESEARCH:**

“A study of achievement, study habit and TV viewing behavior of secondary school students of Aurangabad District in relation to their mother’s educational status”.

So, in the present study the researcher wanted to find out the TV viewing behavior of the students, their study habit and what impact will be seen on academic achievement of the students. Along with this the researcher is interested in, to know that, is there any change on achievement and study habit of the students if the mothers are educated.
OBJECTIVES:

1. To study the mother’s educational status.
2. To study the child’s TV viewing behavior.
3. To study the children’s study habit and their scholastic achievement.
4. To study the relationship between educational status of mother and children’s TV viewing habit.
5. To find out the impact of TV viewing on achievement of children.
6. To find out the effect of literate and illiterate mothers on their children’s study habit and their scholastic achievement.
7. To suggest mothers and their children regarding TV viewing habits.

HYPOTHESES:

1. There is significant difference between study habit of children of literate and illiterate mother’s.
2. There is no significant difference between study habit and scholastic achievement of children.
3. There is no significant difference between literate and illiterate mother’s attitude towards children’s TV viewing habit.

4. TV viewing habit affects the scholastic achievement of the children.

5. There is no significant difference between literate and illiterate mothers and the academic achievement of their children.

**OPERATIONAL DEFINITION :**

**I- Educational status:** Those who passed or having passing certificate of particular stage (level).

a. Illiterate: No schooling at all.

b. Primary passed: Those who completed their education up to 4th standard (Board Examination)

c. Non Matric: Those who had schooling up to 10th but not appeared in board exam.
d. Secondary Passed: Those who passed matriculation i.e. S.S.C

e. Intermediate passed: Those who passed H.S.C (Higher Secondary Examination)

f. Graduate: Those who passed graduation in any faculty.

g. Post Graduate and others: Those who passed post graduation in any faculty or higher qualification.

II- Students: Those in the age group of (11-16) years studying in 7th, 8th and 9th standards i.e. secondary school.

III- Relation: To have a connection.

IV- Achievement: The marks secured by the student in the annual examination of previous year will be obtained from school records and they are considered as the academic achievement of the students.
V - TV Viewing Behaviour: Observed responses by viewing TV

VI- Study habits: The amount of time utilized per day by child in studies.

ASSUMPTIONS:

Mother’s educational status was significantly associated with children’s TV viewing behavior. As the level of education of the mothers increased children’s TV viewing per day decreased significantly.

SCOPE AND LIMITATIONS:

This research is related to TV viewing habit. Other habits like playing games or utilizing leisure in other activities are not considered.

The study is related with the students of the age group of (11 – 16) years i.e. students of 7th, 8th, and 9th standard (secondary school) The area for this purpose is Aurangabad District. The students studying in primary section and Hindi medium students are not included in this study.

The study is confined to the students studying in English, Urdu and Marathi medium of age group (11 – 16) years i.e. 7th, 8th, and 9th standard in Aurangabad District.
In order to have sound information about the previous researches and articles related to the present research work the researcher gone through various researches, articles and other documents, which helped her to avoid duplication of work. These are discussed in the next chapter as ‘Review of Related Literature’.
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