CHAPTER- 2
REVIEW OF THE RELATED LITERATURE:

2.1 Introduction.
Review of literature is the base for deciding the research problems, selecting objectives and formulating hypothesis. It can never be undertaken in isolation of the work that has already been done on the problem which is directly or indirectly related to a study proposed by a researcher.

2.2 Definition of review of literature.
Review of related literature depicts that sort of literature which is related to the topic undertaken and of which findings are usable for the study to make comparison of findings for the use of the study undertaken by the researcher. Review of related literature of which findings will help to support the findings of the study undertaken. According to Charter V. Good, “The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problems, background for selection of procedure, and comparative data for interpretation of result. According to J.W. Best, “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past.”

2.3 Importance of review of literature.
A review of the previous works related to the topic sometimes becomes very useful in fixing the objectives and selecting the methodology and to analyze the data with proofs. The works did already provide some information on the section of methodology and the suitable findings for discussion for the purpose. A survey of past studies also can help the investigator for rethinking on the topic to generate new ideas.
So review of the related literature is important.

2.4 Source of the review of literature.
There are two types of sources. They are primary and secondary sources available in the library. Primary sources give the researcher a basis on which to make his judgment of the study. In secondary sources, the investigator compiles and summarizes the findings of the work done by the others and gives interpretation of these findings. Both primary and secondary sources are used in the present in the present study.

2.5 Related review of literature.

While studying on ‘Development of women education in Darrang District since independence” some such previous works on women education have been reviewed by the investigator. Some of such related review of literature is described below.

1. **Agarwal. Dr Saraswati and Masant Hema, studied (2003)** about the ‘Absenteeism among post graduate Female students causes and remedies. The major findings of the study were--
   i. Major causes of absenteeism among female P.G students include a) Unusefulness of present education system (b) dissatisfactory economic condition of students (c) distant location of college from home.
   ii. Most of the students absent themselves because of (a) their illness (b) their job or training (c) cultural functions in the college (d) unsuitable curriculum (e) regular test in the class (f) problem due to class-mates.
   iii. For solving the problem of absenteeism most of the students suggested that (a) the education should be vocational (b) personal relationship should be established between the teacher and students by reducing present pupil-teacher ratio of 60:1.(c) the norm of compulsory 75% attendance for a student to appear in the final examination should be followed strictly by the Universities.(d) 20% weightage should be given to class tests in the overall assessment of a student (e) free or subsidized convenience facility should be provided to girl by the institution (f) household management course should be compulsory for girls at P.G level.

2. In the study of **Ahmed. Nabi and Siddiqui Mohd Abid, (2006)** “Empowerment of socio-economically weaker sections through Education; Commitments and Challenges.” it is found that urban women belonging to educated classes and the higher socio-economic groups enjoys more psychological secure and status rather than the girls belonging to the urban slums and rural and
remote areas continue to lag behind or even deprived to receive primary and secondary education.

3. Ali. Sophia J, (2011) made a study on “Challenges facing women employees in career development: A focus on Kapsabet Municipality, Kenya”. The objectives of the study, upon which this paper is based, were to assess women’s career development practices; find out if gender balance was given a chance; examine the challenges facing women in career development and establish the best practices on gender equality. The study found that promotion among women was low and training for women employees was minimal. Most women employees were dissatisfied with career development programmes and women were discriminated against in career development opportunities.

4. Begum. Mustiary, (2006) worked on “Women Entrepreneurship in India; Challenges and Strategies, from her research work she found that with changing times and change in cultural norms, increase literacy, industrialization, social and occupational mobility influenced the women to enter into the field of entrepreneurship. There is no denying the fact that women have made considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society.


Main findings of the study-

i. Intelligence and academic achievement were positively related, the poorer the mental ability, the poorer was the scholastic achievement

ii. Poor mental ability was not the only cause of scholastic backwardness, personality characteristic such as extroversion, introversion, home and school factors like attitude towards the school, towards teachers, towards different subjects of study economic and educational condition of the parents affected the educational achievement of the students.

iii. Absence of frequent assessment of class work was found to be another important reason that led very often to neglect and delayed action or no action at all.
6. **Bisaria. S, studied (1991)** about the “Need based vocationalisation of education for girls” from NCERT (ERIC Funded)

Problem - The study addresses the problem of vocationalisation of education of girls and need to develop need-based vocational courses suited to the requirements of girls with different accomplishments.

Main findings of the study -

i. The majority of the girls in the schools wanted to learn skills for self employment.

ii. The majority of the out of school working girls wanted to have education so that they could do their own work without the help of intermediaries and with better skills.

iii. The girls studying in the industrial training institutes had a desire to obtain proficiency in generating self employment and wanted training geared to that.

iv. Girls in the school informed that their parents did not motivate them. It was their peer group and their brothers in several cases, who encouraged them to go to vocational education.

v. The out of girls simply got into the vocational education being pursued at home because they had to make a living.

7. **Bhadauria. Mridula, (2005)** have analysed in her Article “Access of women to Higher Education.” It revealed that there is a need of rethinking about the higher education of women. The present rate of women access to higher education is 38.84% does not ensure the quality higher education. Access of women to technical disciplines viz. engineering, medicine, veterinary science and law should be increased through these subject in the colleges of smaller cities and town without comprising with quality. Initiative should be taken for increasing access of women to short term diversified that may cater to large unorganized as well as organized sector. It should be made mandatory condition for the universities and colleges to have a girl’s hostel. Distance Higher education mode should be encouraged by opening more centers and courses in the women colleges. Besides the above steps social awareness, social environment and social security in favour of women are the basic points where attention should be paid.
8. **Choodambigai. Dr. S. Ramalinga, (2011)**. Wrote a Research Article on “Dimensions of women Higher Education in Coimbatore”. The findings of the study were majority of the respondents in the Undergraduate and Postgraduate categories earned less than Rs. 10,000 per month while 40 percent of the PhD holders earned between 20,000 and 25,000 per month. Sector of employment positively influences the earnings of an individual. Sixty percent of the Undergraduates were employed in the private sector while about 52% of the Postgraduates were employed in the public sector. All the PhD holders were employed in the public sector.

9. **Das. Nin, (1991)** studied about ‘the problems of enrolling women in adult education centers in Jaipur Sub-Division under NAEP at Utkal University. The major findings of the study were—

   i. The majority of adult women (85%) felt discouraged on account of prevalent social problems like casteism and untouchability and conservative attitudes of communities, which gave them a sense of inferiority. These women belonged largely to schedule castes and schedule tribes groups, low down in socio economic scale, who also faced psychological barriers and personal problems leading to lack of motivation and interest.

   ii. It was found that 60% of centers had same common teaching aids like blackboard; chalk etc. and only 5% were equipped with new teaching aids like radio, maps, globes, projectors etc.

10. A study was done by **Devi. T Vinoda, in 1991** titled as ‘Education and Employment status of women and their attitudes and practices in family welfare in Andhra Pradesh ‘at Osmania University. The major findings of this study were –

    i. The possession of physical amenities was the highest amongst the doctors and college lecturers, followed by school teachers and nurses, the least being with women casual labourers. Further, possession of physical amenities was positively related to the education and income of the respondents.

    ii. Amongst the women employee’s doctors and lecturers showed a more positive attitude towards population issues, following by teachers, clerks and nurses.

11. **Duggal. J, (1992)** made a micro study on Access of Schedule castes girls to elementary education in rural Haryana. The findings of the study were that physical facilities in the sample
schools were inadequate and their utilization was even lower. The proportion of school going girls was higher among SC parents who were skilled workers in Government, semi Government on private service or were self employed. The incentives provided by the State Govt. were inadequate and were not received on time. Parents perceived that male teachers discriminated on the basis of the sex of the students, which had a negative effect on the continuance of girls in education. Co-education and shortage of female teachers in rural areas played a negative role in retaining girls in school.

12. Despande. Savita P, (2001) studied “Status of educated schedule caste in their local socio-cultural life.” The investigator investigates that the respondents enjoyed a perceived role related status in their family and community because of their education and employment. The extent of resistance put up by most SC parents against providing educational opportunities for the girl child was significantly less than in the past.

13. Devi. Runusri & Hazarika Himadri, made a study on “Achieving MDG in eliminating of Gender Disparity in Sipajhar Community Development Block of Darrang District. It is found that the third goal of MDG is to promote gender equality and empower women which include the target of eliminating gender disparity in primary and secondary education preferably, by 2005 and in all levels of education no later than 2015. Relating to this goal Sipajhar Community Development Block in Darrang District the girl’s students has still been facing lots of problems. So, in this study the investigators try to highlight the problems of girl’s education especially in Sipajhar Block and to provide some suggestions so that the third goal of MDG can be achieved. The following findings are found that

i. some girls left school for economic condition of the parents.

ii. Lack of proper social attitudes in the rural areas for the education of girls.

iii. No differentiation should be made in the curriculum for boys and girls at the primary and middle stages of education.

14. Dhamija. Neelam, (2006), studied on “Women Empowerment through Education: Role of Universities.” From the study it was revealed that educating women benefits the whole society and on the basis of this education they enjoy their status in our society. It has a more significant
impact on poverty and development than men’s education. It is also one of the most influential factors in improving child health and reducing infant mortality.

15. **Das. Jonali, (2011)** made a study on “women empowerment and tribal community”. From the study it was found that- i) to achieve the goal of universal primary education as early as possible. ii) In tribal areas girls schools and girls colleges should be promoted. iii) In every schools and colleges especially which are in rural areas, toilet with proper facilities for ladies should be provided.

16. **Hazarika. Himadri & Devi Runusri, (2011)** made a study on “Problems of Girl’s education at secondary level under Sipajhar Block with special reference to Darrang District”. The findings of the study were-
   i. Economic backwardness, illiteracy and ignorance effect the education of girls.
   ii. Girls are engaged in household work.
   iii. 20% of the families unable to bear the expenditure of their girls.
   iv. Parents education and guidance are important factor for educating girls as the study reveals.

17. **Jain. Ambika, (1991)** made a study on “Analysis and evaluation of the animators training camp for the education and empowerment of rural women conducted by IIE, 1988-1989 and the major findings were- i) Ignorance amongst the rural women was found to be the dominant feature. ii) Awareness was generated amongst the women on health, nutrition, mother-child care, land regulations and legal rights for women through the programme. iii) Women developed self-confidence through the programme and felt that they should participate in community development programmes of the village and iv) They realized the importance of girls education.

18. **Jamir. S C, (2005)** made a study on “Empowerment of socially and economically weaker section of the society through University”. From the study it was found that apart from the economic and social inequalities, another form of inequality that is deeply entrenched in our country that is the one based on “Gender”. Universities can play a transformative role in
empowering women, making them aware of their rights and enabling them to show as enlightened and confident women.

19. **Janaki. D, (2006)** in his study “Empowerment of women through Education: 150 years of University Education in India found that Education will be used as an agent of basic change in the status of women. The concept of equality, opportunity and education touches every aspect of women’s lives social, political and economic.

20. **Jumani. Usha, (1991)** conducted a study to analyze the status of self-employed women in rural areas. Economic activities through which the income of the women will be increased have to be identified with great care.

21. **Kalita. Sri Gangeswar, (2011)** made a study on “Participation of women in politics in Goalpara District of Assam”. The findings of the study were that, lack of literacy facility, Natural inconveniences, poverty stricken difficulties, communication inconveniences, averse topological conditions, heterogeneous land conditions, the people of Goalpara District particularly women community is marching upward in different field, particularly in politics is hopeful.

22. In the work of **Kane. W, Emily and Kyyro, K, Else, (2001).** For “whom does Education enlightened Race, Gender, Education and Beliefs about social inequality”? It revealed that education is positively associated with four questions addressing affirmative action, suggesting that education may empower them to endorse this group based remedy for social inequality.

23. **Karlekar. Malavika, (2004),** on “A note on the empowerment of women” and attempted to trace a brief history of empowerment and its implications for Indian women. The Essay showed that the instruments for empowerment have to contend with entrenched prejudices and patriarchal modes of oppression. Women will garner confidence and men will learn to accept that power is not a male prerogative.
24. **Kakati. Dr. Kunja Kusum, in 1995** studied about the education of women and social change- A case study in two villages of Barpeta District. The field work was done during October and November 1995. Main findings of the study were --

i. It provides no discrimination between boys and girls in respect of education. But it will merely be a concept if the women themselves don’t perceive the need for it.

ii. In the investigation a great discrepancy was found between the educated and uneducated respondents in their attitude towards equality of educational facilities for boys and girls. Their parents did not motivate them. It was their peer group and their brothers in several cases, who encouraged them to go to vocational education.

iii. The out of school girls simply got into the vocational education being pursued at home because they had to make a living.

25. **Khaire. Rupali Jitendra, (2011)** made a study on “Literature review of the women Entrepreneurs and Statutory Policies”. The article helps to investigate how women entrepreneurship has developed into an accepted concept which makes an important part of the economy. Here the investigator aims to review the critical points of current knowledge including substantial findings through secondary sources.

26. **Lal. Dr. Roshan & Badrinarayan H S, (2011)** made a study on “The role of women entrepreneurs as a change agent in the society: A case study”. Here two main causes are found for the decline of women power. They are – i) Lack of proper education and ii) Lack of financial independence. In order to a woman to blossom forth as an Entrepreneur in our society, there are 4 conditions: i) there must be a read interest in chalking out one’s path as an Entrepreneur. ii) There must be suitable guidance from experienced and concerned persons. iii) Financial and Moral support from the institutions and Social Organizations. iv) Various governmental bodies to act as facilitators.

27. **Mukherjee. Mukul, (2004)** in his Article “women and works in the shadow of globalization in Indian Journal of Gender Studies reveals that women usually bear a significantly high share of the costs of economic change and adjustment associated with globalization and concludes that before they can take advantage of the newly emerging economic opportunities, women have
overcome the constrains they face in accessing credit skill markets and other necessary resources.

28. Ojobo, James A, (2011) made a study on “Education: A Catalyst for Women Empowerment in Nigeria”. This paper examines the place of education as a catalyst for women empowerment in Nigeria. It was seen that in spite of all the laudable goals and objectives of education, Nigerian women still suffer a lot of constrains and inhibitions which militate against both personal and national development. This paper recommends more involvement of women in educational policy formulation and encourages the women to organize themselves to meet the challenges for personal and national emancipation.

29. Pandy, Sushma & Singh Ramya, (2003) revealed “women empowerment and future orientation in family planning behavior.” The researchers conducted the following findings by their research studies.- i) Gender empowerment and future orientation were seen among urban adopters. ii) A close interrelationship was observed between women empowerment, future orientation, family planning attitude, behavior and health status.

30. Pillai, V.N Rajasekharan, (2005) in convocation address “Empowerment of women through Education in University News, said that India recognizes the empowerment of women as the most critical precondition for participation of girl and women in education Central and state government have to implement policies on empowerment of women to effectively dress gender disparities, particularly in educational program needs further strengthening to enable girls to attend school. Women’s empowerment programmes are to be supported to raise the awareness about education of girls and women. The higher educated girls can play proactive roles in such significant activities”.

31. Rani, G S and Saguna B, (2002) studied on “ Non-formal education – an instrument for the development of women”. The following findings were found from their research work. i) It has been increasingly recognized that since women constitute a great force, national development is not possible without their development. ii) To involve women in the process of development, it
is important to educate them. iii) Non–formal education has been identified as a suitable tool to eradicate illiteracy among women and their educational effect on their social status.

32. **Ratnaveni. S, (1991)** identifies the factors that constrain women’s higher education in Andhra Pradesh. The study analyses the impact of socio-economic background factors on the education of women and recommends very strongly more research on education and employment status of women, and provision of more educational facilities and job oriented courses (part time and full time) both through formal and non-formal streams, with a greater role for distance education and Open Universities.

33. **Ranganath. N. Santosh Rao Dr. K Atchyuta & Srinivas Dr. N, (2011)** made a study on “Gender Equality in Education”. It is found that educational inequality is a major infringement of the rights of women and girls and an important barrier to social and economic development. To promote gender equality and parity in education, States must target their efforts not only towards education itself, but also towards society’s cultural and institutional framework.

34. **Subha. I and Reddy MSN, (2001)** finds “Education for quality and empowerment of women.” The investigators investigates that education is an effective means to achieve social and economic development.

35. **Semim. Akila, (2011)** made a study on “Women empowerment through PanchayatiRaj- A political study of Barpeta District of Assam”. The findings of the study were that- Women can do many things than men. In present situation there is an urgent need to adopt fast measures to train these newly elected female Panchayat leaders to make them understand about their duties and responsibilities.

36. **Sandhya. Rani, G.R, & Suguna B, (2003)** worked on “Non-formal education- An instrument for the development of women.” They found from their studies that education helps women not only to raise their economic status in the society through vocational training courses, but also encourages them to be involved in decision making process, to fight for their rights as well as to revolt against evils and exploitations both at home and outside.
37. **Sharma. Santosh, (2004)** Psuedo Gender Equality and the Empowerment of women, reveals from the study that i) There is urgent need for women’s education, though it is a basic human right. ii) Women are in fact a vital part of human resource of a country. iii) Education is the most effective instrument to channelize these resources for the national development. iv) Education is considered a key instrument for this change to abolish this evil of gender discrimination. V) Education liberates from ignorance and enhances her self-esteem.

38. **Swami. S, (1990)** also makes a critical study of women’s education in nine districts of the Vidarbhas region for the period 1947-87 and points out substantial progress at the primary level, but higher wastage and stagnation amongst girls, the primary reason cited being a lack of separate schools and women teachers. In higher education, girls were found largely in general education, with only a few going in for technical and vocational education.

39. **Savita. B and Polepeddi Jyoti, (2011)** made a study on “Financial Access and women empowerment.” The Research paper seeks to probe the awareness level of women to banking services in rural and urban areas of Andhra Pradesh. It seeks to provide an insight into how financial inclusion can improve women’s access to finance and serve as an empowering and effective social tool.

40. **Sharma. Pratima Devi, (2011)** made a study on “Influence of the women teacher in the education of the women (girl child) in the rural and minority area of Nagaon District”. From the study it was found that- i) The poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. ii) The number of dropout among the female school-going children was high. iii) The reason of drop-out according to the teacher, mother and other women in the society were due to the poverty in rural and minority area. iv) Inadequate educational facilities and shortage of female teachers were found to be other main reasons for the dropouts of the school-going female children in minority & rural area.
2.6 Conclusion.

The literature revealed provides the knowledge and experiences of the development of women education, problems of women education and empowerment of women etc. The review of the related literature provides us to know the techniques, methods of study.