2.1. INTRODUCTION:

This chapter deals with the Related Studies conducted by different researchers in India and in abroad. The investigator, to get the view of the past researchers, has traced the study which has some relation with the present study. The survey of related literature plays a vital role in the field of research. The accumulated knowledge of the past provides the base on which the evidence of new knowledge is to be extracted. It helps the researcher to find what is already known, what others have attempted to find out, what methods have been promising and what problems remain to be solved. Realizing the importance of the review of related literature, Good (1966) remarked that the survey of related literature might provide guiding hypothesis, suggestive method of investigation, comparative data for interpretative purposing.

As already mentioned in the first chapter, the present study was carried out to investigate the school education of the girls in Nagaon District. Some valuable work has certainly been done in the area of women and girls' education but hardly any study has been taken up to study the status of women in Nagaon, A brief survey of the related studies would perhaps provide a factual base for understanding the present study.

2.2 PURPOSE OF REVIEW:

Review of related literature besides allowing the researcher to acquaint with current knowledge in the area in which researcher is going to conduct the research, serves the following specific purposes:

(i) The review of related literature enables the researcher to define the limit of the researcher and to define the problem.

(ii) The review of related literature helps the investigator to find out the research methodology and to know about the tools and instruments. The advantage of the review of related literature is also to provide insight into the statistical methods through which the result of the study is to be established.

(iii) Through the review of related literature, the researcher can avoid unintentional duplication of well established findings.

(iv) The final and important specific reason for reviewing the related literature is to know about the recommendation of previous researchers listed in their studies for further research.

(v) It provides ideas, theories, explanation and hypotheses valuable in formulating and studying the problem.

In this chapter, an attempt is made to review the related literature highlighting the development of girls' education and its problem in India as well as in abroad. The studies are categorized in following three.

2.3 STUDIES:

(i) Studies Conducted Abroad-

(ii) Studies Conducted in India-

(iii) Studies Conducted in North East including Assam-

2.3.1 STUDIES CONDUCTED ABROAD:

2.3.1.1. Chaudhury (1980)[1] in his study on status of women in Bangladesh and found that education is most important and crucial one as it broadens one's horizon and provides scope for finding appropriate occupation and acquiring better status on the occupational ladder. Again potential source of income is also education. Because of existing educational differences in rural Bangladesh, a woman's choice of occupation and source of income are limited. He found that educated women who live in urban area and possibly have a role outside the home have lower fertility than uneducated urban women.

2.3.1.2. Shah (1986)[2] studied female education and fertility level in Pakistan. The Pakistan census 1981 shows that about 26.2 percent of population aged 10 plus was literate. The percentage of literacy among males was 35.1% compared with 16.0% among female while only 7 percent of rural females were literate and 37 percent of urban females were literate. However, the total female educational attainment in Pakistan gives a grim picture. In 1981 census it has been shown that only 15 percent of the urban and 4 percent of the rural females had primary level of education. Giving centrality to education, fertility in Pakistan remains a very

important question. The total fertility rate (TFR) had remained consistently above six.

It was 7.1 during 1970-72. It is found that the absence of fertility decline is consistent with low level of education and lack of knowledge.

2.3.1.3. Reavley, M. A. (1993)[3] studied on employment status of women in Canada. The labour force participation rate of Canadian women has increased steadily and by 1989 approximately 60 percent of adult women were working in the labour force. The labour force is now 40 percent female and women account for more than two percent of all part-time workers. Occupational segregation by sex and the traditional division of labour between the sexes still exists and women are still not paid as much as men. A variety of theories has been used to analyze and explain women's situation in the labour market. The key explanations assessed in the article include:

1. The sex role socialization of men and women,
2. Humans capital arguments which see discrimination against women as resulting from gender specific values,
3. Discriminatory practices of various kinds and contextual, environmental and structural factors.
4. The prevailing policy belief is taken to be that everything possible has been done to eliminate disadvantage resulting from points (1) – (3) and that a wide variety of strands if public policy is needed to make equality for women a reality and the time is now past when the primary focus should principally be on the elimination of employment based discrimination.

2.3.1.4 Lazar, Michelle M. (1993)[4] in her article expressed that in recent years an issue that has received plenty of national publicity in Singapore is the growing trend for well educated women to remain single. The oft-cited reason for the trend is male dis-preference for marrying women of an equal or higher educational standing than themselves. Arising from this situation, a series of 'Educational' ads was launched by the government. In this study two such ads are closely analyzed within a critical discourse analysis approach which draws upon M.A.K. Holliday's functional grammar. The author argues that although one of

the ads contains potential ingredients for correcting male chauvinism and promoting true gender equality, the ads taken as a set are really concerned with maintaining the social status quo between the sexes.

2.3.1.5 Khalid Humala S. (1996)[5] studied about the female teachers and girls' access to primary schools in rural areas of Pakistan. In her findings it was found that throughout the educational system in Pakistan more facilities are available for boys than girls. In case of urban rural disparity rural population is disadvantaged both in terms of quality and quantity of education rates both at primary middle and secondary level indicating lower participation of girls especially in rural areas. Number and percentage of teachers in school indicate substantially fewer female than male teachers both in rural and urban areas.

The state of Mosque schools in the district was dismal almost all were facing severe difficulties regarding buildings, teachers and teaching materials. Many Mosque schools were running in open without any building.

The minimum level of education important for children, teachers, administrators and parents was in favour of basic education for both boys and girls. Bearing in mind the existing educational facilities, teachers and administrators recommended primary and middle level education for girls and matric with skill training for boys as boys have their future economic role in supporting a family. The parents believe that higher education for girls in rural setting is a waste.

Teachers could differentiate between social rates of return to girls' education and economic rates of return to boys' education. Girls' education was seen by teachers in terms of their being good mothers, better family health, smaller number of children and better education for their children, whereas boys education was seen as better income and career progression.

Parents, although agreed about the importance of education for both girls and boys suggested that formal education has no relevance to rural life and educated women do not like to live in a rural environment.

The administrators viewed that the major problems of girls' education in Pakistan were lack of awareness among rural people, poverty, child labour, distance from home to schools and domestic work etc. Policy makers mentioned that major problem of girls education were economic circumstances, local

traditions, economic factors, unattractive school environment and shortage of female teachers.

With regard to working conditions in rural areas, female teachers face greater constrain from the family, school and community. The major problem of female teachers in rural areas was personal security and transport.

Talking about co-education, teachers had no objection but indicated that parents would never send their daughters to schools with male teachers. The majority of female and male teachers said they would not send their own daughters to a male teacher even at primary level. Parents mentioned that if female teachers were appointed to existing boys' schools then all schools would become accessible to girls'.

2.3.1.6. Heyzer (1996)[6] elaborate feminist perspectives on sustainable development. Noeleen Heyzer, Director of UNIFEM, (United Nations Development Fund for Women) in her article elaborates about the risk of girl child. Sustainable development is defined in terms of responsibility for handing on the world and its resources to the next generation. Therefore policies for sustainable development must address the question of protecting children and must recognize that girl children are particularly at risk. The unbalanced sex ratio in many parts of the world, which means that there are one hundred million missing girl children, is evidence of the greater vulnerability of female children. In many societies girls and women are seen as economic liabilities not as assets and are not valued. These especially where there is one child population policies, female infanticide and selective abortion of female fetuses occur. The dowry system too is based on the belief that women are economic liabilities, for whom the bridegroom family seeks compensation. The lesser value placed on women's lives also results in girl children in poor families having lesser access to food and education than their brothers. The UN convention on the Right of the Child identifies the family as the ideal environment for children, but at the same time points out that often the family is the location of violence against children. Heyzer supports the approach of the 1994 International conference on Population and Development in Cairo, which identified women's health and reproductive rights help, ensure that children are born wanted and healthy. Tackling poverty is also vital for women's survival, since impoverishment tends to reinforce gender

hierarchies; UNIFEM has launched a Women's Development Agenda for 21st Century, which focuses on economic and political empowerment of women and girls'.

2.3.1.7. Bista (2004)[7] studied on the existing research on girls education in Nepal. The study examined the role of educational research in policy making in relation to girls education. The review was commissioned by UNESCO, Bangkok.

As reported by these studies, girls face numerous barriers in their efforts to acquire formal education. These barriers have been grouped into nine major categories.

- Social and cultural barriers.
- Economic.
- Psychological barriers.
- Institutional barriers.
- Barriers caused by poor teaching learning condition in school.
- Barriers caused by family circumstances.
- Geographical barriers.
- Mental and Physical barriers.
- Barriers caused by armed conflict.

Collectivity 20 studies made 95 recommendations out of which 13 were adopted into policy. These are –

- Introducing alternative schooling programmes to all girls and other children who cannot attend full time formal primary schools.
- Provide increased incentives (scholarship, free text books, uniforms and nutritious food).
- Give local schools, the authority to reschedule school hours to fit the local time styles.
- Establish schools within short walking distance.
- Give clear guidance to local authorities regarding the selection of girls.
- Supervise and monitor feeder hostels regularly.
- Appoint at least one woman teachers to every primary school.

- Increase the amount of the stipends to be paid to girls at feeder hostels.
- Increase the budget for the regular upkeep and maintenance of feeder hostels.
- Increase the size of scholarships.
- Increase the number of scholarships.
- Establish the local committees to identify children eligible for scholarship.
- Institute a system of reward and punishment to make teacher accountable for their performance and to encourage a better works ethic in profession.

2.3.1.8. Kane, E. (2004)[8] studied on Girls in Africa: what do we know about strategies that work? Her findings were:

- The low income countries in Sub-Saharan African region with inadequate spending on education, high unit costs make education more expensive to poor girls. This region contains the largest proportion of poor countries in the world and has the world's largest population growth rates. Its nations and people have been ravaged by political conflict, serious economic crisis, famine, corruption, displacement and HIV/AIDS.
- The study contained that poverty, rapid population growth, political instability, conflict, disease -all the factors that make improvements in any sector difficult and that are further aggravated in the case of Sub-Saharan Africa -have had a heightened effect on girls and on girls' education in particular. Africa is the world's biggest producer of poor girls, girls who are now more likely to be infected or affected by HIV/AIDS than girls anywhere else in the world, who are least likely to be educated and whose contributions to the next generation are most likely to be jeopardized. Legal discrimination is wide-spread in Sub-Saharan Africa, particularly with regard to employment, property and control of household resources, which means that women who

usually transfer more resources to their children than men, have less to invest.

- For girls, the combination of gender and poverty can be almost insurmountable. 90% of the richest boys complete grade I compare with only 11% of poorest girls, but even girls from the richest quintiles are at a disadvantage compared to the boys of similar wealth.

2.3.1.9. Kathryn M. Yount (2005)[9] studied on women's family power and gender preference in Minya, Egypt. The study revealed that there was an attitude of cultural superiority towards boys in ancient Egypt. But in present day, inequality in family power has changed to a great extent. Egypt has always regarded rights for women as an important element in the Egyptian society. Women are now very visible in all walks of modern Egyptian life and treated as equal member of society and in family. The percentage of women who gave birth at an age younger than 18 decreased from 23.7 in 1992 to 20.4 in 2000 then to 15.8 in 2005.

2.3.1.10. Raynor (2006)[10] studied on FSP in Bangladesh and tried to find out its positive results. The female stipend program was introduced in Bangladesh to increase the enrolment and retention of girls in secondary schools. The program was so successful that it was extended to 1994. Raynor's study yielded positive results, the enrolment of girls in secondary school increased from an average of 7.9% to 14% in some project areas.

The dropout rate fell from 14.7% to 3.5%. This success of the pilot project was the basis for launching the nationwide FSP in 1994, planned initially to last for five years and which was funded by various donors and the government in projects that covered the nation. Under the programme, all girls in rural areas who enter secondary school, about 50% of possible enrolments are eligible for a monthly sum ranging from Taka 25 in class 6 and Taka 60 in class 10 (between US$ 0.37-$ 0.88 in July 2006). Girls received additional payment in class 9 for new books and in class 10 for exam fees. The conditions were a minimum of 75% attendance rate and at least 45% score in annual school exams and staying unmarried until sitting for the Secondary School Certificate (SSC) or

turning 18. The three criteria have remained constant during the lifetime of the FSP.

2.3.1.11. Ajiboye, J, O, & Tella, Adeyinka (2006)[11] studied on "Class attendance and gender effects on undergraduate students in Botswana" and found that although the difference in the mean scores of male and female students was marginal, however their difference was found to be statistically significant at 5% level of significance. It indicated a significant gender effect in social studies academic performance. It also observed that male students performed better than the female counterparts. It was further reported that students' gender has effect on performance in social studies. Being verbal based subject social studies predisposes gender interest. It was however striking to note that males rather than females performed better in the course. The major explanation for this was that looking closely at the attendance rates; male students have better attendance records than their female counterparts in these courses hence their show of better performance.

2.3.1.12. Tella, & Toyobo, F.A. (2007)[12] indicated that parental education, peer and gender have joint effect and contribute significantly to academic achievement of the participants. Findings of the study revealed gender difference in secondary school students of Botswana. Based on the findings it was recommended that parents should use their education experience to give all the needed support to enhance academic achievement of their children and the issue of gender bias associated with the educational system should be removed without any further delay.

2.3.1.13. Buchman, Claudia, Di Prete, A. Thomas & Mc Daniel, Anne (2008)[13] in their article Gender inequalities in education based on empirical research and theoretical perspective focused that much of the literature on children and adolescents attends to performance differences between boys and girls. Achievement in elementary and secondary school in Ohio, New York was linked to the level of education, college completion, and graduate and professional schools experiences. The study recommended three directions for future research i.e. inter disciplinary effort to understand gender differences in

cognitive development and non-cognitive abilities in early childhood, research on structure and practice of schooling and analysis of how gender differences might amplify other kinds of inequalities, such as racial, ethnic, class or nativity inequalities.

2.3.1.14. Belal, Fatima Omar (2010)[14] studied on gender equality in secondary education: a study of girls' education access and participation in Jordan between 2000 and 2005.

The study investigated the changes of male and female enrolment in urban and rural areas in Jordan and the school related factors, as well as government policies that contributed to its change. Both qualitative methods and archival research were utilized to collect data in urban and rural Jordan. A selective sample of twelve people, consisting of teachers, administrators and policy makers were interviewed. Data were analyzed through descriptive statistics and narrative descriptions. Result of the study indicated that the percentage enrollment level of girls and boys for grade 11-12 had been rising somewhere in between 1999-2000 and 20014/05. However in absolute number, the enrolment of boys' was greater than the enrollment of girls' during the period of study. The ratio of boys to girls was almost the same. The analysis also showed that there have been higher rates of increase in the enrollment of girls in urban area than in rural areas, while the number of girls' enrolled increased in urban areas, it decreased in rural ones. Although the number of both male and female students in rural areas decreased, the data showed that a few more female students were found than males.

By analyzing the data on institutional side supplies, the study found that the Jordanian government provided different types of schools, single gender and co-educational learning environment, inclusive female certified staff in urban and rural areas, and technology as well as other school material and equipment. In terms of government policies, the study found that all educational policies in Jordan were generic and intended generally to increase male female participation.

Although the Jordanian, government showed tremendous initiatives in the investment of expanding and improving the educational system, school, facility conditions, educational quality and teachers status should be further prioritized for the future.

2.3.1.15. Bamora (2010)[15] studied about the gender inequality at secondary education in Ghana. The purpose of this research was to explore how structural processes both in and out of school impact on relations and inequalities in education. The results revealed that most parents in the study area were poor and lacked economic resources due to lack of education, poor agricultural production and associated food and income insecurity. All these impact negatively on student participation and achievement in school. The high levels of poverty means that some parents are unable to pay the cost of school fees, transportation and school uniform for their children of school going age as well as the cost of meeting their essential needs for food, shelter and clothing, leading to high dropout rates.

The levels of national poverty and the socio-economic pressures facing families in Ghana were shown to severely limit girls access to education. Though poverty is a major issue in determining who goes to school in the research area, judging from the life histories and other data collected, unequal power relations entrenched in the traditional norms and practices, values, beliefs, and religion sustain a gendered household division of labour and resource allocation which serves to constrain girls' access to education.

The performance of domestic chores, such as cooking, cleaning and fetching water before school usually affects girls' participation in classroom activities more than boys because of exhaustion. The disproportionate household chores place greater time and labour demands on girls thus restricting girls' opportunities for leisure and study.

The study demonstrates that there was an attitude of cultural superiority towards boys in the study area because parents tend to perceive them as future bread-winners of the family, even though in reality most women share or take up this responsibility in household.

Inadequate educational facilities such as lack of suitable or appropriate textbooks, lack of furniture and other teaching materials impact negatively on students' academic performance.

In her research study it was also found that corporal punishment and gender violence were widespread in the school environment, which made the learning environment particularly hostile to girls.

The inadequacy of motivation for teachers has rendered the teaching profession unattractive in Ghana. Consequently, people with high academic standards shun the teaching profession while qualified teachers leave for other well-paying professions after a period of teaching thus making it difficult to retain teachers in the classroom.

2.3.1.16. Shahzad (2011)[16] conducted a study on the community attitude towards female education in Khyber Pakhtunkhwa and found that all the parents were interested in education of girls' but they could not do so due to poverty. Major reasons of girls' drop out were poverty, marriage and religious constraints. Factor hindering female education were found to be poverty, lack of awareness or incentives, uneducated parents and early marriage. It also found that majority of parents needed their girls' in homes for domestic work.

2.3.1.17. Stringer, P. & Hourani R.B. (2012)[17] in their article "Home-school relationships: a paper on school management perspective" explores managerial aspects of implementing home-school relationships in seven primary Public Private Partnership (PPP) schools in Abu Dhabi, UAE. Managerial aspects discussed is this paper relate to –

a. Benefits of home-school relationship,
b. Roles and responsibilities of stakeholders,
c. Home-school communication,
d. Constraints and challenges faced in the management of home-school relationships.

The findings of the study were –

a. Home-school relationship is a two channeled process for better learning.
b. Parental involvement is better for getting to know about teaching strategies and how the teacher manages the class.
c. Parents have to prepare their students for the learning process by encouraging them to go to school supporting them at home in the learning process.

d. Parents need a clear idea about the curriculum, teaching methods, education and behavior. Home- school relationships are important in supporting children at home.

e. The impact is psychological because an involved mum makes the daughter happier and gives her pride to see her daughter in the school.

f. Parents' involvement assists in improving behaviour and psychological dispositions of the child.

2.3.1.18. Guffey, S, Higgins (2013)[18] reviewed on school climate research in USA. Over the past three decades, researchers and educators have increasingly recognized the importance of school climate. In United States and around the world, there is a growing interest in school climate reform and an appreciation that this is a viable, data driven school improvement strategy that promotes safer, more supportive schools. The Center for Disease Control and Prevention (2009) recommends school climate reform as a data-driven strategy that promotes healthy relationships, school connectedness, and dropout prevention. Moreover, a series of studies revealed that a positive school climate is correlated with decrease student absenteeism in middle school and high school. Furthermore, a growing body of research has indicated that positive school climate is critical to effective risk prevention. There seems to be an abundant literature on school climate from different parts of the world that documents a positive school climate: (a) having a powerful influence on the motivation to learn, (b) mitigating the negative impact of the socio-economic context on academic success., (c) contributing to less aggression and violence, less harassment, and less sexual harassment and (d) acting as a positive factor for the learning and life development of young people. In addition to these areas studies around the world also indicate that quality of the school climate contributes to academic outcomes as well as personal development and well-being of pupils. Feeling safe socially, emotionally, intellectually and physically is a fundamental human need. Feeling safe in school powerfully promotes student learning and healthy development. However, there is a great deal of research that has shown that many students do not feel physically and emotionally safe in schools, largely due to breakdown in the interpersonal and contextual variables that define a school's climate. In school's

without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization and punitive disciplinary actions often caused by high levels of absenteeism and reduced academic achievement. All these studies revealed that there is a positive relation between school climate and other communities like parents, social organization, health organization and non-government organization.

2.1.1.19. Shrestha (2013)[19] studied on educated females in Nepal, factors influencing their participation in economic activities. She found that the educated females in Nepal, due to non availability of suitable job opportunities are not encouraged to join work force. They felt the lack of co-operation from husbands in household work. They demanded well managed and subsidized day care facilities near work place.

2.3.2 STUDIES CONDUCTED IN INDIA:

2.3.2.1. Dutt, S. (1979)[20] Studied the problems of girls education in a selected district of West Bengal.

The pilot study aimed at finding out the actual causes of backwardness in girls education in Purulia, the most backward district of west Bengal. An appraisal of the existing conditions of the primary education of girls in the group 6-11 years was undertaken.

The findings of the study were (i) Between 1970-71 and 1973-74 the enrolment of girls in the age group 6-11 years increased by 15% (ii) As many as 66% dropped out between clan-I and IV and 75% between II & V (iii) 80% of the guardians stated that providing girls with training in domestic work was their only responsibility. (iv) 30% felt the family or society was not loser if girls were not given education (v) In poor families, 68% felt that it was unthinkable to send girls to schools (vi) 58% gave lack of individual attention as the reason for not sending their daughter to school (vii) the proposal for rapid expansion of girls' education in the country was supported by 98% (viii) Poverty, negligence of parents and engagement in domestic work were the main hindrances in the way of education of girls. (ix) according to the primary school teachers, 85% parents and guardians were irresponsible towards girls education (x) 75% of parents felt

that making arrangements for their daughters marriage was their only responsibility (xi) Poverty and consequently lack of proper dresses were cited by 65% teachers as a reason for not sending the girls to schools (xii) 54% parents were eager to take their wards out of school even if they failed once. (xiii) 80% of the local community felt an equal proportion of boys and girls should be sent to school while 96% were more interested in the boys' education (xiv) 80% of the community were considered having a favourable attitude towards girls' education (xv) Important reasons given as obstacles in the proper management of schools were paucity of funds, condition of the school building and shortage of teachers.

2.3.2.2. Sharma (1981)[21] investigated the factors related to academic high achievement and underachievement of rural girls coming from the secondary schools of Haryana. An attempt was also made to the specific contributions of variable towards high achievement and underachievement. It was found in the study that poor academic motivation, weak linguistic ability, poor planning of study work, lack of adjustment and emotional insecurity contributed to underachievement. The underachievers were significantly poor in their performance on all these variables. All the variables included in this study were interrelated. Hence remedial programmes for underachieve had to be necessarily global in approach.

2.3.2.3. Dutt, N. (1982)[22] formulated the objectives of his study that (i) to estimate the educational wastage and enrolment rates of girls' (6-14), including schedule caste (SC) girls in the selected districts (ii) to know the existing facilities, incentives for girls' education (iii) to identify causes for drop outs and non-enrolment and (iv) to suggest measures for increasing enrolment and retention. He found that (i) for Sirsa district, average drop-out rates were maximum (33.7 percent) for class VI and minimum (11.6 percent) for class I. Average repeaters rates were maximum (23.9 percent) for class VII and minimum (4.7 percent) for class II. For Mahendragarh district, average drop-out rates were a maximum (37.2 percent) for class VI and minimum (9.4 percent) for class I. It was maximum (26.3 percent) for VII, and minimum (5.9 percent) for class II. The enrolment rates of female to total SC to total SC female to SC total of Sirsa District were 46.9, 23.9, 47.88 respectively and those for Mahendragarh district

47.0, 28.15, 48.93 respectively. (2) It was reported that there was one college for girls in Sirsa district, three ITIs for girls' and two B.Ed. colleges in Mahendragarh district, only one school in Sirsa. The incentive schemes being provided were free uniforms, free textbook, mid-day meal, attendance scholarship and merit scholarship, (3) Causes of girls dropping out, as reported, were teachers' behavior, caste discrimination, poverty, helping, apathy of parents, towards girls' education, inadequate facilities in schools, early marriage, lack of interest in studies, irrelevant syllabus, ill health, age difference in class, illiteracy of parents and of the lack of separate and exclusive high schools for girls in many villages.

2.3.2.4. Chandrasekaran (1982)[23] formulated the objectives of his study to find out (i) the attitude of rural women towards the formal education of women, (ii) whether there was any difference in the attitudes of rural women in the various district of Tamil Nadu, (iii) the relationship between attitudes of rural women towards the formal education of women and variable such as socio-economic status of the family, educational level, occupation, age, marital status and the number of female children of the responding women and (iv) the view of rural women regarding the level of education considered best for girls and the best curriculum for girls'. She found that (1) the attitudes of rural women towards formal education were positive (2) There were no significant differences in the attitudes of rural women from different districts. (3) There were no significant differences in the attitudes of rural women of different socio-economic status or employed status. (4) The age level of responding women, their marital status, and the number of female children in the family each plays a significant part in the attitude of women towards formal education (5) More than 70 percent of women agreed to the statement relating to the advantages of women's education but favoured education of girls' up to high school level only. (6) They were of the opinion that in order to encourage schooling of girls, free conveyance to school should be provided for rural girls', and overhead cost on books, uniforms etc. should be met by the government.

2.3.2.5. Leelakumari (1984)[24] traced the development of education of women in India in general and in U.P. in particular up to Independence and thereafter,

compared the development of women's education in U.P. with that in other states, made an intra-state or inter-district comparative study for U.P., studied the development of education of women in Varanasi city, made a survey of attitudes of the students of B.H.U and its affiliated colleges towards women's education, and offered suggestions for the development of women's education in Varanasi. The study re-concerned an analysis of achievements during the Five Year Plans. In U.P. the conditions of girls' education up to 1927 was dismal with only 3.9 percent enrolment of girls of school going age. From 1937 to 1947, girls' education made rapid strides. Since 1947, the enrolment has been increasing but the increase has been uneven over different plan periods. Inter-state comparisons were confined to giving gross enrolment numbers and number of institutions for various states and union territories. Intra-state comparisons revealed that Varanasi stood ninth in number of primary schools, and eighth in enrolment of boys and fifth for girls. At the middle school stage, Varanasi stood fourth for boys and third for girls in number of schools and first and second in enrolment for boys and girls respectively. At the secondary stage, it stood seventh in boys' schools and second in girls' schools and in enrolment, fifth and seventh respectively. The study of attitudes revealed that, in general, all had favourable attitudes towards female education, with girls showing more favourable attitudes than boys.

2.3.2.6 Sharma, R.C. (1984)[25] aimed at finding out the effect of different incentives like free uniforms, text-books and boarding and lodging facilities in enrolment of scheduled caste, scheduled tribe students and girls. The study revealed that as a result of the incentives given, the increase in enrolment between 1973-74 and 1982-83, among boys of the 6-14 age group at primary school level was from 60 to 95 percent (all the groups) and from 49 to 92.7 percent among SC and ST. During the same period the increase among girls of all caste was from 13.9 to 38.8 percent and for those belonging to SC and ST, it was 4.6 to 23.1 percent. Durgapur, Bansware and Sirohi districts showed a 100 percent enrolment of boys. Thus incentive had a positive effect on enrolment.

2.3.2.7. Pathan (1986)[26] studies the position of Muslim women in Solapur district with respect to education, age and economic status; the effects of

economic, social, religious and political factors and other causes responsible for the educational backwardness of the Muslim women and suggested measures to improve the educational backwardness of the Muslim women. The study revealed that the illiterate Muslim women mainly belonged to the age group of 30 to 40. The number of children in a family was seven or more and the women were quite aloof from the concept of a small family. Giving less education to the girls was the common attitude among the parents, both in rural and urban areas. The practice of early marriage was seen especially among the rural literate Muslims. Most of the rural girls' and women preferred to work for their livelihood than to go for formal schooling. The lack of social stimulation and encouragement on the one hand, and the opposition of relatives and family members, on the other, contributed heavily to Muslim women's educational backwardness. In urban area, the main factors responsible for the educational backwardness of the Muslim women were found to be economic, whereas in the case of the rural Muslim women, there was a wide diversity of causes. Religious factors were less responsible for educational backwardness in comparison with other factors. Muslim women, especially in rural areas, were unaware of the different government schemes and facilities available for women.

2.3.2.8. Bokil (1987)[27] made the objectives of his inquiry (i) to study the factors that adversely affected the completion of primary education of girls as also to identify the factors that came in the way of girls' enrolment in primary schools, (ii) to study the economic and social factors which adversely affected girls' enrolment and retention in primary schools, (iii) to study the factors which motivated adult women to learn, (iv) to study the curriculum teaching aids, methodology, training of teachers, monitoring and evaluation which was effective in women's education, (v) to study the manner in which non-formal methods of education could be used to educate women and (vi) to study the manner in which the rural people participated in planning and execution of women's education. He found that (1) Girls from lower economic strata of the society remained outside the schools. Generally, the educational level of such families was also low. Girls from such families either helped their parents in work or earned their own livelihood. (2) Generally, girls' left school at the age of 8/9. They worked either at home or in farms. However, education of their brothers continued. (3) Girls'

from families having a better socio-economic status were better enrolled and better retained in schools. The general educational level of such families was also good. (4) In the area under study, there were practically no girls who had not participated either in formal or non-formal education. The number of such girls was quite small. The factors that affected such girls in not getting any education were (a) distance to be travelled from home to the school; (b) physical handicap, (c) constant domestic difficulties and (d) continuous physical work during the day. (5) The survey of socio-economic information of the families revealed that (a) the age of marriage of girls was steadily rising, (b) women had accepted family planning programmes (c) most of the rural families had agriculture as their main source of income, (d) most of the women were farm-labours, (e) most of the families undertook dairy, poultry, piggery etc. forming as additional occupations which resulted in raising their economic levels. Most of the families had a large number of illiterate women members. The number of persons in each family was 6-10. (6) Functionality and awareness were included in the curriculum. (7) Women showed significant progress in the area of health and cleanliness. (8) They showed least progress in their initiative in social work and boldness. Those who showed these qualities came forward to undertake social work. (9) Women did not show any change in attitude about dowry, age of marriage and other social customaries. (10) The progress of women between the age of 35 and 40 was more than that of those in the age group of 15-35, as the latter was continuously engaged in some physical work throughout the day.

2.3.2.9. Singh, V. (1988)[28] investigated into the extent and causes of dropouts among girl students in the rural schools of Chandigarh. Finding of the Study were:

1. Female literacy in rural areas was much less than in urban areas. Rural female literacy was much below the rural male literacy.
2. The drop-out rate of rural girls in class I at primary stage was higher as compared to that of other classes. The rate goes on decreasing with the advancement of class.
3. The girls were generally weak in English, Mathematics and Science.

4. Parents were not willing to send their daughters to schools because of domestic reasons.
5. The study showed that people from Jat and Saini communities engaged their daughters on the fields and for looking after cattle etc.
6. Muslims married off their daughter at an early age.
7. Scheduled castes were generally poor and were socially and educationally backward. They sometimes forced their daughters to supplement family income by doing utensil cleaning jobs at other's households.
8. Causes of dropping out of girl students were personal lack of interest, illness and weakness in subject, family factors, step mothers, domestic work, big family, parents' illiteracy, joint family and parents' illness, social factors, early marriage, orthodox thinking, poverty and low income. Suggestions given for development of viable strategies were:
    a. Seek the help of the community,
    b. Provide counseling services,
    c. Plan programme of home visits,
    d. Special adult education centers,
    e. Help students to understand their potential and develop self confidence for better understanding of selves.
    f. Incentives,
    g. Free uniform,
    h. Scholarship,
    i. Non-graded system,
    j. Residential schools,
    k. Physical facilities etc.

2.3.2.10. Ray, Jagruti. (1989)[29] it was an intensive study into the problems which lead girls drop-out from high school classes V-X in Jagatsinghpur block of Cuttack district, Orissa.

The major findings of the study were:

1. Drop-out percentage was lower in higher castes groups as compared to lower caste group.
2. The majority of the respondent parents preferred early marriage of girls.
3. Most parents also objected to the idea of sending mature girls to co-educational schools.
4. Dropout rate was high in illiterate families.
5. Unemployment created negative attitudes among parents towards female education.
6. Young male teachers were a substantive cause of withdrawal of girls by parents.
7. Inconvenient school timings, school far away, lack of female teachers, lack of proper coaching for difficult subjects and heavy curriculum at secondary level were major school factors that lead to girls' dropout.
8. Household factors were also found to lead to drop out of girls. The majority of the girls responded stating that they swept the house, cleaned utensils, washed clothes, cooked food, took care of younger siblings, fetched water fodder and fuel.
9. A number of them were also assisted their parents in their occupations.
10. Dropout rate of girls in co-educational schools, unaided schools and in schools of rural areas was found to be very high.
11. Girls' faced difficulties in English, Mathematics and Science in classes VIII-X and were unable to cope with the heavy syllabus without coaching and extra help. Hence, they dropped out.

2.3.2.11. Pandit, R.V. (1989)[30] studied on girls' drop out in school education – Cause and remedial measures. Pune, Maharastra SCERT.

Major findings were:

The main causes of dropout among girls before passing SSC examination included poverty, unfavourable social ethos and early marriage.

2.3.2.12. Savitri Arputhamurthy (1990)[31] in her study gives an account of factors responsible for the existence of sex discrimination in the Indian situation in general and in Tamil Nadu in particular and to find out the justification for the existence of sex discrimination in agricultural labour market. The author collected primary data from agricultural labour market. The author collected primary data from the selected sample villages of Madurai district through personal interview schedule. From 38 villages, 76 female labours, 76 male labours and 76 employees (total 228 respondents) were selected at random for collection of primary data. The study accounts that female labours found in the unorganized sector, nearly 80 percent belong to agriculture. These agricultural labours as handicapped by poverty, illiteracy and ignorance are affected very badly with regard to wages. The study results reveal that there exists wage discrimination on account of sex and levels of development. The average percentage rates of agricultural operations done by male and female were 80 and 70 respectively and women were discriminated in the matter of sexual division of labour both in the developed and less developed areas. It is evident that prejudice against women is the important cause for deciding the agricultural operation as "female tasks" and "male tasks." The study suggests that the policy measures are to be framed in such a way that it should cause a big jolt to the prevailing socio-economic conditions of rural women in Madurai district and bring about a dramatic improvement in their status.

2.3.2.13 Patel, Sheetal B. (1992)[32] The study attempts to analyze the issues related to the education of girls at lower primary stage and to explore the prevalent myth that boys are always better scorers than girls.

The major findings were:

1. Pupils of private schools were better scorers in arithmetic and Gujarati than those of corporation schools.
2. In Ahmedabad City girls of the private schools scored higher than the boys of the private schools. The same was the case in Baroda.
3. In case of Ahmedabad corporation schools boys and girls did not differ significantly in their achievements in arithmetic. The same was true in Boroda.

4. In Gujrati the girls of Ahmedabad and Boroda schools scored more than boys.
5. There were institutional differences in the performance of students in four fundamental operations.
6. There were sex differences in the performances of students on the test of four fundamental operations. The girls by and large showed better performance than the boys.

2.3.2.14. Kondaveeti Papa (1992)[33] carried out a study to know about the status of women in the rural areas, the impact of the sub cultural contexts of the people of dis-advantaged section arising out of poverty conditions and educational interventions in backward district of Andhra Pradesh. As to collect primary data, Chinna Elkicherla village in Mehaboobnagar district was chosen for the study. The analysis of data shows that lack of opportunities for education in rural areas is responsible for the existing gap between urban and rural women; particularly in terms of equal participation is a social affair. Early marriages, much before the attainment of puberty among girls, are common practice in rural community. The girls' likes and dislikes, their hopes and aspirations are never cared for. Wife and husband relationship is marked by absolute dominance of husband and submission of wife. The study revealed an increasingly dangerous phenomenon of wife beating, harassment, friction between husband and wife, mother-in-law and daughter-in-law etc. The roots or locus of friction lies in the conditions of objective poverty to which the people are subjected. The condition of depravity and abandonees are evident in the behavior of most of the women particularly belonging to the weaker sections. The study concludes that girls education is not conscious discrimination which is responsible for denial of access but it is condition of poverty which is the major factor preventing them from sending girls to school.

2.3.2.15. Nayar, Usha (1992)[34] studied on dropout and non-enrolment among girls' in rural Haryana. Major findings of the study were:

1. Dropout and never enrolled girls belonged to below subsistence level households. Parents pointed out that education was not cost

free and they found it difficult to meet non-tuition cost like uniforms, books and money for Boys Fund, Red-cross Fund etc.

2. Domestic work and sibling care were the chief reasons for girls not attending school. For fetching water fodder and fuel, to care of livestock, washing, cooking, cleaning, looking after the younger siblings were tasks that kept these girls busy. Increased agricultural prosperity brought misery to women lives as the number of livestock increased substantially and all of it meant more and endless work for women and girls.
3. The demand for women teachers was strong in Mewat as also the need for an urban teacher.
4. The dropout girls however expressed their willingness to return to school (which most of them had like) given an opportunity. The parents of such girls were apathetic and had lower educational and occupational aspirations for daughters compared to sons and saw girls as less equal than boys.
5. Access was not much of problem, all villages barring some dhanis (hamlets) were served by a primary schools.
6. Dropout was negligible in the age group 6-8 years and was very high after class V.
7. Nearly all women teachers commute to villages from cities and towns and hence do not interact with the communities, nor followed dropout girls'.
8. The study recommended rationalization of teachers between rural and urban areas to ensure at least one woman teacher in every primary school, opening of junior primary or feeder schools in dhanis, unserved extension of incentives of free books, uniforms and stationery to all girls in poverty groups regardless of caste, noon meal; extending child care facilities within or near the school to free girls from sibling care and better coordination with ICDS (Anganwadis); creating a positive climate for girls and their educational development, breaking the curse of low valuation and the curse of low valuation and poor status of women in a materially prosperous state.

2.3.2.16. Nayar, U., Nautiyal, K.C., Joglekar, S, Jain M., Singh, N., and Bhattacharya, S., 1992 (b) [35] their problem was to study the factors for continuance and discontinuance of girls in elementary school. Their major findings were:-

1. Major correlates of continuance were better economic standing of the household, parental education, motivation and a supportive enabling home climate.
2. Domestic work and sibling care were the chief causes of girls dropping out, in addition to cultural constraints on the onset of puberty, early marriage sex segregation and purdah. Collections of water, fodder, fuel were additional tasks and many girls helped or substituted for mothers in wage-earning work.
3. Gender discrimination was evident in intra household distribution of food, health care, education, play and recreation. Girls received less than boys

   and felt discriminated against. Parents had substantially lower educational and occupational aspirations for daughter and did not subscribe to equality between sexes.
4. Parents were unwilling to invest on the education of daughters who they felt were temporary members. Often they were too poor to bear the extraneous tuition costs, more so for girls.
5. While most of the factors for non enrolment were likewise rooted in gender, caste, class combine, lack of school within or close to habitation were among the chief causes of non-enrolment.
6. In the absence of a middle school close-by even those girls' who completed primary stage, dropped out.
7. The inter-state, inter-group and rural urban variations were several factors indicating the need for micro studies and local level community based planning of girls' education.
8. Access was poor, for both the tribal girls as well as for (Delhi) urban slum girls. For instance, access and retention was higher among Delhi rural girls compared to those living in unhygienic poorly served city slums. Even among slums, those in Mumbai

differed measurably from Delhi, Ajmer or Cuttack, the former city has a well developed network of schools.

9. Strategies proposed ranged from providing schooling or its alternates at the doorstep of the girl child, strengthening of support services especially water, sanitation and cheap fuel to be considered in addition to providing child-care services. Post-primary education is likewise to be specially planned and geared to the lower physical mobility of girls in rural remote areas, Distance education may be a cheaper alternative, residential schools being the most desirable form.
10. Single sex schools were demanded by several rural communities, especially by the Muslim population. Perhaps, more women teachers, if inducted, may meet the bill.
11. General poverty alleviation programmes with a gender focus will impact on girls' education positively in the long run. The resistance to girls' education is otherwise breaking down.

2.3.2.17. Duggal, J. (1992)[36] studied on access of scheduled caste girls' to elementary education in rural Haryana. Educational progress of scheduled castes girls particularly of those living in rural areas has been quite slow. For bringing them into the fold of the educational system, an attempt was made to understand their problems in their social perspective so that intervention strategies could be suggested as per their specific needs.

The major findings were:

1. Literacy rate among scheduled castes females was much lower in comparison to the general female literacy rate and was glaringly marked in rural females in particular.
2. Physical facilities in the sampled school were inadequate. Even existing facilities were not properly utilized.
3. The percentage of Scheduled caste female teachers at the primary level was low and it was still lower at upper primary level.
4. The percentage of those school going girls was higher whose parents were skilled workers in government, semi government, and private service or were self employed then those whose

parents were unskilled workers, agricultural labours and cultivators.

5. Educational incentives provided by the state govt. were inadequate and not received in time.
6. Exposure to media had a positive effect on the educational status of all the SC girls.
7. Inculcation of healthier living habits among the SC girls' was likely to increase their empowerment, improved attendance and retention in the school.
8. Parents perceived that male teachers discriminated against students on the basis of their sex of the students and it worked as a negative force in the educational development of the girls'.
9. Career aspirations of the parents for the girls were not high.
10. Main reasons which motivated schedule castes parents to enroll their daughters in schools were to improve their marriage prospects, provide better employment facilities in future, equip them for efficient management of household chores, have knowledge about better upbringing of children, acquire better communication skills by learning reading and writing, and to prepare them so that they are accorded better treatment at their in-laws' homes.
11. Co-education and posting of male teachers in higher proportion in the rural elementary schools also played a negative role in retaining girls in the schools.

2.3.2.18. Banda, S. (1992)[37] studied on status of women as depicted in the text books offered at school level in A.P. Her Findings were as follows-

1. The Traditional roles of women have changed considerably but the constitutional guarantee of equality between sexes and changed roles do not find adequate reflection in the text books.
2. There is inclusion of some positive aspects of the status of women in respect of self-reliance, mutual cooperation, understanding and women as a source of inspiration and as a symbol of love and sacrifice. On the other hand, the respondents found it that the

textbooks were male oriented, contained derogatory remarks against women showing them as dependent.

3. The study strongly endorsed the inclusion of equality of sexes as one of the ten core values in the National Curriculum Framework (NCERT) in response to the call for removal of gender disparities and making education a vehicle of women's equality and empowerment in the National Policy on Education 1986.
4. The study recommended rewriting of text books to reflect the considerable progress and contribution of women to the socio-economic and educational fields and making schools the agents through which positive attitudinal changes towards women can be brought about.

2.3.2.19. Ranjan, K. (1993)[38] examined the social origin and familial adjustment of women in modern occupations such as teaching, medical, engineering, law, administration, journalism and performing arts. The study covers three major cities of Uttar Pradesh viz., Lucknow, Allahabad and Varnasi. Three hundred women respondent were for the seven occupational groups in the three cities and simple and cross-tables showing frequency and percentage have been prepared to find out the correlation, chi-square test of significance. The study explores that majority of respondents had been aspiring for the administrative jobs from their early academic career and entered the same when they got the chance for it. Academic qualification was the second dominant factor governing their selections into the job. Further, the study explores that the reasons for job dissatisfaction were lack of further prospects, insufficient pay, dislikes of the work, odd working hours and the transferable nature of job. The study found that working women are still performing the traditional domestic chores of cooking, washing and cleaning in the house. However, the working women wanted that along with education, women should enter into the job market, participate in social life and take active interest in politics.

2.3.2.20. Nanjundappa D.M. (2002)[39] examined the regional imbalances existing in the Karnataka state. Regional imbalances in women education are assessed by constructing and index of education by using four indicators, viz., literacy rate, pupil-teacher ratio, out of school children and enrolment of students

in degree colleges and taking state average as benchmark. Again, the taluks were divided into relatively developed taluks and backward taluks were divided into three categories, viz., backward, more backward and most backward taluk. When the investigator considered the relative share of North Karnataka Region (including Hyderabad-Karnataka region) and South Karnataka region in the three backward categories, the former emerged as the lagging region. Work participation rate is marginally higher in South Karnataka (45.35%) as compared to that in North Karnataka (43.60%) whereas, Agricultural labour is more predominant in North Karnataka (36.2%) especially in Gulbarga division (40.6%) as compared to South Karnataka (19.4%). Contrary to it, the proportion of industrial workers to total workers is almost double in South Karnataka (13.7%) as compared to North Karnataka (6.9%). Employment in public organized sector shows that South Karnataka region accounts for lion's share (65%) as compared to North Karnataka region (35%).

2.3.2.21. Raman, P.V.L.'s (2002)[40] study assessed the relationship between gender, literacy work, the health aspects of slum women including fertility behavior, family planning practices and the nature of violation of women's human rights. The study specifically addressed to a slum mainly inhabited by the Muslims in the city of Visakhapatnam. The respondents were the female head of the households and data from 100 households were obtained. The data shows that 48.00 percent of the respondents were illiterate and 52.00 percent were literate. There were altogether 46 working women in the sample working for gainful employment and majority of them were engaged in traditional unskilled occupations like 'coolie' or 'maid servants'. The close observation of the occupations in comparison to literacy levels indicate that (1) illiterate women work mostly in the unskilled occupation (mainly servants or coolies), (2) literate women (other than primary level educated) work in skilled occupation school like tuitions, (3) those with primary level education were normally dropouts from schools and they also worked in unskilled categories of occupations and (4) the income levels of the literates were much lower than that of illiterates because these women were willing to take up low status occupations like coolie which yield more income although physically more strenuous. This shows that there is negative association between literacy and income, but there is positive

association between skill levels and literacy levels. The health status of women reveals that the common diseases from which women suffer in the slum are skin diseases, respiratory problems, backache and anemia. The fertility rates of the Muslims were higher than that of the Hindus and the Christians. Further, the data reveals that a majority (78.7 percent) of the deliveries took place at home with the help of untrained midwives. There are many reported human rights violations on slum women such as violations of right to life, right to equality and right of the girl child and adolescent girls, right to clean environment and health.

2.3.2.22. Saxena, R. R. et.al (2002)[41] studied the state policies on incentives schemes in primary schools and their contribution to girls' participation. The study reviewed the policy or incentives for girls' participation and their implementation strategies in states and national territories and found increased educational facilities in rural areas, number of female teachers and provision of cooked meals resulted in higher girls' participation and enrolment.

2.3.2.23. Sukla, C. (2004)[42] studied the position of education among women and various items like literacy level, girls in elementary and secondary education, dropout rates in schools, female in higher and professional education. The study highlights that education is the key to progress of women which has been sadly neglected in the past. Though the percentage of literacy among women has increased from what it was 40 years ago, the disparity between boy's education and girl's education is still very high. Further, the study has empirically demonstrated that women tend to work at consistent level with their husband and refrain from employment. Working women not only have greater number of years of schooling but a good number of them have also undergone some kind of processional training. Lastly, the study highlights that women tend to work only in those occupations which would not be considered detrimental from the point of view of their family status.

2.3.2.24. Y. Indira Kumari & Rao S.B. (2005)[43] While studying the empowerment of the rural women focusing on direct involvement of women in programming and management, effective collaboration with community organizations and organizing and strengthening of Women's Self Help Groups.

240 groups (120 SHGs and 120 DWCRA groups) were taken for study to find out the social impact which influences group formation, group activity and training taken by the groups and finally the social impact of the groups. Sample groups are drawn from Krishna district Andhra Pradesh. The study highlights that the Self-Help groups involved mainly in savings and credit activities to promote thrift among their members. SHGs are emerging as an important activity for the Banks in mobilizing deposits from the rural poor people and giving credit to the rural poor women. It is important to note from the study that banks are able to extend credit to the rural poor women without any security and repayment is almost 90 percent. Lastly, the study suggests that the process of formation of SHG is to be systematically institutionalized, consortium of banks can make lot of contribution for the promotion and growth of SHG and training is an important aspect for formation and sustainability of SHGs.

2.3.2.25. Singh D.P. (2005)[44] in his study underlines the need of intervention by the NGOs and the social activist towards improving the socio-economic status of women in unorganized sector and requires immediate attention towards their poverty, illiteracy, exploitation, deprivation and indebtedness. The study mentioned Hissar division of the Haryana state comprising five districts namely Jind, Bhiwani, Hissar, Sirsa and Fatehabad. A sample of 410 women workers has been drawn from the total 2465 women workers working in the 54 selected brick kiln units. 68 workers were selected from Jind district, 84 from Bhiwani, 113 from Hissar, 92 from Sirsa and 53 from Fatehabad. The socio-economic profile of women workers in brick kilns of the area under study presents that these workers come from the poorer socio-economic backgrounds and most of them are either of scheduled castes or of backward classes earning very meager amount that is not always enough to support their families. The life of these women workers is very tough because of the double burden of working at home as well as at the work site. Further, the study after having made an in-depth interview, establishes that women workers in brick kilns are deprived of good living and working conditions, they face occupational health hazards and there are no effective social security provisions for them. The owners do not implement labour welfare legislations very effectively. The study found that the wages of the workers of sampled brick kilns are decided through a group process and these

workers don't have any bargaining capacity in determining their wages. However, in recent days, trade union in these industries has started playing a constructive role. In brick kilns, there are no fixed hours of works and the workers worked according to their own convenience. Since, the wages are given for per thousand bricks, the workers prefer to work more, so as to earn more. The study suggests to organize awareness programme regarding their (women labourers') legal rights, health, nutrition and sanitation and make provision of schools/tutors for the children of these workers.

2.3.2.26. Thota, J.R. (2005)[45] has examined the impact of DWCRA on the work, income and status of rural women. The study was based on primary as well as secondary sources of data. Khammam, Warangal and Karimnagar districts of North Telangana region of Andhra Pradesh have been chosen for the study. 300 respondents from Khammam district, 300 respondents from Warangal district, and 220 respondents from Karimanagar district (total 820 respondents) were selected and interviewed personally by the researcher. The results show that the majority of small and marginal farmers have preferred the trades related to agriculture and allied activities in the entire 3 selected districts. However, the forward caste respondents could get the opportunity to have degree level education and no other caste respondents found in this level. Contrastingly, schedule tribe respondents could not go beyond secondary level education. Moreover 42.9 percent of the Scheduled caste respondents, 63.8 percent of the scheduled tribe respondents were illiterate while it was 37.6 percent in backward classes and only 24 percent in forward caste. Thus, illiteracy was more pronounced in scheduled tribes followed by scheduled castes. Further, study observed that 60 percent of the respondents sell their product only through DWCRA bazaars. However, the respondents face problems due to inadequate demand while transport and lack of attractive package were other problems. Study noticed that the average employment in terms of numbers of days of employment per month is as high as 25.09 for illiterates and as the level of education increases the average employment has declined up to intermediate level. Further, the difference between pre-post DWCRA employments was highest for the degree holders followed by totally illiterates. Thus, either no education or higher level education is resulting in the success of the scheme in

terms of employment generation. Further, from study it is observed that the additional income earned by the respondents due to DWCRA is in the range of Rs. 501-750 for 101 beneficiaries out of 300 selected respondents and it is followed by 96 in the income range of Rs. 251-500, 37 respondents could get an additional income in the highest range of Rs. 1001-1500 per month/ Lastly, the study recommends for the provision of training in various skills, enlargement of marketing network, encourage interlink between NGOs and DWCRA, encourage DWCRA groups to take up programmes to increase their social awareness and encourage effective participation of women in decision making.

Thus, not much has been studied of the status of women in backward region like Hyderabad-Karnataka. Hence, the present study is special effort to know about the educational and employment status of women and gender-discrimination in the region.

2.3.2.27. Kundu. P. (2006)[46] studied on gender disparity in Education: an analyses in the context of Millennium Development Goals. Her Findings were-

There is no impact of education in women's life. Illiterate women and a woman who is a graduate or above happens to be spend almost exactly the same amount of time in activity. Men get more time than women.

Universal education depends on infrastructure that supports quality education. The access to infrastructure is associated with lower levels of gender disparity in schooling. Better infrastructure development like road, electricity, water and sanitation are some of the supply side determinants. With improvement in these determinants there will be lower level of gender disparity in education. The role of the state expenditure in education in India is very much crucial.

2.3.2.28. Ali, M. F. S. (2007)[47] studied on educational participation and success rate of elementary school children in relation to certain personal and institutional factors. The findings of the study were as follows:

1. Participation rates of children at elementary level in Kashmir, Jammu and Ladakh regions with Ladakh being at a lower stage of participation rate than Kashmir and Jammu regions.

2. Success rates of Kashmir, Jammu and Ladakh regions, Ladakh is at the lower stage of success rate than the Kashmir and Jammu regions.
3. Participation rates of male and female children at elementary level in the Jammu and Kashmir state.
4. Success rates of male and female children at elementary level in the Jammu and Kashmir state. The participation and success rate of male children is found to be more than the females.
5. Participation rates in rural and urban areas with urban area being at a much higher stage of attendance than rural ones.
6. Success rates in rural and urban areas with urban area being at a much higher stage of success rate than rural areas.
7. Participation rates in rural and semi-urban areas, with semi-urban area being at a higher stage of participation rate than rural areas.
8. Success rates in rural and semi urban areas.
9. Participation rates of Scheduled Tribes, Schedules Castes and General Population. The general population has the higher participation rate than the scheduled tribes and scheduled castes.
10. Success rates of Scheduled Tribes, Scheduled Castes and General Children. The general children are at the stage of higher success rate than scheduled tribes and scheduled castes.
11. Participation rates in Government and Private schools.
12. Success rates in Government and Private Schools. The participation and success rate of private schools were found to be more in comparison to the government schools.
13. Participation rates of Urdu and English medium schools.
14. Success rates of Urdu and English medium schools. The participation and success rate of English medium schools were found to be more in comparison to Urdu medium schools.
15. Participation rates of Adequate and Inadequate facility schools.
16. Success rates of Adequate and Inadequate facility schools. The participation and success rate of adequate facility schools were found to be more in comparison to inadequate facility schools.

2.3.2.29. Paik, S. (2007)[48] studied on Dalit women's education in post colonial Pune. In her study she found the girls' in rural area had to make use of the nearest school available as their parents would not let them travel long distances on public transport to better schools. The nearest schools were generally the poorest one. Mothers in particular feared for safety of their daughters outside home, and were often reluctant to release them from their household duties to attend schools.

Even those parents who were prepared to let them go to school frequently made them carry out domestic duties after school hours, making them neglect their homework. The girls too feared to go to school next day knowing that they would be punished for their failure in this respect.

Home environments were often not conducive to study, as there was no book culture and fathers were often drunk and violent, some teachers lacked interest in their jobs and were often absent. In many cases, they held an arrogant attitude towards poor, low caste pupils considering them hardly 'worth teaching'. Dalit girls, in particular, were accused of being dullards who were not worth teaching.

There was also the problem of the sexual harassment of girls in schools by both male pupils and teachers. Schools with all male staff were considered particularly dangerous in this respect.

However, some middle class Dalit women were better exposed to the institutions of education and to Public spaces in the urban environment.

2.3.2.30. Dutt, S. (2010)[49] in her article "Girls' Education as Freedom?" examines the efforts being made by the government and other concerned about the education of adolescent girls left out of the formal education system in India. The Alternate Learning System (ALS) has proved more useful and relevant than the regular government elementary school because there are transformatory inputs that help to shape the girls' thinking, analytical skills and confidence. Yet, even this does not ensure that girls convert their education resources into tangible gains. Searching solutions, the article then examines the Capability Approach (CA) that conceptualizes education as enhancing individual capability. Girls would require support from an inclusive economic environment, enabling social attitudes and effective governance structures.

The article therefore urges that unless state and society proactively work to put these supports in place, girls will be unable to convert their knowledge and skills towards achieving a better quality of life.

2.3.2.31. Mohanraj, P. (2010)[50] in her study 'Understanding Girls' absence from schools in Madhya Pradesh' found that participation of girls in Schools of Madhya Pradesh was not satisfactory. Her findings were-

1. Gender role expectations influenced parents' and girls' aspirations for schooling. The parents valued traditional practices such as girls' early marriage and denied their daughters participation in the public sphere such as a school.
2. The barriers and challenges to girls' participation in school education were historical, social and structural in nature, and were anchored in the parents, girls', teachers', Administrators' views as reflected in their practices.
3. Parents and girls demonstrated, up to certain extent, their willingness to break through the set pattern of their society through their desire to be literate – thus having some agency. But this also a very slow process which has to be speeded up by additional state measure such as education for adult women.
4. Parents, girls, teachers and the administrators, all had an instrumental attitude towards education; they regarded it primarily as a means for obtaining a job.
5. Parents attach differential meanings and relevance to school education in the life of a girl from that of boy. Daughters were at a major disadvantage. As far as boys were concerned, education was perceived as a vehicle for the transition from hardship and suffering to fortuity and prosperity as it might provide them with a secure source of earning through a paid job.
6. Most of the mothers and some of the fathers were not aware of what their daughters were learning when they were in school. Yet parents' role in the schooling of girls was found to be very instrumental. The main reason behind why they could not participate in their daughters' school affairs was because of their own illiterate status.

7. The patrilocal marriage system had additional implications beyond the investment angle, has affected girls' education. Parents believe that it is their responsibility to protect the girls before handing them over to their rightful owners. School education not only considered relevant to a girl's life, it is also perceived as a potential threat to girls' traditional gender role and thus to be avoided.
8. Parents' economic circumstances have been offered as a rationale for girls' non participation in education and their involvement in wage earning activities.

2.3.2.32. Kalaiyarasan, G. (2011)[51] in his study Evaluation of National Programme for Education of Girls' Elementary Level (NPEGEL) in Tamilnadu found that most of the children acquired desired changes in their attitude through Yoga. The skills developed through NPEGEL activities among students also develop the academic achievements. It is also revealed that the materials prepared by the children in NEPGEL activities are useful to beautify their home and its environment which develops pleasure and aesthetic values among the children. There is positive co-relation between the academic achievement and performance in National programme for education of girls at elementary level programme among the children.

2.3.2.32. Manimeklal, N. (2011)[52] investigated the gap in education through Kasturiba Gandhi Balika Vidyalaya. KGBV scheme is a blessing opportunity for the newer enrolled and dropout girls to continue their education. Vocational training, given to girls will help them in case of their not continuing their education. Self confidence of students has been enhanced. There is a need for teachers to get training not just on the various methods of teaching but on the objectives of the scheme which is to reduce the gap. Another major observation is that the syllabus is heavy, and contributes to growth of dropouts and cases of children who lost studies. So there has to be some consideration to give a light syllabus, but rather train the girls on their analytical skills to understand the subject to get into the main stream. It was also found that parents will be willing to send their girls' for further education when same kind of support is extended without burdening them.

2.3.3 STUDIES IN NORTH-EAST INCLUDING ASSAM:

2.3.3.1. Das, L (1973)[53] studied in depth the progress of secondary education in Assam from 1874 to 1947. It was found that the condition of the secondary education under review was far from satisfactory. The salary, social status, tenure of service of teachers was in shape and their treatment meted to them by the management in many cases was inconsistent with their dignity. The professional level of teachers was in most of the cases, below standard/ The buildings, particularly of private institutions were in deplorable conditions and the standard of the school programmes like physical education, moral training, debates, games, sports, publication of school magazines etc. was generally low. The missionaries were responsible for the spread of education among girls and started a network of female schools all over the state. They maintained a high standard of efficiency in their institutions and were the pioneers of organizing the training of female teachers. The percentage of success in government schools for boys in 1932 was 88.2, in aided schools 55.2, in unaided schools 78.8 and the girls' schools 71.9.

2.3.3.2. Lahkar, B. (1976)[54] traced the history and development of women's education in Assam for the period 1874 to 1970. Some important points she brought out in her study were: the advent of the British and the Missionaries helped to set up separate schools for girls. Zenana classes were started in Sylhet to provide facilities for girls. Teachers were given rewards for securing enrolment of girls' into schools. The gradual increase in the rate of enrolment of girls' in colleges led to the opening of more high schools and colleges for them. Earlier the curriculum for boys and girls were same, but after 1882, a separate curriculum and separate examinations for girls' were introduced. Post of Deputy Director of Public Instruction (Women) was created.

2.3.3.3 Goswami, L. C. (1977)[55] showed how the Jaintias, both Christian and non-Christian, had been following the old beliefs and customs in rearing their children, and how the modern civilization had exerted influence in changing their age old practices of child rearing; pointed out some lacunae in the methods of their child rearing in the matriarchal family and offered suggestions for their

improvement. He found that majority of the parents were following the out-dated methods of child rearing which were based on superstitious beliefs and customs. Girls were considered as assets in the family, while the boys were considered as liabilities. Child rearing was more a mother's job than fathers. Children did not normally have a very close contact and attachment with fathers. But in Christian families, at times, the father looked after the infant. Children did not have opportunity to develop habits of cleanliness from infancy and childhood. Children were trained from early childhood to work at home daily. During later childhood period, working at home or field was compulsory. Girls were trained more to shoulder responsibilities but felt neglected and inferior. They could hardly take any decision independently. Christian families had started adopting some modern methods of child rearing. They were trying to treat male and female children equally and getting rid of superstitious, beliefs and custom. Both Christian and non-Christians were influenced by western levels of foreign missionaries. Christianity had not affected the social behavior or social structure to any considerable extent. Changes had occurred due to changes in values and not because of religious beliefs. Parent-teacher relationship was almost nil. Parents ignored the education of their children due to poverty.

2.3.3.4. Barua, A. P. (1978)[56] made the objectives: (i) to study the educational expectations of married women (ii) to find out the cause of women going in for higher education after marriage, (iii) to study whether they wished to earn independently on the basis of their education and to contribute to their family income and to see whether there was any impact of their husband's income and status on their willingness to work (iv) to elicit their opinion as the what type of female education would best suit a married woman to fit her to engage in their education. He found that the range of educational qualification among the married women varied from matriculations to M.Sc. M.A. and B.T. Some of them had added to their educational qualifications after marriage.

1. In all, 60 percent of the women were willing to have further general education even though they were married and 16 percent of them did not show wiliness to earn.
2. Women's willingness to serve may be grouped under purely teaching jobs, any occupation including teaching, any occupation other than teaching and independent work or profession.

3. Most of the respondents were found to appreciate the usefulness of the present education system which seemed to exert sufficient impact on their cognitive growth. A majority of them pleaded for a few significant changes in girls' education.
4. Some respondents possessed vocational training in typewriting, tailoring, wool work etc. and they preferred employment in their area next to teaching. They manifested their keen interest in an independent profession.
5. Undergraduates showed a favourable attitude towards general higher education.
6. In all, 90 percent of the respondents were mother having school going children. Some of them were acting as home tutors of their own children. Women's education had hardly made any significant impact on their day to day life both social and economic.

2.3.3.5. Das, R. (1979)[57] studied on Women's Education in Assam in the post independence period (1947-1971) and its impact on the social life of the State.

The study revealed that:

1. There was an increasing trend or positive rate of growth during the period of the present study
2. Compared to the increase in the number of men's college, the women's college did not increase proportionately.
3. The trend of professional and technical institutions at the school level was at variance till the middle fifties, but that there was an increase.
4. There was a wide gap between the educational opportunities and facilities available to men in comparison to women.
5. Women's education brings about positive changes in the economic, cultural, political and religious spheres of the social life in the state.
6. The enrolment increased at all levels. A high positive relationship was observed between the expenditure on education, particularly higher education and the enrolment.

7. A greater percentage of women were attending co-educational institutions.
8. The majority of the women studied male-oriented curriculum.
9. The number of women teachers at various stages of education increased, yet the number of women teachers was not at par with the increase in the enrolment.
10. The shortage of women teacher affected the healthy growth of women's education.
11. The mode of administration was more or less satisfactory.
12. The total direct expenditure on women's education increased during the period of study.
13. The pass percentage of the high and higher secondary school leaving certificate examinations deteriorated, but in the professional and technical courses the results were encouraging in most of the years. However, the general output was best at the P.G. level.

2.3.3.6. Liankhuma, J. (1989)[58] attempts to trace the development of women's education in Mizoram. The major findings of the study were:

1. There was no formal school system prior to the arrival of Christian missionaries in Mizoram. The first girls' school was started by the Nelsh Calvinistic Mission at Aijal (Aizwal) in 1904.
2. The girl students were not entitled to receive Merit scholarships during the British period in Mizoram. The post-independence period showed a change in this trend and the literacy percentage of girls rose from 0.14% in 1901 to 54.9% in 1981. The enrolment of girls has likewise made tremendous progress during this period.

2.3.3.7. Kakoti (1989)[59] studied on the socio-economic status of educated working women of Kamrup District. The objectives of the study were to find out the rights and privileges, enjoyed by the working educated women and the stresses and strain they have to undertake in maintaining their dual roles (home and job) along with the impact of their employment upon the society. The major findings of the study were the followings –

1. Economic necessity was received as a high priority among other probable causes for women taking up jobs.
2. The status of working women within the family was favourable. Higher education, more salary and jobs of higher category were contributing factors.
3. Parents were in favour of the employment of their daughters.
4. Working women compared to non-working women played a role of direction making to a large extent.
5. The status of working women in their place of work was favourable.

2.3.3.8. Bora, D. (1995)[60] studied on 'Women's education in Assam for the period of 1971-1991.

The Major findings of the study are-

1. The enrolment of girls in school steadily increased over the year, with occasional fluctuation. The percentage of girls' enrolment was 38.10 in 1971-72 and it reached 42.42 in 1990-91. This increase over the span of 20 years may not be sufficient to become on par with enrolment of boys.
2. Higher Education in Assam made a slow start. It was only in 1900 that the first college was started in Guwahati, but this too was affiliated to Calcutta University. The missionaries did pioneering work in this direction. After independence three Universities were started in Assam Gauhati University, Dibrugarh University and Assam Agricultural University. Till 1983, the pattern of collegiate education consisted of 2 years Pre-University course and 2 years Degree course. From 1984 onwards 3 years Degree course has been introduced and Pre-University courses is renamed as higher Secondary course and is under the Jurisdiction of the Higher Secondary Education Council.
3. The total enrolment of girls in the three universities contributed around 30 percent to 40 percent of the total enrolment of students.

4. It was found that the number of colleges increased from 101 to 204. Since 1971 there were only 16 girls colleges in Assam. In 1991 the total figure of girls' colleges increased to 33.10%.
5. The total enrolment of girls in the three Medical colleges in Assam covered to a total of 13.79 percent in 1975-76 and rose to 28.36 percent in 1990-91, out of the total enrolment of students.
6. The total enrolment of girls in the three Engineering colleges in Assam covered to a total of 1.44 percent in 1974-75 and rose to 6.02 percent in 1990-91, out of the total enrolment of students.
7. The total enrolment of girls in the only Agricultural College in Assam covered a total of 1.14 percent in 1974-75 and rose to 8.81 percent in 1986-87 out of the total enrolment of students. The enrolment of girls in the only veterinary college in Assam covered to a total of 2.12 percent in 1976-77 to 11.69 percent in 1986-87 out of total enrolment of students.
8. Looking at the role played by some of the organizations which are promoting women's education in Assam, it may be noticed that some are contributing towards academic and research aspects, while some are undertaking teaching, training and extension services. Both these aspects are required for the speedier development of women educationally as well as economically.
9. Regarding the parents' attitude it was found in the study that parents have a favourable attitude, in general, towards education of women.
10. Urban parents have significantly more favourable attitude towards education of women than rural parents.

2.3.3.9. Bailung, M. (2002)[61] in her dissertation 'Achievement value among Adolescents in relation to Age and Sex found that females in mid adolescence period possess high achievement related values in comparison to males. The males in early adolescence performed more task related activities in comparison to males in mid adolescence. Females in early adolescence performed more task related activities than females in mid adolescence. Male adolescents scored higher on task related activities than in comparison to female adolescents. No

significant difference found among males and females regarding achievement related activities.

2.3.3.10. Dutta, D. K. (2003)[62] conducted an achievement survey at the end of the class-V in Kamrup, Nalbari, Dibrugarh and Karbi-Anglong districts of Assam. The achievements of rural boys were higher than girls and difference was significant. In urban areas, there was no significant difference in achievement between boys and girls. In rural areas, the performance of boys was better than girls and the difference in achievement was significant. The overall performance of boys was better than the girls. Among rural and urban areas, the achievement of boys was significantly higher than girls and the difference was significant.

2.3.3.11. Das, B. (2004)[63] conducted "A study of learners academic achievement in primary schools of char area under selected District Primary Education Programme (DPEP) Barpeta" found that percentage of girls was less than boys in primary education sector in char areas of Barpeta district. Significant difference in pupil's performance was found irrespective of class, sex, school categories. It was also found that language performance was higher than mathematics in all classes. This study also revealed that high quality infrastructure facilities influence pupil's academic performance irrespective of class. Girls' enrollment percentage was found lower than that of boy's counterparts irrespective of class and school categories. The study suggested organizing awareness campaign to bridge the gap of gender disparity.

2.3.3.12. Bora, A. (2010)[64] in the investigation "A study of gender difference and achievement in mathematics among the secondary school students in Karbi-Anglong district of Assam'' found significant difference in pass percentage between male and female students. The investigator also found that socio-economic conditions of parents affect the gender difference in achievements in mathematics in HSLC examination. It was also found that school proprietorship was responsible for gender differences regarding achievement in Mathematics. The study suggested some points to bridge the gender gap in mathematics achievement among students of HSLC examinees in Kari-Anglong district of Assam.

2.3.3.13. Tayeng, R. (2010)[65] conducted a study on socio-economic aspects on the Adi women. The finding of the study revealed that Arunachal women in general and Adi women in particular enjoyed a fairly high status as there is no purdah system being imposed on women. The study also found that no restriction was imposed on women in relation to physical movement, food habits and widow remarriage. No case of bride burning and infanticide was reported in the study. Changes were observed in the day to day activities of women. They were given ample opportunities to excel and they have become more modernized. However, it was revealed in the study that man folk were not ready to accept that women and men are to be treated equally. They have not forgotten their age old tradition under which they have been moulded and nurtured.

2.3.3.14. Bagra, D. (2012)[66] studied the problems of girls' education in lower Subansiri and Anjaw district of Arunachal Pradesh. Her findings were:

1. The total enrolment of girls for a period of six years revealed that 50.65% of girl students enrolled in class VIII were girls as compared to 44.13% in 2003. It is also observed that the increase in the girls' enrolment for six years is quite steady.
2. The enrolment percentage of girls' in class VIII before and after implementation of SSA was found to be 42.80% in 1999 and 50.65% in 2008. This is a clear indicator of the positive contribution of SSA in terms of enrolment in the sampled districts.
3. The analysis of the performance of girls in class VIII examination and results depicted unfavorable conditions of girls' education. Looking at overall examination results indicating the pass, promoted in consideration and failed percentage, it is observed that maximum percentage of girls in all the ten years of study fall in promoted in consideration category. This is a serious problem area of concern for the qualitative improvement of girls' education.
4. The study indicated that the pass percentage of girls' in Anjaw district was found 69.33% but in lower Subansiri it was only 49.63% in 2008.

5. The study revealed that the percentage of absentee girl students significantly reduced in both sampled districts during the year 2008.
6. The finding of the study signifies that larger number of parents and teachers have shown highly favourable attitude towards girls' education.
7. The study revealed that there is a significant difference between teachers of lower Subansiri and Anjaw district in their attitude towards girls' education at 0.05 level of confidence. It is seen that the mean score of teachers from Anjaw district is significantly greater than that of teachers of lower Subansiri district.
8. Several problems were found to hinder as indicated by a large number of girl students who cannot attend their schools regularly due to household works like fetching water, washing utensils, look after their younger siblings and carrying food for father in the field etc. It is also revealed that attending to frequent visitors at home hampers the girl child studies because parents utilize the services of their daughter at home instead of sending them to the school.

2.3.3.15. Mudoi, J. (2012)[67] studied on "Scheduled Caste and Scheduled Tribe Girls Studying in Professional Colleges affiliated to Gauhati University". Her findings were-

1. Number of enrollment of ST is much more than SC Girls.
2. Apart from all the govt. professional colleges, some of the non-govt. professional colleges also follow Quota System at time of their admission.
3. Numbers of SC/ST girls in professional colleges are increasing gradually.
4. Majority of the SC/ST girls choose professional education on the basis of (a) interest, (b) positive prospect of studies (c) Ambition in life. Comparatively less number of SC and ST girls chooses professional education on the basis of (a) out of compulsion, (b) on the basis of parent choice or (c) Market demand.

5. Majority of SC/ST girls (77.78% from SC and 66.20% from ST) take professional education for getting a good job.
6. Less percentage of SC/ST girls take professional education because getting the general degree is easy or for marriage prospect.
7. It is seen that almost $1/4^{th}$ (26.3%) of SC/ST girls are not getting easy transport facility from home to college.
8. A large percentage of students (61.9%) come to the college on foot.
9. Less percentage of students (1.03%) use own vehicles as mode of transport to the college.
10. Majority of the students consider the course content as good or average in both the govt. and non-govt. professional colleges.

2.3.3.16. Chutia, M. K. (2013)[68] studied on 'Gender difference on academic achievement in CBSE 10^{th} class examination in greater Guwahati'. His findings were:

1. The procedure adopted by CBSE is smooth and sincere, hence efficiency has been observed in conducting class 10^{th} board examination specially in Guwahati zone.
2. The Pass percentage (97.58%) among girls is better in comparison to boys (96.35%) in CBSE 10^{th} class board examination for the reference period 2008 to 2010.
3. No significant difference has been observed between boys and girls in their academic achievement in CBSE 10^{th} class final examination.
4. Positive and significant co-efficient of correlation has been observed between academic achievement and Socio-Economic Status (SES) of students.
5. Positive, high and significant co-efficient of correlation has been observed between academic achievement and Socio-Economic Status (SES) of high achiever boys.

6. Positive, very high and significant co-efficient correlation has been observed between academic achievement and Socio-Economic Status (SES) of high achiever girls.
7. Positive, average or moderate and significant co-efficient correlation has been observed between academic achievement and Socio-Economic Status (SES) of low achiever boys.
8. Positive, average or moderate and significant co-efficient correlation has been observed between academic achievement and Socio-Economic Status (SES) of low achiever girls.
9. Favourable opinion has been observed from boys regarding study habit, sincerity, attitude, motivation and adjustment as factors responsible for academic achievement of students.
10. Favourable opinion has been observed from girls regarding study habit, sincerity, attitude, motivation and adjustment as factors responsible for academic achievement of students.

2.3.3.17. Devi, R. (2014)[69] studied on problems of girls' education al lower secondary levels in Assam with special reference to Darang district. Her findings were:

1. Gender base in equality was found in some families where parents were illiterate.
2. Social discrimination were found in some families where parents believed that girls must only learn sewing, cooking, embroidery and child care and must not be sent to school.
3. In many families it was still exists a practice of early marriage of the girls'. The parents consider the girls' to be a burden and marry off at a very early age thus debarring them from going to schools.
4. It was found in the study that in poor families the girl children were engaged in different economic activities. They were often kept as domestic help in other people's houses and as daily wage earners in small scale industries.
5. Parents' illiteracy was found to be the major problem of girls' education in lower secondary level of education.

6. Due to lack of social awareness girls' education did not get the proper privileges in the study areas.

2.4. RELEVANCE OF LITERATURE WITH THE PRESENT STUDY:

A collection of work by earlier researchers is technically called the literature. Any scientific investigation starts with a review of literature. Here, the investigator tries to find out the important variables relevant to the area of present research. When significant variables are discovered, the relationship among them can be identified. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing the literature so that a good context may be built up for subsequent investigations.

Most of the studies are in some or other way related to the present study and some shows the light to walk ahead. The position of men and women are different in every society. In the post world war period it was recognized that the economic, political and social values of education led the progress of society and education of women had an important role to play to establish social values. Some valuable works have certainly been done in different areas of women education around the world. Most of the literature reviewed in this chapter was some way related to the present study and some shows the way to walk ahead.

Belal, F. (2012) in Jordan Reavley, M. (1993) in Canada Kathryan M. (2005) in Egypt, Patel, S.B. (1992), Nayar (1992) in India studied on enrolment and retention of girls' in school education. The studies in Jordan, Egypt, Canada and India too discussed on girls' participation in education. Their education status and work power is found to be increasing day by day.

Women today have been attaining equality with men in many aspects though they had a very miserable life in past almost in every human society. With the impact of various facilities and incentives girls are marching towards rapid progress in education all over the world. The female stipend programme was created in Bangladesh to increase the enrolment and retention of girls' in secondary schools. The programme was very successful in the country. Raynor (2006), Bista (2004), Sharma (1984), Leela Kumari (1984), Nayar (1991) and Bugra (2012) in their investigation found that facilities and incentives have a

positive relation with girls' education. These studies are more relevant to the present study.

The expansion of girls' education during the recent years is however remarkable. The attitude of parents and other community persons were found very much positive towards girls' education. In some studies it was found that the involvements of parents in school activities create a positive atmosphere towards girls' education. Chandrasekaran (1982), Nayar (1992), Paik (2007), Mohanraj (2010), Stringer & Hourani (2012), Guffey Higgins (2013) and a series of studies revealed that community participation in school activities has a positive relation to enhance girls' education.

There seems to be an abundant literature on problems of girls education from different parts of the world. Almost all studies reviewed in present investigation were some way mentioned the problems of girls' education. Nayar (1992), Khalid (1996), Paik (2007), Mohanraj (2010), Shrestha (2013) and Devi (2014) studied the problems which are most relevant to the present study.

2.5 CHAPTER SUMMARY:

From the above discussion it can be summed up that although universal literacy has been unanimously recognized as a fundamental right and as an explicit development objective, this goal remains far from achieved in many developing countries. Although important progress has been made worldwide, low educational attainment still stands as a major obstacle to women's prosperity and welfare. Most of the literatures reviewed in this chapter were some way related to the present study. Most of studies investigated about the enrolment and dropout of girl students in school level. In some studies it was also found that the government facilities and incentives have a positive impact on girls' education. In some studies it was also found that involvement of community and parents in school atmosphere make girls' education more accessible and retainable.

There seems to be an abundant literature on problems of girls' education from different part of the world. India too has various problems of girls' education. The government and non-government organizations in India make various efforts for girls' education. Through wide spread promotion of universal primary education, literacy rates for women have increased over the past few decades. But high rates of illiteracy among women still prevail in many countries of the world.

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