LITERATURE REVIEW

Review of the previous work related to the topic is very useful in finding out the objectives and deciding the methodology of the research work to be carried out. It gives us an in-site of the topic and guides us for further research. Some of the work done previously on the topic ‘Women Education’ has been reviewed and the review of the same is given below:

Indupalli, Amruta Swati; Siddesh, Basavaraj Sirwar, (2011), ‘A Cross Sectional Study on Demographic Profile and Role of Education in Adolescents Girls’. This paper studies the adolescent age which is a period of rapid growth and maturation in human development. It is a crucial period of women’s life where socio cultural factors not only influence her health but also health of future generation. Hidden behind is the socially sanctioned cloak of marriage, underage girls are deprived of their personal freedom, forced into non-consensual sex, exploitation of their labour and discrimination of their educational development and individual life choices. The education of adolescent girls plays a major role on the marital status and awareness of the health problems.¹

Mustiary, Begum, (2006), in her paper ‘Women Entrepreneurship in India; Challenges and Strategies’ found that with changing times and change in cultural norms, increase literacy, industrialization, social and occupational mobility influenced the women to entering into the field of entrepreneurship. There is no denying the fact that women has made considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society.²

Bhadauria, Mridula, (2005), has analysed in her article ‘Access of Women to Higher Education’ the need of rethinking about the higher education of women. The present rate of women access to higher education is 38.84% which does not ensure the quality higher education. Access of women to technical disciplines viz. engineering, medicine, veterinary science and law should be increased through these subjects in the colleges of smaller cities.
and towns without compromising in quality. Initiative should be taken for increasing access of women to short term diversification that may cater to large unorganised and organised sector. It should be made mandatory for the universities and colleges to have girls hostel. Distance learning in the field of higher education should be encouraged by opening more centers and courses in women colleges. Besides the above steps social awareness, social environment and social security in favour of women are the basic areas where attention should be paid.  

Qadir, Bukhsh, (2007), ‘Empowerment of Women through Distance Education in Pakistan’ the present study was undertaken to highlight the gender disparities of Pakistan as well as at regional and international level. The study, measured the comparative outcome of formal and non-formal system of education in Pakistan.  

Buzar, Ayub Muhammad; Akhtar, Ali, (2011), ‘Parents’ Attitude towards Daughters’ Education in Tribal Area of Dera Ghazi Khan (Pakistan)’, this paper aimed to investigate the significance of girls’ education for tribal parents. Existing and expected role of tribal parents as well as contribution from government and community for girls’ education was also aimed to explore in research questions. The paper recommends several empirical steps to overcome the problems of scarcity of human and physical infrastructural needs including provision of new school locations and ensuring the availability of school buildings, supporting infrastructure and teachers for already functioning schools in the area. Financial aid for poor students was also proposed in the study.  

Muhammad, Buzdar Ayub, et al, (2011), ‘Educating Women’s Rights Through Teacher Education in Pakistan; Reality or Paradox’, major aim of the study was to check the role of teacher training institutions in disseminating awareness of women’s rights in Pakistan. Awareness and participation of future teachers in feminist activities was questioned. The preparedness of prospective teachers to join women’s rights movement in Pakistan was also examined. Findings revealed unorganised awareness of women’s rights among prospective teachers. Commitment of the respondents and departmental efforts to promote their dedication with
women’s rights movement were also weak. Inclusion of women’s rights as a separate subject in teacher education curricula was recommended in the study. Enhanced role of teacher training institutions and women’s rights activists to raise awareness and commitment of the future teachers was also suggested.  

**Chowdhury, Sarahat Salma; Chowdhury, Sifat Aditya,** (2011), ‘Microfinance and Women Empowerment; A Panel Data Analysis Using Evidence from Rural Bangladesh’. Microfinance has long been associated with generating empowerment of women. Over 90% of their clients in Bangladesh are women. The rising demand for credit may seem to indicate the popularity of the program.  

**Cipollone, Angela, et al,** (2011), ‘Knowledge and Job Opportunities in a Gender Perspective; Insights from Italy’, this paper recognised that knowledge is central to the process of economic growth and job creation, and not only in Western countries. Human capital has been at center stage of economic theory in mainstream microeconomics and macroeconomics. Thus, in this paper the author has tried to extend traditional focus on education and labour market training to encompass a wider set of constituent variables of human capital.  

**Jelena, Cvovovic,** (2011), ‘Juvenile Marriages, Child Brides and Infant Mortality Among Siberian Gypsies’, literacy, that is, illiteracy, represents a special problem for the Gypsy ethnic group. The percentage of female illiteracy is too high as compared to male. Large number of Gypsy girls marries at the age of 13-16, prompting school dropout.  

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

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

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

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

Dikgang, Moseneke,(2011), ‘Access to Education and Training; Pathway to Decent Work for Women’, this paper states that no society can truly advance and claim to be free whilst at least half of it is a victim debilitating patriarchy. For access to education and training to women the Constitution must discard the worst of the jurisprudential past whilst preserving those parts well suited to our new social ideals.  

Domeova, L., et al, (2011), ‘Comparison of Full Time and Combined Studies With Gender Aspect’ the Czech Universities of Life Sciences operates seven tutorial education centers for combined education in several regions of Czech Republic. The number of female students is over 50% in the tutorial centers as well as in the full time study form in Prague. The share of women is growing remarkably in the combined study. The article focuses on the students in the tutorial centers. The goal of survey is to discover differences in motivation and conditions of male and female students.  

Noureen, Ghazala; Awan, Riffat-Un-Nissa, (2011), ‘Women’s Education in Pakistan; Hidden Fences on Open Frontiers’. The purpose of this study was to understand the importance of education for women in Pakistani society and examine the barriers and obstacles to higher education for women in Pakistan. This study also revealed that education can bring
phenomenal change in women’s life by enhancing their confidence, raising their status in the family and society.\textsuperscript{14}

**Pafili, Efrosini; Mylonakis, John, (2011), ‘Occupation Structure and Career Choice vs Education Development and Training Level; A Presentation of Theoretical Approaches’.** The employment of individuals, in all societies and all times, is the focal point of social structures. But the range of choice of profession by women is limited because of the prevailing social attitudes and employment related problems.\textsuperscript{15}

**Eugene, I., et al, (2010), ‘A Study on Impact of Rural College Students in E-Learning (Nagapattinam District, Tamil Nadu-India)’.** E-learning is the revolutionary concept in the present learning system in rural education. Learning methods are classified in two categories-traditional and focused method. The education methodology is updated with the help of technology. In the present education system information plays an important role with the influence of e-learning. This article shows the value of e-learning system in Art and Science colleges and Engineering colleges in Nagapattinam District (Tamil Nadu).\textsuperscript{16}

**Muhammad, Faridi Zahir, et al, (2011), Why Women are Self-Employed? Empirical Evidence from Pakistan’.** In developing economies like Pakistan, the rising trend of women’s labour participation has become the core indicator of growth and development. In this respect, the MDGs (Millennium Development Goals) relates to efficiency and equity, especially elimination of gender disparities in education, improvement of mental health, lessening mortality rate among children and women empowerment are desirable goals.\textsuperscript{17}

**Gregory, M., (2010), ‘Educational Inequality between Brothers and Sisters in the United States’.** This paper studies that the direction and magnitude of the national gender gap was not much in doubt for most of the century. Early attainment studies included gender as a predictor of years of schooling completed, generally finding women received less schooling than men. A number of theories exist for the gender gap in education. Many
agents, including family, school, and the media, present models of how girls and boys should act in various context including in the Classroom.  

Jamir, S. C., (2005), in the article ‘Empowerment of Socially and Economically Weaker Section of the Society through University’ found that apart from the economic and social inequalities, another form of inequality that is deeply entrenched in our country is the one based on ‘Gender’. Universities can play a transformative role in empowering women, making them aware of their rights and enabling them to show as enlightened and confident women.  

Janaki, D., (2006), in the article ‘Empowerment of women through Education; 150 years of University Education in India’ found that education will be used as an agent of basic change in the status of women. The concept of equality, opportunity and education touches every aspect of women’s lives; social, political and economical.  

Bux, Jumani, et al, (2011), ‘Potential of Non Formal Basic Education in Promoting Women Education in Pakistan’ the study aimed to assess the performance of a non-formal basic education (NFBE) schools project initiated in the province of Punjab with the assistance of the Japan International Co-operation Agency (JICA). It was found that the project is achieving its target as planned. It also found that students’ dropout rate was higher in NFBE schools and the teachers were not satisfied with job structure. The study recommended that learning materials be developed in different local languages.  

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

Kakati, Kunja Kusum,(1995), studied about ‘The Education of Women and Social Change-A Case Study in two Villages of Barpeta District’. In the study it was found that there was a great discrepancy between the
educated and uneducated respondents in their attitude towards equality of educational facilities for boys and girls, their parents did not motivate them. It was their peer group and brothers in several cases who encouraged them to go for vocational education.  

Karlekar, Malavika, (2004), in her paper ‘A note on the Empowerment of Women’ proposes to trace a brief history of empowerment and its implications for Indian Women. The article shows that the instruments for empowerment have to contend with entrenched prejudices and patriarchal modes of oppression. Women will garner confidence and men will learn to accept that power is not a male prerogative.  

Khaire, Rupali Jitendra, (2011), ‘Literature Review of the Women Entrepreneurs and Statutory Policies’. The article helps to investigate how women entrepreneurship has developed into an accepted concept which make an important part of the economy. Here the investigator aims to review the critical points of current knowledge including substantial findings through secondary sources.  

Kumar, Manoj, (2011), ‘Impact of the Evolution of Smart Phones in Education Technology and its Application in Technical & Professional Studies; Indian Perspective’, this paper discusses the use of Smart Phones in Education Technology and its application in Technical and Professional studies in India as during the last 60 years post independence, we have witnessed a number of changes in our education system.  

Nagashetty, Mallikarjun; Nusrat, Fatima, (2009), in the article ‘Students Enrolment in Professional Education; A Study of Karnataka’ states that education is essential to the progress of the national economy. It is becoming increasingly clear that education on a large scale, and with any pretence to quality, can be supported only if education itself makes a direct contribution to national productivity. This paper is discussing various commissions and committees deliberated on its criticality to the social and economic development of the country. Further, the paper will find out, the gender parity of professional education, at Under Graduate Level in
Karnataka particularly and analyze the student’s enrolment in different professional courses.  

**Ranganath, Santosh, et al, (2011),** ‘Gender Equality in Education’. It is found that educational inequality is a major infringement of the rights of women and girls and an important barrier to social and economic development. To promote gender equality and parity in education, States must target their efforts not only towards education itself, but also towards society’s cultural and institutional framework.  

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

**Rafique, Mehnaz, et al, (2002),** have conducted an extensive survey on ‘Mothers Attitude towards their Daughter's Education in low income families of Gujranwala city’. By using convenient sampling technique 2 localities of Gujranwala city were selected. In these localities daily wagers are more in number and are facing many problems in accomplishment of basic need of life. 100 married women who had school going daughters were selected through positive technique. Majority of the respondents have educational facilities and mothers are also aware about the girls educational needs. But due to low income constraints and leading role of the male head of family, girls are depriving their educational rights. This problem can be solved by providing long term and short term loans for business and raising awareness to change the attitude of males towards the need of female education.  

**Savita, B.; Polepeddi, Jyoti(2011),** ‘Financial Access and Women Empowerment’. The research paper seeks to probe the awareness level of
women to banking services in rural and urban areas of Andhra Pradesh. It seeks to provide an insight into how financial inclusion can improve women’s access to finance and serve as an empowering and effective social tool.  

Selmer, Sarah, et al, (2011), ‘Three Women’s Educational Doctoral Program Experiences; A case Study of Performances and Journeys’, the entire case study provides a way to view, discuss, and consider women’s doctoral education pluralistically. This piece recognises that individual and common understandings with others are a way to develop professional knowledge as academics.  

Semim, Akila, (2011), in her paper ‘Women Empowerment through Panchayati Raj; A Political Study of Barpeta District of Assam’ finds that women can do many things than men. In present situation there is an urgent need to adopt fast measures to train this newly elected female Panchayat leaders to make them understand about their duties and responsibilities.  

Sharma, Pratima Devi, (2011), in her paper ‘Influence of the Women teacher in the Education of the Women (Girl Child) in the Rural and Minority Area of Nagaon District’ found that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. The number of dropout among the female school-going children was high. The reason of dropout according to the teachers, mothers and other women in the society was due to the poverty in rural and minority area. Inadequate educational facilities and shortage of female teachers were found to be the other main reasons for the dropouts of the school going female children in minority and rural area.  

Shukla, Veena, (2009), in her paper ‘Untouchability and Social Exclusion in Arundhati Roy’s The God of Small Things (1997)’ proposes to examin the maltreatment meted out to Velutha, one of the characters in Arundhati Roy’s book. She is talking about the rights of the women and the untouchables versus age-old restrictions imposed by the traditionalist Indian society.
Subha, I.; Reddy, M. S. N., (2001), ‘Education for Quality and Empowerment of Women’. The investigates that education is an effective means to achieve social and economic development.  

Swain, Smarak, (2009), ‘An Enquiry into the functionality of the Dominant Ideology of gender in Traditional Hindu Society’, gender disparity in rights and freedoms and social atrocities on women in the form of strict sexual division of labour, Sati and child marriage were justified by a sanskritic ideology embedded in Hindu sociocultural milieu. This paper seeks to analyze the causes for and implications of such an ideology for women. Radical feminist scholars mostly blame men and men dominated society for various restrictions and impositions on women, but the conclusion drawn in this paper is that this sanskritic ideology has evolved over time partly owing to women themselves. This is because of the functional role of this ideology to women.  

Swami, S., (1990), makes a critical study of ‘Women’s Education in Nine Districts of Vidarbha Region’ for a period 1947-1987 and points out substantial progress at the primary level, but higher wastage and stagnation amongst girl, the primary reason cited being a lack of separate schools and women teachers. In higher education, girls were found largely in general education with only a few going in for technical and vocational education.  

Pillai, Rajasekharan V. N., (2005), ‘Empowerment of Women through Education in University News’ stated that India recognizes the empowerment of women as the most critical precondition for participation of girls and women in education. Central and state Government have to implement policies on empowerment of women to effectively dress gender disparities, particularly educational programme needs further strengthening to enable girls to attend school. Women empowerment programmes are to be supported to raise awareness about education of girls and women. The higher educated girls can play proactive roles in such significant activities.
Wei, Dengjian, (2011), in the article ‘The Probing into Gender Role Education Problems in the High Segment of Village Primary School region’ has done investigation on gender role education problems in the high segment of village primary school region by adopting field investigations. Many factors have exerted a great influence on the gender role development of students, including neglecting gender role education in school education, feminine tendency of evaluation system, no gender difference education under stipulating and restricting of system, teacher and students gender role stereotyping and eliminating and fracturing of traditional cultural concept etc. These caused gender education problems, such as ‘boy vulnerable, sexual discrimination, no-genderalization and gender-neutralization. 40