

Education of Girls and Women

USHA NAYAR

Banda, Sarojana. 1992. **A study of the status of women as depicted in the textbooks offered at school level in Andhra Pradesh.** Ph.D., Edu. *Osmania Univ.*

Problem: It attempts to study the status of women as depicted in the school textbooks of Andhra Pradesh.

Objectives: (i) To find out the status enjoyed by women in relation to men in socio-economic, cultural, religious, political and educational areas as presented in the textbooks from Classes I to X, (ii) to find out whether there is any discrimination on the basis of sex (gender bias) in these textbooks, and (iii) to suggest measures to improve the social and educational status of women through production of textbook materials depicting positive aspects of women's contribution to society.

Methodology: An opinionnaire and a structured interview schedule were canvassed to 167 male and 53 female respondents. The sample consisted of 100 academicians (including 26 women), 88 educational administrators (15 women), 18 writers and editors of textbooks (2 women), and 14 eminent educationists, social workers, members of voluntary organisations and journalists including 10 women. Mean, standard deviation and critical ratios were used to treat the data.

Major Findings: (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 textbooks. (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 that the textbooks were male-oriented, contained derogatory remarks against women showing them as dependent and perpetuating false beliefs and sex stereotypes, carried illustrations diminishing the status of women and that the authors and illustrators (artists) were primarily male. (3) The study strongly endorsed the inclusion of equality of sexes as one of the ten core values in the National Curricular 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 textbooks 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. [SSS 1025]

Bhattacharyya, Ira. 1991. **A comparative study of the values of some secondary school girls differing in age and in socio-economic and cultural status.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: It attempts to compare the values of some secondary school girls differing in age and in socio-economic and cultural status.

Objectives: (i) To ascertain the value structure of secondary school girls in different age-groups and in differing socio-economic and cultural settings, and (ii) to conduct a small experiment to test whether value learning on some identified values (honesty, sincerity, dutifulness, loyalty, cooperation, conformity to rules, respect for superiors), could be improved through educational stimulation.

Methodology: The study was conducted in three parts. In the first part, the researcher compared distribution of (pre-identified) values among 352 rural refugee girls and an equal number of rural non-refugee girls studying in Classes V, VI and VII in Chakdah Block of West Bengal. The second part (experimental) was carried out in Classes V, VI and VII of the investigator's own school at Chakdah. In the third part, the value questionnaire was canvassed with 167 girls of Classes VII, VIII and IX from 20 schools who had assembled for a summer camp (in the United States of America). The third part was an add-on to the original design of the study as the investigator got an opportunity to travel to the USA during the course of the study. Collected data were treated qualitatively.

Major Findings: (1) The mean scores of values showed improvement from Classes V to VII but deteriorated from Classes VII to IX. (2) Non-refugee girls showed higher mean scores on values than the refugee girls. (3) Value learning improved with conscious educational intervention. (4) Value scores of Indian girls on the seven stated values showed higher scores than that of the girls in the USA. [PDR 0627]

Bhattacharya, Smritikana. 1992. **An investigation into the problems of scholastic backwardness of adolescent girl students in and around Calcutta.** Ph.D., Edu. Univ. of Calcutta.

Problem: The cardinal issue of the study is centred around the question as to what extent is the scholastic backwardness of girls caused by factors beyond school control and those which can be manipulated by the teacher.

Objectives: (i) To discover the intellectual as well as some non-intellectual factors behind the scholastic backwardness of the girl students, and (ii) to suggest, in this connection, appropriate remedial measures.

Methodology: A group of 250 adolescent girl students were selected for investigation. Only Bengali medium schools were included in the sample. The respondents were selected from among those who had repeated a grade and had obtained 30% marks and below. Various tools used for collection of data included Intelligence Test by A.G.B. Kopat, Eysenck Personality Inventory, Achievement Motivation Questionnaire by Durgadas Bhattacharya, Interviews and Achievement Test on Bengali by the investigator. Both quantitative and qualitative analytical techniques were used for data analysis to include means, standard deviation, partial and multiple correlation of coefficients, a total correlational matrix and a sequence of observation of several classroom situations.

Major Findings: (1) Intelligence and academic achievement were positively related; the poorer the mental ability, the poorer was the scholastic achievement. (2) Poor mental ability was not the only cause of scholastic backwardness, personality characteristics such as extraversion, introversion, home and school factors like attitude towards the school, towards teachers, towards different subjects of study, economic and educational condition of the parents affected the educational achievement of the students. (3) Absence of frequent assessment of classwork was found to be another important reason that led very often to neglect and delayed action or no action at all. [SPB 1681]

Bisaria, S. 1991. **Need-based vocationalisation**

of education for girls. Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

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

Objectives: To identify the vocational and educational needs of (i) girls in vocational courses in general education, (ii) out-of-school girls assisting in working on household-based industry/occupation, and (iii) girls studying in technical training institutes.

Methodology: In all, 300 girls between the ages of 16 to 18 years were included in the sample covering 100 girls studying in vocational courses in senior secondary schools, another 100 girls of the same age-group (rural and urban) who had already put in ample time in terms of years in a particular vocation learnt in the process of socialisation from the mothers who were doing home-based gainful activities, and the third group was of those girls who were studying in the industrial training institutes. A questionnaire was designed and used by the investigator. Analysis was limited to simple frequencies and percentages.

Major Findings: (1) The majority of the girls in the schools wanted to learn skills for self-employment. (2) The majority of the out-of-school working girls wanted to have education so that they could do their own work without the help of intermediaries and with better skills. (3) The girls studying in the industrial training institutes had a desire to obtain proficiency in generating self-employment and wanted training geared to that. (4) Girls in the schools informed that their parents did not motivate them. It was their peer group, and their brothers in several cases, who encouraged them to go for vocational education. (5) However, girls in the technical institutes stated that their parents had been willing to send them to these institutes despite their being

economically well-off largely because of their lower academic achievement. The parents saw vocational education as a facilitating factor for marriage. (6) The out-of-school girls simply got into the vocation being pursued at home because they had to make a living. [VKR 1194]

Chanana, Karuna. 1988. **Social context and women's higher education: A study of women undergraduates of Delhi.** Independent study. *Jawaharlal Nehru Univ.* (ICSSR Funded)

Problem: It attempts to study women's higher education from the sociological context, based on the undergraduate students' responses.

Objectives: (i) To explore whether opportunities for higher education which became available to women in post-independence India have expanded to cover a broader spectrum of women with varying socio-economic status or whether these have remained as limited as a decade earlier, (ii) to explore what motivates women to go in for higher education in spite of its perceived lack of relevance for their social roles, namely, those of a housewife and mother, and (iii) to explore whether the higher education women receive is relevant to their personal and social goals within the parameters of the existing social goals and social structures.

Methodology: The sample consisted of 204 undergraduate girl students in the arts stream of two women's colleges belonging to varying socio-economic strata selected on the basis of stratified random sampling technique. This is a follow-up study, of women undergraduates, conducted in 1963-64. Data were collected in 1973-74 combining the anthropological field technique such as participant observation with those of the sociological surveys. A schedule was administered to the respondents to elicit information. Simple frequencies and percentages were used for analysis.

Major Findings: (1) Distribution of respondents by religion was Hindus 70.4% followed by Sikhs 15.1% and Jains 9.7%.

(2) Higher education is still a preserve of the higher castes even in a cosmopolitan city like Delhi. (3) In respect of the domicile of the students, it was found that the percentage of students belonging to Delhi increased from 57.5 % in 1964 to 73.5% in 1974 and of those coming from adjacent states declined considerably. (4) Proportion of students whose parents were highly educated increased from 9.2% to 14.6% in 1974. (5) Proportion of those joining the undergraduate course because they were interested in studies increased sharply and of those who joined for 'no special reason' showed a marked decline. (6) As regards 'self choice' in marriage, the proportion who would like to 'choose with parental approval' increased radically with a matching decrease of who would exercise 'self choice'. (7) A very large proportion of respondents in 1974 (nearly 90%) would have liked to work after marriage subject to certain conditions. This proportion was far higher than 1964. Also, a larger proportion of girls were planning for a career before marriage in 1974. (8) Economic backwardness continued to be a major hindrance in the higher education of girls as the proportion of students from the lowest income categories increased only marginally during this period and higher education appeared confined to the daughters of middle and upper strata of society. [NR 1226]

Chanana, Karuna. 1989. **Women's work, education and family strategies in the context of social change and mobility.** Independent study. *Jawaharlal Nehru Univ.* (ICSSR Funded)

Problem: The study focuses on certain issues related to women's work, education, and family strategies in the context of social change and mobility among the middle and upper class Hindu Punjabi families which migrated to Delhi in 1947 from what is now Pakistan.

Objectives: (i) To explore the socio-psychological, economic and political dimensions of the effects of the partition of the country in 1947 on Punjabi Hindu women, and (ii) to provide

insights on their lives, particularly work and education within the context of their families.

Methodology: Twenty Punjabi Hindu refugee families formed the sample of the study. These were selected using the snowball technique. Data were collected through informal and in-depth unstructured interviews of three generations of women not known outside their family circle with the help of an interview guide. The interviews were supported by genealogies. Life history method for interviews was used. The data collected were treated qualitatively.

Major Findings: (1) Inter-generational mobility was observed in education among these women. From mere literacy or very little education for girls of the first generation to at least undergraduate degrees for the third generation girls. (2) In the case of *parda*, the change was in the direction of giving it up altogether from a situation of rigid observance of *parda*. (3) Dowry still presents a dilemma. Whereas earlier on certain fixed items of dowry were given, now this list is never-ending. (4) Attitudes to employment have changed but not radically and daughters are trained for a career only under certain circumstances. (5) The small family norm has come to be accepted by the second generation, while in the first generation, the number of children depended on the economic factor. (6) According to older respondents the position of the wife had moved from complete subservience to their having an upper hand over their husband. The second and third generation respondents, too, felt the change in the opposite direction although the husband-wife relationship was not one of complete equality. In fact, most did not perceive the need for it to be equal. They accepted the traditional dichotomy of roles into masculine and feminine. The decisions were taken at the familial level and not by individuals. [NR 1229]

Chaudhry, Pratima K. 1988. **Changing values among young women.** Ph.D., Socio. *Patna Univ.*

Problem: The study emphasises the role of education in changing the social values among educated women.

Objectives: (i) To discuss the existing institutions and practices pertaining to marriage, family education and employment of women, and (ii) to examine the attitude of respondents towards mate selection, age at marriage, dowry, divorce, widow remarriage, type of family, status of women in the family, relevance of employment and its impact on family life.

Methodology: Patna University and all the colleges and postgraduate departments located in the jurisdiction of Patna Municipal Corporation formed the universe. The sample of graduate and postgraduate girl students (11% of each category) were selected for study on the basis of stratified random sampling method so as to represent the universe. The respondents were interviewed with the help of a schedule which included both closed and open-ended questions. The processing of data was done manually. Simple statistical methods have been used for analysis of the data.

Major Findings: (1) Most of the respondents showed awareness about minimum age at marriage prescribed by the law, the Dowry Prohibition Act, inter-caste and inter-religious marriages. However, a larger proportion of the respondents did not know fully the legal provisions of widow remarriage, divorce, maintenance, adoption, etc. A significant proportion of them were aware of property rights. Thus, the bulk of the respondents had partial knowledge about the acts concerning their rights, and they were conscious of their rights. (2) Educated girls favoured small family norms, equality of sexes and their participation in the decision-making process, use of contraceptives, spacing and so on. (3) In the erosion of old values educated women were likely to be the prime movers. (4) Most of the respondents advocated removal of the maltreatment of widows prevalent specially in upper castes families. (5) Harrassment of brides is on the increase, but some respondents

considered bride's parents also responsible for this on account of giving false assurances about sums of dowry to the groom's guardians before marriage. (6) The majority of the respondents supported divorce only under certain specific situations. (7) Positive change of attitude towards female education, co-education and female employment was reflected in the study. Respondents believed that education and employment provided higher capabilities to women for adjustment in adverse situations. [ML 0249]

Dash, N. 1991. **A study of the problems of enrolling women in adult education centres in Jajpur sub-division under NAEP** M.Phil., Edu. Utkal Univ.

Problem: It attempts to study the problems of enrolling women in Adult Education Centres in Jajpur.

Objectives: (i) To study the sociological, psychological and economic problems of enrolling women in Adult Education Centres, (ii) to find out problems related to functioning of these centres, and (iii) to suggest remedies in eradicating the same.

Methodology: The study adopted random sampling for selecting 300 adult illiterate women and 100 women instructors of identified blocks in Jajpur Division. The tools used were questionnaires and interview schedules. Means and percentages were employed for analysis.

Major Findings: (1) The majority of adult women learners (85%) felt discouraged on account of prevalent social problems like casteism and untouchability and conservative attitudes of communities which gave them a sense of inferiority. These women belonged largely to Scheduled Castes and Scheduled Tribes groups, low down in the socio-economic scale, who also faced psychological barriers and personal problems leading to lack of motivation and interest. (2) It was found that 60% of centres had some common teaching aids like blackboard,

chalk, etc. and only 5% were equipped with new teaching aids like radio, maps, globes, projectors, etc. [KCP 0502]

Devi, T. Vinoda. 1991. Education and employment status of women and their attitudes and practices in family welfare in Andhra Pradesh. Ph.D., Edu. *Osmania Univ.*

Problem: It attempts to study the educational employment status, physical facilities possessed, attitudes held, and extent of family planning practices of employed women in Andhra Pradesh.

Objectives: (i) To assess the educational and employment status of women in Andhra Pradesh and the physical amenities possessed by them, (ii) to assess the attitudes of employed women on population issues, and (iii) to assess the extent to which family planning practices were adopted by employed women.

Methodology: The study adopted the descriptive survey method. The sample comprised 200 employed women from Hyderabad, 185 from district Mahabubnagar and 146 women employees from district Cuddapah. Women employees consisted of lecturers, teachers, nurses, clerks and others. In addition, 100 women casual labourers from Mahabubnagar and Cuddapah were also studied. The tools used were a questionnaire, Attitude Scale, and Family Welfare Check-list. Mean, standard deviation, 't' test, coefficient of correlation were employed for analysis of data.

Major Findings: (1) The possession of physical amenities was the highest amongst the doctors and college lecturers, followed by school teachers and nurses, the least being with women casual labourers. Further, possession of physical amenities was positively related to the education and income of the respondents. (2) Amongst the women employees doctors and lecturers showed a more positive attitude towards population issues, followed by teachers, clerks and nurses. [SSS 0850]

Dua, R. 1991. A study of adjustment, familial role expectations and modernisation of working and non-working women. Ph.D., Edu. *Rohilkhand Univ.*

Problem: The study focuses upon the differences in working and non-working women with regard to their level of adjustment, familial role expectations and modernisation.

Objectives: (i) To determine the differences between working and non-working women in respect to adjustment (home, social, emotional, marital and health), (ii) to find out whether working and non-working women differ in respect to their familial role expectations, (iii) to study the differences in outlook of working and non-working women towards religion, education, family planning, women's freedom, sex-bias, women's status, marriage, casteism and family structure, and (iv) to know the variations between working and non-working women according to their level of education, age, caste, family structure and income on the areas stated above.

Methodology: Six hundred educated married women from the Rohilkhand region were selected through multi-stage random sampling. The tools used included Adult Adjustment Inventory by Shah and Dua, Familial Role Expectation Scale and Modernisation Inventory by Shah and Dua. Mean, SD, and 't' test were used to analyse the data.

Major Findings: (1) Working women yielded significantly higher mean values as compared to their non-working counterparts on the variables of emotional adjustment, expectations for social responsibilities, outdoor work, home management, modern attitudes towards religion, education, family planning, women's status, women's freedom, marriage and caste whereas the non-working women had obtained higher mean values on the variables of home adjustment, social adjustment, marital adjustment, work expected for children, husband,

and for other family members, also on expectations from family members in comparison to their working counterparts. (2) When the educational level was held constant no significant difference was found between highly educated working women and non-working women towards their family roles and attitudes towards religion. (3) However, effect of age, type of family, caste and income group on familial role expectations did vary as also modernisation of outlook. (4) On the whole, working women were found more modern in their outlook in all areas such as religion, family planning, marriage and caste, etc. [BS 0951]

Duggal, Janak. 1989. **Haryana women on the move**. Independent study. *National Council of Educational Research and Training*.

Problem: A scheme of Mahila Mandals has been initiated by various state governments to provide opportunities to village women to unfold their latent potential for their mutual uplift.

Objectives: (i) To make a qualitative and quantitative analysis of the activities of Mahila Mandals in District Rohtak, and (ii) to ascertain the strong and weak aspects of the movement in education, development and empowerment of rural women.

Methodology: The study was conducted in close coordination with the persons handling the scheme at the state, district, block and village levels. It was taken up in a participatory mode and data were collected through focused group discussions with each of the 39 Mahila Mandal members. Secondary data were collected by scanning through the diaries and records of the activity registers maintained by *mukhya sevika* and Mahila Mandal *pradhans*. Block Information Schedule, and Mahila Mandal Information Schedule were used to collect the relevant data.

Major Findings: (1) There was no suitable place provided by the state for holding meetings of the Mahila Mandals. (2) There existed repeated

election of the same person as Mahila Mandal *pradhan*. (3) There exists no legal authority or official status to Mahila Mandals to seek redemption for the problems of rural women. (4) There was a lack of energetic leadership, and lack of funds for the scheme. (5) There existed a gender bias among the members. (6) There was a low self-image. (7) There was a lack of guidance, credit facilities to take up income-generating projects. (8) There existed the need for comprehensive training of office bearers of the scheme for education, development and empowerment of women. (9) There was a need for providing transport facilities to supervisory staff, as well as undertaking development projects for economic welfare of rural women. (10) There was a need for developing close links between Mahila Mandals and other developmental agencies. (11) There was a need for involvement of Mahila Mandals in removal of social evils, realisation of UPE targets, development and empowerment of girls at the grassroots level. [USN 1955]

Duggal, Janak. 1992. **Access of Scheduled Castes girls to elementary education in rural Haryana : A micro study**. Ph.D., Edu. *Jamia Millia Islamia*.

Problem: 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.

Objectives: (i) To have an understanding of the demographic aspect of Scheduled Castes population living in Haryana and District Faridabad including four sampled villages identified in Tehsil Ballabgarh, (ii) to make a quantitative analysis of existing elementary educational facilities in Haryana in general and District Faridabad in particular with a focus on rural areas, (iii) to make an analysis of

educational facilities available to Scheduled Castes girls living in the four sampled villages, (iv) to identify socio-economic aspects at the home which were deterrent to the utilisation of the available educational facilities by the Scheduled Castes girls aged 6-14 years in four sampled villages, and (v) to suggest intervention points to enhance enrolment and retention of the Scheduled Castes girls aged 6-14 years in the identified four villages.

Methodology: The primary data were collected from four villages in Tehsil Ballabgharh which had a high concentration of Scheduled Castes population. Around 358 households were identified for in-depth analysis of the socio-economic problems at the home which were holding back rural Scheduled Castes girls aged 6-14 years from joining and continuing in the schools. Opinions of 38 key persons working at the grassroots level were also obtained. The first-hand information about the educational facilities available to the Scheduled Castes girls in the four sampled villages was also collected. Tools used in the study included. Village Information Blank, School Information Blank, School Evaluation Form, Household Schedule and Interview Schedule.

Major Findings: (1) Literacy rate in Scheduled Castes females was much lower in comparison to the general female literacy rate and was marked in rural females in particular. (2) Sex ratio among Scheduled Castes was higher in rural belts than the urban areas. (3) Percentage of Scheduled Castes female teachers at the primary level was low and it was still lower at upper primary level in comparison to female teachers of other communities. (4) Physical facilities in the sampled schools were inadequate. Even existing facilities were not properly utilised. (5) The percentage of those school-going girls was higher whose parents were skilled workers, in government, semi-government, private service or were self-employed than those whose parents were unskilled workers, agricultural labourers and cultivators. (6) Educational incentives provided by the state

government were inadequate and not received in time. (7) Exposure to media had a positive effect on the educational status of all the SC girls. (8) Inculcation of healthier living habits among the SC girls was likely to increase their enrolment, improved attendance and retention in the schools. (9) Parents perceived that male teachers discriminated on the basis of sex of the students and it worked as a negative force in the educational development of the girls. (10) Career aspirations of the parents for the girls were not high. (11) Main reasons which motivated Scheduled Castes parents to enrol 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 matrimonial homes. (12) 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. [USN 1956]

Dutta, Baby. 1990. **Contribution of Ishwar Chandra Vidyasagar to the development of education of women in Bengal.** Ph.D., Edu. Univ. of Calcutta.

Problem: The study presents a critique of the role played by Ishwar Chandra Vidyasagar in the development of women's education in Bengal, among his manifold efforts for the social upliftment of women.

Objectives: (i) To delineate different facets of the Bengal Renaissance, (ii) to highlight among others the efforts of Ishwar Chandra Vidyasagar, (iii) to develop women's education in urban and rural Bengal and establishment of new schools, curriculum, media campaigns and advocacy to the government, and (iv) to study the causes of temporal setback to Vidyasagar's efforts and his long-term success in spreading female education in Bengal.

Methodology: The study is an analytical historical piece of research based on primary texts.

Major Findings: (1) Modern education for females in Calcutta was initiated by the missionaries, like Raja Ram Mohan Roy and the Young Bengal Association among others. (2) Vidyasagar amplified their efforts and gave it the shape of a movement by establishing a series of schools for girls in Calcutta and in rural Bengal. He enlisted the support of rich patrons, both Indians and Europeans. Also he made relentless efforts for government grants for female vernacular schools. (3) However, the apathy of the government and more so, the social orthodoxy and obstacles did cause temporal setbacks to Vidyasagar's efforts. Needless to say, he was far ahead of his time and spearheaded the great 'awakening' of Bengali womanhood in the late nineteenth and early twentieth century for which posterity will remember him. [SPB 0199]

Dutta, Indranee. 1988. **Self-concept and personality adjustment of girls through pubescence.** Ph.D., Psy. Gauhati Univ.

Problem: It attempts to study the self-concept and personality adjustment of girls of Guwahati.

Objective: To consider ways in which puberty may be linked with different self-concept variables in general and personality adjustment in particular.

Methodology: The sample of the present study consisted of 120 adolescent and pre-adolescent girls from a large centrally located girls' higher secondary school of Guwahati. This school is the largest in the city and represents a cross-section of the Assamese population. Puberty being the prime consideration, the sample was divided into two groups (puberty attained/not attained), each consisting of 60 girls through stratified random sampling. The present study is a cross-sectional survey of growth and development of girls. The questionnaire method, both open and fixed alternate form was employed

to collect data. Relevant data were collected using Index of Adjustment and Values (IAV), the Junior High School Form of Bills, et al., Physical Appearance Scales, by the investigator, Social Orientation Tasks by Long, Henderson and Ziller, and Adjustment Inventory of Goswami.

Major Findings: (1) The first hypothesis of a difference between non-pubertal girls with regard to body concept, self-concept and social self-concept, has only been found to be partially true. (2) The second hypothesis that the hypothetical difference conceived as the above affects the individual's adjustment to real was upheld. (3) Pubertal girls were found to be more discreet and circumspect in their body perceptions. (4) Perceptual discrepancy between body concept and ideal body concept was insignificant for both pubertal and non-pubertal girls. (5) Non-pubertal girls were found to be more appreciative of their bodies, as there was closeness of 'self-assessment' to 'other assessment', for this group. [RD 0143]

Eusebius, Poonam. 1989. **Growth of higher education among women in Uttar Pradesh.** Ph.D., Hist. Univ. of Allahabad.

Problem: It attempts to study the growth of higher education among women in Uttar Pradesh.

Objectives: (i) To trace the development of higher education among women during the period against the political background, and (ii) to study the progress made during the First and the Second Five Year Plans.

Methodology: Data from secondary sources were collected from different libraries of Allahabad and State Archives.

Major Findings: (1) At the time of independence the entry of women in higher education was nominal in India. (2) During the post-independence period, there was a sharp rise in the number of intermediate and degree colleges for women. (3) During the First Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher education. There was a decided

rise in girls' enrolment in colleges and universities. (4) During the Second Five Year Plan prominence of higher education in rural areas was aimed at. Budget allocation for professional and vocational education in Uttar Pradesh received a boost. (5) The Indian Education Commission (1964-66) proposed stipends for girls belonging to rural and a deprived background. (6) In spite of all the progress made, problems of dearth of trained teachers, poverty and social restriction continued to plague higher education amongst women in Uttar Pradesh, in this period. [PCS 0944]

Fatima, Nusrat Jehan. 1989. **Education, social mobility and social change among women in Bangalore city.** Ph.D., Edu. Univ. of Mysore.

Problem: It attempts to study the relation between various levels of education and social mobility among women in Bangalore City.

Objectives: (i) To study the relation between various levels of education, formal or non formal, and social mobility among women of Bangalore City, and (ii) to study the relation between various levels of education and social change among women, especially in terms of attitudes and behaviour.

Methodology: The sample was drawn using stratified random sampling technique from 21 divisions within Bangalore City. Interviews and questionnaire were used to collect data.

Major Findings: (1) Secondary education amongst women had a positive effect on their occupational mobility. (2) Professional and post-graduate education was found to raise the status of women, especially in terms of employment. (3) Women with higher education had a favourable attitude towards girls education. (4) Education of women also showed a positive association with preference for co-education, nuclear families, girls' education, adoption of family planning methods, shedding of social malpractice such as dowry and blurred caste

and religious identity, etc. [MKh 0254]

Ganesan, P. 1989. **Development of women's higher education since Independence in Pasumpon Thevar Thirumagan district.** M.Phil., Edu. Alagappa Univ.

Problem: It attempts to study the development of women's higher education since Independence in Pasumpon Threvar Thirumagan District.

Objectives: (i) To study the development of women's higher education since Independence in Pasumpon Thevar Thirumagan District, (ii) to study the development of men's education in the district, (iii) to compare the development of higher education amongst men and women in the district, (iv) to project the enrolment of women students by A.D. 2000, and (v) to suggest for future planning of higher education for women in the district.

Methodology: Data were collected from both primary and secondary sources. Trend analysis by method of least square was used for studying admission trends of both men and women.

Major Findings: (1) There was significant development of higher education in the district from 1947- 88. (2) There existed only one college exclusively for women. (3) There will be an expected upward trend of women students' enrolment in the academic stream. By A.D. 2000 their strength is anticipated to be 2,836 in arts and science colleges. (4) There existed only one engineering college in the district. (5) There was an upward trend of women students enrolment in the engineering college and by A.D. 2000 there were likely to be 122 women students. (6) There was one teacher education college and one Tamil language college. Through trend analysis it was estimated that number of women students in both the institutions would be 157 and 82 respectively, by A.D. 2000. (7) There was one physical education college in the district. There was a downward trend of women students' enrolment and by A.D. 2000 the women students' enrolment would be only 51. [SM 1761]

Garg, Alka. 1988. **A study of personality needs, self-concept and risk-taking with a special reference to socio-economic status among single sex college girls.** Ph.D., Edu. Agra Univ.

Problem: It attempts to study the personality needs, self-concept and risk-taking ability among college girls.

Objectives: (i) To compare the personality needs, risk-taking and self-concept between girls of single sex and co-educational institutions, (ii) to compare personality needs, risk-taking and self-concept of girls belonging to high and low socio-economic status (SES), and (iii) to compare the interaction effect of the type of educational institution and SES on personality needs, risk-taking and self-concept.

Methodology: A sample of 400 girls was drawn from various colleges of Agra City, 200 from single sex and 200 from co-educational institutions through purposive non probability sampling technique. Tools used were Varma and Goswami's Self-concept Test, Anwar Yousuf's Risk-taking Inventory and Kulshrestha's Personal Preference Schedule.

Major Findings: (1) The type of educational institution had a significant effect on achievement need, exhibition need and dominance need. (2) Types of educational institution had no effect on affiliation need and inter-acceptance need among the two groups. (3) There existed no significant difference in need scores of single sex and co-educational institution/college girls. (4) No significant difference was found in abasement need of girls studying in the two types of educational institutions. (5) Girls belonging to either institution did not differ significantly in their order need score. (6) Girls belonging to co-educational institutions were significantly higher in their autonomy need scores as compared to single sex institution girls. [SS 0802]

Gokhale, Leena. 1991. **Status of women in migrant industrial workers' families and their**

attitudes to education. Ph.D., Edu. Univ. of Poona.

Problem: It attempts to study the status of women in the families of migrant industrial workers and their attitude towards education.

Objectives: (i) To study the socio-economic background of women in migrant industrial families, their awareness in the fields of politics, law, health, education and the extent of modernity acquired by them, (ii) to study the attitudes of these women towards girls' education and marriage, (iii) to study a non-migrant group of workers and to compare their attitudes on female education with a migrant group, and (iv) to study the relationship, if any, between number of years of migration and modernity of attitudes.

Methodology: Cluster sampling method was used for choosing respondents from families of workers from Century Rayon factory. The families belonged to Uttar Pradesh and Rajasthan and were a mixture of non-migrants, first generation and second generation migrants. Questionnaires in Hindi and Marathi were administered. Simple frequencies and percentages were used for data analysis.

Major Findings: (1) Migrant women played an active part in decision-making at home and showed greater health and political awareness. (2) Number of years of migration did not lead to modernisation of attitudes or an improvement of status among women. (3) The attitude of women on family planning had not changed. (4) *Purdah*, segregation and dowry existed, women had no share in the ancestral property. [ASB 0040]

Gokhale, Padmini P. 1991. **A study of cultural and recreational activities of women of Vidarbha during post-Independence period.** Ph.D., Edu. Nagpur Univ.

Problem: The study attempts to assess the cultural and recreational activities of women of Vidarbha during post-Independence period.

Objectives: (i) To study the cultural and recreational activities of women in Vidarbha under the impact of Western Culture for a period of more than hundred years, (ii) to understand the changes in the lives and thoughts of women after Independence, and (iii) to find out the effect of cinema, TV, radio, sports and games on the changing mode of lives of these women.

Methodology: A sample of 1,987 women belonging to 17 communities from nine districts of Vidarbha was formed on the basis of random sampling. The tools used for data collection included questionnaire, interview, visitations and the study of related literature.

Major Findings: (1) The women of Vidarbha were found to be conservative in nature. Though they have accepted the changes which industrialisation, migration, scientific and technological advancement have brought about yet to a large extent they have preserved their basic culture. (2) In spite of variety in some aspects, there was a great resemblance in the cultures of different Hindu communities. (3) All sample women were found to be interested in handicrafts like sewing, weaving, crocheting, tailoring and embroidery. (4) The new generation was found to be influenced by western ways and styles in different aspects of their daily lives but the older married women still stuck to Indian styles and dresses. (5) Women of the Marathi community took interest in indigenous games, the South Indian women (Tamil, Telugu, Kannada and Malayalee) did not show interest in outdoor games but specialised in their traditional dances. Bengali women were conservative and preserved their customs and traditional food, the neo-Buddhists were making full use of government schemes but tribal women of Gonds and other adivasis lagged behind. (6) Rajasthani, Jain, Bengali and Muslim women did not participate in outdoor activities and Parsee women remained an isolated closed group, seldom participating in leisure time or cultural activities of other groups. [GPK 1696]

Gupta, Anuradha. 1989. **The effect of family attachment on personal values, creativity and educational achievement of the girls of small and big families.** Ph.D., Edu. Agra Univ.

Problem: The main aim of the study was to see the effect of family attachment on some variables among the girls of small and big families.

Objectives: (i) To select small and big families after controlling socio-economic status, (ii) to see the effect of family attachment on personal values among the girls of small and big families, (iii) to see the effect of family attachment on creativity among the girls of small and big families, (iv) to see the effect of family attachment on educational achievement among the girls of small and big families, (v) to see the correlation of personal values with creativity among the girls of small families and big families, (vi) to see the correlation of personal values to educational achievement among the girls of small families and big families, and (vii) to see the correlation between creativity and educational achievement among the girls of small families and big families.

Methodology: A sample of 300 girls of small families and 300 girls of big families were selected from the various schools situated in Agra City. Tools used included Socio-economic Status Scale (Urban), Family Relationship Inventory, Personal Value Questionnaire by G.P. Sherry and Verbal Test of Creative Thinking by Baqer Mehdi. Tools used included mean, SD, 't' test and correlation.

Major Findings: (1) Girls of small and big families differed significantly regarding their values but family attachment had no effect on values. (2) In the case of girls of small families significant effect of family attachment was found on creativity but these results were not valid for the girls of big families. (3) The size of the family did not affect the creativity of the girls. (4) No significant effect of family attachment on educational achievement was found both for the girls of small and big families. (5) No significant

difference was found in educational achievement of the girls of small and big families. (6) Negative relationship was found in personal values and creativity, personal values and educational achievement and creativity and educational achievement among the girls of small families. (7) Negative relationship was found in personal values and creativity among the girls of big families. (8) Positive relationship was found in personal values and educational achievement and creativity and educational achievement among the girls of big families. [SS 0820]

Herraz, Laura Benito. 1990. **Women university teachers: A social and psychological comparison between India and Spain.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: The study focuses on the differences that may be expected in the women university teachers of India and Spain, since the two countries have varying population, with different male-female ratio, socio-economic conditions, educational level and traditional and cultural characteristics.

Objectives: (i) To ascertain if women teachers in the universities of India and Spain differ in their socio-demographic and socio-economic factors and if so, in which areas in particular, (ii) to ascertain if there is any difference between women university teachers of India and Spain regarding the type of family they are part of, the type of social relationship they have on the job, and their general feelings about working women, and (iii) to ascertain if there exists any difference between women teachers of India and Spain in regard to the work values they have, their achievement-motivation and their attitude towards various aspects of society.

Methodology: A comparative paradigm was used to highlight the differences between Indian and Spanish teachers. The sample consisted of 32 Indian and 40 Spanish women university teachers. Tools used to collect relevant data included Socio-Demographic Factors, Socio-

Economic Factors, Cultural Factors, Attitude Towards Society, Achievement-Motivation, and Work Values Inventory. The data were analysed with the help of correlational analysis.

Major Findings: (1) Indian women university teachers had more qualifications, lower level occupation in the university and were drawing less salaries than the Spanish teachers. (2) Indian women university teachers spent more time in domestic work whereas Spanish women teachers spent their time in sports and tourism. In India, the status of women is determined on the basis of what occupation the husband had whereas, in Spain, such ideas were considered erroneous and they considered themselves high in status more by their education and occupation. (3) Indian women university teachers appeared to be more satisfied with their present status and enjoyed more equality in the way they were treated on their job as compared to the Spanish women university teachers who seemed to be discontented of the treatment at their work place. (4) Both groups appeared to be indifferent in their attitude towards society. (5) Indian women university teachers seemed to have relatively more positive motivation to achieve than Spanish teachers. (6) Indian women university teachers were working more for economic values whereas Spanish teachers worked for the political, theoretical, aesthetic, social and moral values. [USN 1957]

Hota, Sujata. 1990. **Working women's perception of their self and environment in relation to job and life satisfaction.** Ph.D., Edu. *Kurukshetra Univ.*

Problem: It attempts to study the working women's perception of their self as well as their environment as related to their job satisfaction and life satisfaction.

Objectives: (i) To study the working women's perception of their self and the environment in which they are living and working in relation to the nature of their job, (ii) to study the extent of

job satisfaction among working women, (iii) to find out the relationship between the self-perception and job satisfaction of these women, (iv) to find out the relationship between working women's perception of the environment and their job satisfaction, (v) to find out the relationship between women's self-perception and life satisfaction, and (vi) to find out the relationship between women's perception of the environment and their life satisfaction.

Methodology: Stratified random sampling technique was used to select 600 working women from Sambalpur and Sundargarh Districts of Orissa. Women were selected from among doctors, engineers, school and college teachers, stenographers and typists, clerks, laboratory assistants and peons. Tools used for data collection included Self-Concept Inventory by R.K. Saraswat, Environment Perception Scale by the researcher, Job-Satisfaction Scale by B.C. Muthayya, and Life-Satisfaction Scale by Neugarten et al. Statistical techniques used for data analysis included product-moment correlation and ANOVA.

Major Findings: (1) Skilled workers had a positive perception of their self in all the six dimensions of self-concept in comparison to semi-skilled and unskilled workers. They differed significantly from both semi-skilled and unskilled workers. (2) Skilled workers perceived their environment as more congenial and cooperative than the other two groups. (3) Skilled and semi-skilled workers had the highest job-satisfaction and dissatisfaction, respectively. (4) Women in skilled jobs were found more satisfied in their lives than women in semi-skilled and unskilled jobs. (5) Out of six dimensions of self-concept, educational and intellectual dimensions were found significantly related to the job while physical, social, temperament and moral were not found related to the job significantly. (6) Skilled workers had a significant inverse relationship between their self-concept and job dissatisfaction. (7) Self-concept was found contributing towards life-satisfaction. [CLK 0339]

Jain, Ambika. 1991. **Analysis and evaluation of the animators' training camps for the education and empowerment of rural women conducted by IIE, 1988-89.** Independent study. Univ. of Poona.

Problem: It attempts to analyse and evaluate animators' training camps, conducted by the Indian Institute of Education, Pune, during 1988-89, which geared towards empowerment of rural women through education.

Objectives: (i) To assess the achievement and drawbacks of the 21 day animators training camps conducted by the IIE, Pune, (ii) to analyse content and methodology of the training programme, and (iii) to make suggestions based on the views of the participants, drawbacks observed by the investigator, general observations, and review of available literature and researches.

Methodology: Thirty women who could read and write were selected for each training programme from the five sample villages. Case study method was used. Mean, SD and 't' tests were used to treat the data.

Major Findings: (1) Ignorance amongst the rural women was found to be the dominant feature. (2) Persuasive communication and informal sources affected behaviour and thought process of individuals. (3) From the feedback from participants, the following observations were made: (a) awareness was generated amongst the women on health, nutrition, mother-child care, land regulations and legal rights for women through this programme, (b) women developed self-confidence through the programme and felt that they should participate in community development programmes of the village, (c) recreation helped them to overcome their shyness and participate actively, (d) they realised the importance of girls' education, (e) information given through this programme helped in eliminating the superstitious beliefs of these women, and (f) valued information was obtained by these women on planting of trees, uses of

forests and various banking and postal facilities available. (4) The training camps had succeeded in developing self-confidence among the animators who felt that they would try to reach out to illiterate women and children. [ASB 0058]

Jain, Ganeshlal. 1990. **A comparative study of values, level of aspiration and personality traits of rural and urban adolescent girls of Rajasthan.** Ph.D., Edu. Mohanlal Sukhadia Univ.

Problem: It attempts to compare values, level of aspiration, and personality traits of rural and urban adolescent girls of Rajasthan.

Objectives: (i) To study personal values, personality traits, and level of aspiration of rural and urban adolescent girls of Rajasthan, and (ii) to compare values, personality traits, level of aspiration and aspirations of rural adolescent girls with those of urban adolescent girls.

Methodology: Through purposive sampling method, a sample of 250 rural and 250 urban adolescent girls from secondary and higher secondary schools of rural and urban areas of Rajasthan were included in the sample. Tools used included Personal Value Questionnaire by G.P. Sherry and R.P. Verma, Level of Aspiration by M.A. Shah and Mahesh Bhargava, High School Personality Questionnaire (adapted in Hindi) by S.D. Kapoor and Mehrotra and *Kishore Vaya Chhatra Akanksha Parampani* prepared by the investigator. Statistical techniques used included percentage, mean, SD, 't' test, correlation and cumulative percentage curve.

Major Findings: (1) Rural adolescent girls were found to score higher on religious and hedonistic values. Urban adolescent girls were found to score higher on democratic, knowledge, social and health values. (2) Urban adolescent girls holding higher religious value scores were found less intelligent and adolescent girls, irrespective of rural/urban area, holding higher social value scores were found more intelligent. (3) Knowledge value scores of both rural and

urban adolescent girls and their personality traits were found positively correlated. (4) Both rural and urban adolescent girls aspired to study science as their first preference. (5) Both rural and urban adolescent girls preferred government service, other fields being banking, civil services and clerical work. (6) The aspiration level of both rural and urban adolescent girls was found to be average. [RSSu 0856]

Jaiswal, Rajendra Prasad. 1989. **Professional status of women: A comparative study of women and men scientists and engineers.** Ph.D., Edu. Jawaharlal Nehru Univ.

Problem: The present study is an endeavour to explore the unequal participation of women in science and engineering professions which are male-dominated and where job requirements are such which are considered to be unsuitable for women both physically and intellectually.

Objectives: (i) To find out the socio-economic correlates of women's participation in science and engineering subjects, (ii) to find out the socio-economic background of men and women in the science and engineering profession, (iii) to find out differences in academic achievements of men and women scientists and engineers, (iv) to explore the sex-bias in the career profile and job satisfaction, and (v) to explore various forms of discrimination faced by women.

Methodology: Through snowball sampling technique, 158 women and 122 men scientists and engineers working in 24 different government, government aided organisations, universities, colleges and research units of Thiruvananthapuram, Bangalore and Chennai were selected. Tools used were questionnaire and informal interviews. Statistical techniques used were percentages and simple and cross tables.

Major Findings: (1) Women scientists and engineers had better socio-economic background than men. (2) Men even with lesser educational attainment and relatively inferior socio-economic background were placed at better occupational

positions compared to that of women. (3) Significant differences were found in the academic achievement of men and women. (4) The inter-occupational mobility differed along sex. (5) More men than women were fully satisfied with their working hours. (6) High career commitment has been found more pronounced amongst men compared to women. [SCG 0158]

Joshi, Rambha. 1991. **Study of the rearing-up practices of school-going adolescent girls in relation to their parental education and some socio-familial factors.** Ph.D., Edu. *Kumaun Univ.*

Problem: The study attempts to investigate the influence of parental and some socio-familial factors on the rearing-up practices (RUP) of school-going girls.

Objectives: (i) To investigate the influence of parental education and some socio-familial factors on the rearing-up practices of school-going girls, (ii) to study the differences in rearing-up practices of adolescent girls in accordance with the parental education, and (iii) to study the differences in rearing-up practices of adolescent girls in accordance with socio-familial factors (*Varna*, mother's age, father's age, birth order, family size and family monthly income).

Methodology: The sample consisted of 385 female students of Classes XI and XII of six girls' inter colleges of Almora District. All subjects were unmarried and residing with their parents. The tools used were Personal and Familial Data Schedule and Rearing-Up Practices (RUP) Measurement Scale developed by the investigator. Data were analysed by using mean, SD, 't' ratios, chi-square and contingency coefficients.

Major Findings: (1) Educated parents reared-up their daughters more appropriately as compared to less educated parents. (2) Science stream girls appeared to be reared-up more appropriately compared to arts stream girls. (3) Upper castes girls (i.e. Brahmins, Rajputs, Vaishyas) were reared up more appropriately as compared to Sudra girls. (4) Mother's age and

birth order did not influence the RUP of adolescent girls. (5) Age of father was found to have an effect on RUP of adolescent girls. Fathers in the younger age-group reared up their daughters more appropriately. (6) Medium sized families reared up their daughters more appropriately. (7) Increase in family monthly income increased the appropriateness of RUP of girls. [AB 1562]

Kabra, Lalita. 1991. **A comparative study of Scheduled Castes and non-Scheduled Castes female students: Their educational backwardness and goals with reference to personality patterns and environmental adjustment.** Ph.D., Edu. *Mohanlal Sukhadia Univ.*

Problem: It attempts to compare the Scheduled Castes (SC) and non-Scheduled Castes (NSC) female students in terms of their educational backwardness and goals with reference to personality patterns and environmental adjustment.

Objectives: (i) To conduct a study of a culturally disadvantaged segment, namely female students in general and Scheduled Castes female students in particular, (ii) to investigate the factors responsible and hurdles encountered in the process of equalisation of educational opportunities for weaker sections, (iii) to study personality patterns as well as adjustment of female students with the environmental determinants in the educational process, (iv) to study the educational experience, present difficulties and educational goals of the future of the sample respondents, and (v) to understand the reasons of different rate of educational progress of SC female students at higher secondary stage in different districts of Rajasthan.

Methodology: Using the survey method, a sample of 200 Scheduled Castes and 200 Non-Scheduled Castes students were drawn from among the students belonging to Classes IX, X

and XI of four districts of Rajasthan, namely, Ajmer, Kota, Udaipur and Barmer. Questionnaire and case study guidelines prepared by the researcher, Socio-Economic Status Scale of Jalota, et al. High School Personality Questionnaire by Kapoor and Srivastava, and Adjustment Inventory by Sinha and Singh were used to collect the data.

Major Findings: (1) Family education and socio-economic status were positively correlated in the case of both SC and NSC students. (2) The participation in co-curricular activities was significantly lower among SC students than NSC students. (3) Correlation between socio-economic status and personality factor 'B' (intelligence) was found significant between the two groups. (4) The majority of SC students had low level of social adjustment. (5) The majority of SC girls had lower scholastic achievement. (6) Family education was not significantly correlated with the scholastic achievement of students. (7) It was also found that except for SC girls of Udaipur and Barmer, the level of educational goals was significantly associated with the level of socio-economic status for both SC and NSC girls. (8) The occupational goal was significantly associated with the level of fathers' education and with scholastic achievement of the students of both groups. [RSSu 0855]

Kagade, Shobha. 1988. **A study of urban adult women's attitudes and their continuing education needs with respect to improving their knowledge of the English language.** M.Phil., Edu. Univ. of Poona.

Problem: It attempts to study the adult women's attitudes and their need for continuing education to improve the command over the English language.

Objectives: (i) To determine the practicability of setting up a continuing education centre for English teaching, (ii) to assess the effect of certain motivating factors on improvement of the English

language, and (iii) to ascertain the respondents' attitude and views regarding the importance of English.

Methodology: A sample of 137 adult women from Pune City, in the age-group of 20 years and above was chosen as a sample. Questionnaire and personal interviews were the main tools for collecting data. Survey method was used extensively. Percentages were calculated to analyse the data.

Major Findings: (1) The majority of the adult women respondents had the ability to read, write and comprehend the English language. (2) The majority of the adult women respondents were found to be aware of the importance of English in getting a job and for higher education. (3) Acquiring proficiency in conversational English was found to be the main motive for women learning English. (4) Most of the married women respondents desired to improve their knowledge of English mainly because they wished to help their English medium school-going children with their homework. (5) Almost all the respondents were found to be willing to take advantage of the neighbourhood-based continuing education centre for learning English. [ASB 0054]

Kakati, Kunja Kusum. 1990. **Socio-economic status of educated working women of Kamrup district: A study of its impact on society.** Ph.D., Edu. Gauhati Univ.

Problem: A number of social legislations have been passed from time to time for the improvement of women's position. The reforms in personal laws governing marriage and inheritance, the labour laws ensuring human conditions of work, maternity benefits and welfare of workers, and social laws seeking protection of women and children against immoral traffic and exploitation have tried to remove the disabilities that contributed to the low status of women in our society. But these legal and constitutional provisions remain confined to the statute books

as for long women remain economically dependent, educationally backward and socially discriminated against. A large number of factors act as obstacles in acquiring equal status with men. Wide gaps can be noticed between the rights, privileges and position that she is given in theory by the Constitution as a worker and rights, privileges and position that she has in reality. A lower literacy rate for women in turn leads to smaller number of women in the workforce also. Against this backdrop, it is attempted to study the impact of socio-economic status on total social life.

Objectives: (i) To investigate the socio-economic status enjoyed by educated working women of Kamrup District and to find out the impact of women's employment on the society, (ii) to find out the factors which induced educated women to take up employment, (iii) to know what rights and principles are being enjoyed by the educated working women within the family, in the working place and in the community, (iv) to enquire into the pattern of dual role of the working women at home and at place of work, and (v) to examine the changes that take place in the family as a result of women's employment and its impact on society.

Methodology: A descriptive survey method has been adopted. In all 250 working women and 250 non-working women were selected randomly in the sample. The study was based on primary and secondary data. The relevant data were collected using questionnaires, interviews and observation.

Major Findings: (1) Though husbands and parents were in favour of employment of their wives and daughters, still working women could not draw sympathy from family members in sharing of household activities. (2) The difference between working and non-working women was found insignificant. (3) In matters of decision-making power, role of employment was found significant. Working women as compared to non-working women were playing the role of decision

makers to a greater extent. (4) Employment of women influenced significantly their freedom of movement outside the home. Working women's freedom of movement was found to be positively associated with their age, education, occupation and income. [RD 0140]

Kantamma, K. 1990. **Status of women in relation to education, employment and marriage.** M.Phil., Adult Edu. Sri Venkateswara Univ.

Problem: It attempts to assess the status of women in relation to education, employment and marriage.

Objectives: (i) To examine the impact of education and employment on the status of women, and (ii) to analyse the pattern of decision-making, inter-spouse communication and opinion on a number of current issues like dowry, marriage, etc. among women with different educational and occupational status.

Methodology: Using random sampling method, 240 married women were selected. The sample was equally distributed between working and non-working groups, and three levels of education i.e. illiterate, school educated, and college educated. Interview schedules were used to collect data. Percentages and 'F' test were used to analyse the data.

Major Finding: The higher the education of women, the greater was their participation in decision-making, inter-spouse communication and a progressive opinion on different issues. [AVRR 1259]

Kashikar, Rohini M. 1990. **A study of mahila mandals in Khed Taluka of Pune District with special reference to their training needs for making mandals more active.** Ph.D., Edu. Univ. of Poona.

Problem: It attempts to empower Mahila Mandals by giving them need-based training in order to make them more effective and active.

Objectives: (i) To analyse the historical growth of Mahila Mandals in Khed Taluka, (ii) to study the socio-economic and educational background of selected members of these Mandals, (iii) to study the impact of government and non-government agencies on Mahila Mandals, and (iv) to conduct need-based training programmes and to assess its impact.

Methodology: Descriptive survey method was used in the study. The sample consisted of 350 women from 35 Mahila Mandals in 35 villages. For collection of data, extensive discussions and interviews were undertaken. A training programme with the help of a voluntary agency was also included. Analysis of variance was used to treat the data.

Major Findings: (1) It was found that none of the Mandals had a building of their own, the sanitary facilities or drinking water facility were totally inadequate, and there was no electricity or items such as blackboards or any teaching aid. (2) Membership was found to be inadequate and subscriptions were not collected on a regular basis. (3) Activities of the Mahila Mandals were still found to be centred around *bhajans*, *haldi kumkum*, other old customs and rituals. (4) The four basic registers required to maintain the records in a Mahila Mandal were not there. (5) Members, especially the office-bearers had not received any training for managing the Mahila Mandals. (6) Developmental activities or any attempt to take advantage of government schemes was not visible. (7) Mahila Mandals were not functioning as grassroots democratic institutions but were in fact controlled by the Child Development Programme Officer (CDPO). The office bearers of Mahila Mandals were being nominated by the *Mukhya Sevikas* instead of being elected by the members. (8) Members appeared to be wanting to improve their status as women. They expressed interest in awareness generation programmes and wanted to find solutions to problems of drinking water, lack of educational facilities and medical care. (9) The CDPO had effectively turned the Mahila Mandals

into mere service agencies to further ICDS programme and hence Mandals were not found to be working for any other developmental activity. [ASB 0048]

Kaul, Anuradha. 1990. **Educational, economic and social impact of voluntary training agencies offering income-generating programmes on the socio-economic status of women of Baroda city.** Ph.D., Sc. Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: It attempts to assess the educational economic and social impact of voluntary training agencies offering income-generating programmes on the socio-economic development of women of Baroda City.

Objectives: (i) To study the impact of training programmes oriented towards development of income-generating skills offered by voluntary women's training agencies in Baroda City, on women of low socio-economic status, (ii) to describe the training agencies and training programmes in relation to objectives and duration and financing of training programmes, (iii) to study the composition of trainees with reference to age, education, occupation and income of the family of the trainees, and (iv) to study the impact of training programme for current and past trainees in education, economic and social areas.

Methodology: The descriptive survey method was used for the investigation. The study aimed at evolving certain norms regarding income generation for women, namely, norm of average duration of programme; norms regarding criteria of selection, that is, minimum qualification, and method of teaching; norms regarding assessment of training programme such as training obtained by trainees, objectives of training programme, financial assistance and placement of trainees.

Major Findings: (1) The voluntary training agencies were playing a positive role because they were providing income generation opportunities to women. Women generally had very few vistas open to them where they could earn a decent

livelihood. Thus these training agencies were providing earning opportunities to even those women who were not qualified for professional jobs or had any formal training to take up various jobs. (2) It was felt that all the agencies could have and should have better working facilities. These agencies could certainly improve their working conditions if they were provided bigger budgets. At this juncture government bodies, private agencies and philanthropists could help these training agencies by way of financial assistance. [USN 1958]

Khatoun, Parveen. 1990. **Self-concept and alienation in college girls in relation to education and religion.** Ph.D., Psy. Kumaun Univ.

Problem: The study investigates the role of education and religion in bringing change in the self-concept and alienation among college girls.

Objectives: (i) To study the difference of self-concept of college-going and uneducated girls, and (ii) to study the alienation among girls belonging to the Hindu and Muslim communities.

Methodology: Four groups of college-going Hindu, uneducated Hindu, college-going Muslim and uneducated Muslim girls were selected. Fifty subjects were taken up in each group for the study. For college level, the girls of B.A, Part I and B.A., Part II were included. The uneducated girls were selected at random. Tools used in the study included Self-concept Inventory by S.N. Mohsin, and Alienation Scale by Dutt and Kureshi. The data were analysed using mean, SD, and critical ratio.

Major Findings: (1) There was no difference in the self-concept of college-going Hindu girls and uneducated Hindu girls. (2) The self-concept of college-going Muslim girls was higher than that of uneducated Muslim girls. (3) Self-concept of college-going girls was higher than that of the uneducated girls in the sample among both Hindus and Muslims. (4) Self-concept of Hindu and Muslim girls was not very different. (5) The

degree of alienation was higher among the college girls compared to uneducated girls in both groups, Hindu and Muslim. [AB 1564]

Kumar, Ashok. 1991. **Contribution and involvement of mahila mandals and women groups in strengthening the ICDS services: A study.** Independent study. National Institute of Public Cooperation and Child Development.

Problem: The study is an attempt to know the extent of the contribution and involvement of Mahila Mandals and women's groups in strengthening the services of ICDS.

Objectives: (i) To ascertain the role, status and socio-economic condition of the ICDS beneficiaries, (ii) to assess the role and status of Mahila Mandals/women groups in the ICDS project area, (iii) to find out the nature and extent of participation of Mahila Mandals/women groups in the programme, (iv) to assess the adequacy and effectiveness of Mahila Mandals, women groups in proper functioning and strengthening the services, (v) to identify the constraints in planning and implementing the programme, and (vi) to suggest corrective measures.

Methodology: Two ICDS blocks, namely Chakia of District Varanasi (Eastern Uttar Pradesh) and Bhojpur from District Ghaziabad (Western Uttar Pradesh) were selected. For the selection of the village, distance from project headquarters/block, existence of Mahila Mandals and Anganwadis were taken into account. As many as 10 villages with Anganwadis and Mahila Mandals were selected from each block. A total of 200 ICDS beneficiaries and 100 non-beneficiary households were selected through random sampling techniques. In addition, ICDS functionaries, key personnel of sample villages and Mahila Mandal functionaries were also interviewed. Analysis of available data provided useful insights into the working of Mahila Mandals and the extent of their participation in the services of ICDS.

Major Findings: (1) The Mandals were found to be working generally on an informal basis, the functions of the office-bearers were also not clearly laid down. The work was being done by a few enthusiastic women. (2) Only a few women had enrolled themselves as members of these organisations. (3) Leadership in a majority of the Mandals was found to be confined to those belonging to higher castes. (4) In general, the Mandals did not have any regular source of income. (5) Main activities performed by Mandals/women groups were to educate women and children, look after malnourished children and women, distribution of supplementary nutrition and organising pre-school activities. (6) In general, the Mahila Mandals did not have any regular source of income and depended on grants and donations from the villages, some had no income. Only a few could raise own income through economic projects. Lack of funds, buildings, supervision, technical guidance, clear understanding of objectives were reported as constraints. (7) It was found wherever official guidance was available the Mandals/groups were able to carry out the activities successfully. [NS 1043]

Lanjewar, A.S. 1989. **A study of the problem of unemployment and the skill of organisation among educated women in Nagpur City.** M.Phil., Edu. Nagpur Univ.

Problem: The study tries to find out as to how far the skills of organisation in educated women can be useful in solving the problems they face due to unemployment. Education, it is assumed, has made these women aware of their rights and duties and helped develop organisational skills like risk-taking, hard work, mobility, capacity to adjust to their environment and to generate employment for themselves and others.

Objectives: (i) To find out the reasons of unemployment among educated women, (ii) to get information regarding their expectations of job opportunities and efforts made for seeking

employment, (iii) to collect information about the adverse effects of unemployment, hurdles faced in self-employment and future work plans, and (iv) to find out about the skills of organisation in the educated unemployed women.

Methodology: Sixty unemployed women out of those enrolled in the university guidance bureau and District Employment Information and Guidance Cell and 60 self-employed women enrolled in the *Udyogini Swayamseva Sanstha* at Nagpur were selected through simple random sampling. Two interview schedules were prepared for the two groups of women. Statistical treatment was limited to simple frequencies and percentages.

Major Findings: (1) It was found that the unemployed belonged mostly to the Scheduled Castes and were between 25 to 27 years of age, had vocational training, needed jobs badly and were ready to go out of station and finally felt that enrolling in employment exchanges did not help and jobs were not available unless bribes were given. (2) Most of the self-employed women were in the age range of 31 to 40 years possessing vocational training and were in the business of readymade garments. (3) They possessed organisational skills, started their business out of self-motivation and had the necessary courage and risk-taking ability. (4) These women were hard working, shunned laziness and were willing to go anywhere to promote their work. [GPK 1599]

Liankhuma, J. 1989. **A study of the development of women's education in Mizoram.** Ph.D., Edu. North-Eastern Hill Univ.

Problem: It attempts to trace the development of women's education, historically, in Mizoram.

Objectives: (i) To trace the history of women's education in Mizoram from 1900 to 1982, (ii) to study the status of women in Mizoram with regard to opportunities for education, (iii) to examine the contributions of the Christian missionaries and the government to women's education in Mizoram, and (iv) to examine factors for and

against women's education in Mizoram.

Methodology: Historical and analytical method of research was adopted. Frequencies and percentages were used apart from qualitative analysis.

Major Findings: (1) There was no formal school system prior to the arrival of Christian missionaries in Mizoram. The first girls' school was started by the Nels 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 have likewise made tremendous progress during this period. [PPG 0182]

Madasamy, M. 1992. **Developing positive self-concept among girl students.** M.Phil., Edu. Alagappa Univ.

Problem: The study is innovative in that it attempts to develop a positive self-concept among the adolescent girls through an experimental case study method.

Objectives: (i) To identify the level of self-concept of adolescent girls in physical, social, temperamental, educational, moral and intellectual dimensions, (ii) to identify strategies for enhancing positive self-concept of adolescent girls, (iii) to implement strategies for developing positive self-concept of adolescent girls, especially through action programmes, and (iv) to find out the effect of action programmes in developing positive self-concept of adolescent girls.

Methodology: All the 32 girls studying in Standard XI of Government Higher Secondary School, Thirumayam were taken into account for making this case study. Saraswat's Self-Concept Questionnaire and a questionnaire constructed by the investigator were used as tools. Mean, standard deviation, 't' test and correlation were used to analyse data.

Major Findings: (1) It was found that the level of self-concept of adolescent girls increased after implementation of action programmes. (2) As self-concept is related to the desire to learn, it was found that positive development of self-concept of pupils increased their favourable attitude towards schools and enhanced their academic achievements. (3) School factors played a dominant role in developing a positive self-concept among girls. [SM 1635]

Mahesh, R. 1991. **Political participation among rural women in Sakkottai block.** M.Phil., Edu. Alagappa Univ.

Problem: Participation of more and more rural women in politics would increase the chances of making democracy more meaningful. The study of political participation especially of rural women becomes very important, and hence, this study.

Objectives: (i) To find out the level of political participation among rural women in Sakkottai Block, (ii) to find out the level of obligatory spectator voting and campaigning participation among rural women, (iii) to study the relationship between political participation and demographic variables such as age, sex, community, occupation, monthly income, marital status, nature of family, educational qualifications, etc., (iv) to compare the level of political participation among literate and illiterate women, (v) to identify the major constraints for political participation among rural women, and (vi) to suggest strategies to improve political participation of rural women.

Methodology: A questionnaire consisting of 69 questions was tested for reliability and validity through a pilot survey. Seven village panchayats were selected through simple random sampling technique. A sample of 250 rural women from the chosen panchayats were selected on the basis of 5% of total population from each village panchayat. Mean, percentage and chi-square were used to treat the data.

Major Findings: (1) The level of political participation was very low among rural women,

irrespective of marital status, religion, caste and occupation. (2) Political participation was high in nuclear families than in joint families. (3) The higher the educational level of rural women, the higher was the level of their political participation. (4) Around 89% respondents had lower level of obligatory and spectator political participation and all of them had very low level of voting and campaigning participation. [SM 1770]

Mathur, Neeta. 1990. **A psychological study of infertile married women.** Ph.D., Soc.Sc. Mohanlal Sukhadia Univ.

Problem: It attempts to study the infertile married women dwelling in rural and urban areas, for their personality, attitudes towards adoption and pregnancy.

Objectives: (i) To study the personality of infertile and fertile women, (ii) to study their attitudes towards adoption and pregnancy, and (iii) to study the differences in personality and attitudes towards adoption and pregnancy in rural-urban infertile and fertile women.

Methodology: The sample comprised 200 married women, amongst them 100 were infertile and 100 were fertile women. In both groups, 50 women were rural and 50 were urban. The age of these women was between 20-25 years. Tools used were the Marital Adjustment Scale of Ganguli and Dhillon, 16 P.F. Questionnaire of S.D. Kapoor, Self-concept Inventory of Mohsin, S.M. Enagu Somatisation Scale of N. Kumaraswamy and P.O. Ebigbo, Child Adoption Scale developed by the investigator and the Attitude Towards Pregnancy Scale (MAPI items). Mean, standard deviation, correlation and chi-square test were used to treat the data.

Major Findings: (1) In both rural and urban samples the infertile women were more reserved and tough-minded. (2) The rural infertile women showed poor marital adjustment as compared to fertile women. (3) In the urban sample, infertile subjects showed a more positive attitude towards

adoption and more psychosomatic symptoms than the fertile ones. (4) The attitude towards child adoption develops along with the increase in the time period of a childless married life. [RSSu 1816].

Michael, M. Raj. 1991. **A relational study of sexist bias in the primary school textbooks and self-concept of the primary school girls.** M.Phil., Edu. Alagappa Univ.

Problem: It attempts to study the sexist bias in primary school textbooks and attempts to compare self-concept among boys and girls of primary schools.

Objectives: (i) To identify the level of self-concept of primary school boys and girls, (ii) to study whether there is any significant difference between levels of self-concept of primary school boys and girls, (iii) to identify whether there is any relation among the family-environmental factors, school-environmental factors, social-environmental factors and the self-concept of primary school girls, and (iv) to suggest strategies for developing a positive self-concept among primary school girls.

Methodology: A sample of 50 boys and 50 girls from 16 schools of Avanthangi Educational District was selected. The schools represented both rural and urban areas. Tools used included Self-concept Questionnaire of Har Mohan Singh, a questionnaire, and a tool to locate the Self-concept-Trait Descriptive Adjectives developed by the investigator. Mean, SD, and 't' test were used to treat the data.

Major Findings: (1) There was a significant mean difference between primary school boys and girls in their level of self-concept. (2) The level of self-concept of primary school boys was higher than that of primary school girls. (3) There was a significant relation between the input of male or female-centred content in the textbook and the level of self-concept of primary school boys and girls. (4) Significant relationship existed between the mean and certain trait-descriptive adjectives

of self-concept of the primary school boys, and the male-centred textbook content, describing the respective adjectives. (5) In spite of repeated guidelines for developing non-sexist curricula, primary school textbooks were gender-biased. [SM 1773]

Mutalik, Swati. 1991. **Education and social awareness among women.** M.Phil., Edu. Univ. of Poona.

Problem: It attempts to explore the nature of influence of formal education on social awareness among women.

Objectives: (i) To explore and describe the nature of influence of formal education on social awareness among women, (ii) to test the level of social awareness among women, and (iii) to determine the role played by our formal education system in this area.

Methodology: A sample consisting of 75 women in the age-group of 30-50 years residing in the urban areas of Pune City was selected. The sample was divided into three groups of 25 each belonging to highly educated women, belonging to high economic status, but not highly educated, and uneducated women belonging to lower economic status. Interview schedules and case study method were used to collect the relevant data. Collected data were analysed qualitatively.

Major Findings: (1) Education had significant correlation with the acquisition of social awareness. (2) Caste had significant influence on acquisition of social awareness. (3) Education and level of social awareness was low among low castes groups. (4) Highly educated women belonging to high economic status had higher level of social awareness but readiness for action was absent in them, meaning thereby, it was necessary to motivate these women for action. [ASB 0049]

Nagar, Rashmi. 1991. **A study of vocational**

aspirations of educated girls in Gorakhpur division and facilities available to them. Ph.D., Edu. Univ. of Gorakhpur.

Problem: This study attempts to explore group of women, who even today are educationally and vocationally disadvantaged specially those belonging to rural areas.

Objectives: (i) To study the vocational aspirations of educated girls belonging to various educational levels, (ii) to study the vocational aspirations of rural and urban educated girls, (iii) to study the effect of socio-economic status on the vocational aspirations of educated girls, (iv) to study the effect of intelligence on the vocational aspirations of educated girls, and (v) to study the facilities for vocational preparation available to rural and urban educated girls in Gorakhpur Division.

Methodology: The sample comprised educated girls of Gorakhpur Division, who were chosen based on the stratified random sampling technique. The tools used to collect data included a vocational aspiration blank, Socio-economic Status Scale by Kuppuswamy and a questionnaire. The collected data were treated using percentages, mean, SD and chi-square test.

Major Findings: (1) There was a consistent pattern of relationship between the intelligence level and socio-economic status at all the three educational levels. (2) As the educational level increased, the socio-economic status and intelligence profile showed an upward trend. Location, too, exerted an influence. (3) Level of education did influence the vocational aspiration of girls at different levels of education. Also, the other vocations aspired for, differed with educational levels. (4) A significant difference in the vocational aspiration of urban and rural respondents showed a higher preference for household vocations for the rural whereas the urban counterparts preferred the scientific area. (5) A perusal of the results of vocational choice also highlighted only a few vocational areas such as scientific, artistic, household, executive and

literary. This is indicative of the influence of vocational facilities on vocational aspirations. [USN 1959]

Navare, Savita, 1991. **The role of education in socialisation of Scheduled Castes women teachers.** Ph.D., Edu. Univ. of Poona.

Problem: Education prepares a social climate conducive for social change. In Maharashtra, Scheduled Castes women have received the benefit of education in a substantive measure including positive impact on their socialisation. The present study attempts to focus on this phenomenon.

Objectives: (i) To study the influence of education and socialisation of women on her status in the family and society, (ii) to study the influence of their career on their status and personality, (iii) to study the variables of caste in their status and role in the family, (iv) to study the influence of rural/urban background on the socialisation of Scheduled Castes (SC) women teachers, and (v) to study whether SC women teachers got equal treatment in schools.

Methodology: A total sample of 133 teachers was chosen randomly. Out of these 53 were SC women teachers, 20 non-SC women teachers, 20 non-SC who were not teachers, 20 SC non-teachers and 20 illiterate women. Questionnaire was used to collect personal information and information on family background. Mean, SD, and 't' test were used to treat the data.

Major Findings: (1) The Scheduled Castes women teachers did not express their desires and ambitions adequately. (2) The Scheduled Castes women teachers were not usually allowed to take decisions in the family. (3) Very few SC women teachers were found to have enough motivation to lead the society. (4) The personality of SC women teachers was found to be subjected to social pressures compared to non-SC women. (5) Almost all SC women teachers were in favour of reservations. (6) Positive attitude of the family was found to be the major cause promoting their

education. (7) The Scheduled Castes women and their families lived in a group as they felt alienated from the higher castes people. Early marriage (often hindering higher education), arranged marriages, rituals and religious festivals were part of the lives of SC women. Nonetheless, the leadership of Jyotiba Phule and Ambedkar had inspired most SC families to educate their daughters. [ASB 0041]

Nayar, Usha, 1989(a). **Education of the child in India with special focus on girls: A situational analysis.** Independent study. National Council of Educational Research and Training.

Problem: It attempts to study the education of girls in terms of provision, enrolment, retention, and curriculum transaction from gender equity perspective.

Objectives: (i) To gain an understanding of what learning opportunities the Indian girl child has access to in real life situation through the life-cycle from early stages to motherhood, (ii) to find out various factors enhancing or limiting such opportunities, and (iii) to know what is being done with what quality of results, and what needs to be done and by whom — individuals, family, community and the government at local, state and central levels.

Methodology: The study is based on analysis of secondary data, policy documents and it brings out national and state-wise analysis of the situation of primary and secondary education of girls both in terms of provision, enrolment and retention and curriculum transaction from gender equality perspective.

Major Findings: (1) More than half the children were born into extreme poverty and only 85 out of 100 lived beyond their fourth birthday to become eligible for entry into formal schools. (2) Of the eligible pre-schoolers (3-6 years), only about one in every ten children are covered by ECCE programmes comprising ICDS, *balwadis*, creches, ECE, etc. (3) The constitutional directive

of UEE up to the age of fourteen years is a sure strategy for providing access and retention of children of the disadvantaged sections, especially girls. (4) Curriculum, howsoever, comprehensive on paper gets reduced to mere syllabus for academic subjects. Further the curriculum has a class and sex bias. [USN 1960]

Nayar, Usha. 1989(b). *Hamari Betiyan — Rajasthan: A situational analysis of the girl child*. Independent study. *National Council of Educational Research and Training*.

Problem: The present study reviews the socio-cultural situation of the girl child in Rajasthan with particular reference to education against the backdrop of the Seventh Five Year Plan thrusts and the National Policy on Education, 1986.

Objective: To analyse the existing situation of education of the girl child for making some suggestions for incorporation in the Eighth Five Year Plan framework of the Government of Rajasthan.

Methodology: The study is placed in the framework of policy research. Field visits and interaction with educational practitioners and parents were captured against the macro policy framework. The detailed situational analysis of the girl child in Rajasthan is presented and proposes some interventions for improving the status of girls through education. Data have been obtained from both primary and secondary sources. The available published and unpublished information; field visits to Jaipur, Bikaner, Ajmer, Udaipur and Banswara; discussions with over 100 national, state and district level educational administrators, eminent persons, and *Sathins* of Women's Development Programmes helped in understanding the different aspects of the social reality that surrounds the girl child in Rajasthan.

Major Findings: (1) Provision of schooling/ educational facilities for girls was low and its utilisation was still lower on account of social, economic and attitudinal barriers and sheer

physical distance. (2) The curriculum and its transaction remained sex-stereotyped and biased. (3) The educational and health interventions for raising the status of women had to be made in their lives early which was an indication to focus on the girl child. (4) Investment in a girl child is an assured investment in the future of our nation, hence it is essential to earmark budgets for girls. (5) A system of differential inputs would need to be evolved for removing the existing regional imbalances in education. This would require flexibility in norms of opening institutions, school timings, alternative schooling to meet the specific needs of girls in remote, rural communities and scattered populations. (6) Non-formal education would have to be a major strategy for reaching girls and preparation of women teachers/ instructors of NFE was a major challenge for Rajasthan. (7) Poverty and hunger were listed as the chief causes of non-enrolment and non-attendance of girls. (8) Mobilisation of local women for forming action groups is required. Even among poverty households, boys were given preferential treatment; for furthering education of girls and women can be done using the existing WDP (Women's Development Programme) of Rajasthan. (9) Participation of women in the *Panchayati Raj* institutions and all modern professions and occupations would definitely raise the motivational levels of parents to educate their daughters. (10) Early marriage spells unsafe motherhood thus retaining girls in the educational system till 18-19 years is what educational planners should try and ensure. (11) Raising the educational and employment potential of women through increased job opportunities would enhance girls' participation in education. (12) Female education has more favourable effect on participation rates in the rural areas. More schools are needed and education has to reach the doorstep of the girl child in far-flung habitations through part-time schools, mobile schools and distance education. (13) If working girls are to be drawn to school, they must find a promise of a better future, as

individuals and as workers. Education of working children (girls) needs better conceptualisation and different treatment for such children already have some life skills and need to integrate these with literacy. (14) A major challenge before the educational development planners is to find enough resources to make universal provision for UEE. The recommendations of the study were utilised by the Department of Education, Government of Rajasthan in developing major programmes and schemes for promotion of girls' education at the primary level. [USN 1961]

Nayar, Usha. 1991(a). **Measures to increase participation of girls and women in vocational, technical and professional education in India.** Independent study. *Human Resource Development Group, Commonwealth Secretariat and National Council of Educational Research and Training.*

Problem: Building the productive skills and economic independence of women through sound vocational, technical and professional education, is seen as a concomitant of women's empowerment and equality in all spheres of their lives (NPE 1986) which still continues to be an urban elite middle class phenomena. Besides, the generally poor participation levels in education, little attention has been paid to systematic building up of skills among the female labour force and the low occupational diversification among girls at the secondary level. The present attempt is made in the light of the above background.

Objectives: (i) To study the policy framework for enhancing the vocational, technical and professional capacities of women in India, (ii) to examine the practical measures being actually undertaken for implementation of stated national policies and programmes in the area, and (iii) to identify some innovative programmes and successful initiatives being carried out for possible replication/adaption in like contexts.

Methodology: The methodology comprised

analysis of primary and secondary data using both quantitative and qualitative techniques. Four Indian states were selected for field observation and in-depth analysis covering high literacy — Tamil Nadu and Maharashtra and low literacy— Andhra Pradesh and Rajasthan. Field observation forms a substantive part of the methodology for studying the process of policy implementation in its broader socio-cultural economic and political matrix. Major reliance is placed on informal interviews with policy planners, heads of institutions/programmes and with some participants and trainers.

Major Findings: (1) Policy gains of Indian women are substantial but there are serious implementation gaps. The policy of undifferentiated curricula gets diluted in action. Gender stereotyping of vocational, technical and professional courses continues both within the formal and non-formal sectors of education and training. Gender stereotypes are harder to break for men. (2) Vocational, technical and professional education of women appears to have advanced relatively faster in the major industrial states of India, viz. Tamil Nadu, Maharashtra and even in the low literacy Andhra Pradesh. Rajasthan with the lowest female literacy rate in the country is also low on industrialisation and spread of technical education, women work in traditional crafts typed as female. (3) All vocational, technical and professional institutions and training is urban located, urban led and excludes rural girls and women completely. Even non-formal/income generation skills development courses for rural women are organised away from the rural service. Non-government organisations working in this area are also urban-based. (4) The problem is more fundamental. Rural girls at best have access to primary schooling as the number of post-primary institutions in rural areas dwindles. In 1986-87 there were 4,75,823 primary schools/sections, 1,13,087 middle schools/sections, 38,862 secondary schools/sections and only 7,136 higher secondary schools in rural areas serving 5,79,149 inhabited villages and 9,81,864 rural habitations. Only one out of

every 100 rural girls entering school reaches Class XII, the entry point for all second and third level technical and professional education. (5) The non-formal education/training programmes were at times too short (six days to six months) in duration, lacked professional management, and trained instructors, did not give training in self-employment, marketing and entrepreneurship and hence ended up with providing shoddy skills that were unsalable. (6) Low participation of women in formal and non-formal training needs more in-depth work. There was lack of gender disaggregated data unless these are schemes/programmes exclusively for girls. (7) Gender sensitisation of planners and curriculum developers can yield positive results in breaking stereotypes and getting girls and women to enter non traditional vocations. Career guidance and counselling are needed not only for girls, but also for the teachers and parents as well. (8) Besides expanding educational facilities, quality of teaching of science and mathematics to girls needs to be improved as many get discouraged and give up these subjects as soon as they can. Some states continue to make the mistake of allowing girls to take home science or domestic accounts as in-lieu subjects. (9) School textbooks should be screened for poor presentation of women in domestic roles only and alternately present women in a wide range of occupations including some very offbeat ones. [USN 1962]

✓ Nayar, Usha. 1991(b). **Universal primary education of rural girls in India.** Independent study. *National Council of Educational Research and Training.*

Problem: The present study, commissioned by the UNESCO Regional Office, Bangkok, is timely and of crucial significance for making the desired policy and planning interventions for universalisation of primary education among rural girls. There has been a spurt in enrolment during the last four decades which is not matched with high retention rates. Further, all boys, rural

and urban, and nine out of ten urban girls appear to be on the rolls as far as primary education is concerned, but rural girls are way behind both at the primary and the upper primary stage.

Objectives: (i) To undertake an analytical study of the current situation of primary education for girls in rural areas, identifying issues, problems and viable measures for improving primary education of girls in rural areas, and (ii) to develop a policy framework and action plan for promoting primary education of girls in rural areas.

Methodology: The study is based on the analysis of data obtained mainly from (i) secondary sources, (ii) interaction with a large number of educational practitioners, policy-makers and eminent educationists. Constitution of a high level panel of experts helped in developing the design of the study and these experts were also available for consultation individually on different aspects of the study. The study draws its perspective from the newly emerging discipline of women's studies, which is holistic, multi-disciplinary and integrative. The study adopts the informative, analytical and reformative (ameliorative) frame of reference of policy research.

Major Findings: (1) The first charge of the national exchequer should be to provide five years of primary schooling or its equivalent to all children without any further delay. This task should be taken up as a National Mission on Universal Primary Education and completed within the Eighth Five Year Plan. (2) The need for a comprehensive policy on HRD and more holistic multi-sectoral approach to human development is to be emphasised. (3) There is need for reordering national priorities in terms of realistic targets and concrete budgetary provision for (a) rural population, (b) education sector, (c) elementary education, (d) primary education, and (e) the rural girl child. (4) Primary education (including upper primary schooling) will have positive implications like reduced infant and child mortality and fertility. (5) It would be a

mistake to view rural India as an aggregate. The larger the village, the better are the infrastructural facilities of roads, electricity, health, education, banking, etc. The small sized, isolated remote villages are bare and steeped in poverty and want. Education has to be taken to these groups as they cannot come to education. (6) Access to schooling, improved retention and achievement among rural girls need to be consciously worked for. There is the need to identify talented rural girls in Classes V, VIII, X and XII and to launch a National Scheme for Preparation of Rural Women Teachers in the educationally backward states. (7) Strategies for intervention to check the two sets of phenomena 'drop-out' and 'non-enrolment' should be developed. (8) Departments/units like women studies should be created in MHRD and other national and state bodies. (9) The final answer to the problem of UPE will rest on the extent to which the community and especially women can be mobilised and energised as a group (a) to create a favourable climate for girls' education, and (b) more importantly to act as a pressure group which can make the school answerable in case of lapses and made accountable to the community. [USN 1963]

Nayar, Usha, et al. 1992(a). **Study of drop-out and non-enrolment among girls in rural Haryana.** Independent study. *National Council of Educational Research and Training.*

Problem: This study offers some insights into the twin phenomena of drop-out and non-enrolment of girls in the three districts of Haryana with lowest female literacy rates, namely, Kaithal (19%), Gurgaon (21%), and Faridabad (15%).

Objectives: (i) To analyse the causes for non-enrolment and drop-out of girls in rural areas, and (ii) to suggest local-specific intervention strategies.

Methodology: The study looks at the problem from the angle of the users, the parents, the community, the girls themselves. The study employs the participatory research mode in which

the researchers, the educational administrators and the parents/communities jointly explored the major issues and problems and identified practicable strategies for UPE among rural girls. Besides group discussions and observation, 92 households were visited for in-depth interviews. A conference of state and district officials connected with primary education provided a further forum for finalising the recommendations which later fed into the training of more than 400 teachers, teacher educators and educational administrators. Village profiles were prepared. Structured interview schedules were developed for parents, educational administrators and the drop-out girls.

Major Findings: (1) Drop-out 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 costs 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. From 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's 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 Urdu teacher. (4) The drop-out girls, however, expressed their willingness to return to school (which most of them had liked) 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 a problem, all villages barring some *dhanis* (hamlets) were served by a primary school. (6) Drop-out was negligible in the age-group 6-8 years and was maximum after Class V. (7) Nearly all women teachers commute to villages from cities and towns and hence did not interact with the communities, nor followed drop-out girls.

(8) The study recommended rationalisation 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/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 poor status of women in a materially prosperous State. [USN 1964]

Nayar, Usha; Nautiyal, K.C.; Joglekar, S.; Jain, Manju; Singh, Nagendra and Bhattacharya, S. 1992(b). **A study of factors for continuance and discontinuance of girls in elementary schooling.** Independent study. *National Council of Educational Research and Training.*

Problem: The study looks at the problem of universalisation of elementary education (primary and middle) from two standpoints, (i) why is the gender gap, pointing to lower participation (enrolment rates) and heavier drop-out among girls compared to boys, (ii) why among girls, some continue, others drop out and some never join school. An attempt has been made to answer the above.

Objectives: (i) To identify factors affecting continuance of girls in elementary schooling, enrolment, retention, attendance and high performance level, (ii) to identify factors leading to discontinuance of girls in elementary schooling leading to drop-out and stagnation, (iii) to identify factors causing non-enrolment of girls in the age-group of 6-14 years, and (iv) to suggest intervention strategies for universalisation of elementary education among girls.

Methodology: Four states/UTs were selected. One thousand households were surveyed in Delhi and Mumbai for obtaining a picture of urban slums vis-a-vis the objectives of the study. Five

hundred households each were surveyed in Rajasthan and Orissa for obtaining some picture of the girls' education in rural, tribal and minority communities. The study relied heavily on the social anthropological field work approach, emphasising personal interaction and observation. Methodological departures included, using household as an entry point, participatory interactive methods of social research and disaggregating the twin phenomena of drop-out and non-enrolment for study.

Major Findings: (1) Major correlates of continuance were better economic standing of the household, parental education and 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*. Collection 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 daughters 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 schools 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 the (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 and 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. [USN 1965]

Pabani, Zahira. 1992. **The status and role of women teachers of the University of Bombay.** Ph.D., Edu. Univ. of Bombay.

Problem: The qualities necessary for the pursuit of the teaching profession in relation to women teachers is discussed as well as the varied roles of women which either may be assisting or acting as constraints on the role being examined.

Objectives: (i) To study the reasons why women take to the teaching profession at the higher education ladder, (ii) to study the conditions present in the operative aspect of their profession which assist or act as constraints in the pursuit of the profession and whether the constraints are reflections of gender difference, and (iii) to seek the opinions as to what diverse qualities, specifically with respect to responsibility and obligations that are indicative of excellence of the profession of teaching.

Major Findings: (1) There was role conflict

as family obligations did interfere with teaching duties. (2) Women teachers were not discriminated against on the basis of gender difference. (3) They taught because they felt that household responsibilities should not take all of their time. (4) Women teachers were very disappointed regarding the deterioration and quality of students in their motivation, attitude, respect, values, marks and money orientations. (5) Women teachers took part in extra-mural activities like attending seminars and conferences, doing research work, but not in tuitions or writing books. (6) Women teachers were disappointed in respect of the status that the profession enjoys. (7) As it was difficult for the colleges to terminate the services of teachers, the discipline amongst teachers had gone down. (8) Principals of colleges were not satisfied with the calibre of the teaching staff in their colleges. (9) Women teachers felt that teachers themselves should act to raise the status of teachers and the profession by sincerity, commitment, dedication, etc. and make teaching the most honoured of professions. [USN 1966]

Padmavati, A.S. 1992. **India's population policies vis-a-vis women's reproductive rights.** M.Phil., Edu. Mother Teresa Women's Univ.

Problem: It attempts to investigate the extent to which women have a 'real choice' about their reproductive behaviour, and analyse the 'population policies of India' from the perspective of women.

Objective: (i) To study the health conditions of Indian women, (ii) to study about women as women or as mothers and future mothers, (iii) to study how safe are the various contraceptive methods made available during various plan periods, (iv) to study how far women have a real choice in choosing these methods, and (v) to study if there is any sexual bias in fixing up the acceptors for family planning programmes.

Methodology: Content analysis of India's seven Five Year Plans and content analysis of

India's National Population Policy (1976) served the basis for the study. The measures of values related to reproductive right analysed were: health, contraception safety, concept of motherhood and choice of the method.

Major Findings: (1) A low sex ratio, high maternal mortality, high death rates in certain age-groups, low life expectancy, high infant child mortality and morbidity among girls were the characteristics of women's health in India. (2) The single and continuous streak of thought that runs through all the plan processes and population policy was to consider women essentially and primarily as mothers and future mothers. (3) A no complication, easy to use, side effects-free cheap contraceptive is yet to be found. (4) Women often did not have access to methods of choice or an option to discard a problematic method and choose another. (5) There existed a sexual bias (towards women) in fixing up the 'acceptors' for family planning programmes. [USN 1967]

Patel, Sheetal B. 1992. **Education of the girl child.** *The Progress of Education*, Vol. 66 (6): 137-41.

Problem: The study attempts to analyse the issues related to the education of girls at lower primary stage of education and to explore the prevalent myth that boys are always better scorers than girls.

Objectives: (i) To study the enrolment of girls in the elementary schools, (ii) to study the attendance of girls in the primary schools, (iii) to study the wastage and stagnation of girls in Classes I to IV, (iv) to find out factors influencing enrolment, attendance and retention, (v) to study the achievement of girls of Class IV in language and arithmetic, and (vi) to compare them with those of boys.

Methodology: The non-enrolment data were collected from parents, teachers and children. The continuous non-attendance and casual attendance data were also obtained. Incidence of wastage and stagnation was studied for the

combined population, namely, boys and girls together. The achievement tests in Gujarati were administered to 3,263 students and arithmetic tests were administered on 3,374 students.

Major Findings: (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 also. (3) In case of Ahmedabad corporation schools boys and girls did not differ significantly in their achievements in arithmetic. The same was true in Baroda. (4) In Gujarati the girls of Ahmedabad and Baroda schools scored more than the boys. (5) There were institutional differences in the performance of students in four fundamental operations. (6) There were sex differences in the performance of students on the test of four fundamental operations. The girls by and large showed better performance than the boys. [USN 1968]

Pandit, R.V. 1989. **Girl drop-outs in school education — Causes and remedial measures.** Independent study. *Pune: Maharashtra State Council of Educational Research and Training.*

Problem: The drop-out problem of school students in general and girl students in particular needs no introduction. This is a study intending to know causes of girls' drop-out before passing SSC examination. It also suggests certain measures to reduce drop-out among girls.

Objectives: (i) To find out the causes of girl students' dropping out before passing SSC examination, with special reference to rural area in taluka Haveli in Pune District, and (ii) to suggest measures to reduce drop-out amongst girls.

Methodology: A sample comprising four headmasters, 80 teachers and 200 parents was selected. Information was collected from headmasters, teachers and parents through separate questionnaires. Other data sources included school registers and other documents

such as attendance records and progress reports. Collected data were treated qualitatively.

Major Finding: The main causes of drop-out among girls before passing SSC examination included poverty, unfavourable social ethos, and early marriage. [HP 0373]

Pant, Daya and Sen, Anima. 1992. **Learned helplessness among Indian women : An empirical study.** *Indian Educational Review*, Vol. 27(1): 12-22.

Problem: It attempts to study learned helplessness among college girls.

Objectives: (i) To study the development of learned helplessness among college students as a result of exposure to uncontrollable failure, and (ii) to study the relationship between attribution of failure to factors like ability, luck, effort, difficulty of task on development of learned helplessness.

Methodology: The sample comprised 60 first year girl students from colleges of Delhi University having second division in Class XII and belonging to families with per capita expenditure around 450 to 800 rupees. The girls were classified as depressed and non-depressed on the basis of Beck's Depression Inventory. Both the depressed and non-depressed groups consisted of 30 students which were further divided into a group of 10 students each for three treatment conditions, i.e. non-contingent failure, contingent failure and control. Collected data were treated with mean, SD, analysis of variance and Duncan's new Multiple Range Test.

Major Findings: (1) The depressed and non-depressed groups differed significantly on both cognitive performance measures, time and error. Performance of the depressed group was poorer than of the non-depressed group. Significant difference among treatment groups on both the time and error score was noticed. (2) The non-contingent failure group was significantly different from both the contingent failure and

control groups on time and error scores. The means of non-contingent failure group were high on time and error. (3) The depressed and non-depressed groups significantly differed on the attribution of their performance to ability and effort. There was no significant difference on attribution of their performance to luck and difficulty of task. The mean of depressed group was high on attribution in respect of ability while the mean of non-depressed group was high on effort. [KCN 1888]

Patil, Kakde P.S. 1988. **An analytical study of the present role of educated women as against the role expectations by the protagonists of women's education in the modern period.** Ph.D., Edu. Nagpur Univ.

Problem: It attempts to study the viewpoint of the protagonists of women's education in the modern period regarding the role of educated women.

Objectives: (i) To study and analyse the role of educated women in the light of role expectations by the protagonists of women's education in the modern period, (ii) to study the prevailing school of thought regarding women's education in the beginning of the modern period, and (iii) to find out the viewpoint of the protagonists of women's education.

Methodology: The sample consisted of persons belonging to different categories such as teachers, doctors, engineers, pleaders, retired persons and educated women. In all, 275 female and 225 male respondents were included. Both primary and secondary sources facilitated the data collection. Observation, interviews, questionnaires and opinionnaire were used to collect the data. Frequency and percentages were calculated to analyse the data.

Major Findings: (1) Education can help women progress, develop professional ability, skills and mental ability. (2) Education also enables women to become responsible mothers and to rear their children in a scientific way.

(3) Education helps widows and divorced women in earning a livelihood. (4) Education helps to develop social adjustment attitude among women. (5) Certain expectations of the protagonists as regards the positive impact of education of women were upheld by a large majority of the respondents and included (a) girls entering higher education in equal numbers as boys, (b) girls developing professional abilities due to industrial education and participate more and more in cottage industries and small industries, (c) education making widows and divorcees self-sufficient, and (d) education giving women a high degree of self-respect and respect for hard labour. [GPK 1618]

✓Ratnaveni, S. 1991. **A study of growth and constraints in higher education of women in Andhra Pradesh.** Ph.D., Edu. Osmania Univ.

Problem: It attempts to study the growth and constraints of higher education of women in Andhra Pradesh.

Objectives: (i) To find out the growth in enrolment of girls in colleges, (ii) to find out the views of students, employed women and housewives on various aspects of higher education, (iii) to study the influence of socio-economic status of women on enrolment of girls in colleges, (iv) to study the influence of religion on the performance of women pursuing higher education, and (v) to study the facilities provided to girls in colleges both in urban and rural areas.

Methodology: A sample of 800 women from Hyderabad and Secunderabad cities was taken. The sample consisted of three categories covering 300 students, 300 employed women, and 200 housewives. The students belonged to three categories, i.e. undergraduates, B.Eds. and post-graduates. Three opinionnaires were administered separately to the different categories to collect data. Scores were given on a three-point scale. The performance was compared statistically with the help of 't' and 'F' tests, against different variables.

Major Findings: (1) In the students' category caste, religion, marital status, mother's education and occupation and financial status of family had not influenced the performance of either undergraduates, B.Eds, or postgraduates. On the other hand, father's and husband's education and occupation affected the three groups of students differently. (2) For employed women, caste, religion, father's education and occupation, husband's education and financial status of family influenced their performance. Marital status, mother's education and occupation, and husband's occupation did not influence their performance. (3) As far as housewives were concerned, financial status of family was found to have influenced their performance, while other variables were not found to have influenced their performance. [SSS 0838]

Ray, Jagruti. 1989. **An intensive study into the problems which lead girls to drop out from high school Classes V-X in Jagatsinghpur block of Cuttack district, Orissa 1980-86.** M.Phil, Edu. Univ. of Poona.

Problem: It attempts to study various problems leading to girls' drop-out in Classes V to X in Cuttack District of Orissa.

Objectives: (i) To study factors that make girls to drop out from schools, (ii) to study school factors as well as environment at home which lead to girls' drop-out, and (iii) to suggest remedial measures to control girls' drop-out.

Methodology: Fifteen high schools of Jagatsinghpur Block were included in the sample. The sample included both girls and co-educational schools. Survey schedules, interview schedules and questionnaires were used to treat the data. Percentages and averages were used to analyse data.

Major Findings: (1) Drop-out percentage was lower in higher castes groups as compared to lower castes groups. (2) The majority of the respondents' parents preferred early marriage of

girls. (3) Most parents also objected to the idea of sending mature girls to co-educational schools. (4) Drop-out rate was high in illiterate families. (5) Unemployment created negative attitudes among parents towards 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' drop-out. (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 also assisted their parents in their occupations. (10) Drop-out 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. [ASB 0033]

Saradamma, M.A. 1992. **An enquiry into the learning needs of illiterate women in Kerala with a view to evolve a suitable curriculum.** Ph.D., Edu. Univ of Kerala.

Problem: It attempts to identify learning needs of illiterate women belonging to various strata, in order to study their facilities and to suggest suitable curriculum.

Objectives: (i) To survey the learning needs of illiterate women in Kerala, (ii) to compare the learning needs of various strata of illiterate women, (iii) to conduct a survey of women adult education centres in Kerala to study their facilities, (iv) to suggest appropriate teaching-learning devices for each strata of women, and (v) to offer suggestions for developing a suitable need-based curriculum.

Methodology: The sample of the study

included 270 literacy centres, 1,415 households, 301 instructors, 1,600 illiterate women attending adult education classes and 1,000 illiterate women not attending literacy classes. Household data sheet, interview schedules and questionnaires were used to collect information for data analysis.

Major Findings: (1) Most of the women were found to be interested in learning tailoring, embroidery or coir making. (2) Conveyance to the centres would be useful in helping the women reach the centres. (3) In order to enable the women to attend adult education centres, some provision must be made for creches/day-care schools/nursery schools. (4) Folk activities such as dance, drama, etc. must play an important role in the teaching-learning process. (5) Learning needs of illiterate women were found to be linked to their occupation. (6) As part of the study a need-based draft curriculum was prepared for these women. [VR 1642]

Saxena, Rachna. 1991. **Educational material for women: A comparative study.** M. Phil., Edu. Univ. of Delhi.

Problem: This study is an attempt to analyse the values and ideals embodied in educational materials for adult women currently in use by the government and voluntary organisations.

Objectives: (i) To compare the material for women's education generated by the government and a voluntary agency (Jagori), and (ii) to see how education can help adult women in achieving status equal to that of men, not only socially, but economically, politically, educationally, legally, etc.

Methodology: Analysis was done of government and voluntary organisation's (Jagori) educational materials.

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

(2) Government's materials were available only as books/booklets whereas Jagori's materials were available in the form of books, posters, audio cassettes, postcards, etc. (3) Government stressed on literacy as the most important tool of education, on the other hand, Jagori used literacy as an instrument for change and stressed on more on organising women to alleviate their status and condition. (4) Most of the government material was found to be discussing and describing the traditional roles of women. Jagori, on the other hand, maintained a balance between what 'was' and what it envisions in the future. (5) Neither the government nor the Jagori materials touched the issue of women's participation in mainstream politics. [RDM 0366]

Sharma, Harsh. 1992. **Employment pattern of educated women: Review of literature and data.** Independent study. *New Delhi: Institute of Applied Manpower Research.*

Problem: Since independence, number of welfare schemes providing education, training, employment, health services were introduced in development plans to improve the status of women. Yet they have lagged behind men both in terms of educational attainment and employment opportunities made available to them. It is against this background that an attempt is made to study the employment pattern of educated women and identify issues for further research.

Objectives: (i) To review the studies on the employment pattern of educated women, (ii) to review the data sources on women in the labour force, and (iii) to identify the critical issues for further probing.

Methodology: The study is limited to educated women only with qualification of the level of secondary and above and based on the data available through the various rounds of National Sample Surveys, the Census of India, the Directorate General of Employment and Training and other surveys. Areas for further research

have by and large emerged through a detailed review of the existing literature.

Major Findings: (1) The work participation rate has increased from 14.22% (1971) to 22.73% (1991). (2) The problem areas which needed to be tackled were: (a) increasing the female literacy particularly in rural areas, (b) increasing the share of women in the higher levels of education, (c) increasing the female enrolment in faculties like medicine and law for which they were eminently suitable and the work environment was also congenial, (d) changing the attitude and outlook of society towards education and employment of women, (e) changing women's own attitude to their education and employment, (f) expanding the share of employment of women in secondary and tertiary areas, and (g) increasing the share of employment of women in professional and administrative positions. [USN 1969]

Shreshtha, Rita. 1989. **A study of work satisfaction and related issues of employed educated Nepalese women.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: It attempts to study work satisfaction and related issues of employed educated Nepalese women.

Objectives: (i) To study the work satisfaction of the employed educated Nepalese women, (ii) to determine whether there exists any relationship between work satisfaction and some personal and job factors, (iii) to study the work incentives of the employed Nepalese women, (iv) to assess the perceived job discrimination in the work place, (v) to study life satisfaction and marital adjustment of the employed respondents, and (vi) to study the centrality of work in their personal life, that is, how far work assumes an important place among the various activities of working women.

Methodology: This empirical study adopted the survey research method and incidental sampling method. The sample comprised 240 educated Nepalese women who

were employed in colleges, banks and government offices. Tools used included Personal Data Sheet, Job Satisfaction Scale, Work Incentive Questionnaire, Perceived Job Discrimination Scale, Sexual Harassment Questionnaire, Marital Adjustment Scale, Life Satisfaction Scale and Work Centrality Questionnaire.

Major Findings: (1) Nepalese women fell in the middle category of job satisfaction level. (2) Except for education of the bank and the government employees, none of the other background variables were significantly related to work satisfaction. (3) The five preferred work incentives for these females were job security, adequate salary, the chance to use one's skills, good chance for promotion and opportunities for self-development through training. (4) The three occupational groups did not differ in respect of perceived job discrimination. Differences were found between the groups who were low in work satisfaction. (v) Nepalese women were work-oriented rather than family-oriented. [USN 1970]

Siddiqui, S. and Hazarika, Sultana. 1989. **Impact of rural functional literacy programme on rural women of Jorhat district of Assam.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study is an attempt to measure the level of changes that may have taken place among the rural women of Jorhat District of Assam after implementation of the Rural Functional Literacy Programme (RFLP).

Objectives: (i) To find out the level of impact of RFLP on rural women of Jorhat District of Assam in terms of the (a) level of literacy achievement; (b) level of awareness; (c) level of functionality; (d) development of opinion of the respondents regarding usefulness of RFLP; (e) development of opinion of the respondents regarding women's development through education, and (ii) to find out the level of impact

of RFLP on rural women of Jorhat District of Assam with respect to their age.

Methodology: The sample for the study was taken from three community development blocks of Jorhat District of Assam out of four, under which the classes of RFLP for women were conducted in the adult education centres during 1986-87. A total of 77 centres, out of 154 women centres were selected from these three selected blocks.

Major Findings: (1) Impact of the classes of RFLP on the rural women was reported to be poor in all the three respects, namely reading, writing, and numeracy under the aspect of literacy achievement. (2) Level of awareness improved slightly. (3) Development of functionality left much to be desired. (4) However, the programme was found useful by women as it gave them information on development programmes. [USN 1971]

Singh, Hansvir. 1992. **Changes in sex ratio in India with special reference to urban areas: 1901-91.** M.Phil., Pop. Study. *Jawaharlal Nehru Univ.*

Problem: The sex ratio right from the beginning of this century has not only been unfavourable to women but has declined continuously. Regional variations in urban sex ratio, low sex ratio in big cities and factors responsible for these are the questions raised and examined in the present study.

Objectives: (i) To analyse the trend in sex ratio since 1901 to 1991 for total and urban population of India and in the major states, (ii) to establish the nature and extent of recent regional variation and pattern of the sex ratio of total urban and Class I cities population of India and in the major states, (iii) to know the sex composition of Class I cities population of India and in the major states, (iv) to analyse the growth rate of male-female population and its impact on sex ratio, (v) to know the impact of changes in explanatory variables on urban sex ratio, and

(vi) to establish the relationship between sex ratio and size of the city.

Methodology: Basically the secondary data collected in various censuses is the most important source of data. Correlation and step-wise regression analysis were used for the purpose of analysis.

Major Findings: (1) Northern zone never recorded a sex ratio above 900, but it showed an improvement over the period. (2) All zones were coming close to each other over a period of time, where large gaps were breaking. (3) The phenomenon was the improvement of urban sex ratio on the one hand and the decline in the general sex ratio on the other. (4) In urban sex ratio all the major states (except Tamil Nadu) showed signs of improvement. (5) In Class I cities the sex ratio showed improvement. (6) The sex ratio of additional population was found remarkably higher than the sex ratio of initial population which could be explained by the change in migratory streams. (7) Mean age at marriage and literacy rate explained the variation in sex ratio but it was not significant. [USN 1972]

Singh, Sudha Bala. 1989. **A comparative study of personality of working and non-working women with special reference to family adjustment and their impact on the education of their children.** Ph.D., Edu. Agra Univ.

Problem: It attempts to compare the personality factors, adjustment of working and non-working women as well as to study the impact on the education of their children.

Objectives: (i) To study the difference in various factors of personality among working and non-working women, (ii) to study the difference of personality scores, home, social, health and emotional adjustment of working and non-working women, and (iii) to test the significant difference in the achievement of the children of working and non-working women.

Methodology: Through random sampling procedure a sample of 300 working and non-working ladies was selected from Agra City. Tools used included Cattell's 16 PF Questionnaire, Indian adaptation by S.D. Kapoor and Mittal's Adjustment Inventory. For measuring achievement of children, high school marks were taken. Statistical techniques used included mean, standard deviation and 't' test.

Major Findings: (1) Significant differences existed between working and non-working women with regard to certain personality factors. (2) No significant difference was found in home, social, and school adjustment between the two categories. (3) Significant difference was found in health and emotional adjustment of working and non-working women. (4) No significant difference was found among children of working and non-working women, regarding scholastic achievement. [SS 0817]

Singh, Virendra. 1988. **An investigation into the extent and causes of drop-outs among girl students in the rural schools of Chandigarh.** Independent study. *National Institute of Educational Planning and Administration.*

Problem: The study aims at exploring the factors responsible for higher drop-outs of rural girls of Chandigarh.

Objectives: (i) To study the extent of drop-outs among girl students of rural schools, (ii) to find out the causes of drop-outs among girl students of rural schools, and (iii) to make suggestions for reducing the phenomenon of drop-out.

Methodology: Six rural schools were selected for the study. Eighteen primary classes and 22 middle classes dropped-out girl students of selected schools were interviewed. Their parents and six heads of institutions also put forth their opinions regarding girl drop-outs. Interview schedules were prepared for the girls, parents and heads of institutions. Percentages were calculated.

Major Findings: (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 for looking after the cattle, etc. (6) The Muslims married off their daughters at an early age. (7) Scheduled Castes were generally poor and were socially and educationally backward also. They sometimes forced their daughters to supplement family income by doing utensil cleaning jobs. (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, 'others wealth' and orthodox thinking and economic factors: poverty and low income. Suggestions given for development of viable strategies were: (a) seek the help of the community, (b) provide counselling services, (c) plan programmes of home visits, (d) special adult education centres, (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. [USN 1973]

Singhai, S. 1986. **Social interest and attitude of girl students of colleges of Indore city.** Ph.D. Soc. *Devi Ahilya Vishwavidyalaya.*

Problem: It attempts to study the social interest and attitude of college girl students of Indore.

Objectives: (i) To study the social interests and attitude of girls, (ii) to see how these attitudes

will influence their future family organisation, (iii) to analyse how situation, environment, heredity affect social interest and attitude of the girl students, and (iv) to see whether there can be necessary modifications or improvements in the social interests and attitudes of girls or not.

Methodology: A sample of 300 college-going girls was selected randomly. Principals of 15 colleges of Indore were also interviewed. Survey method was used in this study. Data were collected with the help of questionnaire and interview schedules. Analysis of data was done using percentages and graphic presentations.

Major Findings: (1) It was found that a majority of girl students laid emphasis on employment opportunities, marriage situations and family environment. (2) A majority of girl students gave their choice for future family organisations. (3) It was found that the social interests and attitude of adolescent girls were adequate, mature and stable. The majority of the girls were in favour of widow remarriage. (4) The majority of the respondents favoured the idea of modification, correction and improvement in social attitudes and interests of adolescent girls. (5) The majority of the students favoured the idea of the role of education in modification and correction of social interests. (6) It was found that suitable environment influenced development of healthy social interest and attitudes of students. [PKS 0649]

Sinha, Shantha. 1991. **Problems of the girl child—some issues: A report.** *Progressive Educational Herald*, Vol. 5(2): 23-26.

Problem: The problem is based on an action research intervention into the girl child camp (17-18 November 1990) at Hyderabad by the Mamidipudi Venkatarangaiya Foundation.

Objectives: (i) To create greater awareness among the girl children regarding the role played by them in their homes, (ii) to learn from the girl children through mutual discussion, their own attitudes towards domestic work and gender

discrimination, (iii) to motivate girl children to take to education, (iv) to explore possibilities for promoting programmes for girl children in response to their requirements, and (v) to interact between the voluntary groups working for the development of girl children.

Methodology: The camp located at Tatte Annaram village included 250 girl students from 20 villages. Most of the girls belonged to the age group 8-14 years and had left their home for the first time. The camp gives a measure of orientation to the instructors and the activists of various groups and also helps them to measure their own performance. Discussion with girls was used for awareness generation.

Major Findings: (1) Most of the girls were fully conscious of the better opportunities accorded to their brothers and said they could do all the work done by boys. (2) Throughout the discussion the girls expressed their desire for learning. (3) It was reflected that parents considered education a 'luxury' for girls; they would let them study only at night after all the household chores were finished. (4) It was clearly obvious that for most of them the desire to study was very strong. [USN 1974]

Sobhavathamma, I. 1989. **A study of educated working women in Chittoor district.** Ph.D., Soc. Sri Venkateswara Univ.

Problem: It attempts to study educational background, family background, conflicts, stresses, strains and role adjustment among educated working women.

Objectives: (i) To discuss the educational background and socio-economic problems of unmarried working women, (ii) to highlight the familial background and kinship relations of the married working women, (iii) to delineate responsibilities, role interaction, conflicts, stresses, strains and role adjustments between married working women and their family members, (iv) to bring out the role of women at work and the problems associated with their

career, and (v) to discuss the changes that are taking place in the attitudes and values of working women and their family members.

Methodology: Through purposive sampling technique, a sample of 295 women consisting of 101 unmarried and 194 married working women was selected. Questionnaires were used as a tool to collect information. Personal interviews of selected respondents helped in development of case studies. The collected data were treated using qualitative methods.

Major Findings: (1) The majority of unmarried working women had economic reasons for taking up a job. (2) It was found that married working women had a larger share of domestic work as compared to non-married working women. (3) Familial background of the respondents indicated that most of them belonged to nuclear families, a few belonged to lineal joint families and a number of them belonged to duo-local families, in which the spouses lived separately due to employment. (4) More employed women had a preference for a small family. (5) Due to dual responsibility, married working women expressed that they faced difficulties in meeting demands of both profession and family. Clash of personal interests between the spouses had been experienced by a majority of the respondents. (6) It has been found that the attitude of women towards hitherto male-dominated occupations has changed. More and more women respondents were found taking up these occupations. [PVD 0124]

Srivastava, Kavita. 1991. **Relationship between job satisfaction and some personal traits of professional women.** *Indian Educational Review*, Vol. 26(3): 95-100.

Problem: In the present study, the effect of other variables was partialled out to find out the real relationship between job satisfaction and any other variables to draw unbiased inferences.

Objectives: To find out the relationship between; (i) job satisfaction and age of working

women in different professions, (ii) their educational qualifications, (iii) pay received by these women, and (iv) their professional experience.

Methodology: The sample was purposively drawn to include 393 professional women working in teaching, medical, banking and insurance in Varanasi City. The tools used included Job Satisfaction Inventory of the investigator, *Vyaktiline Parakh Prashnavali* by M.S.L. Saxena, Socio-economic Status Scale by B. Kuppaswamy, and Attitude Inventory by S.P. Ahluwalia. The collected data were treated using partial correlations.

Major Finding: There was no significant relationship between job satisfaction and age of women in different professions, or with their educational qualifications, pay or professional experience. [SPr 1510]

Sundaram, Nalini. 1991. **The impact of education on women entrepreneurs in Pune.** M.Phil., Edu. Univ. of Poona.

Problem: It attempts to study and highlight the importance of education in facilitating women entrepreneurs of Pune.

Objectives: (i) To study the correlation between educational background and professional success of women entrepreneurs in Pune, (ii) to study factors that influenced them to be entrepreneurs, and (iii) to analyse their social, family and economic background and their effect on the entrepreneurial functions of these women.

Methodology: Pune City has several women industrialists and entrepreneurs. In the present study all members of an organisation called Women Industrialists of Maharashtra Association (WIMA) and some other women entrepreneurs formed the sample which covered 90 women. Personal interviews were conducted with these women using a structured questionnaire. Secondary data were also collected from the entrepreneurial training organisations like WIMA.

Major Findings: (1) A majority of the sample women entrepreneurs were middle-aged. Participation of younger generation was noticed to be lower as compared to the former. (2) The majority of them had business in the house which enabled them to play the role of both housewife and an entrepreneur. (3) It was found that education and training qualifications helped women entrepreneurs in their business. (4) Most of the business was female-stereotyped. Very few were involved in hi-tech activities. (5) Professional flexibility encouraged women to take up entrepreneurial activity. [LHB 0072]

Swami, Sushma. 1990. **A critical study of women's education in Vidarbha from 1947 to 1987.** Ph.D., Edu. Nagpur Univ.

Problem: The study throws light on the progress of women's education at different stages from pre-primary to higher education in Vidarbha during 1947-87.

Objectives: (i) To study the position of women in Vidarbha in respect of their status and education, (ii) to analyse women's education with particular reference to the factors hindering progress, particularly the nature and extent of wastage and stagnation, (iii) to find out the factors responsible for the backwardness of women in this region and study the role of women's organisations, and (iv) to suggest remedial measures.

Methodology: Historical-cum-survey research method had been employed. All nine districts of Vidarbha were considered in the study. Data were collected mainly from secondary sources. Tabulated data had been presented in the form of bar-diagrams, linear graphs, pie charts, etc.

Major Findings: (1) From 1978-85, at pre-primary stage the number of boys was always more than girls. (2) After Independence, growth in women's education at primary level had been observed. (3) The problem of wastage and stagnation among girls was higher than boys at the secondary stage. (4) There has been a lack of

separate girls' schools and women teachers. (5) At the higher education level, the gap between the number of educated boys and girls, widened. (6) The proportion of men and women in college education was 3:1. (7) The number of girls taking general education was more than those taking technical and vocational education. [GPK 1613]

Thomas, P.E. and Pichandy, C. 1992. **Women's magazines and education.** *Indian Educational Review*, Vol.27(2): 90-99.

Problem: The study tries to elicit the views and interests of women readers of women's magazines with regard to the educative contents of these magazines to cover a wide range of issues such as fashion, food, current affairs, women's rights, traditional and modern roles of women, women making news, etc.

Objectives: (i) To know the utility of the features presented in women's magazines, (ii) to explore the importance of women's magazines to women as compared to other magazines, (iii) to find out whether the contents lead to attitude change relating to socio-cultural issues concerning women, and (iv) to find out whether the magazines influenced their readers to work for women.

Methodology: The study was exploratory in nature. One hundred respondents in Madras City were selected on random sampling basis for canvassing a specially designed questionnaire on the basis of the contents of four English magazines for women, viz. *Women's Era*, *Femina*, *Eve's Weekly* and *Savvy*. The collected data were qualitatively treated.

Major Findings: (1) The reader service columns of women's magazines in English had been found to gratify their readers more than any other features. These sections which had high utility value were preserved by many readers. The choice of subjects made by those who contributed to women's magazines centred around women's issues. (2) Women's magazines catered to reader's hobbies through the reader-service-

sections. (3) A very high majority of readers believed in the concept of women's liberation who perceived it as 'equal rights', 'equal responsibility' and 'men recognising women as equals'. (4) The study revealed that the magazines did not have any significant influence on the attitudes or behaviour of readers regarding various issues. 'Marriage' and 'Career' are two important issues regarding which the respondents made a decision in their personal actions, which had been influenced by the magazines. (5) Readers observed that the attitudes and ideals presented in the magazines were not always realistic. (6) Many women were inspired to work for women's rights but were restrained by various extraneous factors like family, occupation, etc. At the same time an iota of the readers worked for women's rights, but not more than half of them had been influenced by these magazines to do so. [SP 1530]

Tripathi, R.P. 1988. **Progress of labour absorption for educated persons and women by broad educational categories.** Independent study. *Institute of Applied Manpower Research*.

Problem: Despite all efforts made by the planning authorities during the last thirty years of planned development, unemployment particularly of educated persons has been increasing in each successive plan. An attempt is made to study this problem.

Objective: To make available reliable estimates of educated persons absorbed for employment in the economy at various points of time.

Methodology: The growth of employment in the economy for educated persons and women has been examined, in relation to the increase in the labour force of educated persons and educated women.

Major Findings: (1) The proportion of employment for educated persons in the total employment increased more than the increase for the proportion of employment for other than

educated. (2) The increase in the educated labour force has been so rapid due to expansion of higher education that employment for educated persons has not kept pace with the increasing supply of educated persons. (3) Proportion of educated unemployment to the total unemployment has increased and the proportion of unemployed of other than educated has declined (1971-81). [USN 1975]

Upmanyu, Kalpana. 1991. **A study of marital adjustment of working and non-working women in relation to certain socio-psychological variables.** Ph.D., Psy. Mohanlal Sukhadia Univ.

Problem: It attempts to compare the working and non-working women on their adjustment, and on some other socio-psychological variables.

Objective: To compare attitudes, marital adjustment, anxiety level, emotional maturity and personality traits of working and non-working women of Uttar Pradesh and Rajasthan.

Methodology: The nature of the study is descriptive. A sample of 540 working and non-working women was taken through stratified sampling method, covering 270 each from Rajasthan and Uttar Pradesh. Tools used included Pramod Kumar's Attitude Towards Marriage Scale and Marital Adjustment Questionnaire, Sinha's Anxiety Scale, Jung's Depression Scale, Weshley's Rigidity Scale, Gangh's Social Responsibility Scale, Singh and Bhargava's Emotional Maturity Scale, and Extraversion-Neuroticism MPI Scale by S. Jalota and S.D. Kapoor. The collected data were treated using three-way analysis of variance.

Major Findings: (1) Women in Rajasthan had a more favourable attitude towards marriage as compared to women of Uttar Pradesh. (2) It was found that working women had low anxiety level as compared to non-working women. (3) Depression in non-working women was marginally higher as compared to working women, though the difference was not significant.

(4) Rigidity was relatively higher in women of Rajasthan as compared to women of Uttar Pradesh (5) Non-working women were found to be more rigid as compared to working women. (6) Non-working women were found to be more emotionally mature as compared to working women. (7) Neuroticism was lower in Rajasthani women and extraversion was lower in Uttar Pradesh women. (8) Non-working women were higher both in extraversion and neuroticism as compared to their counterparts. [RSSu 1818]

Vanmathi, M. 1992. **Role expectations and role performance of women.** M.Phil., Edu. Madurai Kamaraj Univ.

Problem: It attempts to study the role expectations, role performance and the gap between the two among women.

Objectives: (i) To identify the role expectations of women as perceived by men and women, (ii) to find out the role performance of women as assessed by men and women, and (iii) to find out whether there is a gap between expectations and role performance of women.

Methodology: The sample consisted of 350 persons—175 men and 175 women, belonging to various occupations from Gandhigram, Chinnalapatti and Dindigul in Anna District. The tools used consisted of an Attitude Scale on Role Expectations and Role Performance of Women. The collected data were treated using mean, SD, 't' test, chi-square test and Pearson's product-moment correlation.

Major Findings: (1) Men and women had similar perceptions on role expectations of women. (2) Men and women differed in their perception on role performance of women. (3) A gap was found in role expectations and role performance of women. [MKU 1081]

Vasuki, N. 1990. **Attitudes of women towards women's education.** M.Phil., Edu. Coimbatore: Avinashilingam Institute for Home Science and Higher Education for Women.

Problem: It attempts to study the attitudes of women towards women's education belonging to different occupations and income groups.

Objectives: (i) To compare the attitudes of women of different occupations to women's education, and (ii) to compare the attitudes of women of different income groups on women's education.

Methodology: A sample of 300 women was selected and an Attitude Scale was used to collect the data. The attitude scores of women were tabulated and analysed.

Major Finding: Women of different occupations, income groups and age levels had a favourable attitude towards women's education. [MC 1550]

Wasnik, S.G. 1989. **A survey of educational progress of women belonging to the Mahar community in Nagpur City.** M.Phil., Edu. Nagpur Univ.

Problem: The present study attempts to trace the educational progress of women belonging to the Mahar community in Nagpur City.

Objectives: (i) To find out the number of the educated/literate Mahar community women, (ii) to study the effect of education on the social and economic condition of women of this community,

and (iii) to study the effect of education on the life of the Mahar community women.

Methodology: Out of a population of 37,207 Mahar women, a sample of 250 women was selected, randomly. This sample consisted of 50 educated women from five zones of Nagpur. Tools used consisted of questionnaire, interview and observation schedules. Data collected were processed and classified into tables, frequencies and percentages.

Major Findings: (1) It was found that 30% women of the Mahar community were educated upto primary, 28 per cent up to elementary, 20% up to graduation, 12% up to post-graduation, 10% had achieved professional education, and 8% women had undergone nursing course, 4% had MBBS, B.Ed. and LLB. degrees. (2) The majority of the respondents were found to be doing household work. (3) Half of the respondents were found to be residing in slum areas with meagre facilities for studying. (4) Nearly half of the graduate and post-graduate women of this community were unemployed. (5) A very small number of Mahar women respondents earned more than Rs 3000 p.m. (6) Very few respondents agreed with the view that education would change their lives and improve their standard of living. [GPK 1705]

Also See

Afshan. 1991. **Gifted rural and urban girls: Their vocational interests and creativity.** M.Phil., Edu. Univ. of Kashmir. [AGM 1859] (See in Chapter 11.)

Agarwal, Richa. 1990. **The interactive effects of goal-setting behaviour, risk-taking behaviour and prolonged deprivation on learning performance among school-going female adolescents.** Ph.D., Psy. Agra Univ. [SS 0751] (See in Chapter 6.)

Bharathi, L. 1988. **Role conflict and personality**

types as stressors of educated working women. M.Phil., Edu. Bangalore Univ. [MKh 0319] (See in Chapter 6.)

Bhatnagar, K.M. 1991. **Role of industries in promotion of vocational education among rural women : A feasibility study in the state of Haryana.** Independent study. New Delhi: The Institute of Peace Research and Action. (ICSSR Funded). [NR 1238] (See in Chapter 26.)

Debi, Sailabala. 1992. **The problems of educa-**

- tion of women in a developing state: An economic analysis of the case of Orissa.** Independent study. *Utkal Univ.* (ICSSR Funded). [NR 1247] (See in Chapter 5.)
- Gupta, Arun K. and Srinivasan, Nalini. 1990. **Psycho-social and academic profiles of female teacher trainees.** *Indian Educational Review*, Vol. 25(1): 117-23. [SPR 1492] (See in Chapter 25.)
- Gupta, Sushma. 1990. **Education as a factor of social adjustment of adolescent girls across different levels of socio-economic status.** Ph.D., Edu. *Panjab Univ.* [JNJ 0300] (See in Chapter 3.)
- Jain, Jayanti R. 1990. **A study of the self-concept of adolescent girls, and identification with parent and parent substitutes as contributing to realisation of academic goals.** Ph.D., Edu. *Nagpur Univ.* [GPK 1619] (See in Chapter 6.)
- Jamuna, D. 1985. **A study of some factors related to adjustment of middle aged and older women.** Ph.D., Psy. *Sri Venkateswara Univ.* [PVD 0107] (See in Chapter 6.)
- Kapil, Renu. 1992. **A psychological study of the nature and sources of emotional tensions of educated girls of Hindu society in Agra region.** Ph.D., Psy. *Agra Univ.* [SS 1359] (See in Chapter 6.)
- Kaur, Daljit. 1990. **Assessment of physical fitness of high school girls of Punjab.** Ph.D., Edu. *Panjab Univ.* [JNJ 0261] (See in Chapter 21.)
- Kulshrestha, S. 1990. **A study of attitude of women teachers towards population education.** Ph.D., Edu. *Rohilkhand Univ.* [BS 0953] (See in Chapter 32.)
- Kumari, Aruna. 1988. **A comparative study of self-concept, adjustment and creative thinking of sports and non-sports school girls of Himachal Pradesh.** Ph.D., Edu. *Panjab Univ.* [JNJ 0260] (See in Chapter 21.)
- Mishra, A. 1992. **A study on the development of girls' education at the primary stage in Orissa since Independence to 1977.** M.Phil., Edu. *Utkal Univ.* [KCP 0476] (See in Chapter 15.)
- Murthy, M.S.R. 1991. **Concept formation of sex and reproduction among unmarried rural adolescent girls.** Ph.D., Pop. Edu. *Sri Venkateswara Univ.* [PVD 0530] (See in Chapter 32.)
- Pillai, S.S. and Srinivasan, R. 1988a. **A study on the occupational experiences of women technicians.** Independent study. *Madras: Technical Teachers' Training Institute.* [SSP 1744] (See in Chapter 26.)
- Pillai, S.S. and Srinivasan, R. 1989. **A comparative analyses of the job experiences of technical versus non-technical women employees.** Independent study. *Madras: Technical Teachers' Training Institute.* [SSP 1778] (See in Chapter 26.)
- Purankar, D.Y. and Patwardhan, Vanita. 1991. **Assessment of thinking processes and creativity of rural women.** Independent study. *Pune: Jnana Parbodhini Institute of Psychology.* (ERIC Funded). [VKR 1208] (See in Chapter 11.)
- Rao, Gopi. 1992. **A study of the impact of adult education programme on social uplift of women in rural areas of Madhya Pradesh.** Ph.D., Edu. *Rani Durgawati Vishwavidyalaya.* [NNS 0740] (See in Chapter 29.)
- Sharma, Archana. 1989. **Personal and social factors affecting the success and retention of girls in science.** Ph.D., Edu. *Agra Univ.* [SS 0818] (See in Chapter 19.)
- Sodhi, T.S. 1988. **Vocational interests and occupational choices of adolescent girls of Chandigarh.** *Indian Educational Review*, Vol. 23(4): 110-20. [JPM 1422] (See in Chapter 26.)