

Chapter-1

Introduction

1.1 Introduction

Status of Education of Women in India

We all live in a multicultural society. This means that there are many factors that affect and direct our lifestyle. These factors are termed as sociological factors. Sociological factors usually take many forms and also help in describing human behavior. Sociological factors reflect the region and socio-economic background from which an individual comes. It represents the thinking and lifestyle of the individual and society at large. These factors help to shape our thoughts, beliefs and actions. Sociological factors interact in a way that ensures that every individual has a unique set of experiences, values and attitude. Consequently, each individual responds differently to the environment, resulting in unique health, behaviors and outcomes. Some of the major sociological factors are family, educational system, religion, peer pressures, economic status, political system etc.

To illustrate, in India which is a male dominated society, education of women is a major problem even today. Our country has the largest illiteracy population. The literacy rate varies from 90% of rich urban male to a mere 17% poor schedule caste women. No development in societies can be achieved until the girl child is provided education (atleast primary education). For necessity of women's education, Nehru said, "In order to awaken people, it is the woman who has to be awakened. Once she moves, the village moves, the country moves and thus we build India of tomorrow." But the condition of girl child especially of low economic status is very pathetic. Our girl child is being discriminated. The following table indicates the condition / status of primary education. A comparative status of girls' enrolment and boys' enrolment reflects the status of girls' education in India.

The health of Indian women is intrinsically linked to their status in society. Research on women status has found that the contributions that Indian women make to their families often are overlooked. Instead they are viewed that as economic burdens. There is a strong son preference in India, as sons are expected to take care for parents as they age. This son preference along with the high dowry costs for daughters, sometimes results in the mistreatment of daughters. Further, Indian women have low levels of both education and formal labor force participation. They typically have little autonomy, living under the control of first their fathers, then their husbands and finally their sons. The typical female advantage in the life expectancy is not seen in India. There are systematic problems with women's health too. Indian women have high mortality rates, particularly during childhood and in the reproductive years. All these factors exert a negative impact on the health status of Indian women. Poor health has repercussion not only for the women but also for their families (B.N. Singh, S.P. Sharma, 2006).In addition, the table below represents the impact of financial constraints on women's education in India.

[Table-1.1] Financial Constraints and non-enrolment in schools

Sample	Urban	Rural	Slum	Total
	Non Enrolment	Non Enrolment	Non Enrolment	Non Enrolment
Boys	(18)	(20)	(17)	(55)
	51.42%	57.14%	56.66%	55%
Girls	(24)	(27)	(22)	(73)
	68.57%	77.14%	73.33%	73%

The data presented in table1.2 reflect that financial constraints are a significant hindrance for non-enrolment. Further, it suggests that deeply rooted sex biased attitude of family background as high percentage at girls (total-73%) in case of non-enrolment have confirmed that financial constraints where the contributing factors behind their non-enrolment. Consistent findings have been reported for boys also though the percentage of boys was less as compared to their counterparts whether urban, rural, slum or total boys were taken into consideration. To sum up, it is clear from the above data that financial constraints are major contributing factors for non-enrolling children both boys as well as girls. It comes as a predominant factor in case

of girls' non-enrolment. It further suggests that if there is money in the family boys will be given chance for schooling instead of their sisters, again depicting gender biased attitude against the girl child.

In a number of researches support there is a common observation that if there is money in the family the parents send boys to a good institute while the sister is being sent to a cheaper school (Sarkar, 1980, Ashraf, 1984, Krishna Murthy, 1985). Females are expected to do domestic work, even though they are attending school. Those girls who are enrolled in school cannot concentrate on study. Due to heavy work they get exhausted, resulting in their absenteeism and higher dropout rates (Patil, A.R, 2009).

In many communities, parents are reluctant to educate their daughters. Parents' resistance is seldom the most important factors behind low enrolment of girls in school. Their desire to send their daughters to school are always quashed by the factors such as the ones listed here below.

- 1) Burden of domestic work
- 2) Distance of school, especially upper primary schools
- 3) Inadequate number and non-availability of female teachers
- 4) Failure to protect girls from sexual harassment and abuse in or on the way to school

The patriarchal system has conditioned the mind sets of Indians. Cultural and social beliefs, attitude and practices prevent girls from benefiting the equal opportunities of education as enjoyed by the boys. The girls are treated as "ParayaDhan" a burden to be passed on to another family. The social environment is such where education is considered meaningless for girls. Educated girls means difficulties in marriage, have to pay more dowry, etc. Hence, low value attached to girls' education reinforces early marriage and vice-versa (Patil, A.R, 2009).

Women constitute nearly half of the population and form an important segment of the labor force and the economic role played by them cannot be isolated from the total framework of development of the nation. They have been recognized as important powerful contributions to the society. Women have undergone a transition from home to boardroom. They have nearly entered into all fields like politics, administration,

science and technology, public as well as private sectors. India has cradled women like Indira Gandhi, Kiran Bedi, Justice Fatima Beevi, DGP Kanchan Bhattacharya, Arundhati Roy, Kalpna Chawla, and Shabana Azmi, to name a few.

Women have totake up multiple roles. Hence many a time they are reluctant to take up the tasks and are held aback because of their pre-convinced notions or because of many stereo types.

Thus, women even today need support and encouragement in various endeavors that enable them to be economically and socially independent as well as empowered. Education is one major way to empower women. Thus, it is important to investigate into the academic problems that women face due to various societal pressures. Accordingly, the statement of the problem is depicted below.

1.2 Statement of the Problem

Sociological Factors Affecting Education of Female Students at Graduate Colleges of the Sardar Patel University

The present research work attempts to identify sociological factors and their simpact on the education of the under graduate female students. The important terms related to the research are operationalized below.

1.3 Operationalization of Terms

The terms that are of prime importance to the study are operationalized in this section. The researcher has operationalized the terms Sociological Factors and Education. The same are mentioned below.

➤ Sociological Factors

In the present study the sociological factors refer to the social factors that affect the education of female students.

➤ Education

The present study focuses on formal education of female students in undergraduate colleges.

1.4 Objectives of the Research

The objectives of the study are mentioned below.

1. To identify the sociological factors affecting the education of female students.
2. To study the influence of the sociological factors on the education of female students.
3. To study the opinions of the female students about the sociological factors affecting their education.

1.5 Research Questions

The researcher holds the following questions in mind while conducting the research.

The same are stated

1. What are the different types of sociological factors affecting the education of female students?
2. How do sociological factors affect the education of female students?

1.6 Delimitations of the Study

The present study is delimited to the under graduate colleges affiliated to the Sardar Patel University. The researcher could collect the data from only under graduate colleges due to the lack of time. Moreover, the data have been collected from undergraduate female students, female principals and female teachers.

(The present study is delimited to only female students, female teachers and female principals.)

The researcher has indicated the rationale of the study in the subsequent section.

1.7 Rationale of the Study

The education of females is important for the development of the nation. Research has proved that women's education plays a significant role in the overall development of a country. It not only helps in development of half of the human resources, but also improves the quality of life. Education not only improves the health and livelihood of women, but also empowers them to take their rightful place in the development process. Women are involved in all kinds of activities both at the community level and the regional level. Hence, there is an urgent need to make education available to them to enable them contribute meaningfully to the nation's development.

Education at all levels is an impetus of social development and education of half of the population inevitably stands out as a major problem. This research is an attempt to find out the sociological factors affecting the education of female students.

In India women's education never got its due share of attention. From medieval India women were debarred from the educational field. According to medieval perception women need just household education and this perception of medieval India still persists in villages of India even today. Girls are supposed to fulfill domestic duties and education becomes secondary for them whereas it is considered to be important for boys. Although the scenario in urban areas has changed a lot and women are opting for higher education but majority of Indian population residing in villages still lives in medieval times. The people of villages consider girls to be a curse and they do not want to waste money and time on them as they think that women should be wedded off as soon as possible. The main reason for not sending girls to school is the poor economic condition. Another reason is far off location of schools. In the Indian society virginity and purity is given utmost importance during marriage and people are afraid to send their girl child to far off schools where male teachers teach them along with boys. Lack of education is the root cause for many other problems.

An attempt is made by the researcher to find the sociological problems of the undergraduate female students. The distinct features of the study are mentioned below.

1.8 Distinct Features of the Study

- The study focuses on the sociological problems of under graduate female students and also studies their impact on educational theory.
- The study builds a base to treat / solve the sociological problems that affect the education of girls negatively.
- The study provides valuable insights into the academic performance and indicators of undergraduate female students.

1.9 Scheme of Chapterization

- **Chapter 1**-The present chapter focuses on the overview of the study, objectives and research questions of the study and rationale of the study.
- **Chapter 2**- Discusses the concept related to the research and conceptual framework.
- **Chapter 3**-Includes the review of related literature and its implications to the present study.
- **Chapter 4**-Focuses on Methodology and Investigation.
- **Chapter 5**-Presents the data analysis and interpretation.
- **Chapter 6**-Contains the discussion, conclusion and suggestions for further study are mentioned in this chapter.

The following chapter presents the conceptual framework and includes the terms and concepts related to the study.

Chapter 2

Conceptual Framework

The present chapter presents a detailed description of all the terms and concepts that are of prime importance to the study. Accordingly, the researcher has made attempts to present a detailed description about the meaning of sociological factors, definition of sociological factors, importance of girls' education, major commissions and reports that focus on girls' education and its need.

2.1 Meaning of Sociological Factors

Sociological factors are those factors that originate from the society. Sociological Factors reflect the region and socio-economic background from which an individual comes or belongs. These factors help to shape our thoughts, beliefs and actions. Sociological factors interact in a way that ensures every individual has a unique set of experiences, values and attitudes. Consequently, each individual responds differently to the environment, resulting in unique health, behaviors and outcomes. Sociological factors usually take many forms and explain the human behavior. Examples are family, educational setting, university setting, friendships, religion (atheism and agnosticism are religions), peer pressures, exposure to violence, natural disaster or other trauma, diglossia (multi-language and multi-cultural exposure), administrations and offices, etc.

The following section defines sociological factors.

2.2 Definitions of Sociological Factors

Sociological factors refer to the scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities—economic, social, political and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification and such specific problems as crime, divorce, child abuse, and substance addiction. Sometimes these sociological factors interfere with education. The present research is in this direction. The importance of girls' education is briefly depicted in the following section.

2.3 Importance of Girls' Education

Education is one of the most important means of empowering women with the knowledge, skills, self-confidence necessary to participate fully in the development process (ICPD Programme of Action, 2011).

Modern studies suggest that education of females is more important than that of males for social and economic development (King and Hill, 1993, Subbarao and Raney 1995, and Frieze and Murthi, 2001). Education is crucial for income generation and behavioral change. If girls do not receive the same education opportunities as boys, this has important negative consequences for their total fertility rate, their labor force participation and their ability to provide child welfare (Haddad & Lawrence, 2009). Education is important for everyone but it is especially so for girls and women. Girls' education is emerging as one of the top priorities of Indian society.

Keeping in view the above points, a number of attempts are made by the government, individuals, and commissions and report to improve as well as suggest futuristic measures for the development of Girls' education. The following section focuses on the same.

2.4 Major Commissions and Schemes for Girls' Education

The history of female education in India has its roots in the British Regime. Women's employment and education was acknowledged in 1854 by the East India Company's Programme: Wood's Dispatch. And thus slowly after that, there was progress in female education – although initially this tended to be focused on the primary school level, and related to the richer sections of society. Looking at the statistics, the overall literacy rate for women increased from 0.2% in 1882 to 6% in 1947. In 1878, the University of Calcutta became one of the first universities to admit female graduates to its degree programme, before any of the British universities had later done the same. This point was raised during the Ilbert Bill controversy in 1883, when it was being considered whether Indian judges should be given the right to judge British offenders. The role of women featured prominently in the controversy, where English women who opposed the bill argued that Bengali women, who they stereotyped as "ignorant", are neglected by their men, and that Indian men should therefore not be given the right to judge cases involving English women. Bengali women who supported the bill responded by claiming that they were more educated than the

English women opposed to the bill, and pointed out that more Indian women had degrees than British women did at the time.

After India attained independence in 1947, the University Education Commission was created in order to recommend suggestions to improve the quality of education. However, the report stated that: "Women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability". – **(Report of the University Education Commission, Government of India, 1948–49, Vol. (i), Chapter XII, pp. 401.)**

It is important to note that the female literacy rate was at 8.9% during the Post-Independence could not be ignored. Thus in 1958, a National Committee on Women's Education (NCWE) was appointed by the government, and most of its recommendations were accepted. The crux of its recommendations was to bring female education on the same footing as offered for boys. Soon after that, committees were created which talked about equality between men and women in the field of education. For example, one committee on differentiation of curricula for boys and girls (1959) recommended equality and common curricula at various stages of their learning. Further, efforts were made to expand the education system and thus the Education Commission was set up in 1964, which largely talked about girl's education. And owing to the commission's recommendations, A National Policy was developed by the Government in 1968, providing increased emphasis on female education.

Education has been identified as the crucial input to develop human resources whereas the socio-economic development to a very large extent depends on the quality of human resources. According to the University Education Commission, "Education is a great instrument of social emancipation by which a democracy established maintains and protects the spirit of equality among its members".

Whether it is pre- Independence or post, India has been taking active steps towards women's status and education. The 86th Constitutional Amendment Act, 2002, has been a path breaking step towards the growth of education, especially for females. According to this act, elementary education is a fundamental right for children

between 6 to 14 years. And the government has undertaken to provide this education free of cost, and made it compulsory for those in that age group. This government undertaking is more widely known as Sarva Shiksha Abhiyan (SSA). Since then, the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education.

Some of the major schemes to promote female literacy are mentioned below.

Mahila Samakhyas Programme: This programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups.

Kasturba Gandhi Balika Vidyalaya Scheme (KGBV): This scheme was launched in July, 2004 to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools set up have 100% reservation: 75% for backward class and 25% for BPL (Below Poverty Line) females.

National Programme for Education of Girls at Elementary Level (NPEGEL): This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the “hardest to reach girls”. This scheme has covered 24 states in India. Under the NPEGEL, “model schools” have been set up to provide better opportunities to girls.

In addition to the above schemes, at the international level too numerous attempts are made to promote women education. The following section describes some problems that girls face in educating themselves.

2.5 Problems Faced by Girls

The common problems faced by girls' education are presented below.

In many countries, the girl child faces discrimination from earliest stages of life through childhood and into adulthood. Due to harmful attitude and practices, such as female gender mutilation, preference of sons, early marriage, sexual exploitation, and

practices related health as well as to food allocation, fewer girls than boys reach adulthood in some areas of the world.

In some societies, preference is given to a son. Female infanticide is a wider spread practice. Due to lack of protective laws, or failure to enforce such laws, girls are more vulnerable to all kinds of violence, particularly sexual violence. In many reasons, girls face discrimination in access to education.

Systematic gender discrimination is the reason why women cannot attain equal footing with men. Women can be empowered by giving them education. Moreover, Gender biasness remains the greatest stumbling block in the education of girl child.

In addition, parents do not want to send their girls to co-education schools. A girl child is discriminated in education and nutrition. Women suffer sexual harassment at workplace. All this happens because women are not sensitized about their rights. Education should play a key role in sensitizing women about their rights and make them independent.

Thus from the above sections it is evident that women are making a significant mark in the society and are contributing to the development of mankind. However, some sections of the society even today need to seriously consider the social attitude and social factors that affect education of females.

2.6 Conclusion

Today's girl child is tomorrow's woman. If tomorrow's woman is to become an equal partner with the man in social change and development, it is a high time to accord female child, her rightful share to human dignity and opportunity which would be possible only when we open the doors of education for female child. We need to have committed support and backing of family, private schools, voluntary organizations, non-governmental organizations and of course government to make it reality. Half of the population's future depends on education, which is pre-requisite for the development of the nation.

The subsequent chapter focuses on the review of related literature and its implications to the study.

Chapter - 3

Review of Related Literature

3.1 Introduction

Review of related literature means identification, location, analysis of the work done in the past. Review of related literature is an essential aspect of research project. The survey of related literature is a crucial aspect of planning the study. In the present study, the researcher has used three different types of reviews such as reviews of books, reviews of articles and reviews of researches which include information about female struggle, female status, female education, problems faced by females in the society as well as in the family. The present chapter gives detail information about different authors' views and implications of the researcher's own views about the study.

A) Review of Related Literature

i. Reviews of Books

Natraj, S. and Mahida, D. (2008) presented their views about women empowerment through English. The authors said that every dynamic society striving for balanced development attaches great importance to education for every section of the society. The extent to which educational opportunities are available to every member of the society is one of the most effective potential of a nation. The authors say that women who constitute half of the population influence the development process a great deal. Therefore, education of women should form an essential part of any country. If we can educate one generation, we can educate one hundred generations to come.

Bishoyi, D. (2005) studied about Human Resource Development and girl child. In this study the researcher said about primary education of girl child. The researcher said one of the main objectives of any welfare state is to have "Equality". In this study researcher identified one of the disparities that exist in education in gender discrimination. Education for girls was discouraged for a long time and there were several forms of discrimination in the provision of educational facilities to girls. Education continued to be male dominated. In this study, the researcher also studied

about women's health. The researcher said general health for girl child impact positively on the health of their family members, especially children. The researcher said that, through a strong focus on the specific health needs of girl child particularly in the area of reproductive health, much can be achieved for the overall development of the society. The researcher said that eradicate these problems and discrimination of girl child, there is a greater need of Human Resource Development.

Pasyant, C. (2000) studied about girl child workers in the society. The researcher said that Government has started Rs. 850 core schemes in order to eradicate diseases of child labor from our society. The researcher said one finds provisions of free, flexibly timed and compulsory education for working children and for poverty alleviation programmed for the families of the working children.

Tripathy, S.N. and Chaudhry,D. (2004) studied about the rights to girl child: a violation to human rights. The study clearly demonstrates that the girl child in India is often victim of extreme discrimination and neglectful behavior. Her situation has been described as the womb to tomb. The study also said that the girl child is caught in web of cultural practices and prejudices that hamper her development both physically and mentally. Authors suggested that the time has to come to realize the importance of girl child and protect them from all sorts of discrimination to ensure them human rights to live in the society as par with male child.

Misra, R.N. (1997 to 2001-02) studied the problems of child labor and especially girl child labor has become a serious anxiety for the government and others. The researcher said that all human beings are born free and equal in dignity and rights. The researcher suggested that certain steps to be taken to educate the girls. Awareness programmes should be conducted for family planning. The present study also suggested that local NGOs should take proper steps to improve the socio-economic conditions to the village people.

Desai, N. and Thakkar, U. (2001) presented their views about empowering women through education. The author said about educational policies for women, women's education at various levels, women in higher education, regional variations, and role of non-governmental organizations, privatization and women's education. The author said that the modern educated Indian women are neither happy nor contended nor socially useful. She is misfit in life. She is highly suppressed and needs opportunities

for self expression, the new education must provide this opportunity. The author said that the constitution of Indian Republic introduced in 1950 include a number of important provisions which had a direct or indirect bearing on education: Article 45 imposed direct responsibility for education on the states. Another crucial issue is that of regional variation along with gender differences. The situation is really disturbing. Being out of school; boys enter the world of work, and while always their time in wondering girls enter the word of work may be in unorganized sectors. Whereas literacy and elementary education fulfill social and human development needs and become instrument of better health and for income generation, the higher education of women promotes social and occupational mobility and leads to intellectual and personal development.

Sharma, U. (2003) presented the views on women empowerment through Information Technology. The author said that women are certainty more likely to be work outside the home than ever before family survival in face of declaring real wages and the increased monetary cost of substance resulting from cutbacks in public services. Women's share of informal employment is typically higher than their share of formal employment. Women in many economic sectors today therefore rarely enjoy the wide spectrum of social rights. The author also wrote about major drawback of private system is its inbuilt gender bias. Thus, in private system, where benefits are calculated strictly based on contributions, women tend to be at a disadvantage.

Bhuimali, A. and Poddar, S. (2005) presented their views about the development of rural women through education and empowerment. The authors said that education is a process by which the nation transforms itself from what it is, into what is aspire to be. It is perhaps the most important aspects of the evolution and maintenance of a nation. When we discuss with these factors in context of education of women in India we group them under five heads i.e. religious, social, economic, political and external. At the time of new educational schemes where launched, where the first is known as 'Basic Education' and the second is 'Adult Education'. The object of Basic Education was lay more emphasis on practice and less on mere theory during primary education. Gandhi was the introducer of Basic Education. India now recognizes in her women an invaluable natural resource, the development of which is an investment in her future. The contemporary Indian women are both a citizen and a home maker and in order that she may perform both these functions efficiently and responsibly. For this, she

must be provided with at least a general education where intelligence and particular aptitudes are revealed.

Andal, N. (2002) studied about women and Indian society. The author presented his views about the status of women in the society, gender gap or gender bias, girl child in India. The author said that the status of women are independent, occupies an important role and all efforts are being made to establish the significant role that she can play in the upliftments of her own self and the society at large. The status of women is the real index of its cultural, social, religious and spiritual levels. Women anywhere can develop only when they are given special protection and special treatment. Such measures at social benefits are justice and necessary for the women's total development. Women have a central role in building institution of culture e.g., institution of togetherness, regeneration and replenishment. Women had come to live as a person and to have the freedom to make meaningful choices in the current era. If women must grow, one must cross social and psychological thresholds. It provides investments in the self such as education which were once denied to women.

Natraj, S.N. and Emanuel, S. (2010) presented their views about women's struggles. The authors said that women have played a key role in societal development and construction. There are many stories that narrate the power of 'women-hood'. Many women across the world have made unusual efforts to succeed. Women of all ages have mastered the art of multitasking! It's a popular saying, 'It's only the women who can manage both the home and the senate.' The authors said that women face a number of challenges in their day to day. Balancing and performing the 'societal roles' as well as 'familial roles' is indeed demanding. The authors said that there are fewer women in the paid workforce. Women's work is undervalued and unrecognized. Women are largely discriminated against in land and property rights. Women faced violence inside and outside the family throughout their life.

Girija, K. and Mariamma, A. (1979) said that the majority of respondents were unfavorable towards dowry which is a burden on the parents. In fact dowry interferes with the higher education, which also needs heavy investment. For this reason a girl is generally regarded as a liability since the money for dowry has to be saved, a career for girl is not considered necessary or viable. The parents feel that the returns from a girl's employment would benefit another family although may just as well be the

daughter's family would enjoy the benefit. But, the parents will not have any access to the married daughters earning even if they need it.

Implications of the above reviews to the present research

From the above reviews of books, it is evident that education of female students is an essential part for the empowerment of the society as well as the nation. It also indicated that one of the major objectives of a welfare state is to have "Equality" for men and women in all levels like social, economic, religious and for getting educations.

ii. Reviews of Articles

King and Hill (1993) studied the importance of women education and development. The researchers examine the empirical association and impact of women education and development and also find out the disparity of women education in different states of India. In this present study chi square has been employed to know the measurement of disparity in women education in different states of India. According to them, education is a medium of income generation and behavioral change and girls should have equal opportunities in all aspect of life so that society as well as nation will develop.

Dutt and Jolliffe (1998) studied about the importance of adult education. They suggested that females who are in the house hold should have completed their primary education, because education helps to decrease the proportion of population living below the poverty line. According to them, education is very important aspect which helps to remove the poverty.

Gandhi Geeta (2001) studied the backwardness of female education. The study suggested that female education should have concerned because of social and economic development of the nation. The general economic situation in India is far from satisfactory, the situation of women being worse than that of men. Women and girls in India constitute almost half of the population, but are less visible in the development process. Although women contribute much time and energy to keep the nation going their contribution is scarcely organized and their absence barely felt in the decision making processes that make the country move.

Haddad and Lawrence (2009) studied the importance of vocational education for female students. They said that for adolescent girls, education especially vocational education should be given priority for improvement. They suggested that vocational education should be provided in such a way that female students can develop their ability in terms of problem solving as well as decision making.

Parham, P. (2003) studied about the importance of girls' education and also studied about negative attitude towards girls' education. According to him today's girl child is tomorrow's mother. So we have to take their care. He suggested that discrimination against girl can end only when there is a sea change in the social attitude of the traditional parents.

Rathore, B. (2011) wrote about Human Rights and Women. The author said about the status of women in reality, need of equal rights for women, women's enjoyment for their economic, social and cultural rights, inequality between men and women, education and women, rights of women at workplace, traditional practices affecting the health of women and the girl child, right of health and reproduction. The author presents the views about Human Rights for Women. Indian constitution has been very liberal about the rights of women. Women have right to education and equal pay for equal work. They can also complain against the ill treatment at workplaces. Women are entitled to the enjoyment of all human rights, including those related to sustainable human development. In many countries throughout the world, women are denied their rights to equal access to resources and opportunities. This is reflected in overall unequal economic and social situation of women as compared to men. Fighting for women's rights is a positive struggle which recognizes the quality of women's contribution to every aspect of the community.

Sabbir and Ibbrahim (1984) studied to find out daughters are at more risk than sons in some societies in India. Parents were more concerned about their son's health and spend more money for their private health treatment than daughters. Early marriages and gender neglect was the most common problems. The gender bias in child nutrition in some remote village and found that the extent of malnourishment is more in girls as compared to boys in the age group of one to five years.

Shrivastava Kamala (1986) conducted a survey which aimed at getting an insight into the typical problems encouraged by women, their individual and collective efforts

to tackle individual as well as gender specific problems at home front and their interest and involvement in trade unions. The study also attempted to compare the perceptions of males vs. females about women.

Implications of the above reviews to the present research

The above review of articles indicates the discrimination against girls can end only when there is a sea change in the social attitude of the traditional parents. Education is a medium of income generation and behavioral change and girls should have equal opportunities in all aspects of life for the development of family, society as well as nation.

The following section focuses on research based reviews.

iii. Research Based Reviews

Dua, R. (2004) studied the negative attitude of the society towards female students. The researcher found out of the familial factors of non-enrolment for boys and girls at primary level. The researcher determines the familial factors of non-enrolment with special reference to gender discrimination. The researcher compared the familial factors of non-enrolment for boys and girls locality wise (rural, urban, slum). The researcher used self-made non-enrolment interview schedule with familial factors was framed for boys and girls. The researcher also includes teachers, principal of primary schools/ heads of education departments and parents to give their views. The study indicates that the percentage of non-enrolment of girls was very low as compared to boys in all the district of Bareilly and Moradabad.

Korhed, M.S. (2011) studied about education for all. The researcher said that our progress as nation can be no swifter than our progress in education. The human mind in our fundamental resource. The researcher examines and reviews the safeguard for rights provided by or under this Act and recommended measures for their effective implementation. The researcher inquiries into complaints relating to child's right to free and compulsory education.

Biswas, N.B. and Deka, M. (2011) studied about Tagore and Gandhi's views on Education as a research perspective. The authors said that the new idea of education

was presented by Mahatma Gandhi collectively known as 'Basic Education' and this education was not only holistic and political but also highly decentralized and integrated. The basic concept of Basic Education was noted as free and compulsory education should be provided for seven years on a nationwide scale. Primary education for children under the age groups 6-14 both boys and girls to develop with faculties conducted by school teachers in co-operation with parents and community.

Anita, B.K. (1971) studied about the problem in women education. The researcher said that traditional Indian society was characterized by a highly stratified caste structure, which renders an extremely complex, diverse institutionalized system of inequality. Access to formal education was exclusive and restricted to the upper castes. The education system conspicuously debarred women except in the case of those from higher castes, where some women could achieve ordinary level of education leading to literacy. The study said that during the British rule, the state run educational system attempt to replace the stratification based on caste to one based on class. The researcher found that the considerable documentation on the inequality in the field of education across various caste groups, very few or little attempt has been made to record the horizontal differentiation between men and women. In the present study the researcher said that after independence, the constitutional guarantee of equality changed the conceptual thinking on educational development of women.

Awasthi (1981) conduct "A study on Administrative problems of principals of Affiliated Colleges of Avadh University." The objective of the study was to find out the problems faced by the principals in dealing with management, university office, the state government, teachers, office staff, students and their guardians. The questionnaire was prepared by the same.

Pillai (1990) studied strategies for empowerment of women. The objectives of the study were to find the barriers to advancement of women and opportunities for the advancement for women. Discussing about the career choices and decisions it was analyzed that there was a strong influence of socialization. Social norms, decision about marriage and parenthood have an impact on career decisions of women. Indian education system had not able to train them adequately leading them to give was to pressures. They are not taken seriously as careerists. Marriage and traditional myths of duty, homes and children continue to influence women's career act as barrier to

women's advancement into senior position. Pillai has suggested some opportunities for the advancement of women in India. For this they must be provided with certain opportunities. These include higher education, greater participation in the modernized sector by advancement into higher position of power and better consciousness of their rights, self-reliance, self-respect, and dignity. Education should also play a vital role for the development of girls.

Chovmen (2007) conducted "A Study on Women in Management". The study aims to examine the barriers to female executives experience in the terms of perceived acceptance, growth and job satisfaction in male occupations in Nigeria. The research is a descriptive survey designed. The data were interpreted in the light of existing career development grounded theories. The findings indicated that discrimination expressed in form of exclusive and perception women as incompetent signified lack of acceptance, perceived lack of job satisfaction was influenced by low self-confidence and lack of support. Personal and organizational factors negatively influence career growth.

Implications of the above reviews to the present research

The above reviews indicate that women education is gaining momentum and at the same time women are becoming career oriented. Some sociological factors that affect the education and career goals of women are mentioned in some of the researchers.

The overall implications of the above reviews are depicted below.

3.2 Implications of the Review of Related Literature to the Present Study

From the above reviews of books, researches and articles it is found that there are so many factors that affect women in their day to day life as well as their education. Moreover, the review of related literature from books suggested that the status of women is very low as compared to men. Women are categorized as deprived group who always struggle throughout their life. Women sacrificed themselves for family and society but never raise their voice against discrimination. In most of the articles, the authors said that women should be empowered through education and be aware about their rights.

The research work also indicates negative attitude of the society towards women education and women's status in society. People have negative attitude towards girls' education. Girls faced problems like early marriages, dowry, gender bias, lack of awareness about their rights. Empowerment through education plays a vital role to make women aware about their life. There are many commotions focus on the girls' education and their development. Sarva Shiksha Abhiyan is one of them to encourage girls towards education. Government has declared scholarships and free ships for girls' education.

The next chapter focuses on the Research Planning and Procedure. The details of the research methodology are indicated in the subsequent sections.

Chapter-4

Research planning and Procedure

4.1 Introduction

In any research work planning is necessary. One fundamental step of dissertation is planning. Research work needs to be well planned keeping in mind the methods, tools, sample, and procedure. Planning of the work estimates the resources, manpower and time required to accomplish a task. The present chapter contains the research methods, tools and samples used by the researcher in the study. Also, the procedure of the study is given in detail.

4.2 Research Design

The present study was a survey. The study was qualitative as well as quantitative in nature.

4.3 Research Type

The present study is a descriptive survey.

4.4 Population

In the present study, the undergraduate colleges affiliated to the Sardar Patel University comprised the population of the study.

4.5 Sample and Sampling Procedure

The sample of the present study comprised ten female principals, thirty female teachers and fifty female students from each discipline Arts, Commerce and Science, total 150 female students. (Thus the total sample size is 190)

4.6 Research Tools

The researcher has used two types of tools for the present study.

- Interview Schedule
- Opinionnaire

[Table no.:4.1] Tools, Purpose and Sample

Sr.No.	Tools	Purpose	Source of data
1.	Interview Schedule	To collect data about the sociological factors that affect the education of female students.	Female Principals at undergraduate colleges Female teachers at undergraduate colleges
2.	Opinionnaire	To get their opinion about the problems faced by them while pursuing their graduation To get their views about the effect of different sociological factors affect their (students') education	Female students of undergraduate colleges from three main disciplines such as Arts, Commerce and Science

4.7 Data Collection

The researcher has used an interview schedule to collect data from the female principals as well as female teachers and opinionnaire to collect data from female under graduate students.

In the present study, the researcher interviewed 10 female principals as well as 30 female teachers of undergraduate colleges affiliated to the Sardar Patel University. Four questions related to the objectives of the study were constructed and shown to experts. The interview schedule was modified and then used for data collection. The responses received thus have been interpreted in the fourth chapter.

An opinionnaire was constructed to collect data from the under graduate students vis-à-vis objectives of the study. The procedure of the study is mentioned below.

4.8 Procedure of the Study

The following steps were followed during the study.

[Table 4. 2] Procedure of the Study

Sr.No.	Stages	Procedure
1.	Stage-I	To have a clear understanding of the topic under study, the researcher reviewed several books and dissertations prepared by researchers. After that the researcher framed a research design and continued to review related literature.
2.	Stage-II	The tools were prepared, modified and finalized through scrutiny of experts.
3.	Stage-III	After this the data were collected from female principals and female teachers from undergraduate colleges.
4.	Stage-IV	Data were analyzed and interpreted
5.	Stage-V	Report writing was undertaken

The following section focuses on the technique used for analysing and interpreting the data.

4.9 Interpretation of the Data

In the present study the data was analysed and interpreted through the qualitative and quantitative techniques. Content analysis technique was used to analyse and interpret data and percentage was calculated to further determine the intensity of the responses.

4.10 Conclusion

Thus, the above chapter presents the description of the research methodology and design of the study. The next chapter focuses on analysis and interpretation of the data.

Chapter-5

Analysis and Interpretation of the Data

5.1 Introduction

Once the data are collected and organized, the next step in a research process is the same order to get a meaningful picture out of the raw information collected. Analysis of the data involves breaking down of existing complex factor into simpler parts in new arrangements for the purpose of interpretation. Analysis requires an alert, flexible and open-minded approach of the researcher. The analysis of the data was carried out with the help of content analysis and percentage analysis.

Here in the present study, the researcher has tried to focus on the sociological factors that affect the education of female students at under graduate colleges. For this purpose, the researcher interviewed 10 female principals and 30 female teachers and also took the opinion of 150 female students from three disciplines like Arts, Commerce and Science at undergraduate colleges and thus collected the data. In this chapter the data [have](#) been analyzed and interpreted.

5.2 Data Analysis and Interpretation of Interview of female principals

An interview schedule was prepared for the principals of undergraduate colleges. This was mainly to find the impact of sociological factors on the education of female students. The questions asked were:

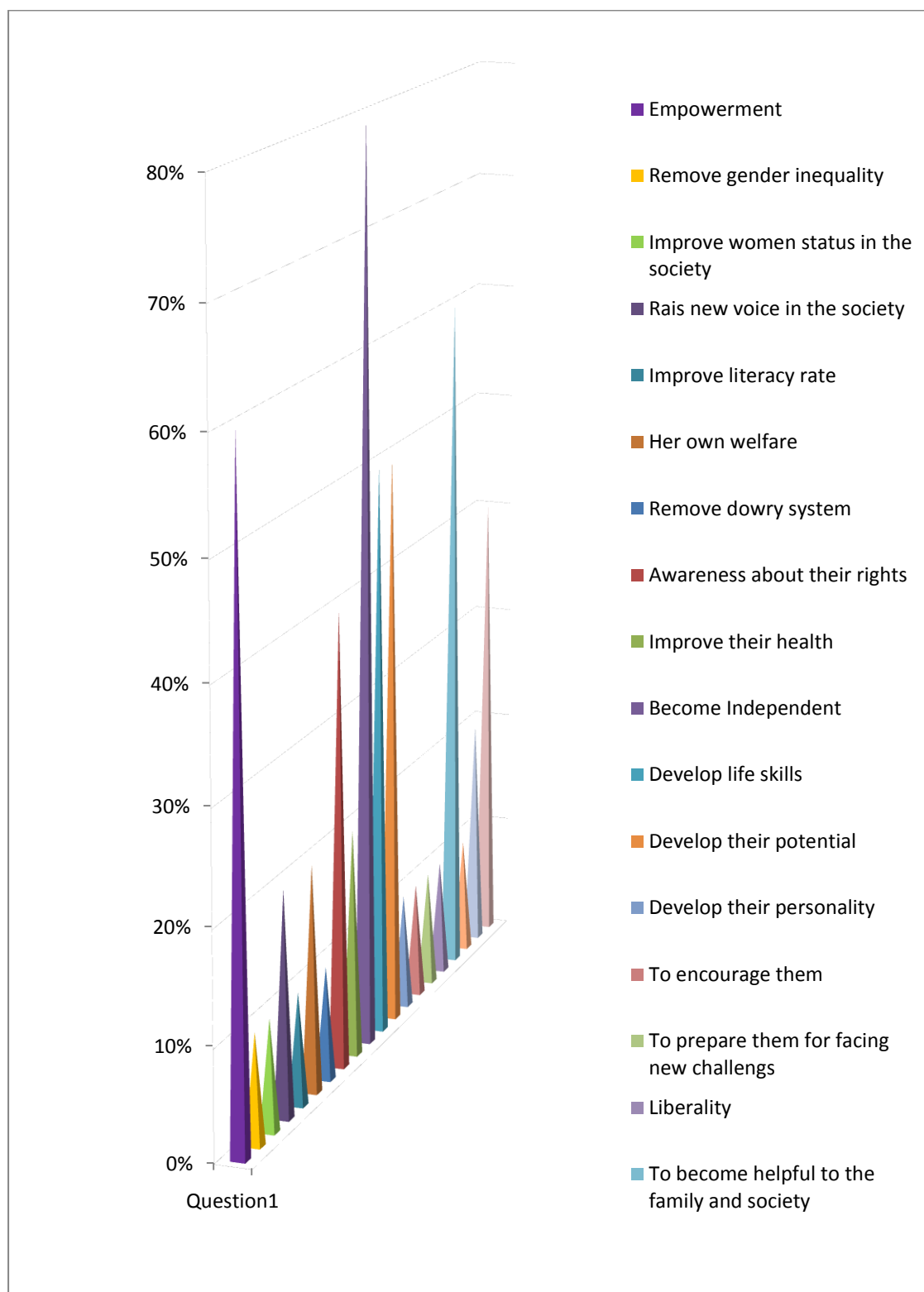
1. What is your opinion about girls' education?
2. Which sociological factors do you think affect the girls' education?
3. What are the sociological problems faced by girls while completing their graduation?
4. Please share some of your experiences about social problems that girls have faced while completing graduation from your college.

The principals were senior women who had worked with girls for a long time. Some of the principals were heads of girls' colleges. The analysis and interpretation of the data collected through the interview are presented below.

[Table No. 5.1] Responses of the female principals (Question-1)

Qs.no.	Questions	Responses	Percent %
1.	What is your opinion about girls' education?	➤ Empowerment ➤ Remove gender inequality ➤ Improve women status in the society ➤ New voice in the society ➤ Improve literacy rate ➤ Her own welfare ➤ Remove dowry system ➤ Awareness about their rights ➤ Improve their health ➤ Become independent ➤ Develop skills like problem solving and decision making ➤ Develop their potentials ➤ Develop their personality ➤ To encourage them ➤ To prepare them for facing new challenges ➤ Liberality ➤ Become helpful to the family and society ➤ Betterment for the future generation ➤ Safety and rights ➤ Develop their confidence	60% 10% 10% 20% 10% 20% 10% 40% 20% 80% 50% 50% 10% 10% 10% 10% 60% 10% 20% 40%

[Graph-1] Graphical representation of the responses of the female principals (Question-1)



From above graph, it is clear that 60% principals believed that the girls' education is very important as well as necessary for empowerment of the girls. 10% female

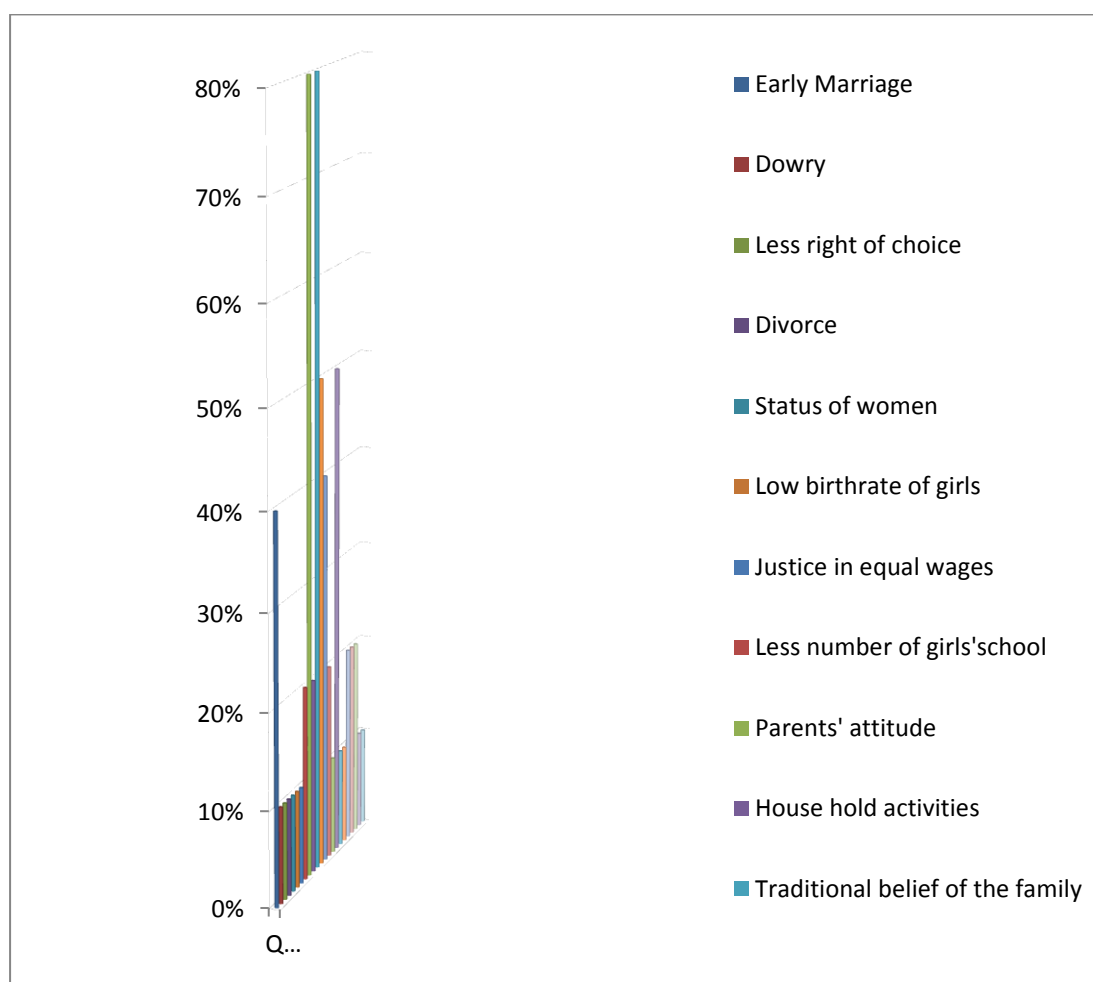
principals believed that girls' education is necessary to create awareness about gender inequality. The principals believed that if girls are educated then they will become aware about their rights and raise their voice against discrimination against them. 10% female principals believed that educated girls have better status in the society and are able to sustain themselves. 10% female principals believe that girls should be educated for their own welfare. 40% principals believed that girls should be educated for the awareness of their rights. 20% principals said that educated girls are more aware and educated vis-a-vis health issues and then are able to take care of their families as well. 80% principals said education enables the girls to be independent in terms of economic and social responsibilities. From the above graph, it is evident that all the principals said that education does lead to empowerment in the long run. They also expressed that girls should be educated for social development. The table below indicates the responses of the second question.

[Table No: 5.2] Responses of the female principals (Question-2)

Q. no.	Question	Responses	Percentage
2.	Which sociological factors do you think affect the education of girls?	✓ Early marriage ✓ Dowry ✓ Less right of choice ✓ Divorce ✓ Status of women ✓ Low birth rate of girls ✓ Justice in equal wages ✓ Less number of girls' school ✓ Parents' attitude ✓ House hold activities ✓ Traditional belief of the family ✓ Caste and rules ✓ Social pressure ✓ Male dominated society ✓ Her own confidence ✓ Financial status of the parents ✓ Constructive family background ✓ Physical harassment ✓ Lack of safety ✓ Distance	40% 10% 10% 10% 10% 10% 10% 20% 80% 20% 80% 50% 40% 20% 10% 50% 10% 10% 20% 20% 20% 10%

		✓ Gender bias	20%
		✓ Family literacy	10%
		✓ Separate accommodation	10%

**[Graph-2] Graphical representation of the responses of the female principals
(Question-2)**



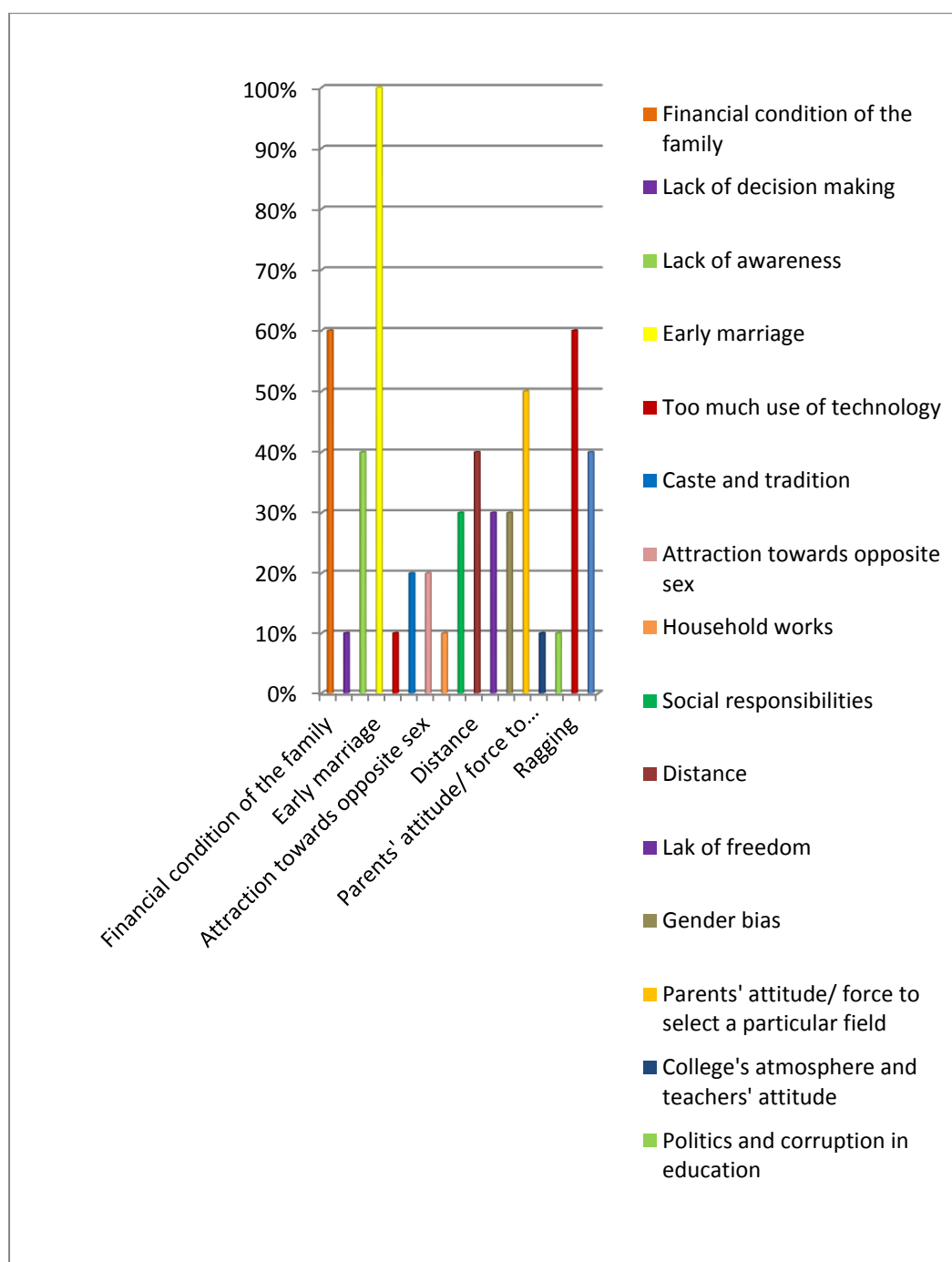
The above table indicates views of different female principals about the sociological factors that affect the education of female students. When the researcher interacted with the female principals the following responses were sought. 10% principals said that dowry is the major problem for girls' education. Parents think that if we spend money for the education of their daughters then they will not get any returns. 40% principals said that marriage at a tender age (i.e. even 18 to 20 years) is also one of the biggest factors that affect the education of female students. 10% principals said that in some of the families girls should have less right to speak in front of elders and

because of that girls should not raise their voice against discrimination even in their own family. 80% principals said that parents' attitude also affects the education of girls, if parents are narrow minded and they follow strict rules and regulation, these will definitely affect girls' education. 20% principals believe that gender bias also affect the education of female students because today also parents gave first preference of education for their son because he will give them return to their parents and daughter will go to other's house and will not give any returns to us so gender bias affect the education of girl child. 10% principals said that family literacy affect the education of female students, if the parents are educated than they can able to understand the importance of education and if the parents are not educated than they will never know about how education become helpful in future. Thus, the principals did mention a range of sociological factors that affect the education of female students. The following section focuses on the problems faced by girls while completing their education.

[Table No.-5.3] Responses of the female principals (Question-3)

Q.no.	Question	Responses	Percentage
3.	What are the social problems faced by the girls while completing their education?	- Financial condition of the family • Lack of decision making • Lack of awareness • Early marriage • Too much use of technology • Caste and tradition • Attraction towards opposite sex • Household works • Social responsibilities • Distance • Lack of freedom • Gender bias • Parents' attitude/ force to select a particular field/parents' mentality • College's Atmosphere - And teachers' attitude - Politics and corruption • Ragging • Safety	60% 10% 40% 100% 10% 20% 20% 10% 30% 40% 40% 30% 30% 50% 10% 10% 60% 40%

[Graph No.-3] Graphical representation of the responses of the female principals (Question-3)



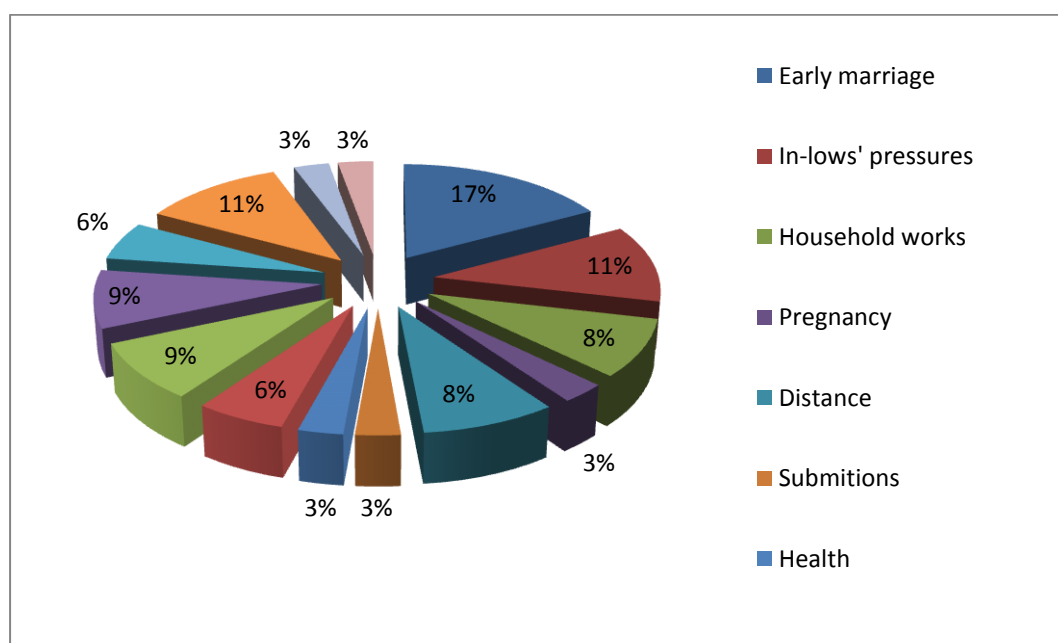
60% principals shared that financial condition of the family affects the higher education of female students. 100% principals said that marriage at an early age also affects the higher education of girls. This is mainly because once a girl get married then become difficult for her to manage both the house hold chores as well as academic work. 10% principals said that sometimes by wrong use of technology or

misuse of technology girls create problems for girls and it affects their education. 50% principals said that college's atmosphere if conducive supports education of the female students, 10% said teachers' attitude and politics as well as corruption in education affects the education of female students.

[Table No.-5.4] Responses of the female principals (Question-4)

Sr.no.	Question	Responses	Percentage
4.	Please share some of your experiences about social problems that girls have faced while completing graduation from your college.	✚ Early marriage ✚ In-lows' pressures ✚ Household works ✚ Pregnancy ✚ Distance ✚ Submissions ✚ Health ✚ Lack of awareness about their rights ✚ Gender bias ✚ Social responsibilities ✚ Traditions and castes ✚ Parents' attitude ✚ Economic problems ✚ Peer pressure	60% 40% 30% 10% 30% 10% 10% 20% 30% 30% 20% 40% 10% 10%

[Graph No.-4] Graphical representation of the responses of the female principals (Question-4)



60% principals said that marriage during the undergraduate study /courses is a major problem faced by girls. 40% said that pressure and expectations that in-laws have from the girls, affect the education of the female students. 30% principals said that due to house hold work female students are not able to concentrate on their study. Thus, from the above it is clear that the data collected from the principals enabled researcher to understand a range of sociological factors affecting girls' education.

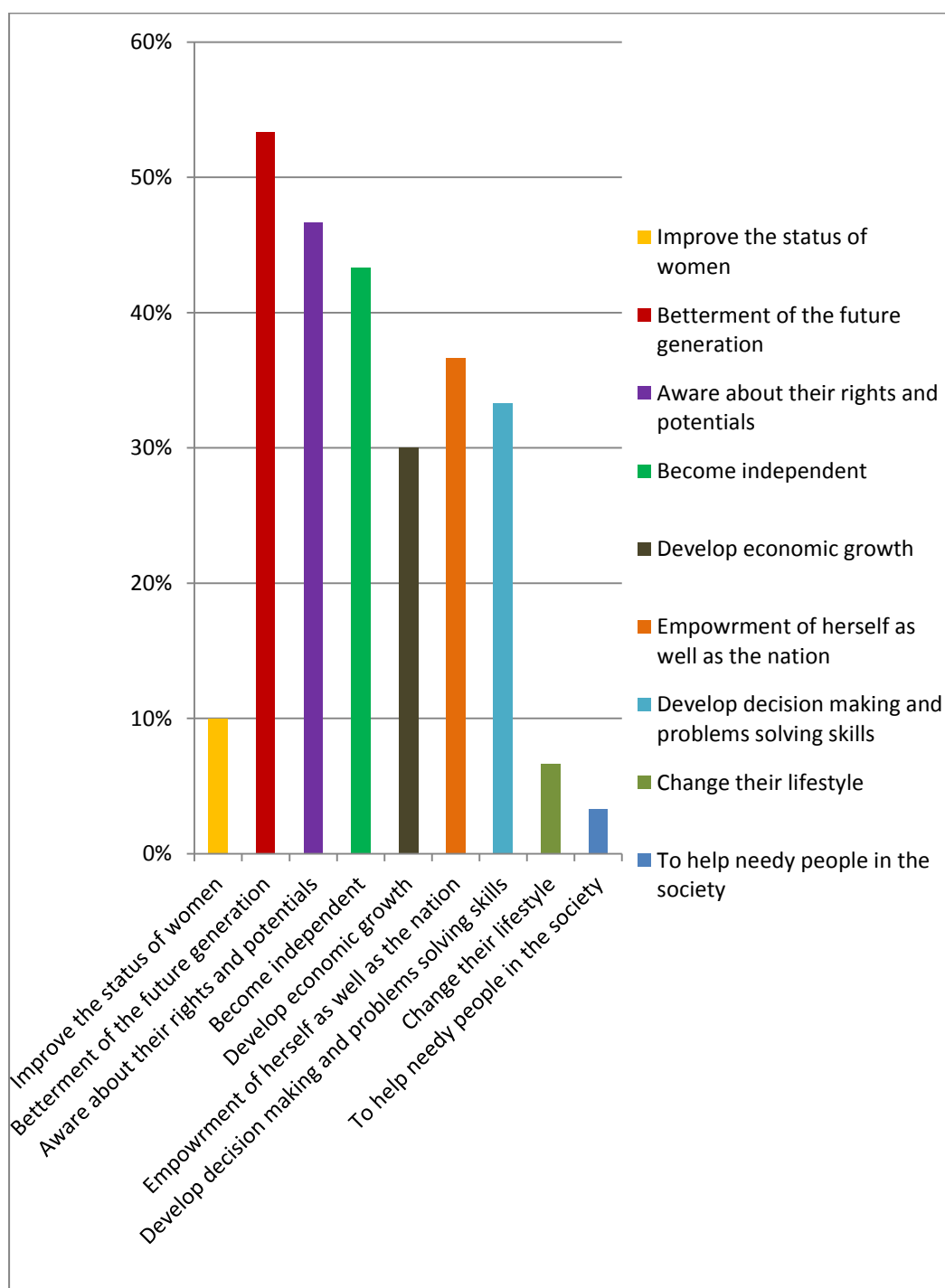
5.3 Data Analysis and Interpretation of Interview of Female Teachers

The responses received from the female teachers about the sociological factors affecting the education of female students are represented below.

[Table No. - 5.5] Responses of the female teachers (Question-1)

Q. No.	Question	Responses	Percentage
1	What is your opinion about girls' education?	• Improve the status of women • Betterment of the future generation • Aware about their rights and potentials • Girls become independent • Makes girls economically independent. • Empowerment of herself as well as nation • Develop decision making and problem solving skills • Changes their lifestyle for good • To help needy people in the society	10% 53.33% 46.66% 43.33% 30% 36.66% 33.33% 6.66% 3.33%

[Graph No. - 5] Graphical representation of the responses of the female teachers (Question-1)



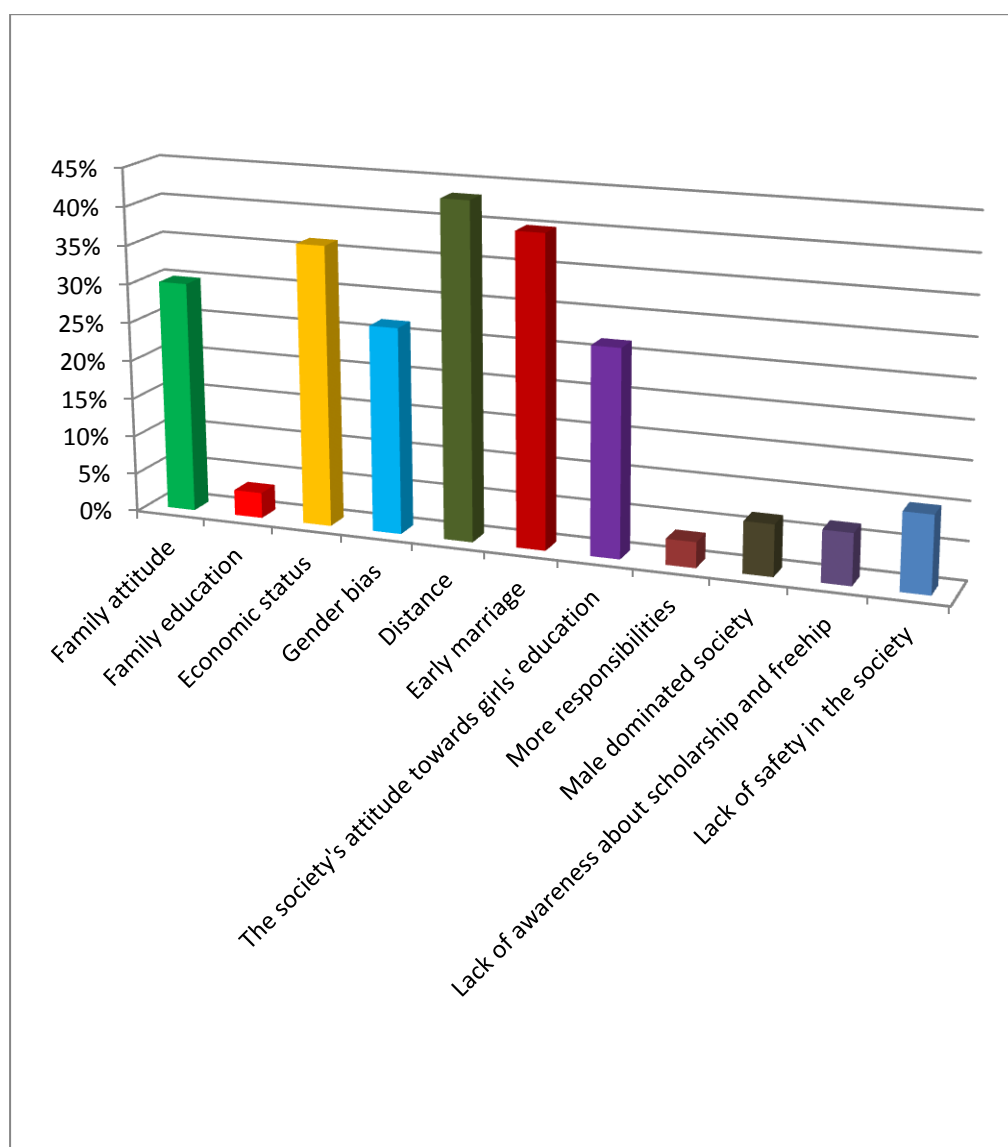
The above mention table indicates the views of female teachers about the importance of girls' education. 10% teachers said that education is necessary for the improvement of the status of women in the society. 53.33% teachers said that girls' education is needed for the betterment of the future generation. 46.66% teachers said that

education makes them aware about their rights and give them potentials to improve their personality as well as their thoughts. 30% teachers said that for the economic growth or become helpful to their own family as well as the nation education is necessary. 6.66% teachers said that education changes their lifestyle and give them strength to face the challenges in the society.

[Table No.-5.6] Responses of the female teachers (Question-2)

Sr. no.	Question	Responses	Percentage
2.	Which sociological factors do you think affect the education of girls?	➤ Family attitude ➤ Family education ➤ Economic status ➤ Gender bias ➤ Distance ➤ Lack of opportunities ➤ Early marriage ➤ Rigid mentality of the society towards girls' education ➤ More responsibilities ➤ Male dominated society ➤ Lack of awareness about scholarship and free ship ➤ Lack of safety in the society	30% 3.33% 36.33% 26.66% 43.33% 3.33% 40% 26.66% 23.33% 6.66% 6.66% 10%

**[Graph No. -6] Graphical representation of the responses of the female teachers
(Question-2)**



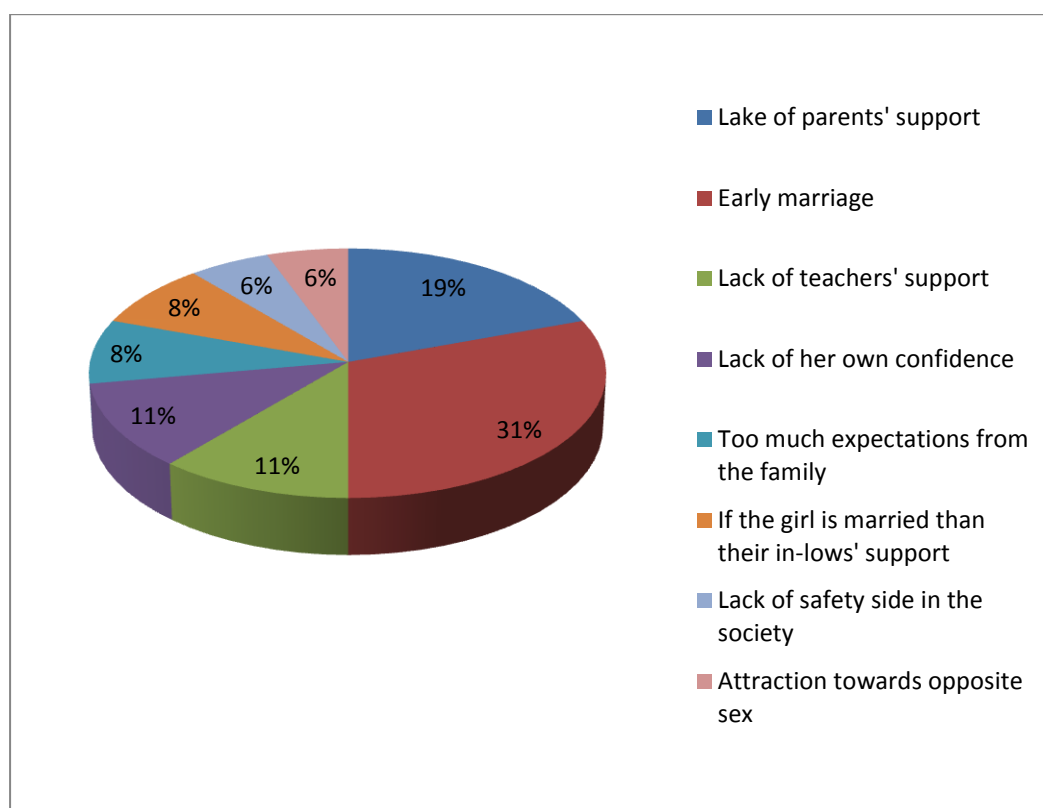
The female teachers indicated the sociological factors affecting the education of female students. 30% teachers said a positive support from family enhances the academic performances of the female students. 36.33% teachers viewed that economic condition of the family also affects girls' education while 26.66% teachers said that even today there is gender bias in some of the families. Parents think that boys' education is more important than that of girls because boys give returns and for girls. 43.33% teachers opined that sometimes due to the long distance between the college and home parents don't allow their daughter to go for higher education . 10% teachers said that there is lack of safety for girls in the society which become the biggest sociological factor affecting the education of female students. 3.33% teachers

said that in some of the families girls do not have any right to speak or even share their views with their parents, it means that girls have less opportunities as compared to boys which affect their education. 40% teachers said that sometimes parents' force their daughter to marry early i.e. during higher education girl get married. This affects their education. 6.66% teachers replied that Indian society is male dominated society while 23.33% teachers said that girls have more responsibilities as compare to boys so, it affects girls' education. There are so many sociological factors which affect girls' education in one or other way.

[Table No. – 5.7] Responses of the female teachers (Question-3)

Sr. no.	Question	Responses	Percentage
3.	What are the sociological factors faced by the girls while completing their graduation?	❖ Lack of parents' support ❖ Early marriage ❖ Lack of teachers' support ❖ Lack of her own confidence ❖ Too much expectations from the family ❖ If the girl is married than their in-laws' support ❖ Lack of safety side in the society ❖ Attraction towards opposite gender	23.33% 36.66% 13.33% 13.33% 10% 6.66% 6.66% 3.33%

[Graph No.-7] Graphical representation of the responses of the female teachers (Question-3)

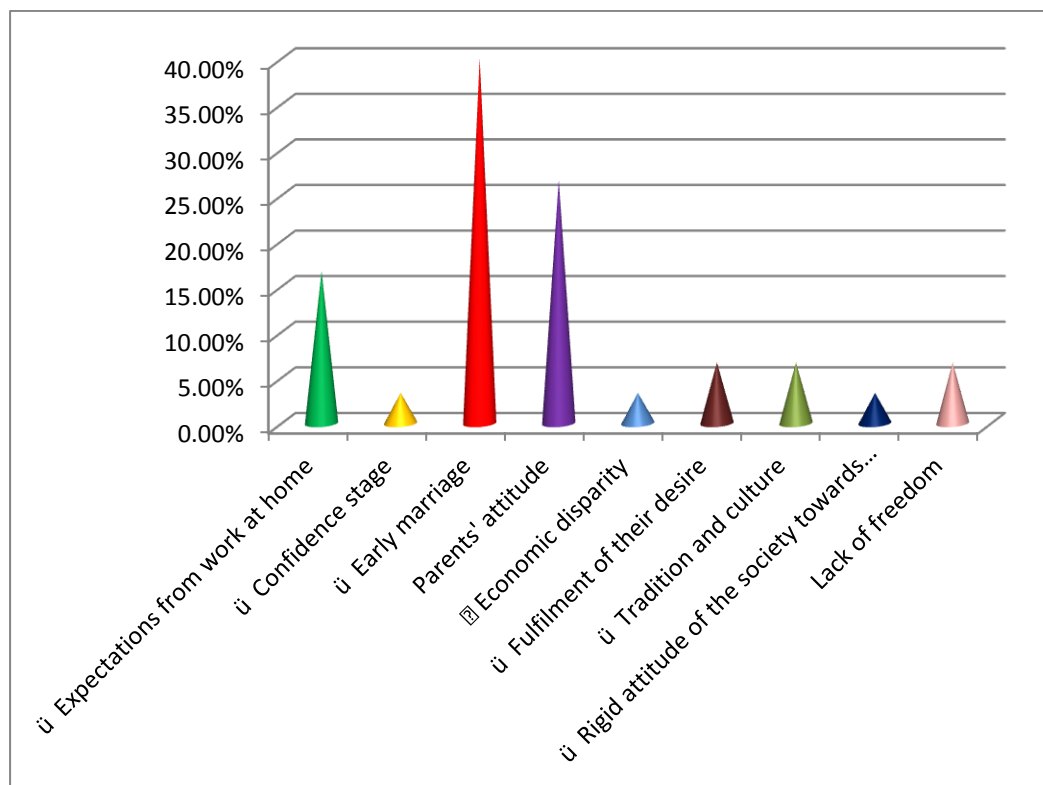


The above are the responses provided by the teachers about the sociological problems faced by girls during their graduation. **23.33%** teachers said that **lack of parents' support** affect the education of female students while **36.66%** teachers said that **marriage** of the girl affects their academic performance in the college. **13.33%** teachers viewed that sometimes **lack of teachers' support** and **teachers' behavior** has adverse effect on the education of girls. **13.33%** teachers replied that sometimes girls become depressed because of family problems and personal problems and they **lose their confidence** which also affects girls' education. **10%** teachers said that **too many responsibilities** and expectations affect education. **6.66%** teachers replied that than lack of in-laws' support and husband's support affects the girl's education adversely.

[Table No.-5.8] Responses of the female teachers (Question-4)

Q. no.	Question	Responses	Percentage
4.	Please share some of your experiences about sociological problems that girls have faced while completing graduation from your college.	✓ Expectations from work at home ✓ Confidence stage ✓ Early marriage ✓ Parents' attitude ✓ Economic disparity ✓ Fulfillment of their desire ✓ Tradition and culture ✓ Rigid attitude of the society towards female education ✓ Lack of freedom	16.66% 3.33% 40% 26.66% 3.33% 6.66% 6.66% 3.33% 6.66%

[Graph No. - 8] Graphical representation of the responses of the female teachers (Question-4)



16.66% teachers shared that lot of expectations at home affect education of girls. 3.33% teachers said that girls' own confidence is also necessary to get education. 26.66% teachers opined that sometimes parents' attitude and parents' view towards girls' education affect the academic achievement of the female students. 40% teachers said that early marriage is a barrier in education .If positive attitude and supportive family environment, then the girl can concentrate on studies and gain confidence. Thus girl students find difficulty in managing home and studies. 6.66% teachers said that the rigid attitude and lack of freedom affects academic performance. The following section focuses on analysis and interpretation of data obtained from female students.

5.4 Data Analysis and Interpretation of the Oppinionnaire

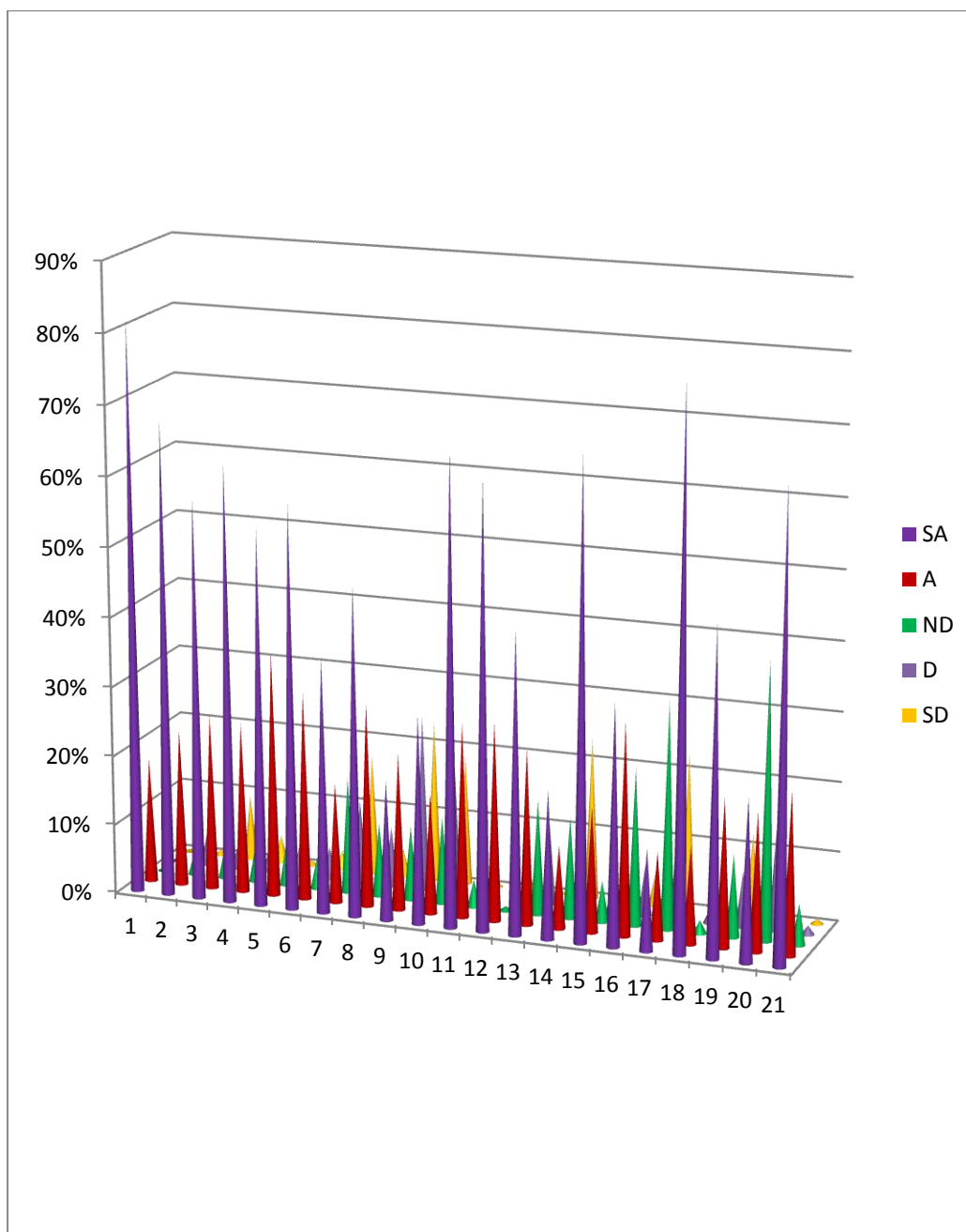
The responses received from the female students of undergraduate colleges are depicted in table below.

[Table No.-5.9] Opinions of under graduate female students about the sociological problems affect on their education

Sr. No.	Statements	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1.	I get financial support from my parents.	82%	18%	–	–	–
2.	I get help from my parents to solve academic problems.	68%	22.66%	3.33%	5.33%	0.66%
3.	My parents allow me to stay for as long time in the college and study/ work in college library.	57.33%	25.33%	4.66%	3.33%	9.33%
4.	My parents encourage me to read different books.	63.33%	24.66%	5.33%	2.66%	4%
5.	I can freely share my views with my parents.	54%	35.33%	6%	4%	0.66%
6.	My friends encourage me to study.	58%	30%	4.66%	4.66%	2.66%
7.	I get financial support from my friends in my education.	36.66%	17.33%	16.66%	12%	17.33%
8.	My parents willingly send me to co-education college.	47.33%	29.33%	10.66%	8.66%	4%
9.	Religious activities like worshipping God and celebration of different festivals have adverse effect	20%	22.66%	10.66%	8.66%	4%

	on my education.					
10.	I feel parents normally send boys to far off colleges as compared to girls.	30%	17.33%	12.66%	21.33%	18.66%
11.	My teachers motivate and encourage me to study.	67.33%	28%	4%	—	4%
12.	My college's academic culture support education of girls.	64%	28.66%	0.66%	3.33%	3.33%
13.	I can approach male teachers easily to solve academic problems and got information.	43.33%	25.33%	16.66%	12.66%	0.66%
14.	I have received scholarship for my study.	21.33%	12%	14.66%	28.66%	23.33%
15.	Girls and boys get equal educational opportunities.	68%	18%	6%	4%	4%
16.	The society has more expectations from girls as compare to boys.	34.66%	30.66%	22.66%	7.33%	4.66%
17.	I think self-esteem of girls is lower than that of boys.	14.66%	12.66%	32.66%	17.33%	22.66%
18.	My parents allow me to select a particular stream of my choice for higher education.	79.33%	14%	2%	2%	2.66%
19.	Household work does not affect on my education and academic achievements.	46.66%	21.33%	12%	8%	12%
20.	A married girl finds it difficult to continue her education.	23.33%	20%	40%	14.66%	2%
21.	Academic environment of my college allows me to study and improve myself.	66.66%	23.33%	6%	1.33%	0.66%

[Graph No.- 9] Graphical representation of the opinions of the under graduate female students



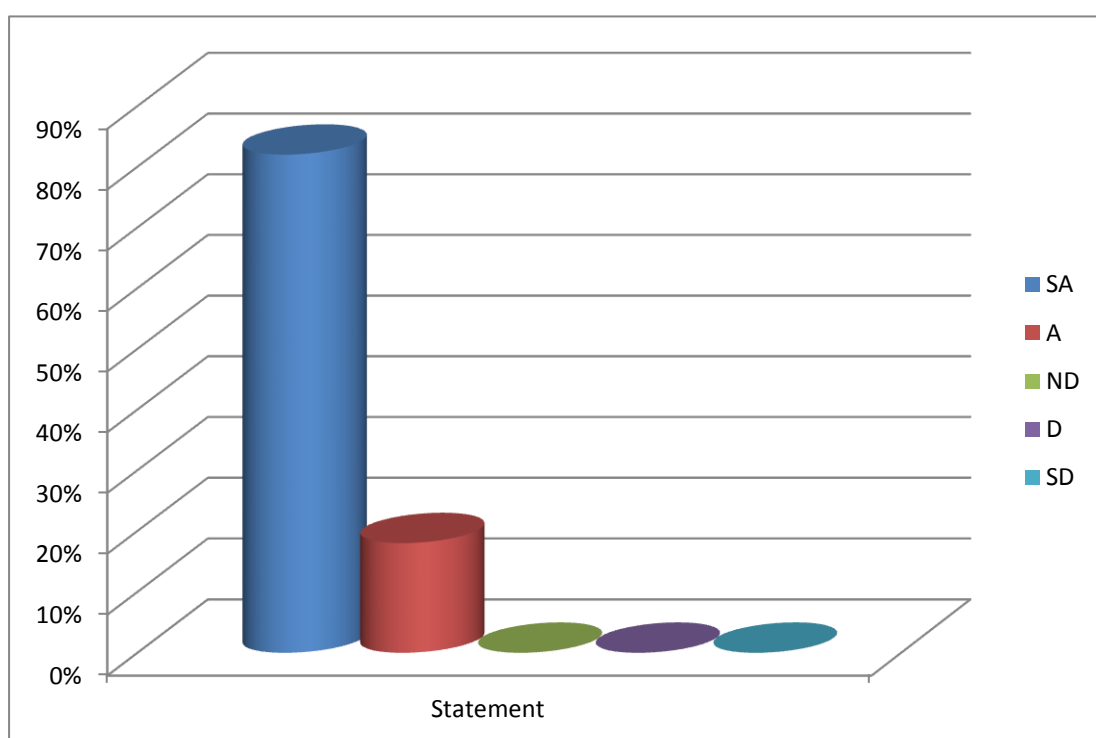
The statement wise analyses and interpretation is depicted as below.

5.5 Interpretation of the Opinions of the female students

1. I get financial support from my parents.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
82%	18%	—	—	—

[Graph No.-10] Responses of female student (statement -1)

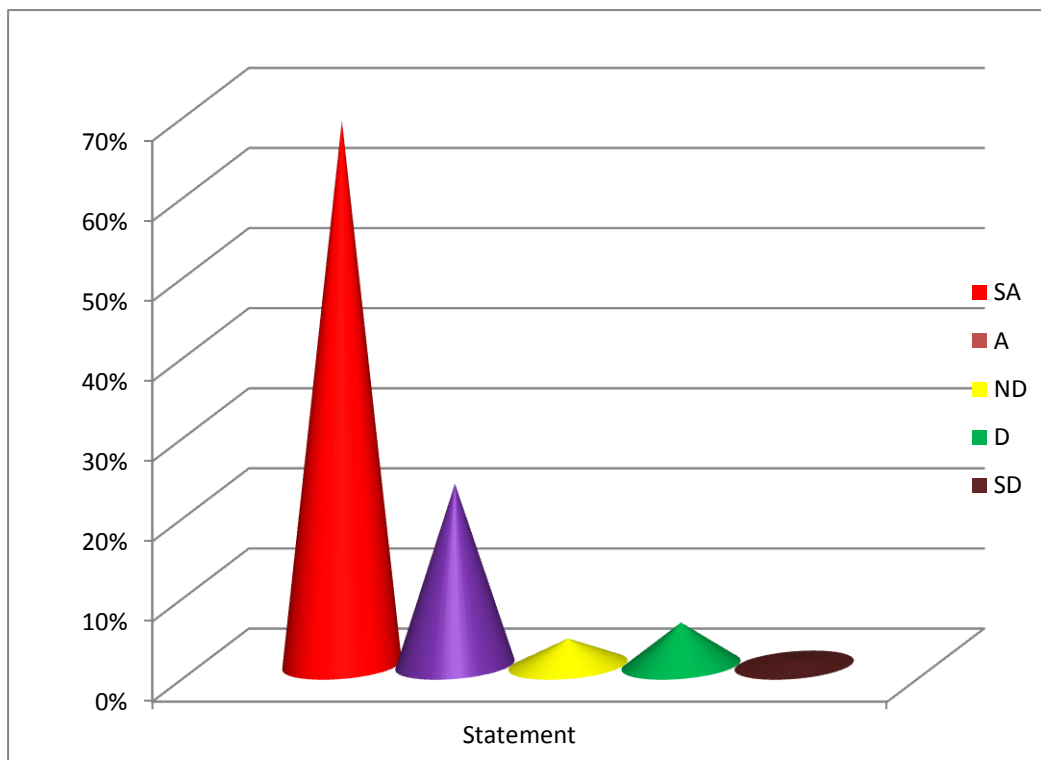


According to the above table 82% female students strongly expressed that they got financial support from their parents for their education. 18% female students said that they got the financial support from their parents to complete their education whereas 18% girls were faced difficulty to get financial support from their parents for their education.

2. I get help from my parents to solve my academic problem.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
68%	22.66%	3.33%	5.33%	0.66%

[Graph No.-11] Responses of female students (statement – 2)

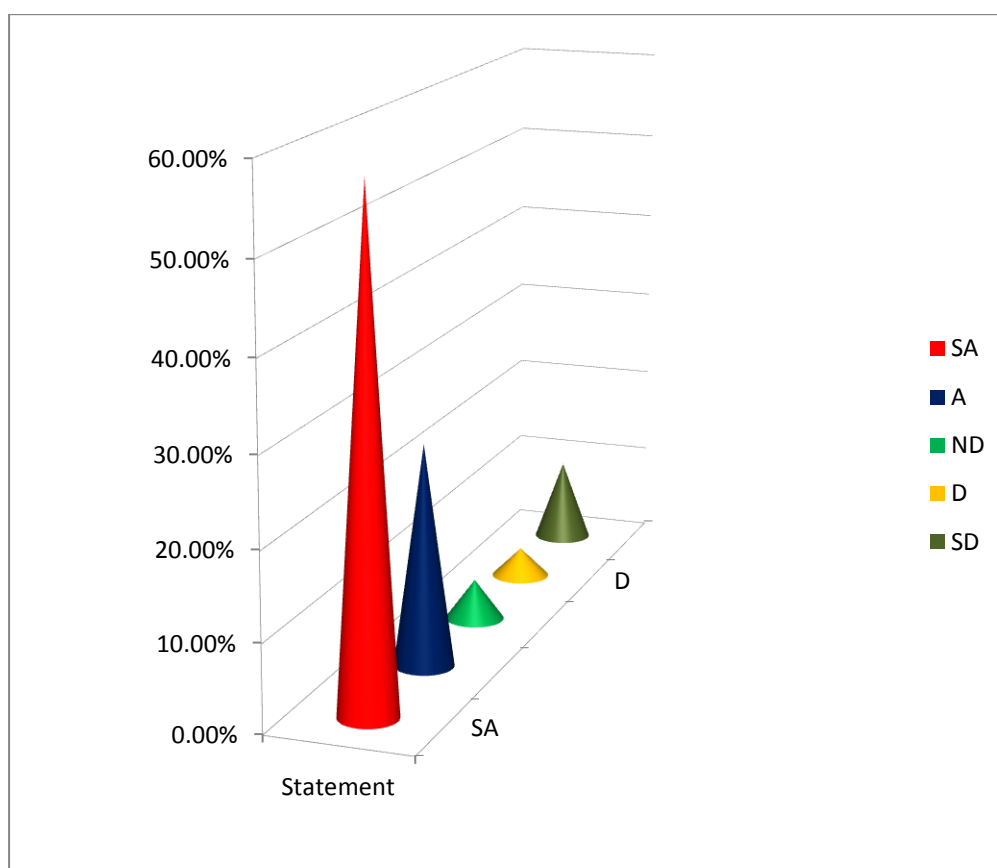


68% female students strongly agreed to the statement. 22.66% female students agreed and said that got help from their parents to solve academic problems. While 3.33% girls said that they were undecided about the statement. 5.33% of female students did not a get help from their parents to solve academic problems and 0.66% female students were never got any help from their parents. Thus, nearly 70% parents are supportive.

3. My parents allow me to stay for as long time in the college and study/ work in college library.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
57.33%	25.33%	4.66%	3.33%	9.33%

[Graph No.-12] Responses of female students (statement – 3)

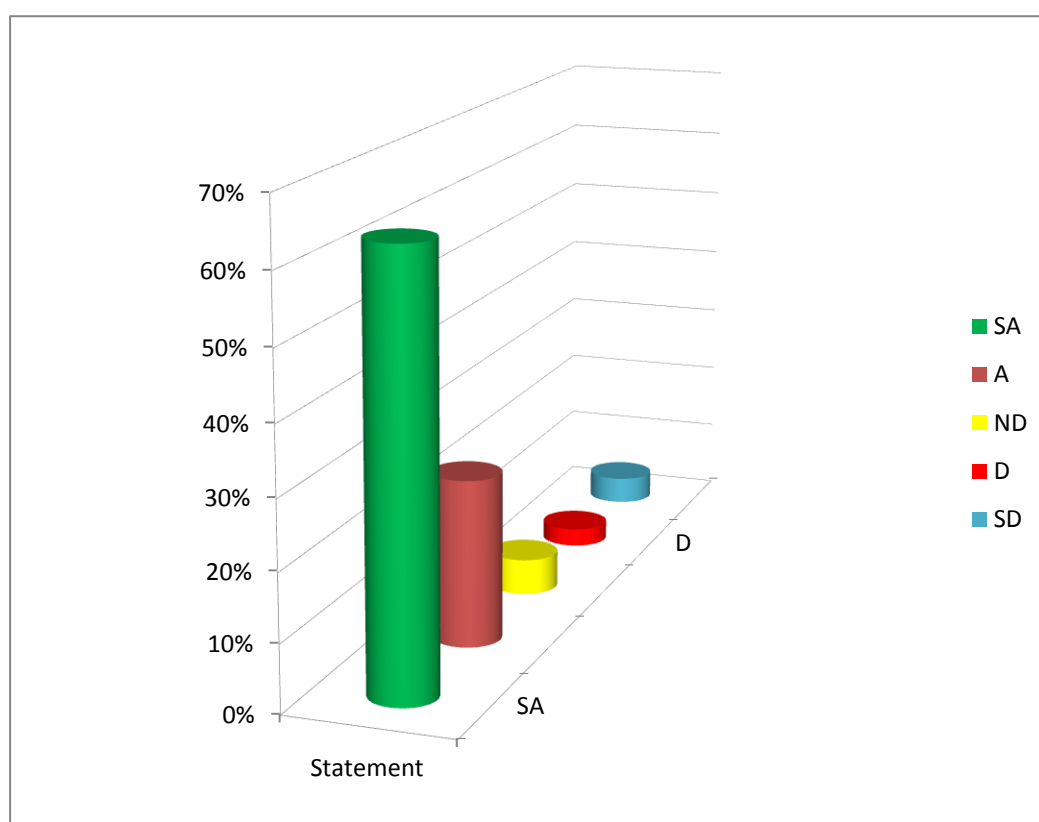


57.33% female students strongly agreed with the statement. 25.33% female students agreed with the statement. 4.66% female students were undecided and 3.33% female students disagreed with the statement. 9.33% female students strongly disagreed with the statement.

4. My parents encourage me to read different books.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
63%	24.66%	5.33%	2.66%	4%

[Graph No.-13] Responses of female students (statement – 4)

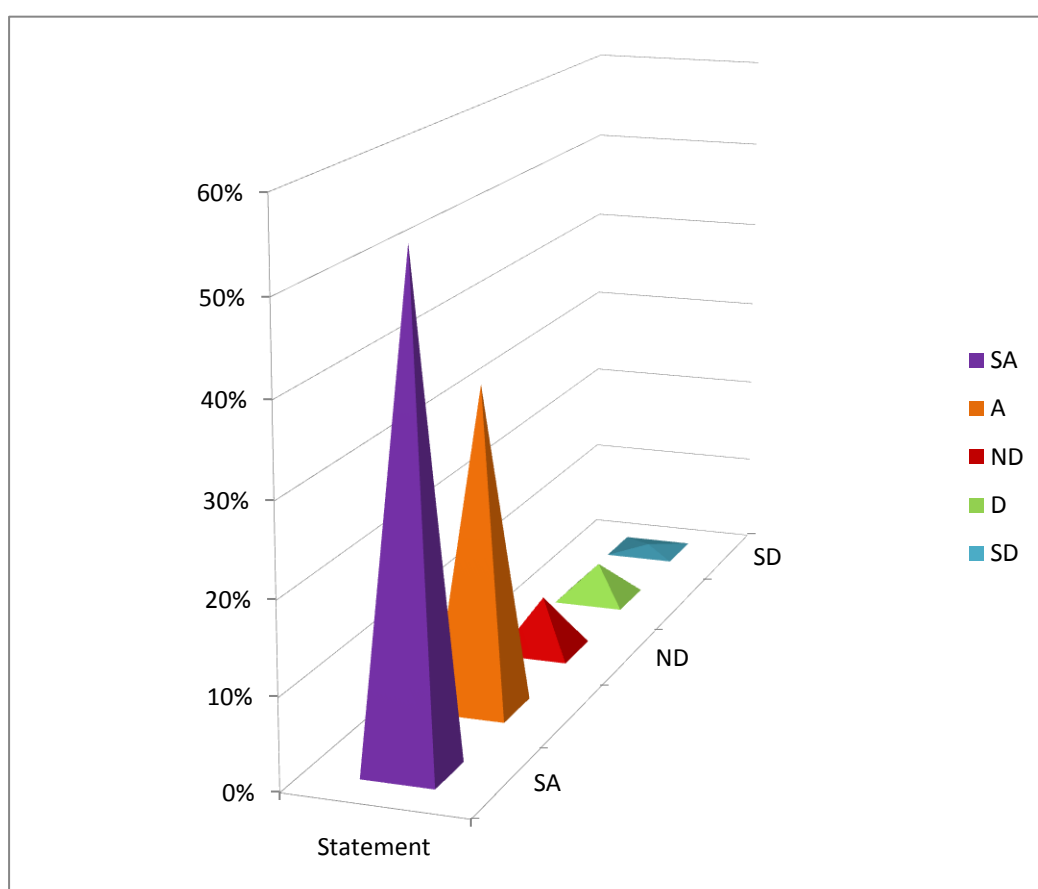


The above table indicates that 63% female students strongly agreed and said that their parents encouraged them to read difference books while 24.66% female students just agreed. 5.33% female students said that they were undecided. 2.66% female students disagreed and 4% female students strongly disagreed with the statement. Thus, nearly 70% parents encouraged female students to study.

5. I can freely share my views with my parents.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
54%	35.33%	6%	4%	0.66%

[Graph No.-14] Responses of female students (statement -5)

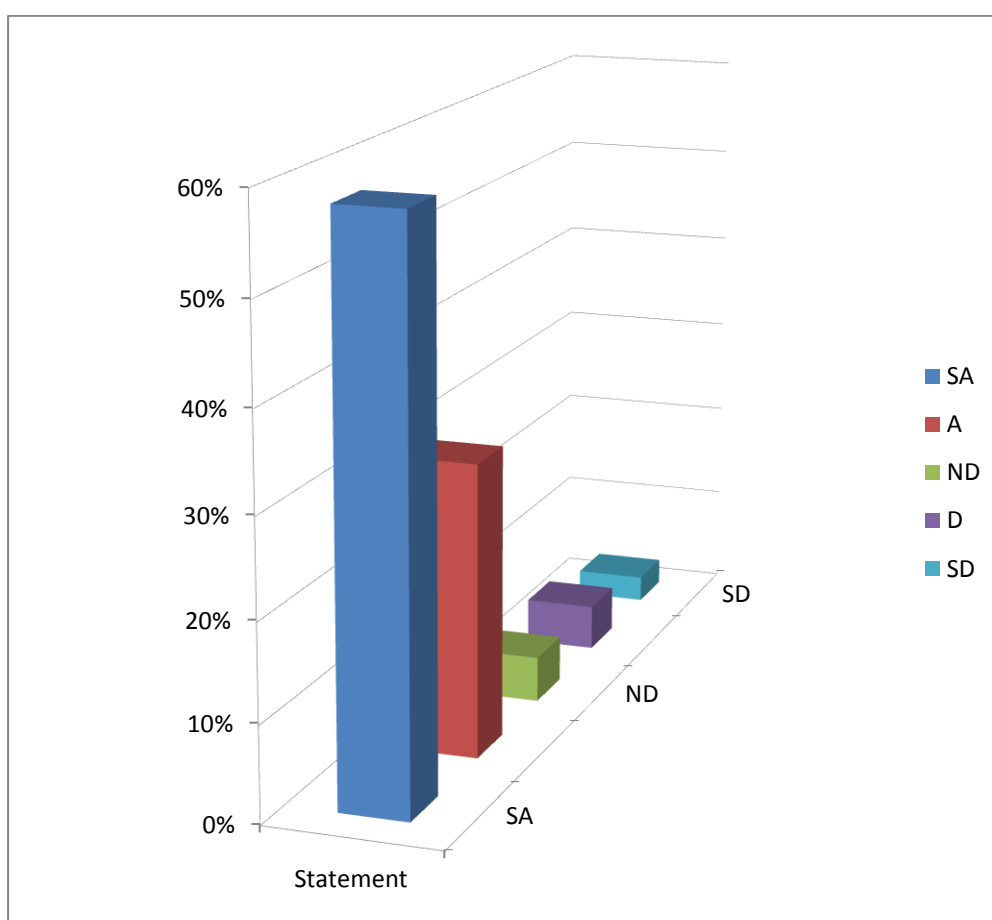


54% female students strongly agreed with the statement. 35% female students agreed with the statement. 6% female students were undecided and 4% female students disagreed with the statement. 0.66% female students strongly disagreed with the statement.

6. My friends encourage me to study.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
58%	30%	4.66%	4.66%	2.66%

[Graph No. 15] Responses of female students (statement - 6)

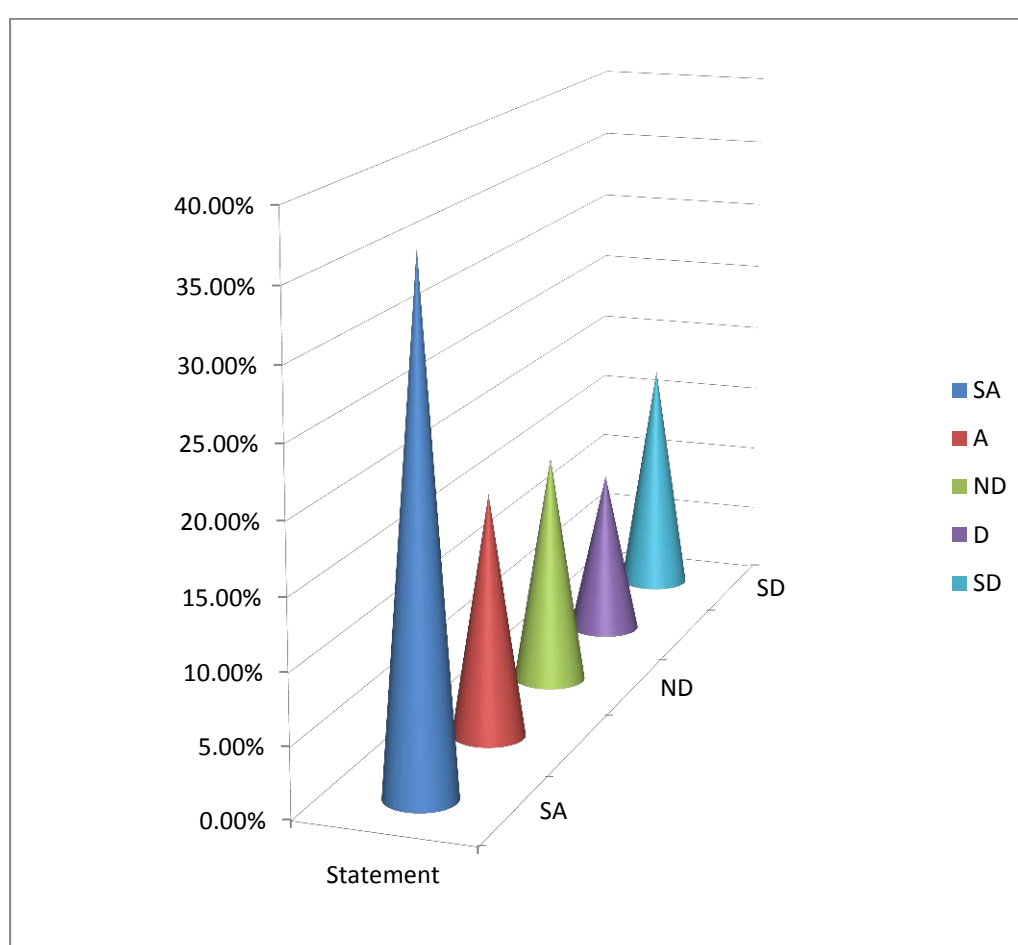


From above it is clear that nearly 70% female students expressed that their friends motivated them to study. The graphical representation is depicted below.

7. I get financial support from my friends in my education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
36.66%	17.33%	16.66%	12%	17.33%

[Graph No.-16] responses of female students (statement - 7)

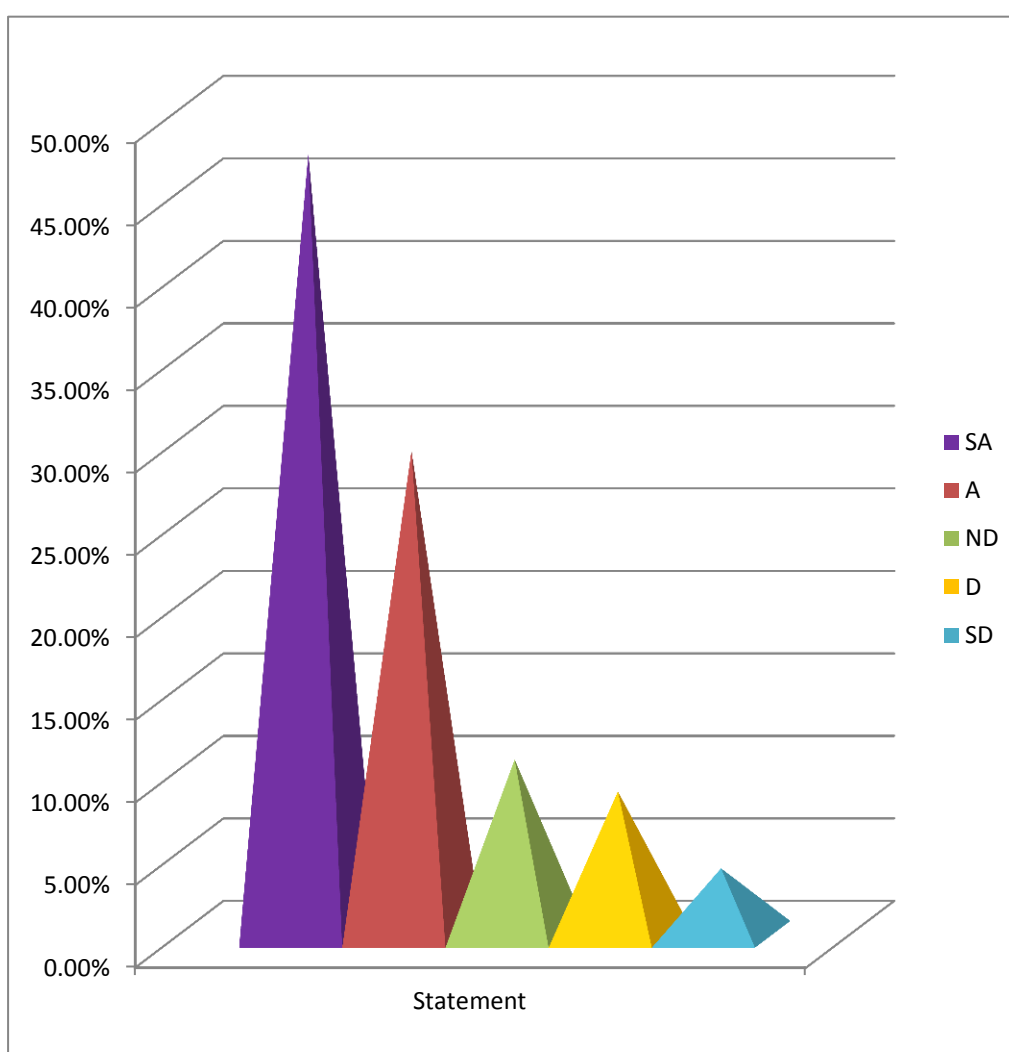


36.66% female students got financial support from their friends. 17.33% female students also agreed with the statement. 16.66% female students were not decided. 12% female students disagreed and 17.33% female students said that they never got financial support from their friends.

8. My parents willingly send me to Co-education College.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
47.33%	29.33%	10.6%	8.66%	4%

[Graph No.-17] Responses of female students (statement - 8)

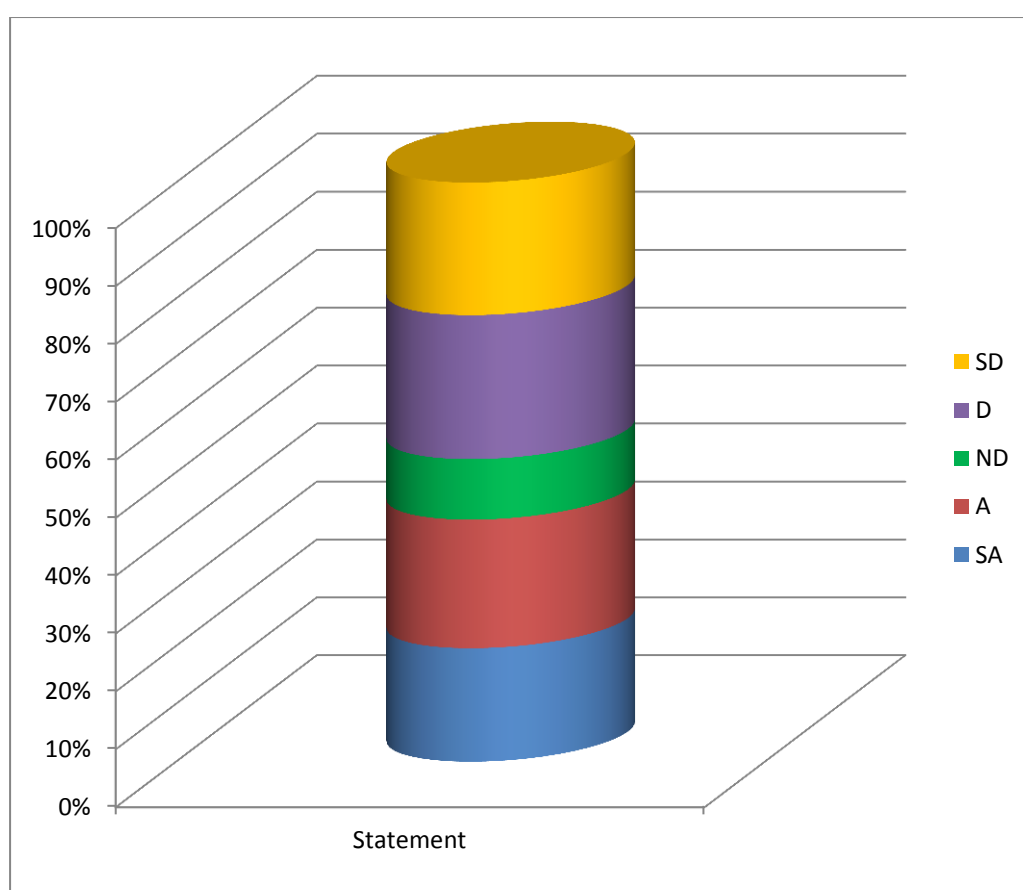


Nearly 70% students expressed that they were allowed to go to coeducation colleges. This does reflect a positive change in the attitude of parents.

9. Religious activities like worshipping God and celebration of different festivals have adverse effect on my education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
20%	22.66%	10.66%	25.33%	23.33%

[Graph No.-18] Responses of female students (statement - 9)

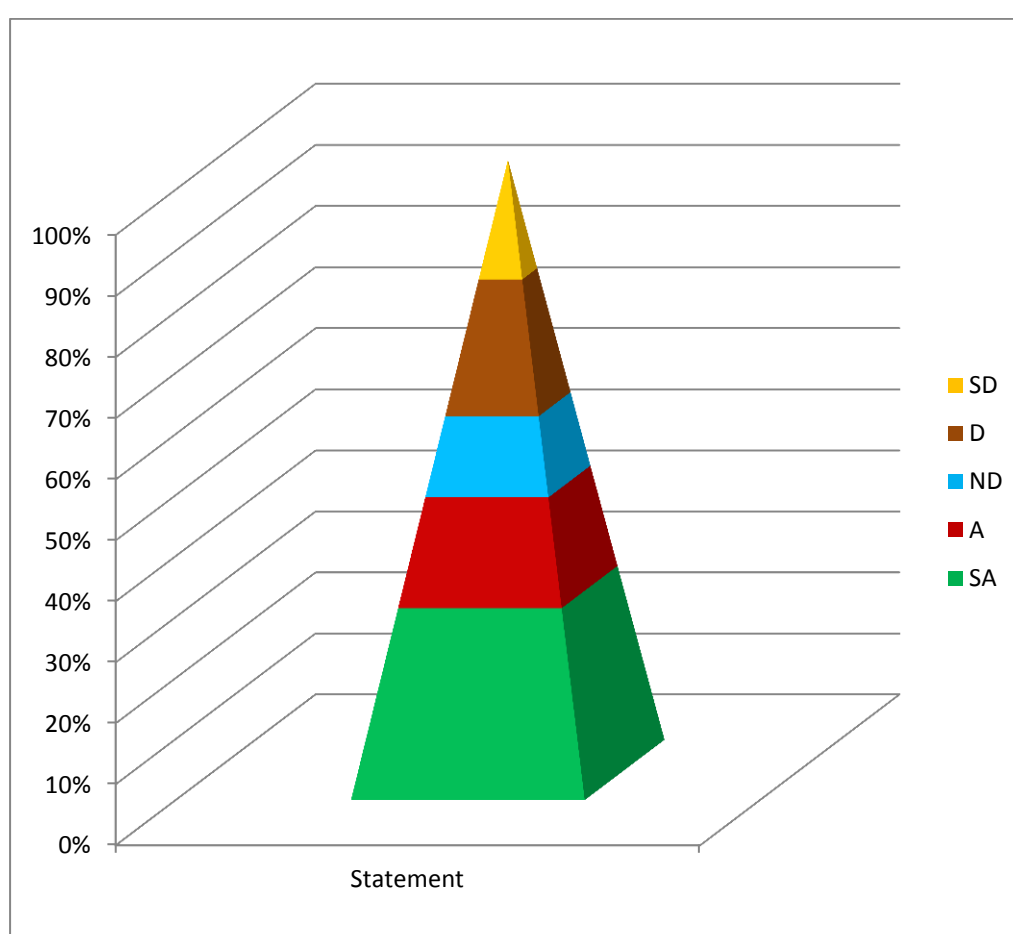


20% female students strongly agreed with the statement. 22.66% female students agreed with the statement. 10.66% female students were not decided. 25.33% female students strongly disagreed with the statement and 23.33% female students disagreed with the statement.

10. I feel parents normally send boys too far off colleges as compared to girls.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
47.33%	17.33%	12.66%	21.33%	18.66%

[Graph No.-19] Responses of female students (statement - 10)

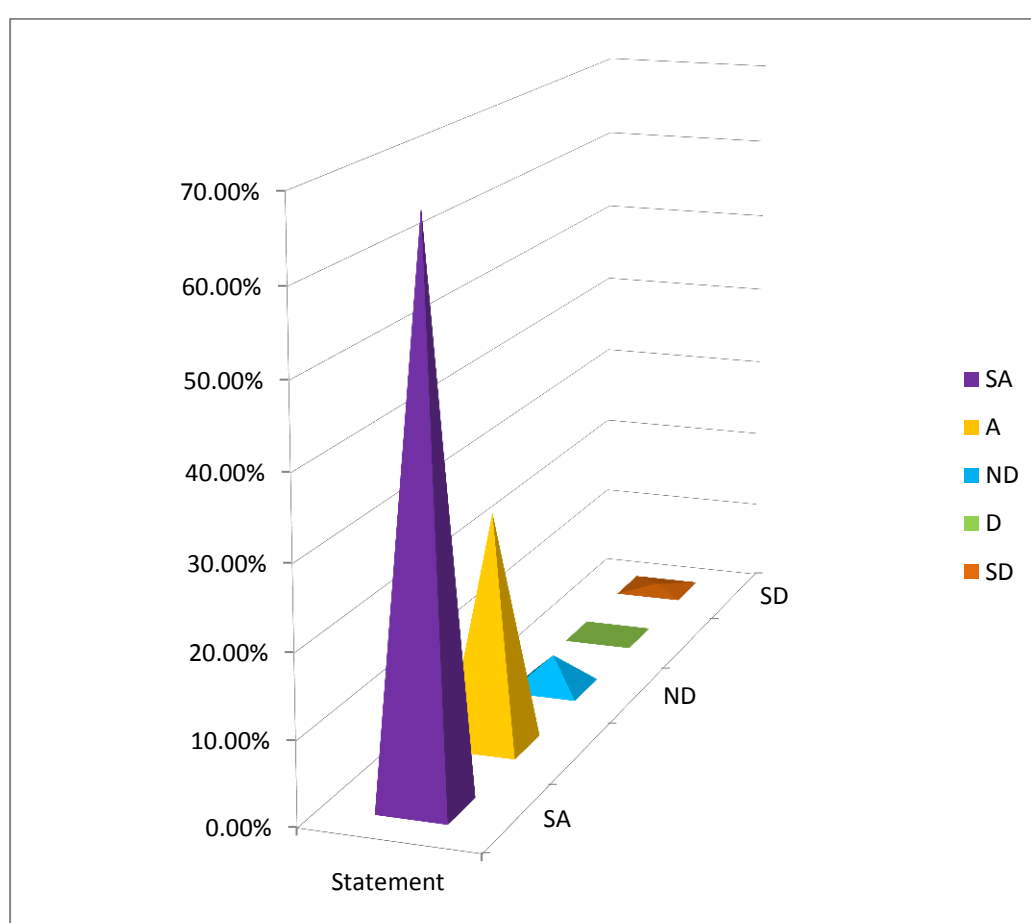


47.33% strongly agreed to the statement, this indicated that more than 50% girls feel that boys are sent to far off schools and colleges.

11. My teachers motivate and encourage me to study.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
67.33%	28%	4%	—	0.66%

[Graph No.-20] Responses of female students (statement - 11)

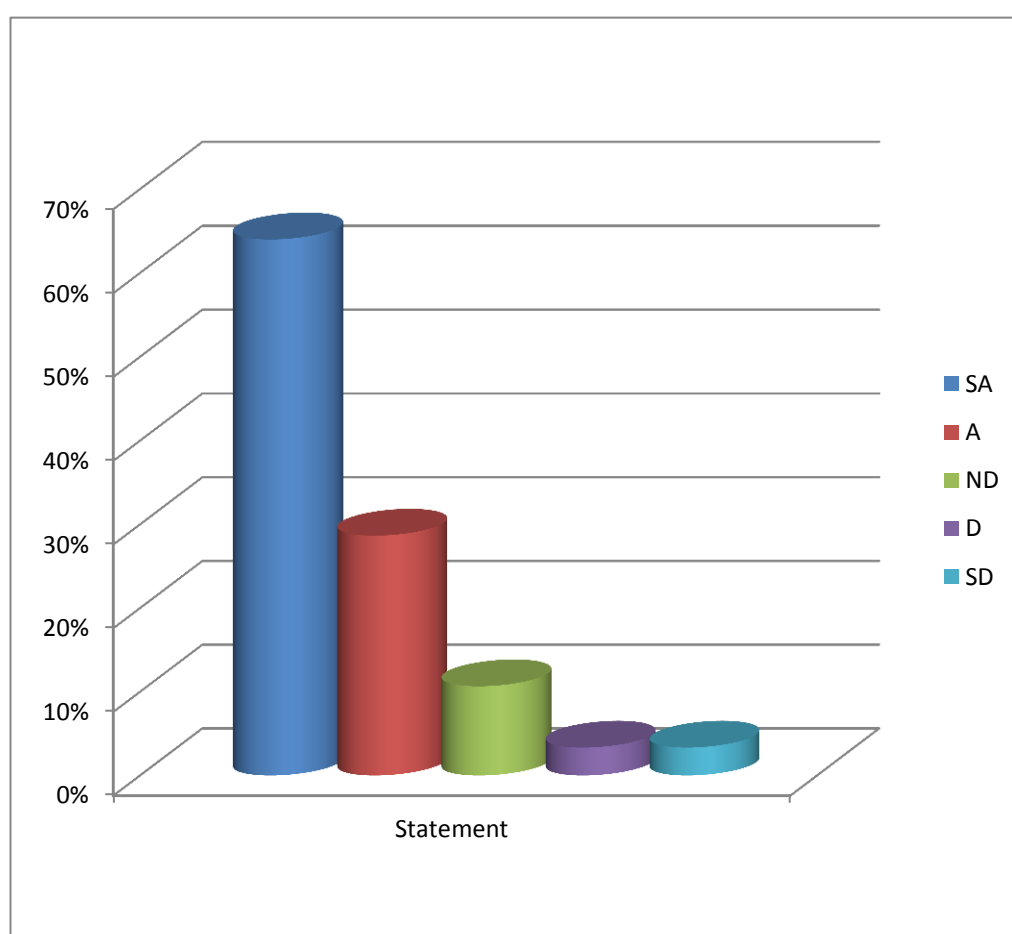


The above mention table indicates that 67.33% female students strongly agreed that their teachers encouraged and motivated them to study and 28% female students also agreed with the statement. 4% female students said that they were undecided and 0.66% female students said that they strongly disagreed. A large majority of students said that teachers motivated and encouraged them.

12. My college's academic culture support education of girls.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
64%	28.66%	10.66%	3.33%	3.33%

[Graph No.-21] Responses of female students (statement – 12)

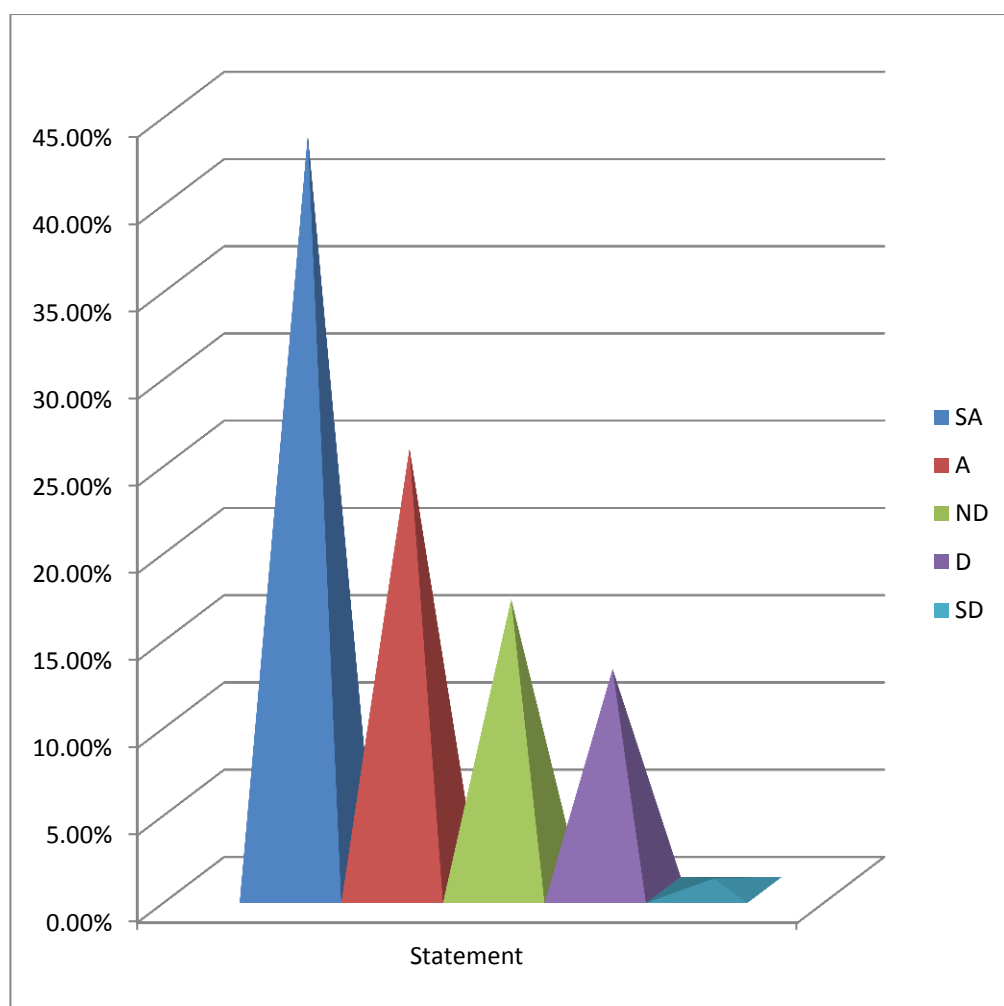


The above mention table indicates that 64% female students felt that their college's academic culture was supportive. 28.66% female students also agreed. 10.66% were said that they were undecided. 3.33% female students disagreed and 3.33% female students strongly disagreed.

13. I can approach male teachers easily to solve academic problems and get information.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
43.33%	25.33%	16.66%	12.66%	0.66%

[Graph No.-22] Responses of female students (statement - 13)

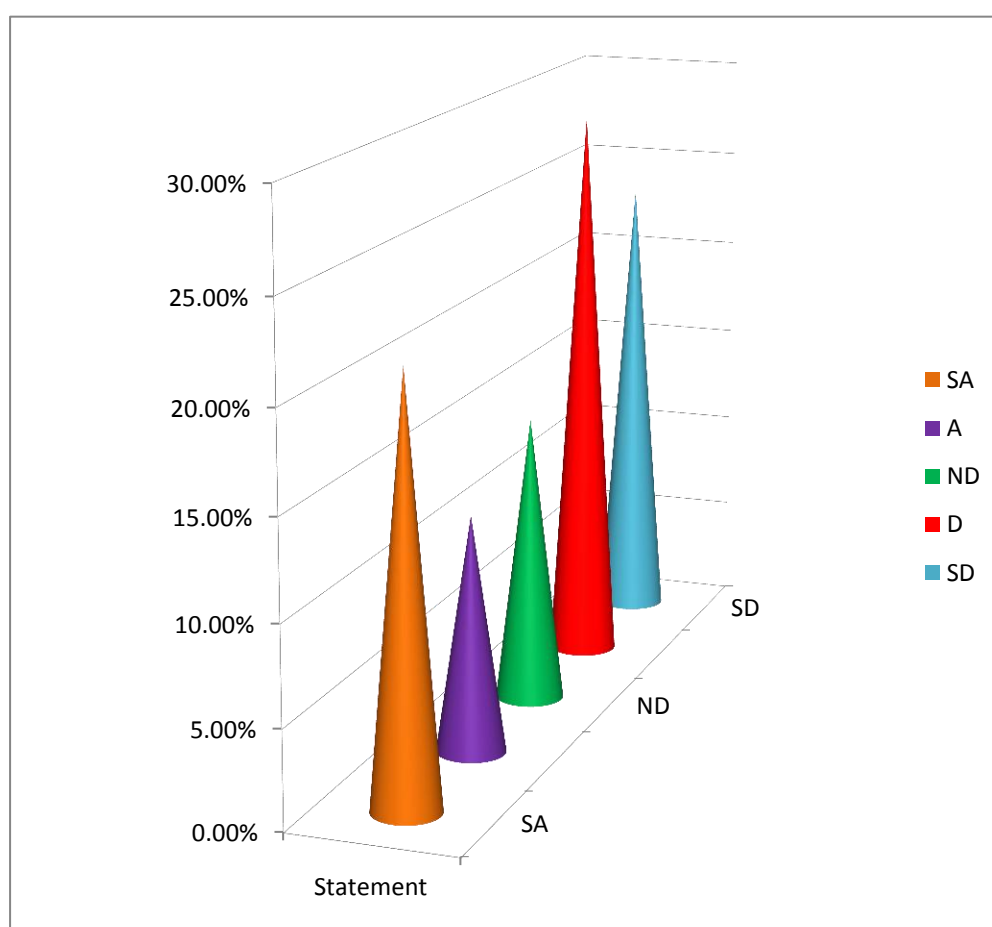


43.33% female students strongly agreed with the statement. 25.33% female students agreed with the statement. 16.66% were undecided. 12.66% female students disagreed with the statement and 0.66% strongly disagreed.

14. I have received scholarship for my study.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
21.33%	12%	14.66%	28.66%	23.33%

[Graph No.-23] Responses of female students (statement – 14)

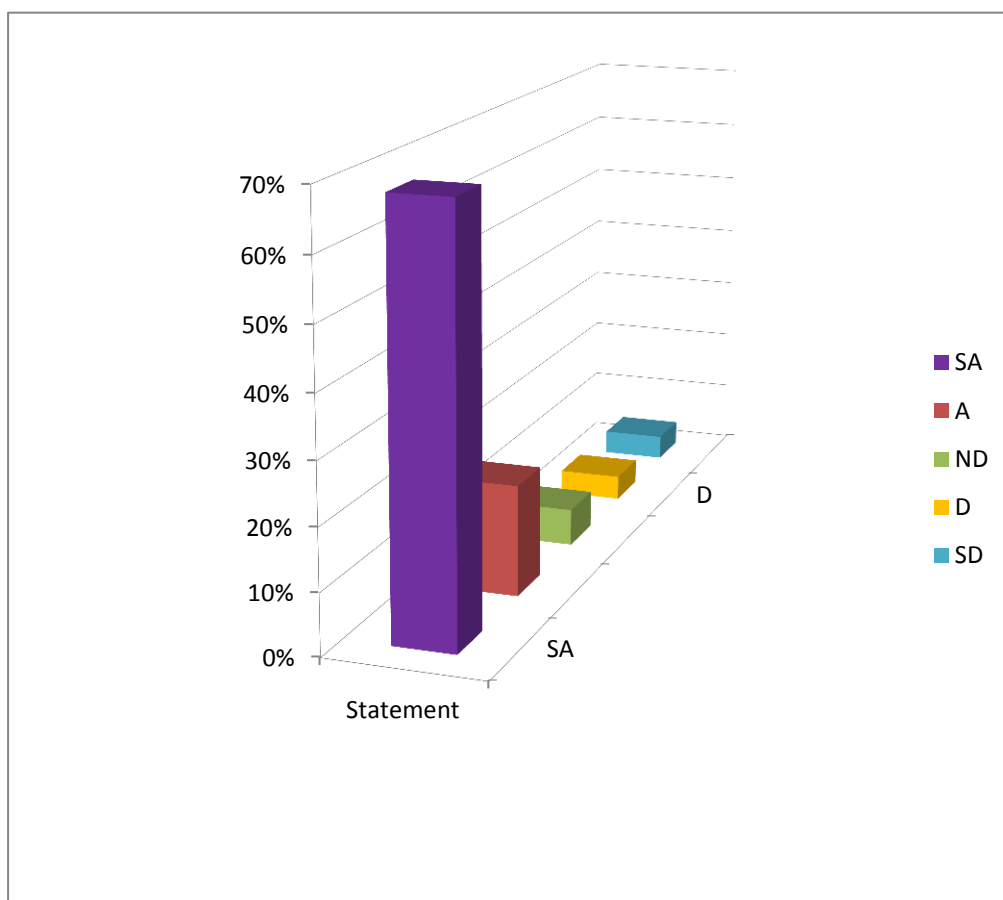


21.33% female students strongly agreed with the statement. 12% female students agreed with the statement. 14.66% students were undecided. 28.66% students disagreed and 23.33% students strongly disagreed with the statement.

15. Girls and boys get equal educational opportunities.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
68%	18%	6%	4%	4%

[Graph No.-24] Responses of female students (statement - 15)

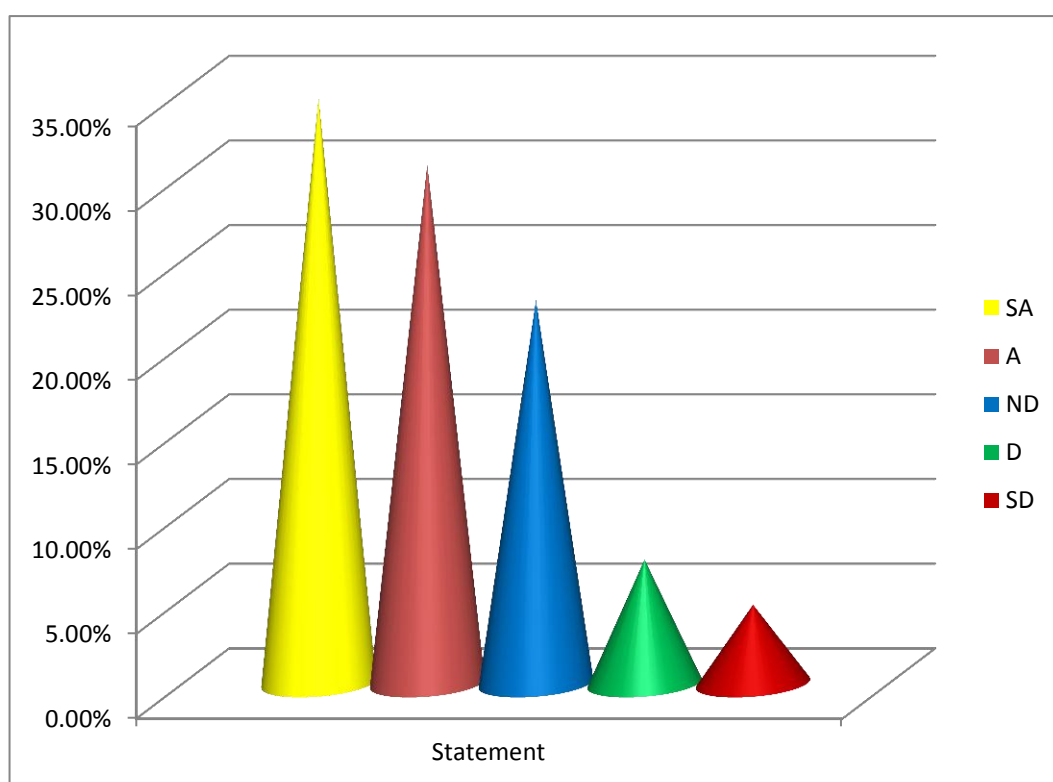


68% female students strongly agreed with the statement. 18% female students agreed with the statement. 6% students said that they were undecided. 4% female students disagreed and 4% strongly disagreed with the statement.

16. The society has more expectations from girls as compare to girls.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
34.66%	30.66%	22.66%	7.33%	4.66%

[Graph No.-25] Responses of female students (statement - 16)

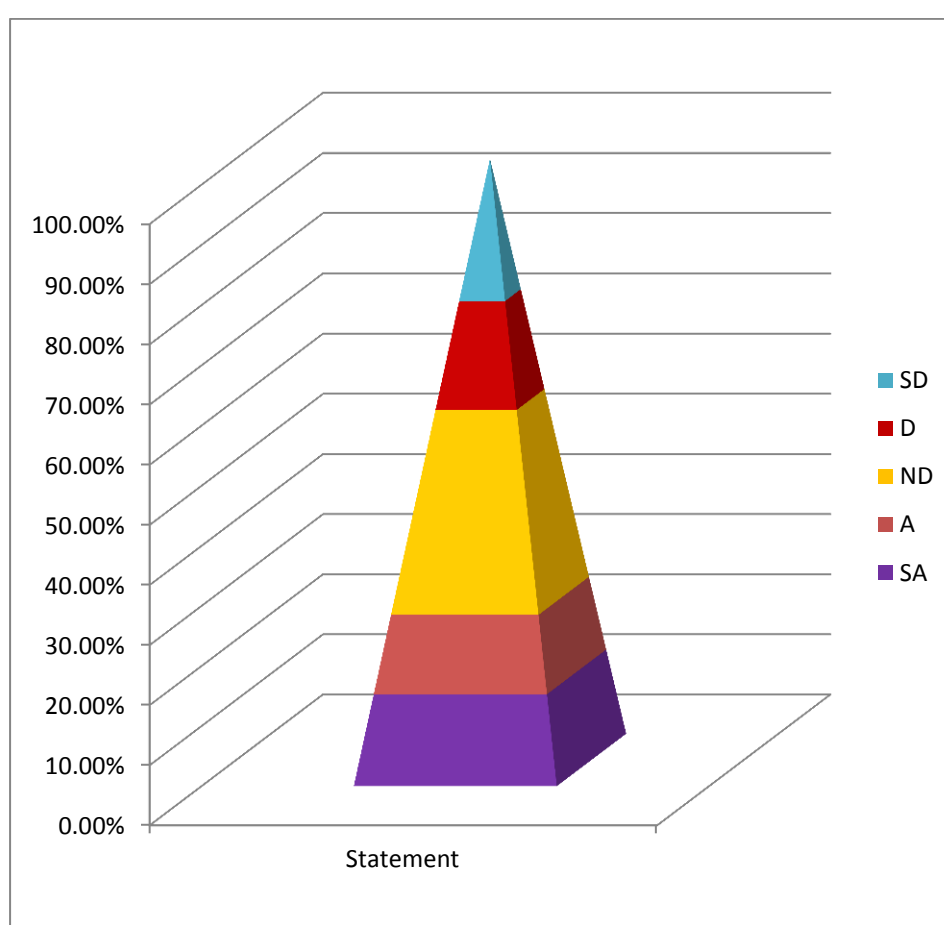


34.66% female students strongly agreed with the statement. 30.66% students agreed. 22.66% female students said that they were undecided. 7.33% students strongly agreed and 4.66% students strongly agreed with the statement. Thus, large majority of girls felt society expectations are more from girls.

17. I think self-esteem of girls is lower than that of boys.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
14.66%	12.66%	32.66%	17.33%	22.66%

[Graph No.- 26] Responses of female students (statement - 17)

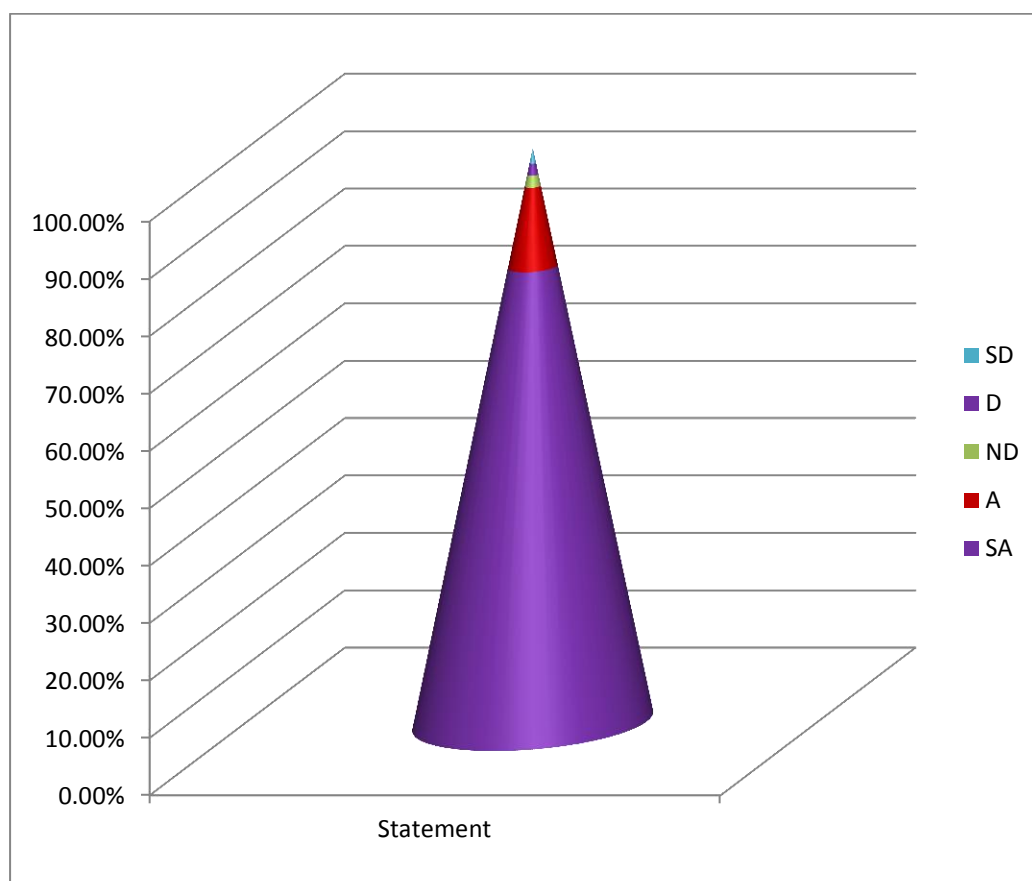


The above mention table indicates that 14.66% female students strongly agreed with the statement and thought that self-esteem of girls is lower than that of boys. 12.66% female students agreed. 32.66% female students said that they were not decided. 17.33% female students disagreed and 22.66% female students strongly disagreed.

18. My parents allow me to select a particular stream of my choice for Higher Education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
79.33%	14%	2%	2%	22.66%

[Graph No.-27] Responses of female students (statement - 18)

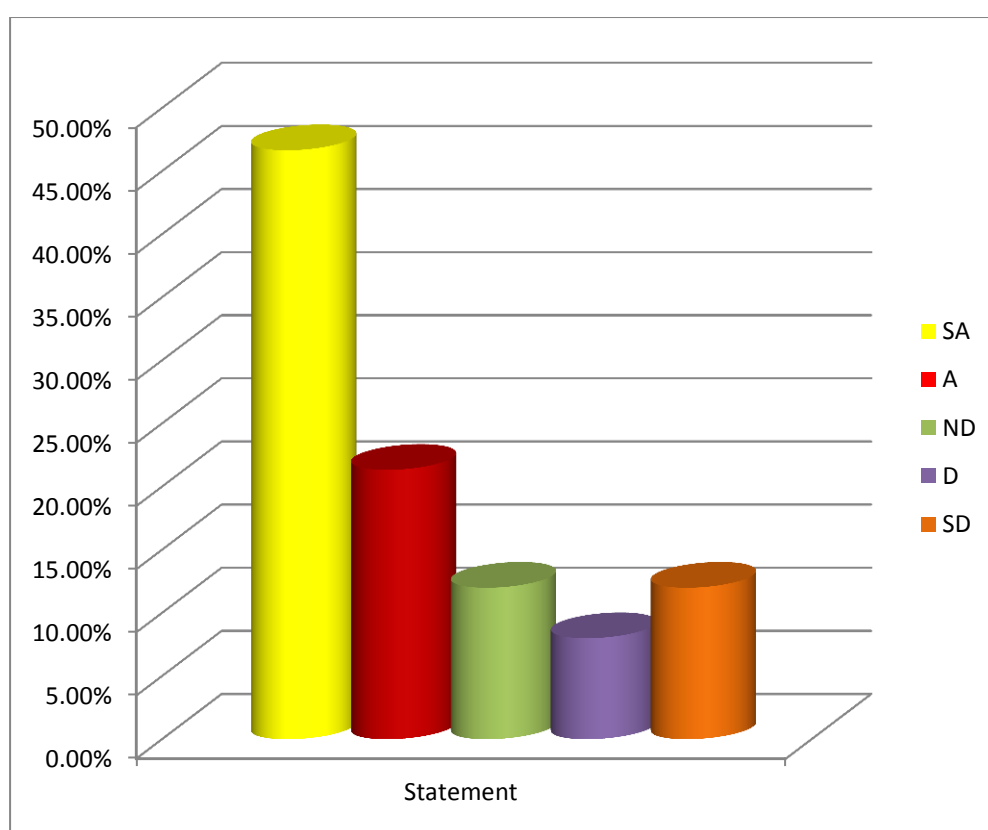


79.33% female students strongly agreed that their parents allowed them to select a particular stream of their own choice for higher education where as 14% female students agree, 2% female students said that they were undecided, 2% female students disagreed and 22.66% female students strongly disagreed.

19. House hold work does not affect on my education and academic achievements.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
46.66%	21.33%	12%	8%	12%

[Graph No.-28] Responses of female students (statement - 19)

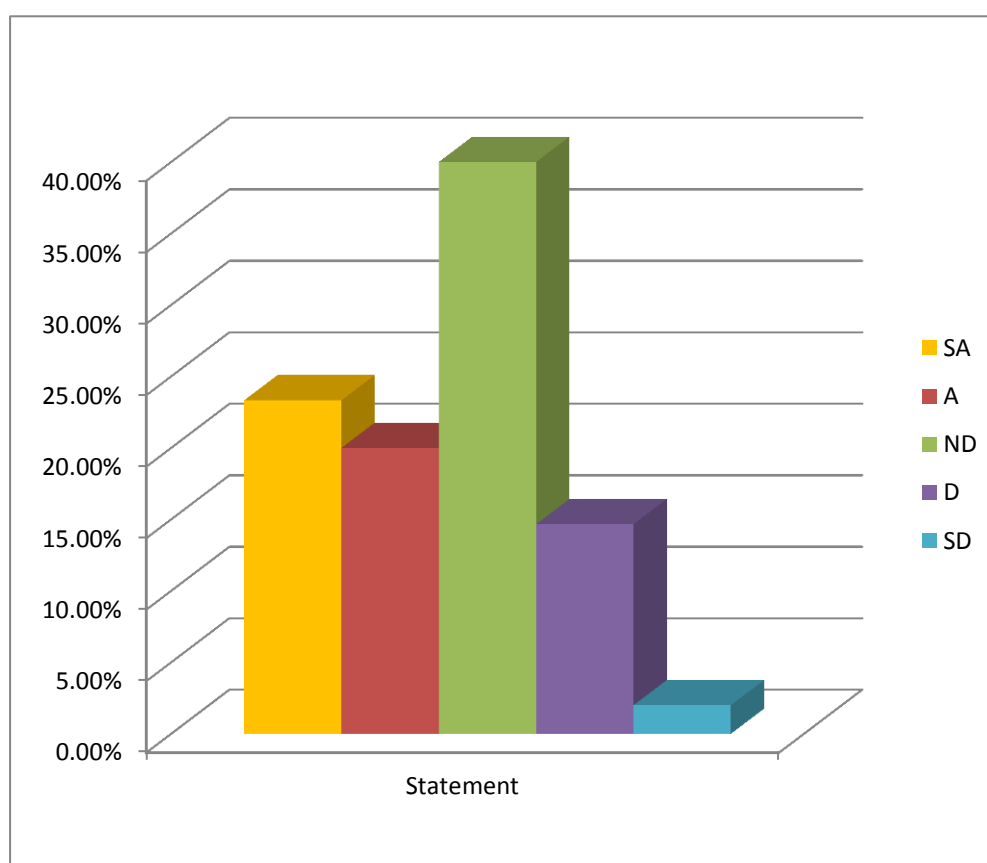


The above table indicates that 46.66% female students strongly agreed that the house hold work does not have any impact on their education; 21.33% female students agreed with the statement, but 12% female students said that they were undecided. While 8% female students disagreed and 12% female students strongly disagreed.

20. A married girl finds it difficult to continue her education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
23.33%	20%	40%	14.66%	2%

[Graph No. 29] Responses of female students (statement - 20)

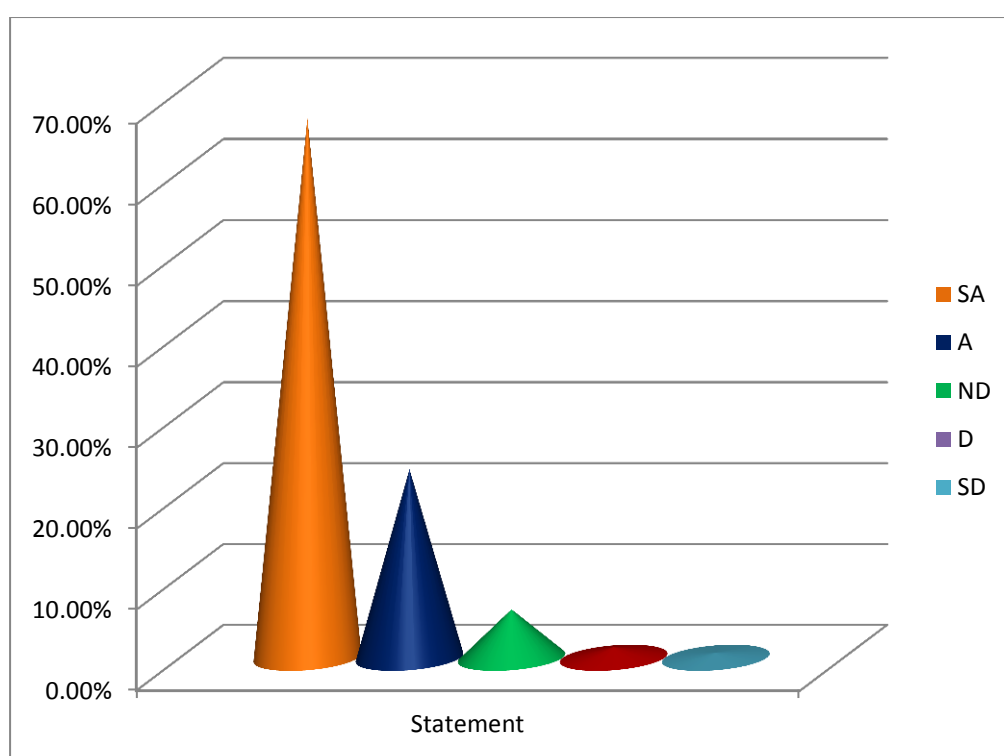


43.33% female students expressed a positive response to the statement and said that the statement was true. 40% were undecided about the statement while 16.66% disagreed.

21. Academic environment of my college allows me to study and improve myself.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
66.66%	23.33%	6%	1.33%	0.66%

[Graph No.-30] Responses of female students (statement - 21)



66.66% female students strongly agreed with the statement. 23.33% students agreed with the statement. 6% students were undecided. 1.33% female students disagreed with the statement and 0.66% students strongly disagreed with the statement.

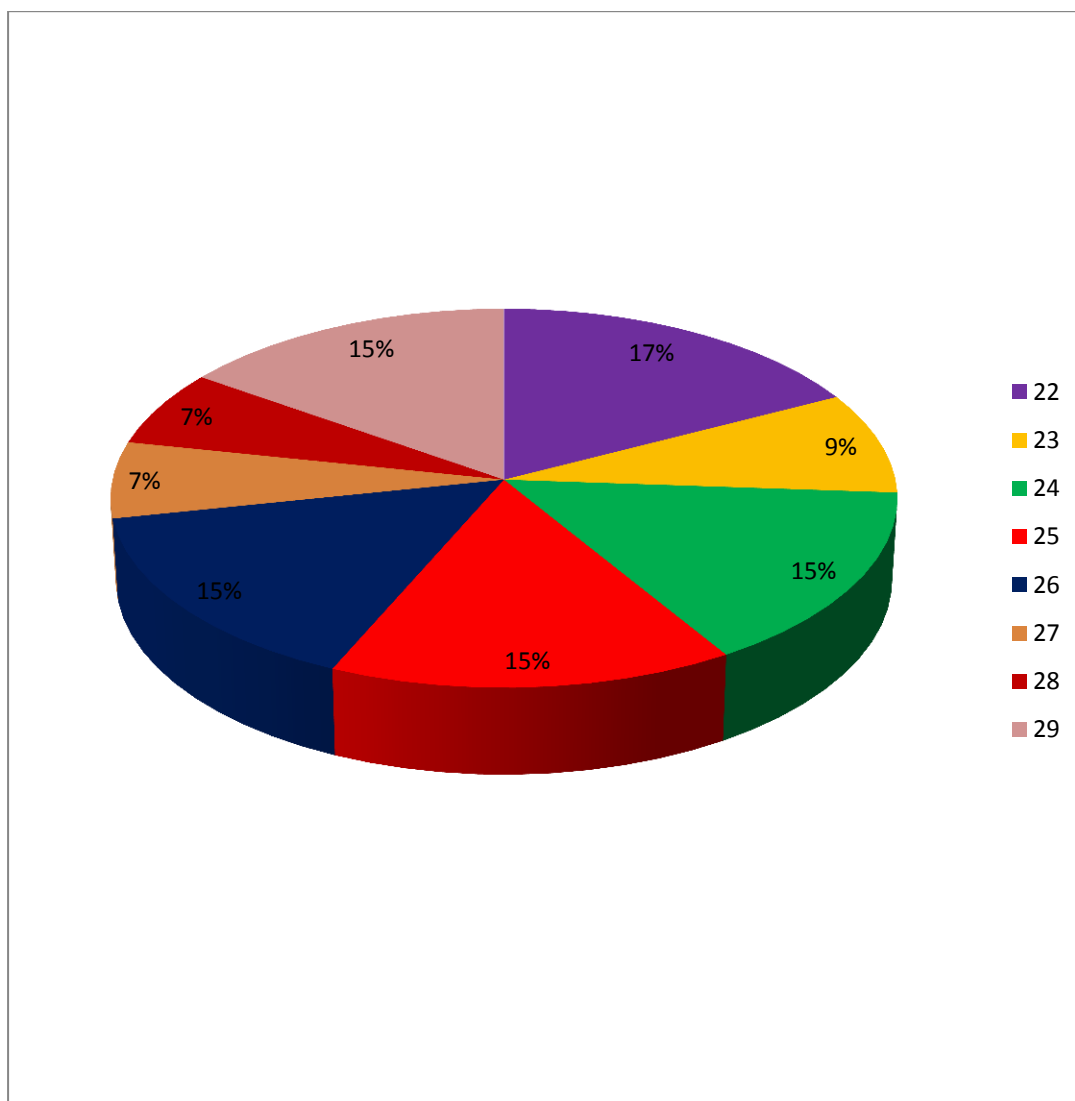
5.6 Data Analysis and Interpretation of the Opinion of Married Female Students

The provide responses received from the married girls at undergraduate colleges are presented below.

[Table No. - 5.10] Opinions of under graduate married female students

Sr. no.	Statements	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
22.	My husband supports me in my education.	80%	–	–	20%	–
23.	My in-laws allow me to stay long time at college and work in the library.	40%	20%	–	40%	–
24.	As a married girl, I can manage both the house hold chores as well as my education.	70%	20%	–	10%	–
25.	My in-laws encourage me to study.	70%	–	–	20%	10%
26.	I get financial support from my in-laws to complete my Education.	70%	–	–	20%	10%
27.	Due to in-laws expectations and pressures, I find it difficult to concentrate on my education.	30%	–	–	20%	50%
28.	As a married girl, I need to fulfill and perform additional social responsibilities and this affect on my academic achievements.	30%	–	10%	20%	40%
29.	My in-laws allow me to participate in different educational activities like seminars, conference, workshops.	70%	–	20%	10%	–

[Graph No.-31] Graphical representation of the opinions of under graduate married female students

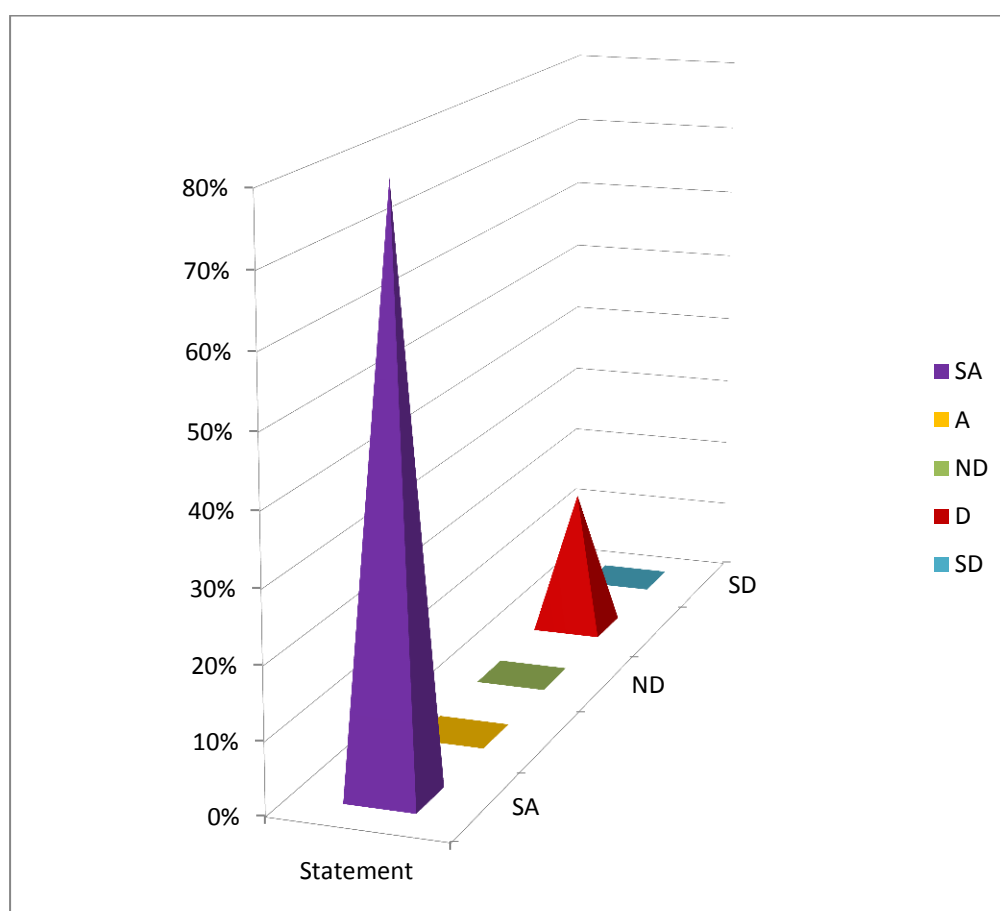


5.7 Interpretation of the opinions of the married female students

22. My husband supports me in my education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
80%	—	—	20%	—

[Graph No.-32] Responses of married female students (statement - 22)

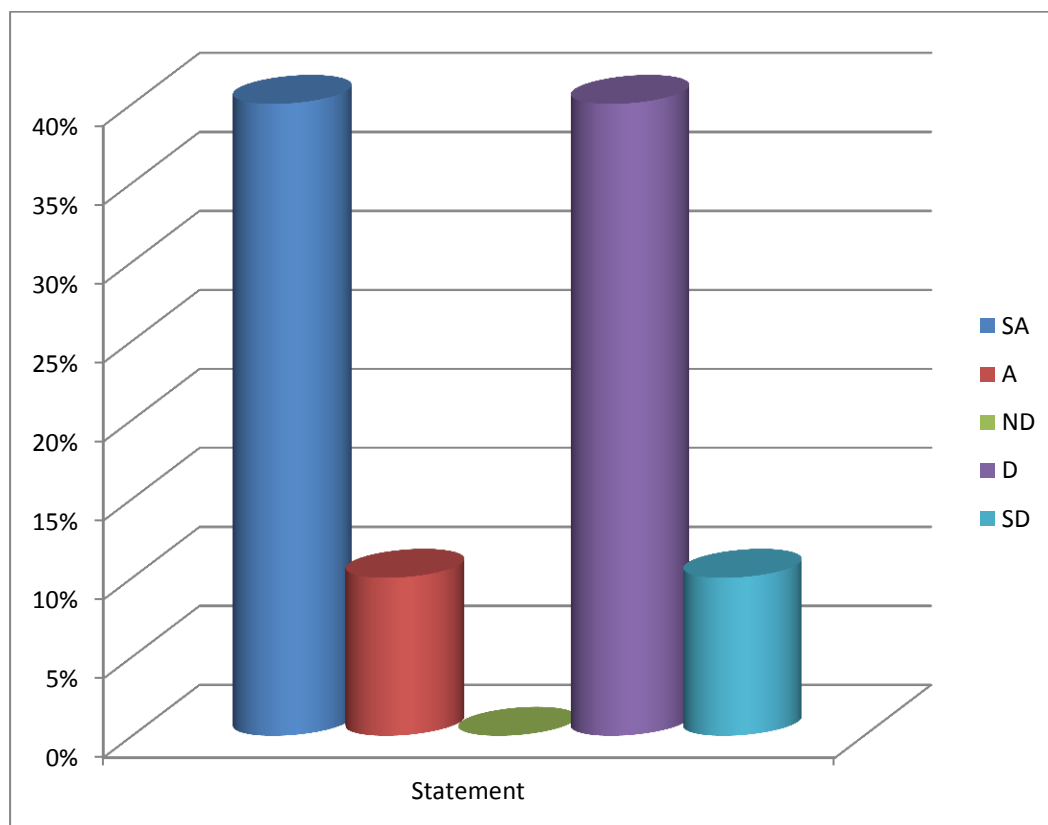


80% female students got their husband's support in their education and 20% married students disagreed and said that they do not get their husband's support in their education.

23. My in-laws allow me to stay for a long time at college and work in the library.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
40%	20%	—	30%	10%

[Graph No. - 33] Responses of married female students (statement - 23)

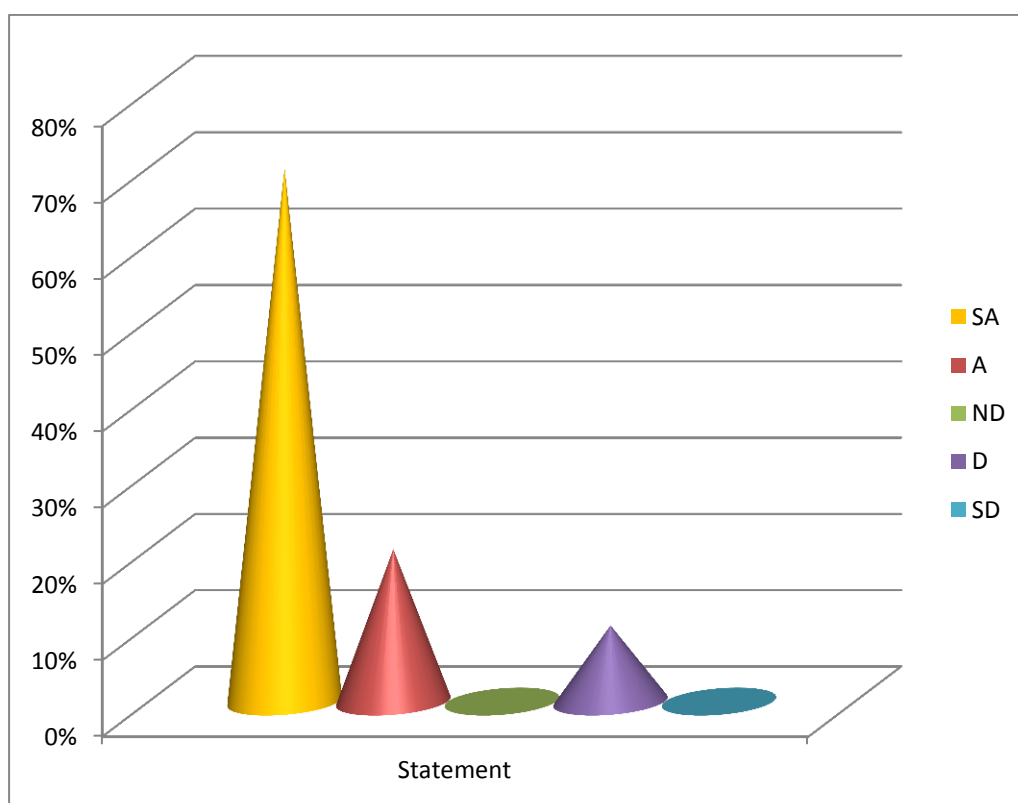


The above mention table indicates that 40% married girls strongly agreed that their in-laws allowed them to study for long time in the college's library and 20% married girls also agreed. 30% married girls disagreed and 10% married girls strongly disagreed. This means that their in-laws never allow them to study for long time in the college's library.

24. As a married girl, I can manage both the house hold chores as well as my education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
70%	20%	—	10%	—

[Graph No.-34] Responses of married female students (statement - 24)

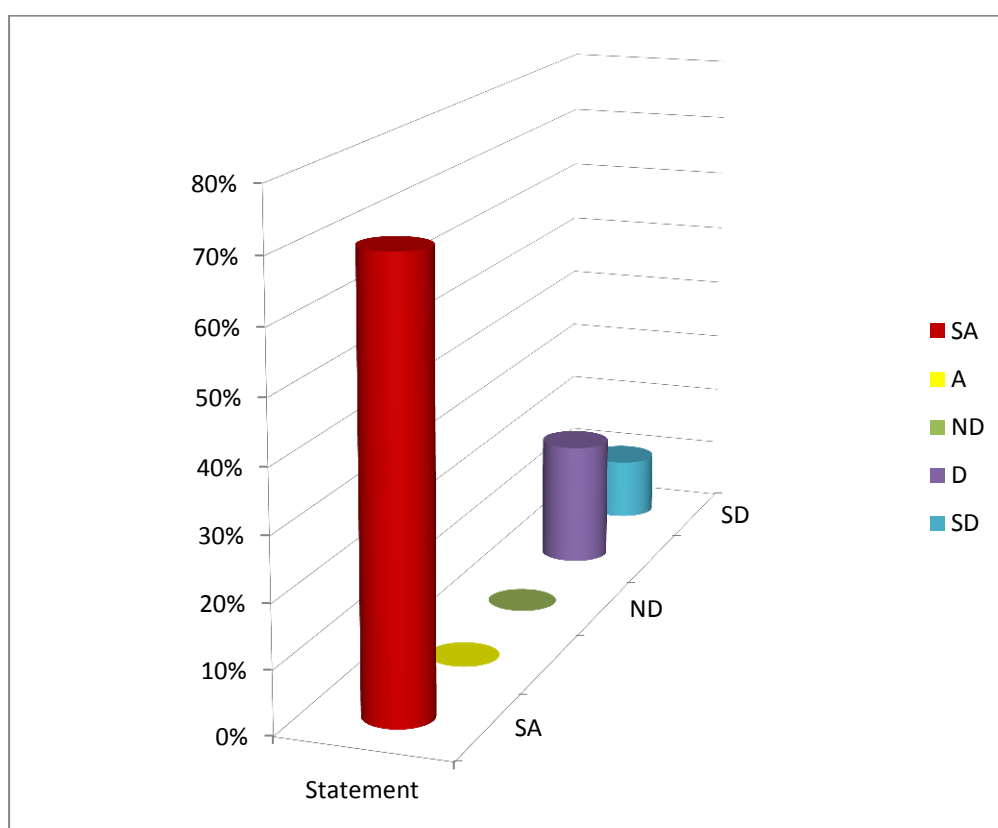


90% girls said that they could manage both the household works as well as academic activities while 10% married girls disagreed.

25. My in-laws encourage me to study.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
70%	—	—	20%	10%

[Graph No.-35] Responses of married female students (statement - 25)

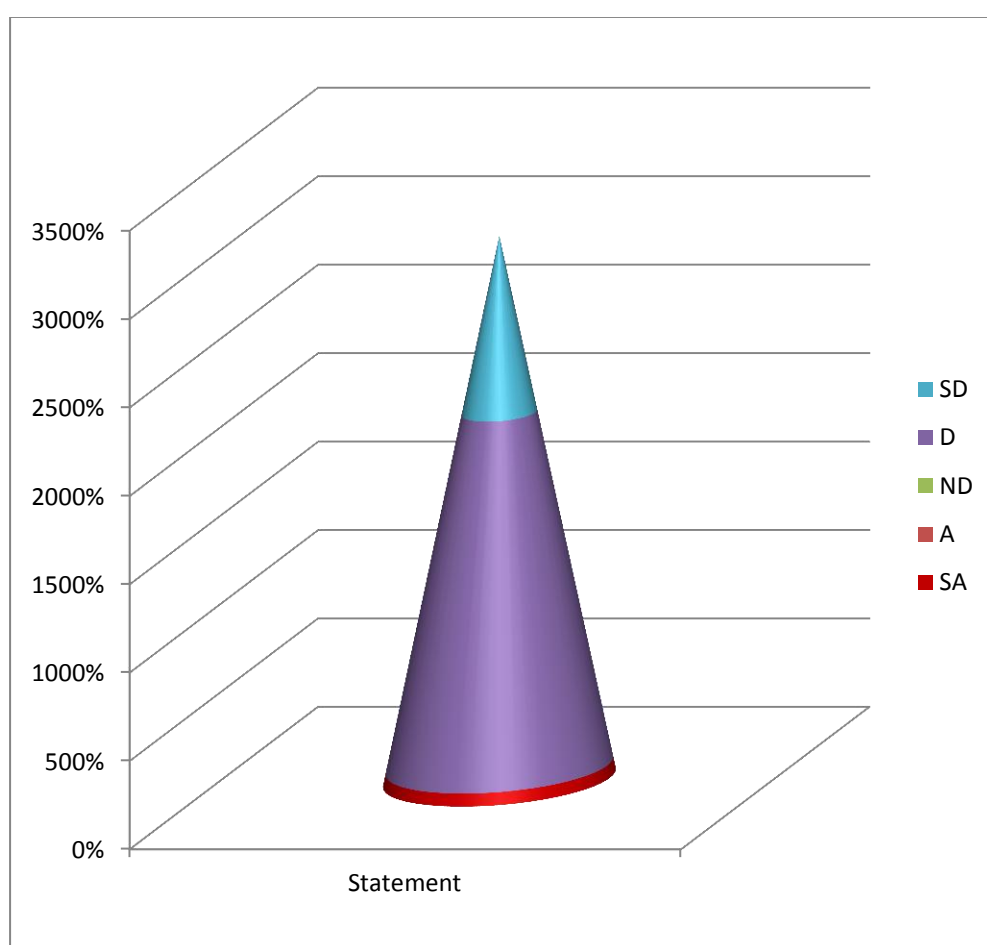


70% female students strongly agreed that their in-laws encourage them to study and 20% female students disagreed while 10% female students strongly disagreed with the statement.

26. I get financial support from my in-laws to complete my education.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
70%	—	—	20%	10%

[Graph No.-36] Responses of married female students (statement - 26)

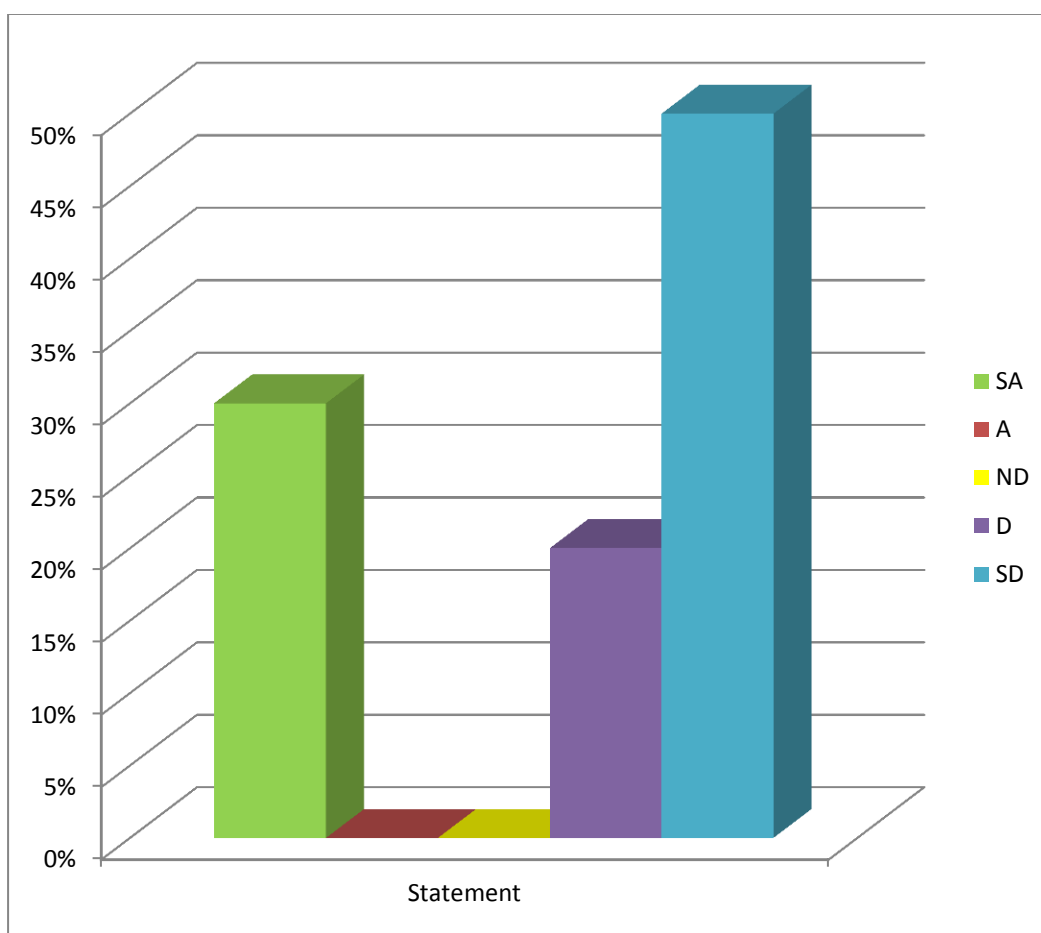


70% female students strongly agreed with the statement. 20% female students disagreed with the statement and 10% female students strongly disagreed with the statement.

27. Due to in-laws expectations and pressures, I find it difficult to concentrate on my study.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
30%	—	—	20%	50%

[Graph No.-37] Responses of married female students (statement - 27)

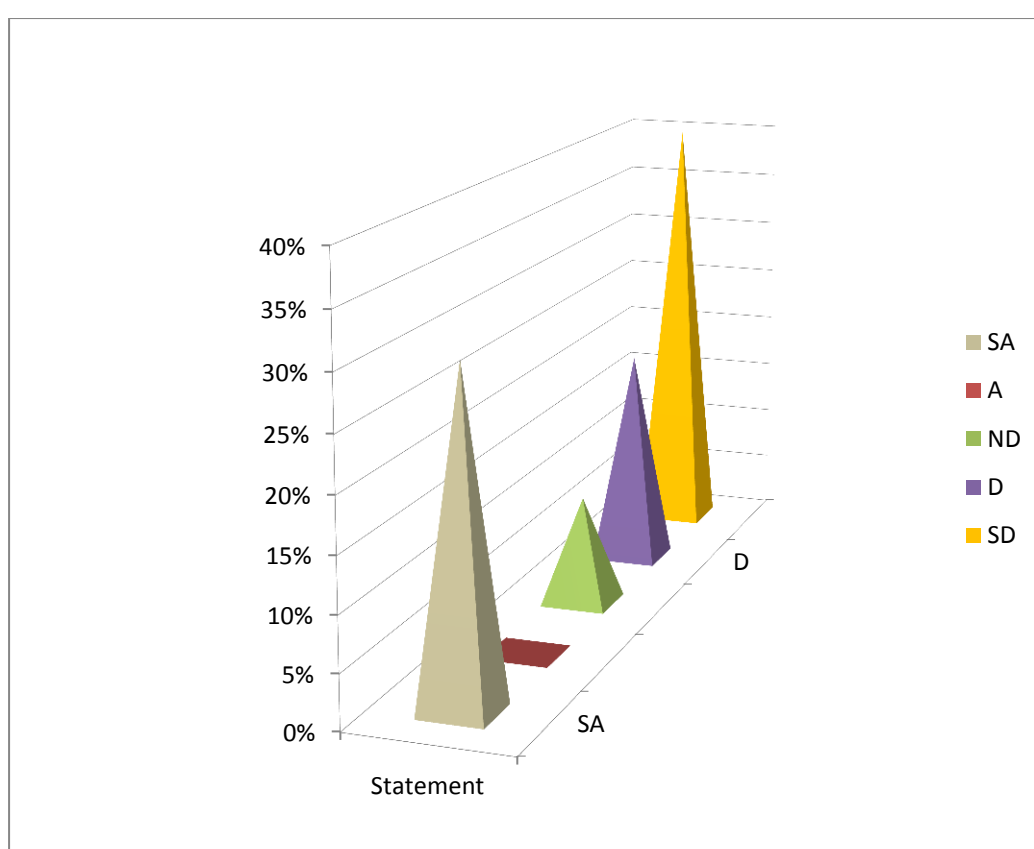


30% female students strongly agreed with the statement. 20% students were disagreed with the statement and 50% strongly disagreed with the statement.

28. As a married girl, I need to perform additional social responsibilities and this affect on my academic achievements.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
30%	—	10%	20%	40%

[Graph No.-38] Responses of married female students (statement - 28)

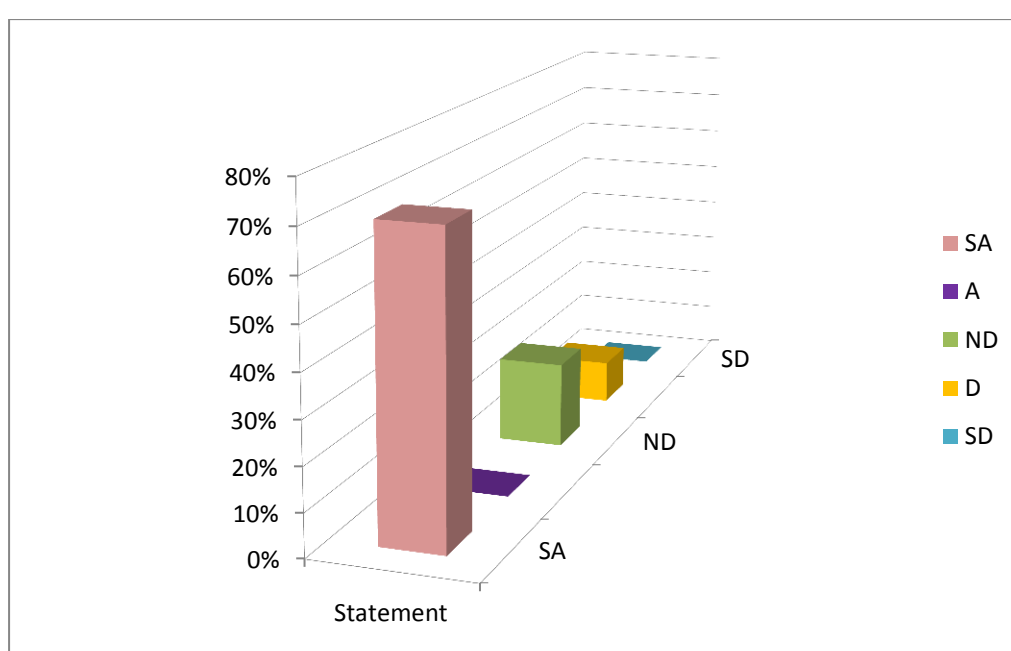


The above table indicates that 30% married girls strongly agreed that as a married girl they had to perform additional social responsibilities and its effect on their education. It means that social responsibilities effect on their education. While 10% married girls were not decided. 20% married girls disagreed with the statement. 40% married girls strongly disagreed with statement.

29. My in-laws allow me to participate in different academic activities like seminars, workshops, conference.

Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
70%	—	20%	10%	—

[Graph No.-39] Responses of married female students (statement - 29)



70% female students strongly agreed with the statement. 20% female students were undecided about the statement and 10% students disagreed with the statement.

5.8 Conclusion

The present chapter included analysis and interpretation of collected data. The researcher found many sociological factors that affected education of female students through the interview of female principals as well as female teachers and the opinionnaire of female students. Based on the present chapter, the findings have been derived. The following chapter focuses on the findings, discussion and suggestions for future study.

Chapter-6

Conclusion, Suggestions and Findings

6.1 Introduction

This chapter includes conclusion, suggestions and implications of the study. The chapter presents the outcomes of the study and also provides the scope for the future researchers.

6.2 Discussion

In the present chapter the researcher has made attempts to describe her experiences and also overall thesis of the study. The researcher would like to mention the following aspects.

The researcher found different sociological factors that affect the education of female students through the interview schedule and opinionnaire. The researcher took interview of ten female principals as well as thirty female teachers from three different disciplines like arts, commerce and science. The researcher asked them about their opinions about girls' education and why it is needed. The responses received by the researcher from them were related to awareness about their rights, become independent, for the future generation and for the development of the economic growth each and the fact that every girl should have right to get education.

The researcher realized and found that family background and economic condition of the family, attitude of the people of the society towards girls' education, family literacy, parents' attitude, in-laws and husband's attitude, lack of safety, lack of the girls' own confidence, caste's rules and traditions, distance of the college all are factors which affect the education of female students.

The researcher found the problems faced by the girls while completing their graduation. Some of the principals discussed with the researcher that early marriage is one of the biggest problem faced by girls even in today. When the girl is in graduate colleges their parents force them to get married and this has adverse effect on the education of girls. In some of the families girls can't raise their voice or even don't share anything with their parents so girls have less opportunities to speak and share

their ideas with their parents this also affects their education. Lack of safety for girls in the society is another problem in getting girls educated. Girls became victim every now and then and our male dominated society discriminate the girls. The principals of various colleges shared that girls face extreme situations like they give exam in the morning and get married the same day i.e., exam and marriage date clash!

Through the opinionnaire the researcher came to know that there are many students who faced the problems like lack of parents' support, financial condition of the family, lack of confidence, lack of awareness about their rights, gender bias, lack of opportunities affected their education and academic achievement.

The researcher tried to collect data from the married girl also, through the opinionnaire the researcher came to know that the married girls have to perform additional social responsibilities at home, their in-laws are not supportive, at time too much expectations from in-laws is a barrier in education.

Thus the researcher came across a number of sociological barriers in girls' education.

6.3 Findings

The findings of the study are depicted below.

1. Female students face a number of sociological problems that adversely affect their education. The factors identified during the research are lack of financial support from parents (i.e., girls 'education considered as expenditure not investment), long distance between home and college (girls not sent to colleges because of various other factors like lack of safety), societal expectations from girls, lack of confidence and decision making ability in girls, lack of safety and traditional factors inbuilt in the Indian society (like early marriage, dowry etc.).
2. The study revealed that atleast 20% girls felt that the society was male dominated, gender bias and safety of girls was a serious problem.
3. The female leaders i.e., principals of various colleges strongly believed that girls' education leads to empowerment(60%), it develops decision making skills of girls (50%), gives them confidence (40%) and enhances the personality and life skills of the girls (50%). So that they can live a quality life.

4. The major sociological factors listed by principals and also justified during the interaction were early marriage and forced marriage situations, married girls completing their graduation faced a number of problems that were related to in-lows' pressure, society and family expectations, managing home and study, etc.
5. 53.33% of the principals said that educating girls lead to the betterment of their families and future generations.
6. 26.66% female leaders (principals) said that even today society has rigid mental attitude towards girls and their education.
7. 60% female students were encouraged to get education and were supported financially by their parents. (In some cases the fees were partially through scholarship).
8. 83% parents allowed their girls (child) to stay in the library and college for larger hours.
9. 80% girl students mentioned that the college environment, teachers motivated them to study. The academic culture of their college supported girls' education.
10. 68% female students could approach male teachers in their college easily and without hesitation for academic problems.
11. 27% girls felt that self-esteem of boys is higher than that of girls.
12. 67% girls had to manage household work and studies. This did affect their study time to some extend.
13. The married female students expressed that their husbands supported them in getting educated (80%).
14. 70% married girls said that they could manage household as well as college.
15. 70% girls said that their in-lows did support them in getting education.
16. The teachers of all the disciplines (Commerce, Science and Arts) felt that the sociological factors affecting education of female students were mainly early and forced marriage during graduation stage (40%) as well as other factors like lack of confidence in girls, more responsibilities, gender bias, attitude of the society, financial problems etc.

[Table Number: 6.1] Objectives and Respective Findings

Sr. No.	Objectives of the study	Tools	Responses
1.	To identify the sociological factors affecting the education of female students.	Interview Schedule	• Parents' attitude • Financial status • Distance of the college • Less opportunities given to girls • Male dominated society • Safety side • Girls' own confidence • Lack of awareness about their rights • Early Marriage • Too much responsibilities and expectations • Household chores • Gender bias • Constructive family background • Less number of girls' schools • Family literacy • Physical harassment • Less right of choice
2.	To study the influence of the sociological factors on the education of female students.	Interview Schedule	❖ Dropout from the college ❖ Lost their confidence ❖ Can't share their views with their parents ❖ Can't raise their voice against discrimination ❖ Lost their potentials and strengths ❖ Can't develop their thinking and decision making skills ❖ Can't make better future generation ❖ Can't able to manage their work
3.	To study the opinions of the female students about the sociological factors affecting their education	Opinionnaire	➤ Household works ➤ Parents' attitude ➤ Financial status ➤ Caste and rules ➤ Society people's negative attitude towards girls' education ➤ Teachers' attitude ➤ College's environment ➤ Distance ➤ Safety side

The following section focuses on the suggestions and scope for the future studies.

6.4 Suggestions and scope for the further study

This world is a place wherein freedom is a never ending fantasy: political, social, cultural, psychological shackles abound. In India, we do have political democracy, but social democracy is yet to be achieved. One major section of the society whose needs are yet to be addressed is that of women. Today, women are more than mere enchantment at places of work. Yet some of the problems faced by women still continue to exist.

6.4.1 Suggestions

- Girls should be encouraged to go for higher education.
- Universal education under the age of 14 must be made a reality through strict implementation.
- Women should be allowed to work and should be provided with safe work environment.
- True empowerment is possible to be reached only when women take part in decision making in the governance of the country at various grassroot levels.
- Cultural attitudes and gender stereotyping are impediments to education, leading to more men than women in scientific and technical careers and in decision making positions, thus increasing gender inequality.
- Separate washroom and toilet facilities for girls need to be in all schools.
- Scholarships need to be provided for all category female students.

6.5 Educational Implications of the study and conclusion

The present study is focused on the problems faced by the female students while pursuing their graduation studies. The aim of the research was to identify the sociological problems/factors which affect the education of female students. Through the interview of female principals and female teachers, the researcher has collected information about which type of social problems faced by girls and how those problems affected on their academic achievements. The researcher tried to make the female students as well as all the females in the world aware about their rights and

they should raise their voice against discrimination and they should fight for their rights if they suffered.

Education is believed to provide knowledge and resources that hold potential for economic empowerment for better livelihood and social development. For this reason, access to education has been the prime objective of everyone. Essentially, through education, the individual learns good health habits, principles and practices which promote healthy living and longevity as well as acquire marketable skills that confer economic power on the educated. After all, education of women ends in the kitchen. The problems against women's education are many but they could be summarized under three major headings namely restricted access to education, reluctance to aspire and resistance to advancement within a patriarchal system.

This research will develop the potential of women to encourage them towards higher education by interpretation of the opinions given by female principals and female teachers. Encouraging females towards higher education and fighting against discrimination are the primary aims of this study.

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Appendices

Appendix-A

Interview Schedule for Female Principals and Female Teachers

Name of the college: _____

Name of the Principal: _____

Qualification: _____

Date: _____ **Day :** _____ **Time :** _____

Q.1 What is your opinion about Girls' education?

Ans: _____

Q.2 Which sociological factors do you think affect the education of Girls?

Ans: _____

Q.3 What are the sociological problems faced by girls while completing their graduation?

Ans:

Q.4 Please share some of your experiences about social problems that girls have faced while completing graduation from your college.

Ans:

Sign of the Researcher: _____ Sign of the Teacher: _____

Appendix-B

Opinionnaire for Undergraduate Female Students

Name of the college: _____

Name of the student: _____

Date: _____ **Day:** _____

Sr No.	Statement	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1.	I get financial support from my parents.					
2.	I get help from my parents to solve academic problems.					
3.	My parents allow me to stay for as long time in the college and study/work in college library.					
4.	My parents encourage me to read different books.					
5.	I can freely share my views with my parents.					
6.	My friends encourage me to study.					
7.	I get financial support from my friends in my education.					
8.	My parents willingly send me to co-education college.					
9.	Religious activities like worshipping God and celebration of different festivals have adverse effect on my education.					
10.	I feel parents normally send boys to far off colleges as compared to girls.					
11.	My teachers motivate and encourage me to study.					
12.	My college's academic culture support education of girls.					

Sr. No.	Statements	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
13.	I can approach male teachers easily to solve academic problems and get information.					
14.	I have received scholarship for my study.					
15.	Girls and boys get equal educational opportunities.					
16.	The society has more expectations from girls as compare to boys.					
17.	I think self-esteem of girls is lower than that of boys					
18.	My parents allow me to select a particular stream of my choice for higher education.					
19.	House hold work does not affect on my education and academic achievements.					
20.	A married girl finds it difficult to continue her education.					
21.	Academic environment of my college allows me to study and improve myself.					

Statements 22 to 29 for married girls only.

Sr. no.	Statements	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
22.	My husband supports me in my education.					
23.	My in-laws allow me to stay long time at college and work in the library.					
24.	As a married girl, I can manage both the house hold chores as well as my education.					
25.	My in-laws encourage me to study.					
26.	I get financial support from my in-laws to complete my education.					
27.	Due to in-laws expectations and pressures, I find it difficult to concentrate on my study.					
28.	As a married girl, I need to fulfill and perform additional social responsibilities and this affect on my academic achievements.					
29.	My in-laws allow me to participate in different academic activities like seminars, workshops, conference.					

Appendix-C

Interview of Female Principals



Interview of Female Principals



Interview of Female Principals



Interview of Female Principals



Interview of Female Teachers from Arts, Commerce and Science

