

**WOMEN'S EDUCATION IN ASSAM  
FOR THE PERIOD OF 1971-1991**

**SYNOPSIS**

**A  
THESIS  
SUBMITTED FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY  
IN  
EDUCATION**

**BY  
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## 1. Introduction

Education is regarded as the key factor leading to the political, economic and social development of a society. It is also being realised that the overall development of the nation depends on the position it adheres to women's education, as women have an important role to play in the development of the nation. UNESCO has played a pivotal role while trying to focus the attention of the world communities on problems related to women and has tried to define ways to improve their status, health and education. Hence they dedicated 1975 as the International Year of Women and a decade 1976-1985 as the Decade of Women.

Though Indian Women enjoyed freedom and a good status earlier, over the years due to various reasons the status of women and importance of their education was pushed to the background. In recent years gradually the important role that a woman can play is getting recognised and of late efforts are being made to uplift the status of women through various programmes. Education of women is felt to be the key input in the development of the country in all fields.

Assam, a state in the North-East India, has got a great human resource potential which is yet to be tapped fully as most

of the women are uneducated. In order to tap this resource and utilise it to the maximum, it is essential to take a stock of the existing position and the actions taken by various agencies in the promotion of women's education. The attitude of parents towards the education of women happens to be one of the key factors in the speedier development of women's education. Very few studies have been conducted in Assam in the field of women's education the latest being conducted in 1971. Hence a picture of further inputs into the field needs to be looked into. Also none of the studies have tried to find out the attitude of parents towards women's education. This study is undertaken to fulfill the above gaps in the area.

## **2. Statement of the Problem**

The problem under study is "Women's Education in Assam for the period of 1971-1991".

## **3. Objectives of the Study**

The following are the objectives of the study :

- i) To trace the status and progress of women's education in Assam from 1971 to 1991.

- ii) To find out the various measure taken up by the Government and other social organisations that are at present promoting women's education in Assam.
- iii) To find out the attitude of parents of Class X girls on education of women.
- iv) To offer suggestions for further improvement of women's education in Assam.

#### 4. Delimitation

With regard to objective (iii), the study was delimited to only Kamrup District of Assam.

#### 5. Methodology

Data with regard to objectives (i) and (ii) required going through various literature and official records. Discussions with different people in the authority had to be held to get the data.

Data with regard to objective (iii) required the development of an attitude Scale which has to be administered to

the selected sample and analysed suitably. These details are as follows;

### 5.1 Development of the Attitude Scale

The concept of attitude was taken as the degree of positive or negative affect associated with some psychological object.

The operational definition of the term attitude was accepted as the score obtained by the parents of Class X girls on the Attitude Scale developed by the investigator for the purpose of the study.

The Try-Out Draft Form of the Attitude Scale consisting of 56 statements was administered to 120 parents of class X girls (12 per school) randomly drawn from 10 high schools (5 urban and 5 rural - randomly drawn) of Kamrup District.

Each statement was to be responded on a five-point scale, the points indicating the responses as *Strongly Agree*, *Agree*, *Undecided*, *Disagree*, and *Strongly Disagree*. The scoring scheme for the positive statements was 4, 3, 2, 1, 0, corresponding to the five points as given above. Similarly for the negative statements it was 0, 1, 2, 3, 4.

After item analysis, the Final Form of the Attitude Scale was prepared. This consisted of 21 positive and 21 negative statements. The process of development of statements ensured the content validity of the Attitude Scale.

The odd-even reliability of the Attitude Scale was estimated and it was found to be 0.79 which is significant at 0.01 level.

#### 5.2 Data Collection

The Final Form of the Attitude Scale was administered to 200 parents of class X girl students (5 per school) randomly drawn from 40 high schools (20 urban and 20 rural randomly drawn) of Kamrup District. The responses were analysed.

#### 6. Findings of the Study

1. According to the 1991 census, the percentage of literacy of females in Assam was 43.70 per cent while that of males was 62.34 per cent, thus indicating a wide gap still existing between men and women in their educational status. However, if the

figures are compared with the All India figures, it is noticed that the female literacy percentage in Assam is more than that taken the country as a whole.

Looking closely at the different levels of education, it was noticed as follows.

Some of the important land marks in the field of elementary education are "The Assam Elementary Act 1962", which came into force in 1975, and "The Assam Elementary Education (provincialisation) Act 1974" which also came into effect in 1975. This led to the creation of a new Directorate of Elementary Education, Assam in 1977. It started working at four levels, namely state level, district level, sub-divisional level and block level, thus percolating its efforts to achieve the target of universalization of primary education as deep as possible in the system of education in the state. After the declaration of the National Policy of Education (1986), the scheme of 'Operation Blackboard' was also launched in Assam. Under this scheme it was decided to provide additional teachers to all single teacher primary schools, provincialise primary and middle schools and

also appoint science and Hindi teachers. Assam has decided to keep priority for the universalization of elementary education in the Eight Five Year Plan (1992-97).

Coming to Secondary Education which is a link between primary education and higher education, the need to improve women's education in this section is vital. To look into matters of regulation, supervision and to develop secondary education in the State, Secondary Education Board of Assam (SEBA), was established in 1962. After having "switched" over to the 10+2 pattern of education, the SEBA undertook the job of preparing syllabus in accordance with the National Policy of Education (1986).

Further, it was found that the total number of schools which was 22477 in 1971-72, gradually rose to 37,206 by 1990-91. During the same period the number of girls schools rose from 1074 to 1349. The number fluctuated and dipped quite low in some of the years. It was learnt that some of the girls schools started operating as co-educational schools.

The enrolment of girls in schools also steadily increased over the years, with occasional fluctuations. The

percentage of girls enrolment was 38.10 percent in 1971-72 and it reached 42.42 percent in 1990-91.

Higher education in Assam made a slow start. It was only in 1900 that the first college was started in Gauhati, but this too was affiliated to Calcutta University. The missionaries did pioneering work in this direction. After Independence three Universities were started in Assam - Gauhati University, Dibrugarh University and Assam Agricultural University. The establishment of universities helped in opening institutions for higher learning.

Till 1983, the pattern of collegiate education consisted of 2 years Pre-University Course and then 2 Years Degree Course. From 1984 onwards, the Three Year Degree Course has been introduced. Now the Pre-University Course is named as the Higher Secondary Course and is under jurisdiction of the Higher Secondary Council. The Three Year Degree Course is however under the Universities.

It was found that though the number of colleges has increased from 101 to 224 over the two decades since 1971, the number of girls colleges was very small and it reached to only 16

in 1986-87. The percentage of enrolment show that only 22.60 per cent of the total enrolment was girls in 1971-72. With some fluctuations the figure reached the maximum of 36.23 percent in 1989-90, which again dropped to 33.10 percent in 1990-91.

Taking the enrolment in the three universities together, the total enrolment of girls contributed to around 30 percent to 40 percent of the total enrolment of students, with some exception in a couple of years.

Considering the professional courses like medical, engineering, agricultural and veterinary sciences, and law, it was found that the percentage of enrolment of girls in comparison to the total enrolment was very low.

Various organisations are working towards the betterment of the status of women in Assam. Eight employment streams, namely, agriculture, dairy farming, cattle rearing, fishery, khadi, handlooms, handicrafts and sericulture have been recognised in the National Perspective Plan for Women (1988-2000 A.D), which would improve the position of rural women.

Women's Study Research Centre of Gauhati University which was established in 1989, has tried to focus on various issues and problems of women in general and of women of Assam in particular. The Centre has undertaken several research studies in this regard and has arrived at valuable conclusions. These studies have tried to contribute to developing an awareness and thus to promote women's education in Assam.

The Assam State Social Welfare Advisory Board sponsors welfare services through registered welfare organisations for the benefit of the poor, needy women and their children. Among its several activities, one with significance in the present context is the condensed course of education for middle/H.S.L.C./H.S.L.C failed female candidates for 2 years/3years/1year respectively which enable them to appear in the respective examinations. On completion of the condensed course a candidate must give her consent to serve in rural areas after taking a special training for jobs like Gram Sevika, Bal Sevika, Nurse, Midwife, craft teachers, family welfare workers, etc. It may thus be seen that these courses are job-oriented and help build rural women work force.

After the death of Kasturba, the Kasturba Gandhi Rashtriya Smarak Trust took shape in 1944, due to the efforts of Pandit Madan Mohan Malaviya, Thakkar Bapa and other eminent persons. Following Gandhiji's advice the Trust took up working for the welfare and education of rural women and children. Trust's Branch at Assam and its Assam State Kasturba Gram Sevika Vidyalaya was inaugurated by Gandhiji in January, 1946 at Saraniya in Guwahati. The Vidyalaya provides education and training to girls. The trained girls are sent to work in their service centres (Gram Sevika Kendras) spread but in Assam.

The Assam Pradeshik Mahila Samity started in 1926 under the guidance of Late Benudhar Rajkhowa. This Samity is a unique non-political organisation whose aim is to bring about awareness among the women of rural as well as urban areas. It has several District Mahila Samities, their number being 23 in 1990. The activities of the Samity include family planning, mother and child welfare, promotion of cottage industries, rehabilitation of destitute women, establishment of co-operative societies, enforcing prohibition, combating moral degradation, running condensed courses and literacy drive for adult women, establishment of nursery schools, libraries, weaving and knitting

classes, weaving carpet and jute craft making centres and such other income generating training programmes. Through these activities, the Samity has directly as well as indirectly tried to promote education among women and make them economically self-reliant.

Analysis of the data collected on the Attitude Scale led to the following conclusions :

- i) Parents have a favourable attitude, in general, towards education of women.
- ii) Urban parents have a significantly more favourable attitude towards education of women than rural parents.

Suggestions for further improvement of women's education in Assam are given.

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## CERTIFICATE

I certify that the thesis entitled **Women's Education in Assam for the Period of 1971-1991** submitted by Ms. Daisy Bora for the Degree of Doctor of Philosophy of the North-Eastern Hill University, Shillong, embodies the record of original investigation carried out by her. She has been duly registered and the thesis presented is worthy of being considered for the award of the Ph.D. Degree. This work has not been submitted for any Degree of any other university.

Shillong

Dated : The 26<sup>th</sup> Oct. '95.

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I acknowledge my sincere gratitude to the Heads of the different schools for granting me permission to administer my Attitude Scale and also thank the parents of the girl students for their co-operations.

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D. Bora 26<sup>th</sup> Oct '95.  
Daisy Bora

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## CHAPTER - I

### INTRODUCTION

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## 1.1 Introduction

Women have been regarded as the nuclei of a nation. They play a very important role in national development. In spite of this, women have occupied a disadvantaged position in almost all societies. Even in countries and societies where there is constitutional provision for equal fundamental rights for all, the position of women remains a myth. In India the mortality rate of female babies has increased and the man-woman ratio has changed from 972 women to 1000 men in 1901 to 935 women to 1000 men in 1981. They are also denied the basic right of education and employment because of societal influences. Despite the Directive Principles of our Constitution for free compulsory education upto the age of 14, the girls comprised 31.25 per cent of the total number of boys who were enrolled at the secondary schools and 36.86 per cent at the primary stage in 1982.

The extent of development of a society can really be indicated by the status of women in it. A society in which half of its population have been denied the right to education and to live a dignified life cannot be regarded as a civilized society.

Research in the area of wastage and stagnation in primary education has time and again revealed that out of every 100 children enrolled in class I, 63 dropout at the end of class

V and 77 at the end of class VIII. Only 27 per cent of the total number of pupils become really literate. The report of the N.C.E.R.T. (1981) on wastage and stagnation has confirmed the above findings and has also revealed that bulk of these who drop out are girls and belong to Scheduled Tribe and Scheduled Caste communities. The position is no better at the secondary level and also at the higher level of education. Although access to education is being recognised as a human right and women should not be deprived of it, yet we find that the position of women in this respect when compared to that of men is very poor.

It is universally recognised that to improve the overall status of women, education is the most essential input. Education has been perceived to be a significant instrument in improving the status of women and consequently there have been efforts to improve the access of girls and women to education. As economic and social inequalities increase, the importance of educational equality as a goal assumes special importance, thereby necessitating to provide opportunities to more persons from the disadvantaged sections of the society for entry into the portals of knowledge.

In spite of serious efforts being made to improve the enrolment of girls and provide adult education for women, the

educational status of women is far from satisfactory . Issues in women's education are not only in the educational sector alone but they also extend to environment, employment, production process, etc. In spite of planned objectives and endeavours, the actual progress in upgrading the educational status of women has been slow. The Census Reports of India (1981-91) indicate that the literacy level among women has risen from 7.93 per cent in 1951 to 24.82 per cent (excluding Assam) in 1981 and to 32.92 per cent in 1991. Though there seems to be an increase in the percentage of literate women over a span of 40 years, yet it is far from the ultimate goal of making all women literate.

The status of women is an indicator of a society's stage of development. In India, the greatest advantage of women's participation in the struggle for Independence was that it brought them to the forefront and they received equal rights with men in the Independent India. The right to equality of status and opportunity in education, public employment, and participation in political life was guaranteed to all citizens by the Constitution. Partly due to there legislative measures and due to the general trend of social change, there has been considerable change in the status of women. In the early years after Independence the fervour of Gandhian era was still visible; urban

women were becoming famous in all fields of activity - political, economic, educational and cultural fields, both at home and abroad. This, however, seems to be a partial scenario of the status of women as they do not represent a vast majority.

Since education is the key to progress and unless Indian women both at the rural and in the urban areas are educated, they will not be able to enjoy their rights. The education of Indian women has been badly neglected in the past. Though the percentage of literacy among women has increased, the disparity between boys and girls on various counts of education is still very high. A number of factors like poverty of parents, lack of proper facilities, traditional customs and beliefs of society, attitude of parents towards educating the girls and others might have contributed to this condition.

As the society is becoming more and more aware of the economic, political and social values of education in its development, it is realising the importance of women's education acting as a catalyst in this developmental process. This idea has led to a spurt in studies and seminars to appraise the status and role of women, and to search for strategies to bring about equality in the field of education and to make women equal partners in the process of national development.

## 1.2 Women and Development of Society

Since time immemorial, women were involved in the developmental process in our country but mostly in a very subtle way. The popular saying, "Behind every successful man there is a woman", makes this aspect amply clear.

In the modern world the expected role of a woman goes much beyond the home and upbringing of her children. She is expected to share the responsibilities of development of society in all its facets.

Development, in its wider perspective, covers all aspects of community life. The concept of societal development includes economic development for furthering the material well-being of people, social and political for living harmoniously and promoting a democratic and just society, and an intellectual, cultural and aesthetic development for enrichment of the quality of life. The goals of national development of economic equality, social justice, maximum production, apply equally both to men and women.

As has been indicated by the Education Commission (1964-66), education plays a key role in the development of the

required attitudes, values, capabilities, both of knowledge and skills, in the achievement of these goals.

It may be seen that in order to achieve the broader goal of national development, it becomes imperative to achieve the interdependent goals of personal, economic, social, political and cultural developments. In the process of these developments women can be considered as the nucleus around which things operate, as she is the pivot of an average Indian family.

In India, the traditional family structure still prevails. Most of the efforts in improving the position of women had been within this structure, particularly during the Reform Movement of the nineteenth century. However, the turn of the century saw a minority of women participating voluntarily in social welfare activities outside their homes, particularly in the cause of women's education, welfare of the weaker sections of society and relief to distressed persons. As early as in 1917, a deputation of Indian women led by Smt. Sarojini Naidu presented to the British Parliament a demand for the enfranchisement of women on the basis of equality with men. However, the foreign rulers could not believe that Indian society would ever regard women equal with men. In sharp contrast to such attitudes was that of Mahatma Gandhi who believed that women had a positive

role to play in the reconstruction of society and the recognition of their equality was an essential step to bring about social justice. Women leaders in the period immediately after Independence were mostly veterans from the freedom struggle. They worked in the movement for women's cause in the representative bodies and mobilized public opinion in support of the social legislation to change the legal status of women.

As for today, amendments have been made in issues like marriage, divorce, inheritance, etc., which are crucial in the life of a woman.

These and other consequential changes have resulted in major changes in women's role and responsibilities. A social crisis would result if women are unable to meet these challenges because of social handicaps like lack of opportunities and conservative views.

Acknowledging their capabilities and the national objectives of integrating women into the process of development at all levels, the Constitution guarantees them social acceptance for playing multiple roles as home makers, mothers and as socially and economically productive individuals.

It is therefore imperative that society in general and the state in particular provide the necessary conditions and support to enable women to perform their various roles successfully.

The International Women's Year (1975) emphasized on the changing role and status of women and highlighted the importance of their participation in the entire process of development. A woman can undertake this massive responsibility and do full justice to it, only if she is given the rightful place. To receive and assert her place in the society she must be educated.

### 1.3 Women's Education in India : A Look Back

Viewing historically, during vedic times, Indian women enjoyed a great deal of freedom (Bhatt and Sharma, 1992). India has the largest record of famous women in mythology and history. They are a part of the cultural history of India. Legend and folk stories provide evidence that in the early history of India, there existed opportunities for education and self-expression for women. This continued till the time of the foreign invasion from the North-West.

Though there is evidence that there were well educated women in ancient India, an organized system of education of girls did not exist. Girls in the upper classes were educated at home by special tutors, employed for the purpose.

In the early nineteenth century a survey of education by Adam (Mathur, 1971), shows that in 1830, there were only four (4) women who were literate in Bengal against 21,971 men. Adam, a missionary, was interested in the spread of women's education in India to improve their social status.

The Charter Act of 1813 was perhaps the first effort to enable missionaries and other voluntary societies to work in India to spread education. Although imparting Christianity and proletizing the people was their main objective, yet they established educational institutions. They opened day schools for Indian girls. There were also some non-missionary agencies like Calcutta Female Juvenile Society (1820) . Bengali Girls School, Ladies Society for Native Family Education in Calcutta (1824), which took interest in the promotion of girls' education. Similar developments took place in the Presidencies of Bombay and Madras.

Referring to Mathur (1971) further, the Wood's Dispatch of 1854 was probably the first official effort for the

encouragement of female education. The new departments of education that were established paid special attention to education of women. They started girls schools wherever possible. Between 1854-82, there was a steady expansion of education among women. But this expansion was not marked in the education of girls at higher levels. In 1882, there was only one institution in India, the Bethune School in Calcutta, which catered to higher education of women and it had only six (6) girls at its college departments.

In 1882, the Indian Education Commission, concluded that female education was in an extremely backward condition and should receive larger share of public funds. It suggested the introduction of scholarships, establishment of hostels, training of women teachers and appointment of women inspectors. Due to these recommendations and popular pressure, a good deal of progress was accomplished. The percentage of girls in public schools had risen from 1.58 in 1886-87 to 2.49 in 1901-02. Though there was a rise in the percentage it was dismally low. In 1904, Lord Curzon, in a Government Resolution on Education Policy, regarded that although advancement was made in female education it was still in a backward condition.

The Government Resolution on Education Policy 1913, which observed the condition of female education, remarked that although there was a slight progress, women's education had to be organized. It also noted that social customs and ideas opposed to the education of girls were difficulties encountered in the field of girls' education. Indian reformers made considerable efforts to decrease social disabilities for women. The Sarada Act in 1919 fixed the age of marriage of a girl at 14. As a result of these events and forces there was an unprecedented spread of education. With all these efforts, the percentage rose to 7.16 by 1921.

The Quinquennial Review (1922-27) has given an extract which gives the new ideas and developments that were taking place in women's education. According to this Review it was seen that public interest was felt towards woman's education. Through associations, managing and advisory bodies, education of girls in India was to be levelled to that of boys. It was also recognized that for the well-being of the country and public life women's education was a must. It was also realized that by educating a woman one is not merely educating an individual but producing the means of spreading the results of education to an entire family (Mathur, 1971).

The period from 1922-1947 is one of significance in the history of Indian education. This was a period which witnessed two World Wars. There was a national awakening in India leading to progress in economic and social matters and to the attainment of Independence on 15th August, 1947. So it may be noted that during this period India became more conscious of her rights. This was true about women also. In addition to it, the women's movements in England and the United States of America had their impact on Indian women. The first All India Women's Educational Conference, held in 1927, demanded for equality of educational facilities and education of women. Distinguished women like Sarojini Naidu, Annie Beasant, Abala Bose, P.K. Roy, Vijaya Lakshmi Pandit and others contributed by constant work and agitation to the upliftment of women both socially and educationally. The percentage of women literates gradually rose during the twenty years from 1927 to 1947, but encouragement for women's education to level with boys, was still necessary.

#### 1.4 Women's Education : Government of India's Initiative

In the post World War II period, the United Nations through its organ of the United Nations Educational Scientific and Cultural Organization (UNESCO) has been conducting studies on country to country basis and has been directing the development

of education, especially the education of women, and its relationship with social development throughout the world.

The Government of India through its Ministry of Education had constituted committees to look into the education and status of Indian women, since there is a positive relationship between women's education and social development.

After India attained Independence, its leaders realised the importance of education of girls and women. This was reflected in the recommendations of many commissions, committees and the Five Year Plans, which were prepared for the upliftment of this section of the society.

It was in as early as 1929-30, when the Primary Education Committee pointed out the urgent necessity; of paying attention to the education of girls and strongly recommended that "funds should be marked for girls schools for the general scheme of Primary Education" (Mathur, 1971).

After Independence the first governmental act was to organize the education system. Accordingly it set up the University Education Commission (1948-1949) to "suggest improvement and extensions that may be desirable to suit the

requirements of the country". (Report of University Education Commission). One report of the Commission on the issue of women's education referred that, "women's present education is entirely irrelevant to the life they had to lead. It is not only a waste but often a definite disability." Again it said, "The present system of women's education based as it is upon men's needs does not in any way make them fit for coping with the problems of daily life." Further, it indicated that, "The modern educated Indian woman is neither happy nor contented nor socially useful. She is a misfit in life. She is highly suppressed and needs opportunities for self-expression. The new education must provide this opportunity". (Report of University Education Commission).

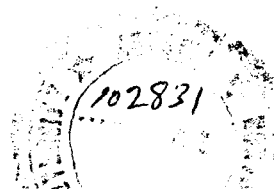
The Commission regarded the importance of women's education and remarked that - "There cannot be an educated people without educated women. If general education had to be limited to men or to women, that opportunity should be given to women, for then it would most surely be passed on to the next generation".

The University Education Commission suggested that the education of women should be such as to suit them as women. To co-ordinate the relationship between man and woman, it becomes the responsibility of the Government to frame the education system in such a way that the discrimination ;between men and

women can be removed, and standards of courtesy and social responsibility should be emphasized. Education meant for women could help them to realize their normal place in the society, both as citizens and as women.

Women's education has assumed special significance in the context of the country's planned development. This is because women constitute nearly half of the nation's population and represent a valuable human resource in the development of the community and the national economy. Recognizing this fact, great emphasis had been laid on women's education in the Five Year Plans.

The First Five Year Plan (1951-52 to 1955-56) took note of the Constitutional Provisions of universal elementary education on one hand and on the other the recommendations of the University Education Commission (1948-49), especially regarding women's education and advocated the needs for adopting special measures for solving the problems of women's education. It held, "women must have the same opportunities as men for taking all kinds of work and this pre-supposes that they get equal facilities so that their entry into professions and public services is in no way prejudiced". It further added that, "at the secondary and even at the university stage, it should have a vocational or



occupational basis, as far as possible, so that those who complete such stages may be in a position, if necessary, to immediately take up some vocation or other". Accordingly, educational facilities for girls continued to expand in the subsequent plans. The major schemes undertaken encompassed elementary education secondary education, university education, post graduation, research, technical education, social/ adult education and physical education. During the First Plan Period attempt was made to improve secondary education and accordingly the Secondary Education Commission (1952-53) was appointed. In the issue of girls education, the Secondary Education Commission stated, "in a democratic society when all citizens have to discharge their civic and social obligations, difference which may lead to variations in the standard of intellectual development achieved by boys and girls cannot be envisaged. To avoid disparity the curriculum had to be recognised" (Report of Secondary Education Commission).

The Second Five Year Plan (1956-57 to 1960-65) continued the emphasis on overall expansion of educational facilities. One of the important features during this plan period was the recommendation of the Education Panel of the Planning Commission in July 1957 which felt that, "a suitable committee should be appointed to go into the various aspects of the

questions relating to the nature of education for girls at the elementary, secondary and the adult stages and to examine whether the present system was helping them to lead a happier and more useful life". (Ministry of Education, 1959).

Therefore, the National Committee on Women's Education (1957-59), was set up by the Government of India under the Ministry of Education in 1957. The Committee was chairpersoned by Smti. Durgabai Deshmukh, Chairman, Central Social Welfare Board, along with eight other members.

The main terms of reference of this Committee were -

- (a) To suggest special measures to make up defects in women's education at the primary and secondary levels,
- (b) To examine the problem of wastage in girl's education at these levels,
- (c) To examine the problem of adult women who have relapsed into illiteracy or have received inadequate education and who need continuation of education, so as to enable them to earn a living and participate in projects of national reconstruction.

- (d) To survey the nature and extent of national and other facilities offered by voluntary welfare organizations for the education of such women and to recommend steps necessary to enable them to offer larger educational facilities to them.
  
- (e) To examine the possibility and methods of encouraging a larger number of women to go into vocational trends by providing suitable vocational training as a part of formal education or through special courses designed for adult women.

The major recommendations of this Commission were divided into three parts.

#### Section A

Special Recommendations needing top priority -

1. The education of women should be regarded as a major and a special problem in education and efforts should be made to close the existing gap between the education of men and women in as short a time as possible.

2. A National Council for the education of girls and women should be constituted as early as possible.
3. The problem of the education of women is so vital and of national significance that it is necessary for the centre to assume more responsibility for its rapid development.
4. The State Government should establish State Councils for the education of girls and women.
5. Every state should be required to prepare comprehensive development plans for the education of girls and women in its area.
6. It is also necessary to enlist the co-operation of all semi-official organizations, teachers' organizations and members of the public to assist in the promotion of the education of girls and women.
7. The planning Commission should set up a permanent machinery to estimate, as accurately as possible, the women power requirements of the plans and to make the results of its studies available to the Government and the public.

## Section E

### Other Special Recommendations -

1. Primary Education (age group 6-11) :
  - (a) Concession in kind (not in cash) should be given to the parents of all girls, whether from rural or urban areas, below a certain level.
  - (b) The Government should formulate a scheme for awarding prizes to the villages showing the highest proportional enrolment and attendance of girls.
2. Middle and Secondary Education (age group 11 - 17) :
  - (a) At the middle school stage, more and more co-educational institutions should be started.
  - (b) At the secondary stage however, separate schools for girls should be established especially in rural areas and giving parents full freedom to admit their girls to boy's schools if they so desire.
  - (c) All girls (and boys also) of parents below a certain income level should be given free education upto the middle stage.

(d) As far as possible free or subsidised transport should be made available to girls in order to bring middle and secondary schools within their easy reach.

### 3. Curriculum and Syllabi :

(a) There should be identical curriculum for boys and girls at the primary stage with the provision of subjects like music, painting, sewing, needlework, simple handwork and cooking to be introduced to make the course more suitable for girls.

(b) At the middle stage and especially at the Secondary stage, there is need for differentiation of curricula for boys and girls.

### 4. Training and Employment:

(a) Immediate steps should be taken up to set up additional training institutions for women teachers.

(b) To induce women from urban areas to accept posts as teachers in rural areas, women teachers serving in rural areas may be provided with quarters and a village allowance be given to such teachers.

(c) The maximum age limit for entry into service may be relaxed and the age of retirement may be extended to 60 years.

5. Professional and Vocational Education:

(a) The employment of women on a part time basis should be accepted.

(b) Girls should be encouraged to take up courses in Commerce, Engineering, Agriculture, Medicine. Scholarships and other concession be given to them.

(c) Organise campaigns to mobilise public opinion for creating proper conditions in offices and establishments where women can work freely.

6. Facilities for Adult women :

(a) Educational facilities in the form of condensed courses:

(i) that prepare women for the Middle School Examination,

(ii) that prepare them for the High School or Higher Secondary Examination should be provided in all States.

- (b) Provision should also be made of condensed courses which train women for suitable vocations.

7. Voluntary Organisations:

The services of the voluntary organisations should be extensively used in the field of middle, secondary, higher, social and vocational education of women.

Section C

1. General Recommendations:

- (a) Wherever primary education is not free, immediate steps should be taken to make it free. Wherever new schools are started, the rural regions should be given priority consideration.

2. Waste and Stagnation :

- (a) To study the problem of wastage on all India basis, the Ministry of Education should carry out special studies on this problem in all parts of the country.

- (b) The following steps should be taken to reduce the extent of stagnation in Class I.

- (i) admission to class I should be made in the beginning of the school year,

- (ii) it should be a specific responsibility of teachers to see that proper attendance is maintained in the school,
  - (iii) the age of admission should be raised to six plus,
  - (iv) standard of teaching should be improved.
- (c) Stagnation in Class II to V can be reduced if :
- (i) Attendance of children is increased.
  - (ii) Standard of teaching is improved.
  - (iii) Internal examinations are introduced.
  - (iv) Books and educational equipment needed by poor children are supplied in good time.
- (d) Wastage at the primary level due to economic causes can be eliminated if provision for part time instruction is made for those children who cannot attend on a whole time basis.

- (e) The causes of wastage at the primary level are due to indifference of parents. This can be eliminated partly by educative propaganda and partly by vigorous enforcement of the compulsory education law.

#### Employment of Teachers

- (a) The present scale of pay of teachers should be revised.
- (b) There should be no distinction between the pay scales of teachers in the Government and the local or Municipal Board institutions and in the private run institutions.
- (c) The triple benefit scheme called the Pension-cum-Provident Fund-cum-Insurance scheme should be made applicable to every teacher who is permanently employed.

The National Committee on Women's Education (1957-59) which was set up made recommendations which had a strong impact on the Third Five Year Plan (1961-62 to 1965-1966). Important schemes like condensed school courses for adult women, Bal Sevika training and child care programmes were emphasized.

The National Council for Women's Education had recommended to examine comprehensively the problem of curriculum for girls at all stages of education. As a consequence to it, a Committee on Differentiation of Curriculum for Boys and Girls (1961-64) was set up under the chairmanship of Smt. Hansa Mehta. The Committee made the following observations and recommendations.

1. Primary Stage -

- (a) No differentiation should be made in the curricula for boys and girls at the primary stage.
- (b) Women should be appointed in all primary schools.

2. Middle School Stage -

- (a) The curriculum of general education should be common to boys and girls and no differentiation should be made therein on the basis of sex.
- (b) In all Middle schools, it is desirable to have mixed staff, but where girls do attend school ordinarily meant for boys, appointment of women teachers as staff should be obligatory.

### 3. Secondary Stage:

- (a) The accepted policy at the Secondary level is to provide diversified curricula to meet the aptitudes and capacities of all adolescents. Diversified courses such as home-science, fine arts, music should be introduced at the secondary stage to meet the special needs of girls. These electives should not be made compulsory.
- (b) The introduction of home science in the secondary school curriculum had been criticized due to bad implementation, absence of text books, lack of teachers lack of recognition by universities. Steps should be taken to improve its implementation.
- (c) Sex education is essential at the middle and secondary stages.
- (d) Special encouragement should be given to girls who study mathematics or science at the secondary stage and efforts be made to prepare women teachers for mathematics and science.

#### 4. Text Books :

- (a) In text books dealing with language and social studies, attention should be paid to the needs, experience and problems of girls by including topics on special festivals of women, games popular with girls, lives of great women, etc.
- (b) Important value which education should develop through proper text books is the mutual respect of individuals.

#### 3. Vocational Education -

- (a) Immediate attempts should be made to expand the provision of vocational courses at the secondary and higher stage of education and related these courses with man and women power requirements of society.
- (b) The possibilities of employing women on a large scale or part-time basis in as many vocations as possible have to be explored.

#### 6. Co-education -

The Committee made the following recommendations regarding co-education.

1. Co-education should be adopted as the general pattern at the elementary stage.
2. At the secondary and collegiate stages there should be full freedom of the management and parents to evolve common institutions or to establish separate ones for girls.
3. Steps should be taken to appoint women teachers in all educational institutions at the secondary and university stages, which are ordinarily meant for boys. Similarly some male teachers should also be appointed in separate secondary schools and colleges for girls.

Meanwhile, it was felt that although efforts were made regarding girls education, public support was greatly lacking. To look into the causes for lack of public support particularly in rural areas for girls education and to find ways to enlist public co-operation, a committee was set up under the chairmanship of M. Bhaktavatsalam. The Committee remarked that women in the urban areas are a disadvantaged group and in the rural areas they are mostly victims of serious religious prejudices and social economic exploitation. About 82 per cent of village women are illiterate and they lack public co-operation. To enlist public

co-operation directly the following are recommended: (i) public should be encouraged to open private schools; (ii) co-education at primary stage should be popularised; (iii) Women should be encouraged to take up teaching jobs; (iv) action should be initiated to break down prejudices against girls education. The state too should create public opinion in favour of girls education through conferences, seminars, audio-visual aids, assisting voluntary associations engaged in the field of education of girls and women. Education should be made free for all girls upto the secondary stage.

The Education Commission (1964-66) although did not include a separate chapter on women's education made a number of recommendations under the Chapter VI (Towards Equilization of Educational Opportunity) and Chapter XII (Higher Education Enrolments and Programmes). This Commission has recommended strategies for the development of education of girls and women. The following were two strategies in this context.

- (a) The 'special' programmes recommended by the National Committee on Women's Education and
- (b) The "general" programmes that is to give attention to the education of girls at all stages and in all sectors for the expansion and improvement of the education.

According to the first programme the recommendations were, that the education of women be made a major programme and efforts be made to bridge the gap between education of men and women. In this regard special schemes should be prepared and the funds be provided on priority basis. At the Centre and the States there should be a special machinery to look after the education of girls and women.

For acceleration of women's education in the field of higher education the Education Commission felt that there should be a programme of scholarships and financial assistance to women students in colleges and universities on a liberal scale. There should be provision of economical hostel accommodation so as to encourage girls from rural areas to take advantage of higher education. The commission also felt that higher education should be linked with a specific avenue of employment and women should be encouraged to take up professional jobs like teaching, social work, nursing, nutrition and dietetics, institutional management and such others. The Indian Council of Medical Research (ICMR) and Indian Council of Agricultural Research (ICAR) and Council for Child Welfare should provide opportunities for research work.

To allow specific studies on women's education, the Commission suggested setting up of research units in certain

universities which would take up follow-up studies on educated women and consider women's education from the point of view of employment opportunities and proper planning of women's education particularly at the stage of higher education.

The Third Five Year Plan had three annual plans during the period from 1966 to 1969, during which time not any major steps apart from those taken earlier were launched. The subsequent plans supported these measures and also continued incentives such as free text books and scholarships.

The National Educational Policy 1967-68 made a number of recommendations on the issue of women's education. It felt that women's education should receive priority and special emphasis and funds required for its advancement and implementation should be provided on priority basis. It gave due cognisance to women's right and need for technical and vocational education for furthering their interest as citizens and human beings.

The Fourth Five Year Plan (1969-74) described the importance of education of girls and included in Chapter XVI "Education and Manpower" issues relating to girls education. According to it due to the efforts made in the foregoing plans to

extend education to girls, the percentage of girls enrolment in the age group 6-14 increased. However the gap between the enrolment of boys and girls was still large. The Fourth Plan period would hence continue to provide incentives and facilities for the expansion of women's and girls education.

There was another landmark in the field of education during the Fourth Plan Period. Due to the changing social and economic conditions in the country, various problems had started emerging and this also created problems to the advancement of women. It was felt that a comprehensive examination relating to the rights and status of women would enable the Government of India to formulate social guidelines including education. The Government of India, Ministry of Education and Social Welfare constituted the Committee on Status of Women (1971-74). The chairperson of the Committee was Dr.(Smt) Phulrenu Guha and there were ten members in this Committee. The main terms of reference of this Committee were:

1. To examine the constitutional, legal and administrative provisions that have a bearing on the social status of women, their education and employment.

2. To assess the impact of the provisions of the previous plans particularly in rural areas.
3. To consider the factors responsible for the slow progress on development of women's education.
4. To survey the problems of the working women including discrimination and remuneration.
5. To examine the status of women in the changing social pattern and their problems.
6. To undertake surveys of the implications of population policies and family planning programmes on the status of women.
7. To suggest measures which would enable women to play their full and proper role in building up the nation.

The Committee submitted its report entitled "Towards Equality" in December 1974. Chapter VI of the report deals with Educational Development. The recommendations under this have been categorised into those relating to Formal Education and those relating to Non-Formal Education.

The main recommendations relating to Formal Education are :

1. Co-education : The Committee recommended that

- (i) This is to be adopted at the primary level.
- (ii) At the middle and secondary stages separate schools may be adopted where there is a great demand for them.
- (iii) At the higher stage co-education should be the general policy.
- (iv) In the co-educational schools separate facilities should be provided to the girls along with a mixed staff.

2. Curricula : The Committee recommended

- (i) A common course of general education for boys and girls till class X.
- (ii) Subjects like craft and music to be provided at the primary level to both sexes.

(iii) Different activities under the scheme of work experience should be introduced at the middle stage.

(iv) At the college level, vocational and technical courses should be made available to the students.

(v) At the university stage there is need to introduce relevant and useful courses to all students.

### 3. Pre-School Education :

The committee recommended the provision of pre-school education by increasing the number of Balwadis in the urban slums and rural areas.

### 4. Universalisation of education for the age group 6-14 :

To achieve the target of universalisation of education for the age group 6-14, the Committee recommended

(i) Apart from opening primary schools within walking distance, ashram or residential schools, mobile

schools for children of nomadic tribes and migrant labourers are to be opened.

(ii) Incentives like free schools, uniforms, scholarships or stipends, text books are to be provided to prevent drop outs. Apart from these, women teachers are to be provided where enrolment of girls is low.

(iii) To help girls complete their schooling, provisions be made for adopting the multiple entry system by making admission procedure flexible.

#### 5. Secondary and Higher Education :

The Committee recommended that

(i) The secondary stage education should be free for all girls till the end of the stage.

(ii) At the higher stage, women should be provided opportunities to participate in production activities.

Apart from the above recommendations the committee suggests that to increase the social effectiveness of women through a continuous process, non-formal education will greatly help majority of women who have not had formal education due to age and social responsibilities. Adult literacy centres, functional literacy and other governmental programmes when related to the local needs, resources and employment facilities will greatly help these women.

By the time when the Committee on Status of Women (1971-74) drafted and presented its recommendations, it was time for the Fifth Five Year Plan (1975-79) to be presented. In this plan period, it was decided by the Central and State Governments to stimulate the education of girls and women. To do so, the State Directorates of Education created separate cells to look after the programme of girls education. Apart from the measures which were undertaken by the Government to promote primary educations in general, girls were provided with special incentives. They were given free uniforms and attendance scholarships scheme was introduced for them.

The State Directorate through their cells looked into the programme of girls education. Action was taken through the establishment of polytechnics for girls, construction of staff

quarters for women teachers and hostels for girls in rural areas, assistance to voluntary educational organizations working in the field of women's education, organisation of condensed and correspondence courses for less educated women and orientation of the curriculum for the special needs of girls.

The outcome of the Report of the Commission on the Status of Women could be noted in the plan proposal of the Sixth Plan (1980-85). Woman's education which used to be a part under the general scheme of education was given a special place. The plan proposal drafted a separate chapter 'Women and Development' and included three important sectors for women, namely, Education, Employment and Health.

The plan stated that under the programme for universalisation of elementary education, special drive was to be directed towards higher enrolment and retention of girls in schools. The enrolment of girls increased from 272.78 lakhs (64.9%) in 1979-80 to 281.18 lakhs (66%) in 1980-81; to 291.19 lakhs (70.3%) in 1981-82; and to 301.58 lakhs (72%) in 1982-83; in class I-V. The target for 1983-84 was made as 319.60 lakhs (76.3%). Similarly for classes VI-VIII the enrolment of girls improved from 61.53 lakhs (26.0%) in 1979-80 to 65.68 lakhs (27.2%) in 1980-81 and to 73.83 lakhs (31.0%) in 1982-83). The

target for 1983-84 was made as 87.41 lakhs (35.8%). (Siddiqui, 1993).

The rise in the enrolment and retention of girls in schools was due to provision of incentives for school going girls along with appointment of women teachers in rural areas and popularising science for greater participation of women in science and technology. For boosting the education of women belonging to backward classes, the number of girl's hostels were increased.

\* The Seventh Plan (1985-90) envisaged the restructuring of the educational programmes and modification of school curricula to eliminate gender bias. Enrolment of girls in elementary, secondary and higher education courses, both in formal as well as non-formal sectors, were accorded high priority. Efforts were made to provide 100 per cent coverage for education of girls upto 14 years. The Plan proposed to make education for girls free upto the end of the higher secondary stage and this was to be in addition to the already existing incentives like provision of uniforms, scholarships, etc.

The plan envisaged to promote the education of girls belong to Scheduled Castes and Scheduled Tribes in

particular. Additional facilities were considered under the Development of Backward Classes Section. Accordingly, girls above matriculation stage would get higher scholarships than boy students and financial assistance in every form would be given to them.

The Seventh Plan also considered certain steps in the field of Adult Education Programme. Apart from increasing adult literacy the content of education was to be modified to incorporate new value systems in the community regarding the role of women in the family and community. The number of non-formal education centres for girls would be increased. A component of functional literacy for women in rural areas was also planned in the Integrated Rural Development Programme (IRDP), the National Rural Employment Programme (NREP), Training of Rural Youth for Self Employment (TRYSEM) and other such programmes.

Some of the other proposals made in the Seventh Plan to promote women's education were:

- 1) Learning systems providing correspondence courses for women would be encouraged for girls to pursue higher education.

- 2) Polytechnics for women were to be set up for promotion of technical and vocational education for girls.
- 3) Participation of girls and women in sports and games would be encouraged to identify sports talent by providing sports scholarships, coaching and nourishment.
- 4) To increase the availability of trained women teachers, priority will be given to women in teacher training programme.

An overview of the above discussion covering a period from 1947 to the completion of the Seventh Plan, that is 1990 indicates that there was a continuous thinking and action taken on the part of the Government of India to promote the education of women. This could be clearly seen in the several Plans as well as in the creation of committees and commissions for this purpose. Though one could see ups and downs in the result of these efforts, the overall status of a girls child and women is slowly but gradually improving.

#### 1.4.1 National Policy on Education 1986 : Incentives for Women

Although a number of programmes were provided, yet a very strong impact on literacy levels of the Indian population, particularly on women, was not seen. No doubt the proportion of women in the adult education centres had gone up, women still constituted about 57 per cent of the illiterate population. The literacy levels among the Scheduled Caste and Scheduled Tribes was still worse.

One of the important landmarks during the Seventh Plan Period (1985-90) was the National Policy on Education (1986) and its approach to women's education. For the first time an attempt was made to address to the basic issues of women's equality.

Part IV of the Policy, namely 'Education for Equality' included 'Education for Women's Equality'. In this section, the policy states that, "Education will be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, training and orientation of

teachers, decision-makers and administrators and the active involvement of educational institutions...." (Government of India, 1986).

It gives over-riding priority to the removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education. Emphasis has been laid on women's participation in vocational, technical and professional education at different levels and also to promote women's participations in non-traditional occupational and existing and emergent technologies (Siddiqui, 1993).

For implementation of the programmes of the National Policy on Education, the Programme of Action (POA) with their action plans was put forth. Before detailing the actions, the Programme of Action gives the meaning of women's empowerment. according to the POA, "Women become empowered through collective, reflective and decision making" The parameters of empowerment are

- Building a positive self image and self confidence.
- Developing ability to think critically
- Building up group cohesion and fostering decision making and action.

- Ensuring equal participation in the process of bringing about social change.
- Encouraging group action in order to bring about changes in the society.

The programme entails the following :

- (i) A phased time-bound programme of elementary education for girls, particularly upto primary stage by 1990, and upto the elementary stage by 1995.
- (ii) A phased time-bound programme of adult education for women in the age group 15-35 by 1995.
- (iii) Increased women's access to vocational, technical, professional education and to existing and emergent technologies.
- (iv) Review and re-organisation of educational activities to ensure that they make a substantial contribution towards women's equality, and creation of appropriate cells/unit therefor.



A commission that will take into consideration women, working women and their children particularly the girl child was set up in 1987-88. This National commission on Self-Employed Women and Women in the Informal sector, suggested a number of steps which would greatly benefit working women and their children specially the girl child. They are as follows :

1. There should be shifts for girls at suitable times so that they can assist their mothers in work and go to school.
2. Parents are to be encouraged to send their girls to afternoon shifts.
3. Regular creches are to be attached to the primary schools so that it would enable the elder child to attend school.
4. Incentives for sending the girls to schools to promote their education are to be provided.
5. The syllabi should be made more relevant for children of rural areas. Practical subjects like animal husbandry, cattle care, soil conservation, agriculture, social forestry along with subjects like history,

geography, modern science and physics are to be considered.

6. The Programme of Action, 1986 emphasized the recruitment of women teachers at the school level. The Commission felt that this was possible only if they were posted in their home villages or nearby villages.
7. As trained women teachers are not enough in the rural areas, girls who have completed secondary schools or even middle school can be given intensive training and can later be taken up as teachers at the primary level.
8. Greater emphasis has to be given on the vocational aspect of education.
9. Parents should be convinced regarding the relevance of education for girls.
10. The Commission felt that literacy is not a solution to exploitation and hunger, rather literacy should be understood in the wider context of the social structure and women be made to understand that through education poverty can be eradicated and women will then be

aware and be able to deal with the question of equality, social justice and development. In 1990, the Government of India wanted to review the impact of the various programmes. A Committee was therefore set up which was called National Policy on Education Review Committee 1990. This Committee made a review and submitted a report. It made various recommendations in the context of women's education in the following dimensions :

1. Access to education and quality of learning
2. Content of education and gender bias.
3. Vocational education
4. Training of teachers and other educational personnel.
5. Research and development of women's studies.
6. Representation of women in the educational hierarchy.
7. Empowerment of woman
8. Adult education
9. Resources
10. Management

Thus it may be seen that the National Policy on Education 1986 is a landmark in the area of women and education in broader as well as deeper perspective.

#### 1.4.2 National Perspective Plan for Women's Education (1988-2000 A.D.)

The overall approach of this National Perspective Plan was to perceive women in a holistic manner. The different programmes for women will not doubt be continued to be implemented by different ministries as part of their departmental plans. For this it was felt essential to have strong inter ministerial co-ordination and monitoring body and supportive facilities being provided by; the Department of women and Child Development.

To ensure the participation of women in the areas of social, cultural, economic political and education, a National Perspective Plan for Women's Education (1988-2000 A.D.) was formulated. The objectives of this plan are :

1. Elimination of illiteracy, universalisation of elementary education and minimization of drop-out rate in the age group 6-14 years and stagnation in negligible proportion.
2. Ensuring opportunities to all women for access to appropriate level, nature quality of education and also the wherewithall for success comparable with men.

3. Substantial vocationalisation and diversification of secondary education so as to provide a wide scope for employment and economic independence of women.
4. Making education an effective means for women's equality by eliminating the existing bias in the system preventing women from participating in the educational process, by making necessary intervention in the content and processes of education to inculcate positive and egalitarian attitudes, and to ensure that teachers perceive this as one of their essential roles.
5. Providing non-formal and part-time courses to women to enable them to acquire knowledge and skills for their social, cultural and economic advancement.
6. Impetus to enrol girls in various professional degree courses.
7. Creating a new system of accountability, particularly in respect of basic educational services, to the local community interalia, by active involvement of women.

To achieve these objectives for women education, the National Perspective Plan has made several recommendations. Some of the salient ones are :

1. Awareness needs to be generated among the masses, regarding the necessity of educating girls so as to prepare them to effectively contribute to the socio-economic development of the country, to strengthen their role in society and to realise their own capacities. The media and various forms of communication have to be geared to this end.
2. For improving enrolment and minimising drop outs and wastage in case of girl students, it would be helpful if learning is made more attractive by providing adequate teaching materials in schools.
3. School curricula should be imaginatively developed to stimulate creativity largely through play rather than over burdening children with formal or rote learning.
4. School timing should be flexible and fixed to suit local conditions and the needs of the working girls and

must be available within the walking distance of the child.

5. In addition to incentives like free text books, free supply of uniforms, award of attendance, scholarships and mid-day meal, facilities such as proper school building, safe drinking water, and toilets etc., need to be provided to encourage school enrolment and retention of girls especially girls from educationally deprived social groups and from hilly tribals, desert and remote rural area and urban slums.
6. Local talent must be developed in order to meet the need for recruiting women teachers at the primary and elementary levels especially in rural and tribal areas. In this endeavour national agencies, mahila mandals and local self-government agencies can make significant contribution.
7. There should be a reservation of 50 per cent posts for women teaches in elementary schools. Women teachers working in the rural areas should be provided suitable accommodation.

8. Multi-entry system for girls who cannot attend school continuously should be adopted.
9. Wherever necessary, schools meant exclusively for girls may be set up.
10. Special efforts are necessary for bringing tribal children, particularly girls, into school system. Tribal dialects, extreme poverty, problems of community, rigidity of formal education and its irrelevance to the tribal culture and the tribal distrust of the ways of the mainstream society, must be borne in mind in formulating strategies.
11. General and vocational training courses should be combined so that prospect of career immediately on completion of schooling may attract girls from weaker sections.
12. Vocational and technical education for women both formal and non-formal should be a major feature of the programmes of rural universities.
13. A large number of girls cannot participate in whole-day education programmes. Provision of non-formal and part-

time programmes with flexible school hours and sensitivity to the agricultural cycle are of particular importance.

14. At least 50 percent seats in pre-service courses in all teachers training institutions should be reserved for women.
15. The strategies spelt out in the National Policy of Education 1986, the Programme of Action for its implementation and the National Literacy Mission and the successful achievement of the goals imposed in these documents, would be important for improvement in the status of women.

With the implementation of the recommendations of the National Perspective Plan for Women's Education, it may be expected that women's education in our country would take great strides.

#### 1.5 Background of Women's Education in Assam (1947-1970)

Assam along with the other parts of the country had the impact of the struggle for freedom. The picture of education of girls also came under the several forces acting in the country.

Prior to 1947, the percentage of girl students when compared to that of boys was very low. The disparity was quite big in some of the districts, while it was not so in other districts. The following Table illustrates the picture.

**Table - 1**  
**Percentage of Pupils in Different Districts of Assam for 1939-40**

Sl. No.	Districts	Male	Female
1.	Cachar	9.7	2.8
2.	Sylhet	8.8	2.8
3.	K & J Hills	7.4	6.1
4.	Naga Hills	5.5	0.8
5.	Lushai Hills	13.0	4.2
6.	Goalpara	7.4	2.1
7.	Kamrup	11.8	2.2
8.	Darrang	6.8	1.9
9.	Nowgong	10.1	2.6
10.	Sibsagar	9.9	2.8
11.	Lakhimpur	6.1	1.5
12.	Garo Hills	5.8	2.6

Source: Lahkar, 1987.

It may be noted that Sylhet District became a part of erstwhile East Pakistan in 1947.

Female Education made considerable progress after 1947. The Government took a special initiative in promoting female education. The Assam Elementary Education Act 1962, was in force upto 4th September, 1975. The Board of Secondary Education was established in 1962. The Board has many committees to help

perform its functions. One of such committees is the Girls Education Committee which looks into the matters related to girls education. To look after the development of women's education, several women officers were appointed in the Department of Education of Government of Assam. The State Council for Women's Education was also formed in 1963 to advise the Government on the improvement and expansion of girls education in the State. The functions of this council were as follows :

1. Education at the Secondary stage should have an extensive expansion by providing separate schools for girls.
2. Immediate steps should be taken by the Government to make education free upto Class VI.
3. Due to the economic pressure in Assam education in Assam was no longer a luxury but an imperative necessity in the rural areas.
4. For the expansion of primary education there should be more women teachers, more training facilities, free distribution of text books particularly in rural areas, building grants for primary schools, an introduction of

a pre-primary section attached to primary schools to improve the quality of education and for that purpose expansion of training facilities for such schools.

5. Scholarships for women at the secondary stage should be considerably increased and where there is co-education greater facilities should be given.
6. Sanction of grants for opening girls schools should not be dependent on normal terms and conditions prescribed for sanction of grants for opening new schools.
7. For encouraging college education, at least one college in each district with provision of Science and Arts should be provincialised. All first division girls should receive scholarships to cover college and hostel expenses.
8. Post-graduate scholarships for girls should be increased considerably.
9. Liberal provision for foreign scholarships for girls should be made.

10. For the training of women teachers for secondary school more training colleges should be opened and the number of seats in the existing training colleges should be increased.
11. To enable the adult women, widows and destitutes for their entrance into polytechnical institutions, artisan courses, gramsevikas, and dhais, they should be encouraged to qualify themselves for Middle English or High School Leaving Certificate Examinations.
12. There should be intensive drive for enrolment of girls and determined efforts must be made to enrol additional girls in schools by the end of March 1966. This should not be a difficult target provided a properly planned enrolment drive was made. In order to achieve the target, a concerted drive jointly by the Education Department and the State Council by organising public meetings in each Block, Panchayat, broadcasting talks, distribution of pamphlets containing messages, special schemes of girls education and publicity of Government scheme in rural areas should be undertaken.

13. An Assistant Inspectress in each circle should be appointed to look after the control and expansion of girls education in the circle.

14. One officer of the rank of Joint Director at the headquarters to look into the education of girls at all levels should be appointed.

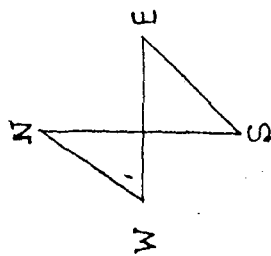
Several attempts like those by the Government of Assam alongwith the implementation of the different Five Year Plans and the consequential actions after the different Committees and Commissions at the Central level, the scenario of girls education started progressing slowly yet steadily. This can be seen by referring to Table 2 which shows the number of girls in the schools compared with that of boys.

**Table 2 : Enrolment of Boys and Girls in Schools in Assam from 1950-51 to 1969-70**

Year	No.of Boys	No.of Girls
1950-51	7,81,684	2,57,192
1955-56	9,97,959	3,51,987
1960-61	10,79,955	5,42,708
1965-66	13,29,627	7,78,135
1969-70	14,78,134	8,88,664

Source : Lahkar, 1987

UNITED ASSAM



CHINA

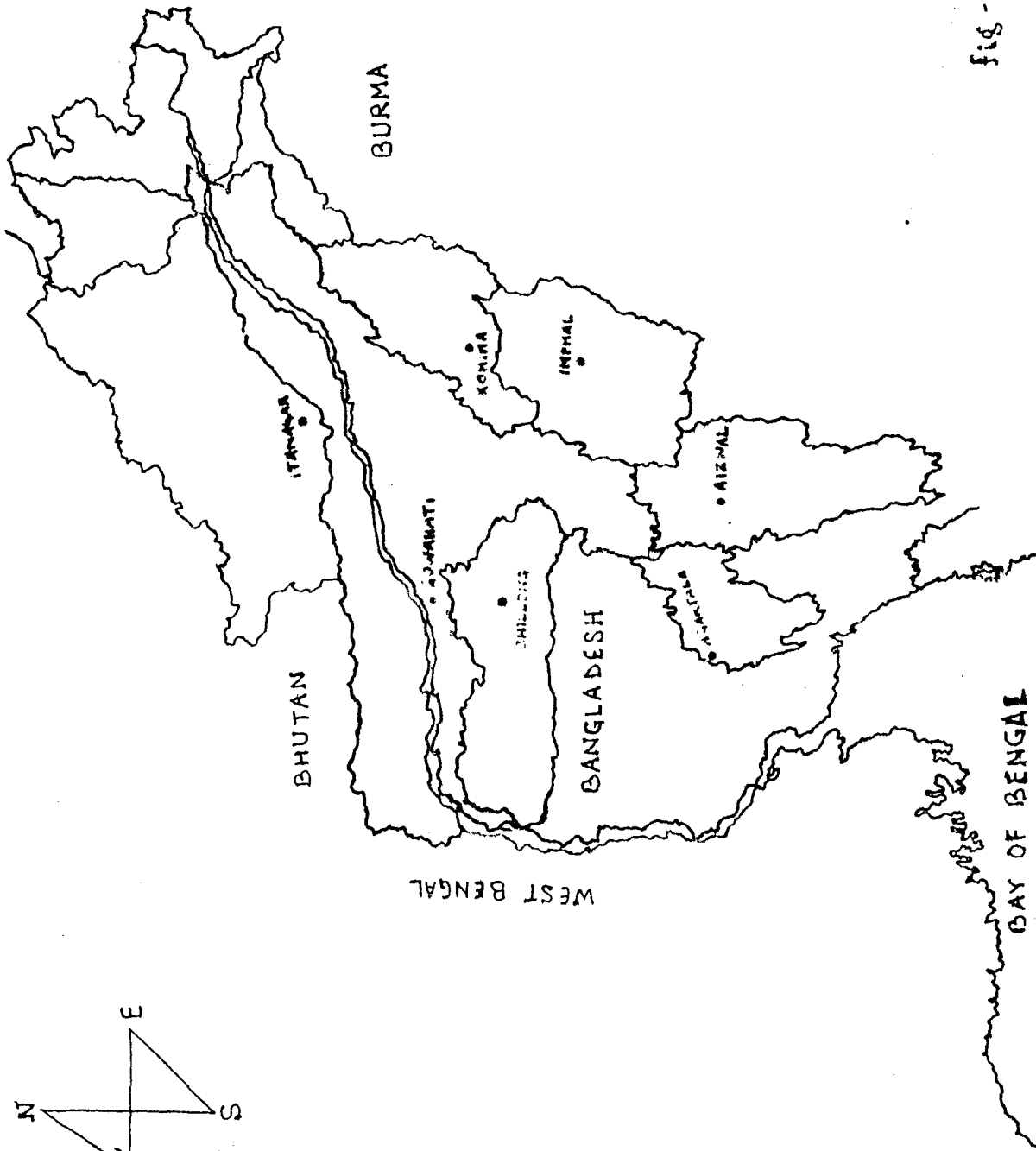


fig - 1

# ASSAM

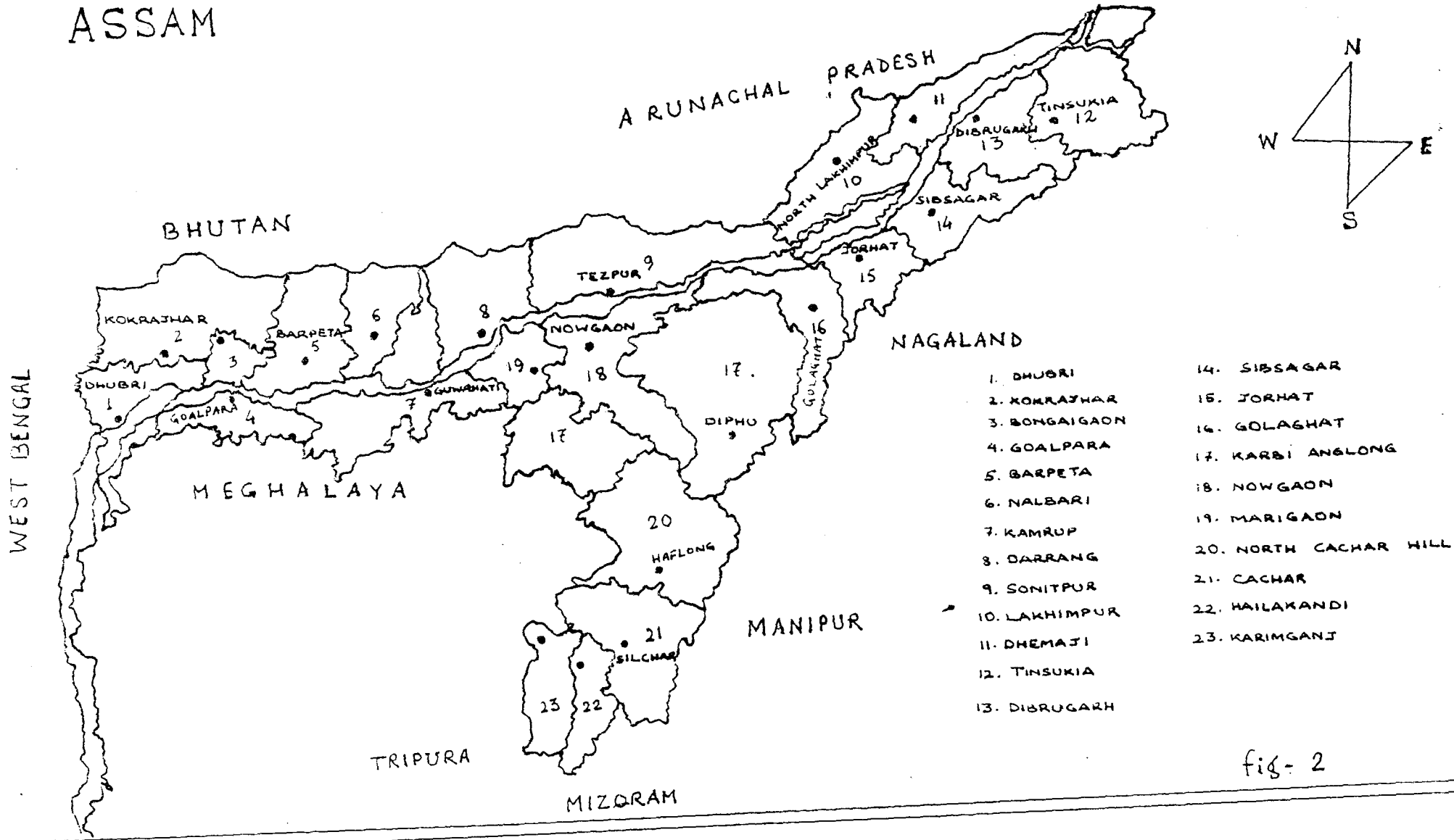


fig- 2

Before proceeding with the study further, it may be pointed out that the State of Assam which was in 1947 was divided into several states/union territory during subsequent years. The first state to be carved out was Nagaland on 1st January, 1972. Mizoram became a Union Territory on 21st January, 1972, which later became a state in 1986. Meghalaya became a State in 21st January 1972.

Figure 1 shows the State of Assam prior to the division and Figure 2 shows the present state of Assam.

The further presentations refer to the present State of Assam.

#### 1.6 Need and Importance of the Study

Education is a key factor in the political, economic and social development of a society. The Third World Countries have realised the importance of the social development of women in the overall development of the nation and this depends on the position of women's education, as women have an important role to play in the development of a country.

Throughout the world and especially in the post World War period, it was recognised that the economic, political and

social values of education led to the progress of society and education of women had a role to play here.

The United Nations Educational, Scientific, Cultural Organisation (UNESCO) has played a pivotal role in enhancing women's education, so as to focus the attention of the world communities on the problems and issues concerning women and to define ways and means to improve their Status, Health and Education. The United Nations dedicated the year 1975 to women by declaring it as the International Year of Women. It also declared the decade (1976-1985) as the International Decade of Women. This stirred the nations and the international agencies to give considerations to the education of women.

Soon after, a number of world conferences were held under the aegis of U.N., W.H.O., U.N.I.C.E.F. These conferences aroused a sense of commitment in the important areas of women's health, development and education.

In the Indian scene, we find that from Vedic times, women of India enjoyed a great deal of freedom (Bhatt and Sharma, 1992). However, lack of organised education for women owing to political and economic unrest, social customs due to foreign

invasions made women to be secluded and this made the status and importance of their education to be pushed to the background.

With the changing of social and economic conditions in the Country, new problems relating to education and society-inequality of education among men and women - started emerging, making the government, social workers and women themselves to exercise their rights and privileges.

The roots of women's oppression and unequal position lie deep within poverty, unequal utilisation and distribution of resources and power, oppressive social structures along with irrational attitudes. Illiteracy and ignorance along with the traditional customs and prevalence of patriarchy perpetuated the subjugation of women leading to backwardness of women in areas of education, family, law, politics, health care and others. This evil is again most glaring in the rural areas and among the lower strata of urban population.

Women's role in matters of building the character of future citizens, the economic reconstruction of the country and social reforms remains undeniable and unchallenged. Under these circumstances women must be mentally prepared to shoulder the responsibilities that is given and expected of her. The best way

for her to become able to meet the challenges facing her today would be through education. This would prepare her to face the new role and she would then be in a position to seek her rights and privileges that have so far been denied to her due to her ignorance.

Education which is considered as an agent of social change is expected to play a positive interventionist role in the empowerment of women. Ignorance of women about different developmental programmes and educational facilities, absence of motivating agencies have led to inequality between men and women. Educational programmes meant for women will help them to build a positive self-image and self-confidence. Further, these educated women will also help motivate illiterate women for education and training and to lay the foundation for establishing equality between women and men.

Situated in the North-East corner of India is Assam, the land inhabited by people of divergent social elements having different social structure and cultural heritage. A land of hills and valleys, Assam is one of the most beautiful states of India. She played a glorious role in the country's freedom movement and produced a host of martyrs - men and women. After Independence, although many changes have come, the utilization of human

resources is low as most of them are illiterate and unskilled. The women folk who form half of the population did not have the opportunities to contribute their share in the developmental process. In spite of these constraints, the women of Assam are passing through a stage of social change. The effect of modernisation has been evidenced in Assamese families, where parents are found to be interested in the education of both boys and girls. Girls are now found to be given in marriage at a mature age. Co-educational institutions are found in rural areas, and girls are enrolled in these institutions. Educated working women claim equality with men in salary, treatment and promotion. All these indicates the powerful effect of education. Education is considered a potent instrument through which the process of modernisation of a society could be effected. Education exposes people to new thoughts and ideas and it also provides necessary skills besides giving mental strength and self-confidence to face problems in life. Under these circumstances women's education should be taken on a priority basis.

The key to the development of a state is the development in the field of education in general, and in the field of women's education in particular. In this endeavour, it is essential to take a stock of the existing position and the

actions being undertaken by various bodies to enhance women's education. It may also be important to know how parents of girls view the education of girls, as parents play a key role in the promotion of education among girls. Very few studies have been conducted in Assam to look into these aspects of women's education. The study by Das (1979) is of a wider nature on the women's education in Assam. But this study provides a picture on the issue only upto 1971. With two decades gone and as statistics show that there is a change in the entire educational enrolment set-up, it is imperative that an investigation should be taken up to study the progress and development of women's education in Assam.

It is also to be noticed that with the Declaration of the International Women's Year (1975), the United Nations Decade of Women (1976-1985), and the World Conferences, situational analysis regarding women's development by various nations especially India, shows that efforts are being made to enhance education of women. In Assam too, the International Women's Year was celebrated. Its effects were felt. A number of the Non-Governmental Organisations (N.G.O.'s) or Voluntary Organisations have been playing a role to promote education among women especially in the rural areas.

Considering a number of factors effecting development of a state, it was felt that an investigation should be made to study the progress of women's education in Assam and the period taken up as 1971-1991 to cover another two decades. It was felt that the measures taken up by the government and other voluntary organizations should also be looked into. Also, it was felt necessary to know the attitudes of parents towards educating girls, as this would influence the success of future programmes in women's education to a very great extent.

Keeping the above points in view, it was felt that there is a need for a study to be undertaken to fill the void in the repertoire of knowledge in the field of women's education in Assam. The present study is an attempt in this direction.

#### **1.7 Statement of the Problem**

The problem under study is - "Women's Education in Assam for the period of 1971-1991".

## 1.8 Objectives of the Study

The following are the objectives of the study:

- (i) To trace the status and progress of women's education in Assam from 1971-1991.
- (ii) To find out the various measures taken up by the Government and other social organisations that are at present promoting women's education in Assam.
- (iii) To find out the attitudes of parents of class X girls on education of women.
- (iv) To offer suggestions for further improvement of women's education in Assam.

## 1.9 Delimitation

With regard to objective (iii), the study is delimited to only Kamrup District of Assam.

## 1.10 Methodology

Data with regard to objectives (i) and (ii) required going through various literature and official records.

Discussions with different people in the authority had to be held to get the data. These after compilation in appropriate manner are given in chapters III and IV.

Data with regard to objective (iii) required the development of an Attitude Scale which was to be administered to the selected sample and analysed suitably. These details are given in chapter V.

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

2.1 Studies Related to the Development of Women's Education.

2.2 Studies Related to the Attitudes of Women Towards Education.

2.3 Studies Related to the Impact of Education on Women.

This chapter presents a review of research studies conducted in different parts of India pertaining to the promotion of Women's Education.

The studies are classified into three groups, those that refer to the development of women's education in general, those that refer to the attitudes towards education and those refer to the impact of education on women. They are presented below.

## 2.1 Studies Related to the Development of Women's Education

Misra (1961), traced the history of women's education in India from 1961 to the end of the Third Five Year Plan (1960-61) with particular reference to the factors hindering progress, the nature and extent of wastage and stagnation, the educational facilities available to contemporary Indian women, and co-education.

Some of the observations of the study were :

- (i) There has been a rapid progress in women's education in all the spheres. There is a quantitative growth in the number of institutions for women and their enrolment.

- (ii) Education for women at the primary and higher stages is still an imitation of boy's education.
- (iii) The enrolment of girls for vocational and special education is still not impressive.
- (iv) The special courses for women like home science, drawing, painting, music, nursing still need improvement.
- (v) Funds for women's education has not been properly utilised.

Dave (1971) studied the evolution of female education in Gujarat till Independence. The study made an inquiry into the position of women in society during the period 1854-1947, and attempted to identify the factors responsible for the growth as well as those hindering the education of women. It also looked into the role played by various agencies in this regard. The main findings of this study have been discussed in terms of the factors that hindered or promoted the spread of female education. The factors that affected the growth of female education adversely were:

- (i) Girls were considered a burden on their parents until they were married.
- (ii) In a family, the girl or women had no right to property.
- (iii) Custom of child marriage was deeply rooted in the society. Therefore, their education was not given any consideration.
- (iv) The family system was paternal and this subjugated the role of women in social life.
- (v) The role of women was limited and restricted to home life.

Female education in Gujarat got its real start in 1854 with the introduction of formal education.

The factors that played an active part in promoting the spread of female education were:

- (i) Small institutions like 'Buddhi Vardhak Sabha', and Gujarat Vernacular Society were instituted during this period.

- (ii) During the years of active social reform, reformists were throwing away the customary evils.
- (iii) As a result of social reforms people began to assign a value to the education of their daughters.
- (iv) Public opinion gave up prejudices against the education of females.
- (v) Individuals like Normad highly contributed to the reformation of society and education of females.
- (vi) Research on the subject of female education was undertaken by Ramanbheri Nilkanth and a separate curriculum was prepared for female students by Shrimati Sharada Mehta.
- (vii) A good number of endeavours contributed creditably for the cause of female education.
- (viii) Mahatma Gandhi paid special attention to involve women in the independence movement.
- (ix) The special changes forced the people to change their attitude towards females and their status in the society.

A study on the development of female education in Gujarat after Independence was made by Thakkar (1976).

The objectives of the investigation were:-

- (i) to study the position of female education in Gujarat prior to Independence.
- (ii) to study the development of female education during the post Independence period (1947-72),
- (iii) to study the factors that helped in the development and expansion of female education with special reference to the contribution of all individuals, institutions along with political and economic conditions prevailing in Gujarat during the period under study,
- (iv) to study the factors that hampered the growth of female education,
- (v) to study the social as well as governmental efforts for the growth of female education in Gujarat.

The study indicated that economic factors helped in the progress of female education. It also pointed out that the

society at large and the social customs, values, beliefs, played an effective role in either expanding or hampering the education of females.

Patel (1984) made a study regarding the development of education among tribal women in Gujarat. Some of the major objectives were:

- (i) to present a brief historical perspective of the growth and development of education among tribals in Gujarat with special emphasis on the efforts made to promote education among tribal women.
- (ii) to examine the extent of literacy enrolment and educational attainment of tribal women and compare with that of Harijan women, non-Scheduled Caste/Scheduled Tribe women, and tribal men.
- (iii) to develop an additive picture of various aspects of the educational development of tribal women in Gujarat.

The major findings of the study were:

- (i) After Independence although there was a rapid expansion of educational institutions and enrolment of tribal

students at the different levels of education, yet there were no special programmes that could motivate tribal girls to take up education.

- (ii) Even among tribal women the literacy rate varied. Rabari women showed the lowest literacy rate and Dhodia women showed the highest literacy. As a whole the literacy rate per thousand population was 62 among tribal women during 1971.
- (iii) There was a trend of general increase in enrolment of tribal girls at all levels of education.
- (iv) In spite of a significant increase in the enrolment of tribal girls in standard 1, about 60 percent of school age tribal girls did not ever attend the school.
- (v) There were variations in the context of wastage and stagnation among tribal girls with variations in development and types of school attended.
- (vi) Tribal Parent's indifferent and apathetic attitude towards education together with their poor economic conditions seemed to be the major causes for irregular attendance, absenteeism and dropping out from school.

Basu (1975) made an attempt to study female education in Bihar from 1904 A.D. The objectives was to find out the causes of backwardness of education in Bihar and to suggest solution mainly to problems regarding illiteracy and expansion of girls education.

The study revealed that prior to 1904 girls used to attend only the special schools except for a small number who studied along with boys. Between 1904-1919, some progress was made although it was slow. This was due to non-cooperation movement and economic stress.

Between 1919 and 1927, the progress was still slower due to the prevalence of social customs, lack of trained women teachers and unwillingness on the part of parents to spend money on daughter's education.

Gandhi (1977) made a study on the development of women's education in Greater Bombay during 1961 to 1974. The major findings were : About 55.7 percent women and 59.7 percent men were literate in 1973-74. Self incentive was the main factor for seeking higher education. Equality of men's and women's status was Yet to be achieved.

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

Das (1979) studied the growth and development of women's education at various levels in the state of Assam during the period (1947-1971) and also studied its impact on the social life of the state. The study revealed that:

- (i) There was an increasing trend or positive rate of growth during the period of the study.
- (ii) Compared to the increase in the number of men's colleges, the women's colleges did not increase proportionally.

- (iii) There was a wide gap between the educational opportunities and facilities available to men in comparison to women.
- (iv) Women's education brought about positive changes in the economic, cultural, political and religious spheres of the social life of the state.
- (v) The enrolment increased at all levels of education.
- (vi) A great percentage of women were attending co-educational institutions.
- (vii) A majority of the women studied male oriented curriculum.
- (viii) Although the number of women teachers increased, yet they were not at par with the increase in the enrolment.
- (ix) The shortage of women teachers affected the healthy growth of women's education.
- (x) The expenditure on women's education increased during the period of study.

A study was conducted in 1978 by the Planning Commission - Programme Evaluation Organisation, Government of India, to appraise the impact of the different schemes on the progress of girl's education, particularly in rural areas and also to identify the impediments, if any, in their promotion. The study covered 16 states and 1 union territory, 26 districts and 78 schools. Views and reactions were elicited from 109 headmasters and 1376 villagers. The study observed that there had been a gradual but progressive increase in the enrolment of the girls over the plan periods and the gap in the education of boys and girls appeared to have been narrowing.

Dutt (1979) made a pilot study on the problem of girls education. The district selected was Purulia which was considered as the most backward district of West Bengal. The study aimed at finding out the actual causes of backwardness of girls education in the district.

The findings of the study were :

- (i) Between 1970-71, and 1973-74, the enrolment of girls in the age group 6-11 years increased by 15 per cent.

- (ii) As many as 66 per cent dropped out between class I-IV and 78 per cent between II-V.
- (iii) 80 per cent of the guardians stated that providing girls with training in domestic works was their only responsibility.
- (iv) In poor families 68 per cent felt it was unthinkable to send girls to schools.
- (v) The proposal for rapid expansion of girls education in the country was supported by 98 per cent.
- (vi) Poverty and lack of clothes were the reason for not sending their girls to schools.
- (vii) According to the primary school teachers 85 per cent parents and guardians were irresponsible towards girls education.
- (viii) Important reasons given as obstacles to the proper management of schools were paucity of funds, condition of school buildings and shortage of teachers in descending order.

The study of Leela Kumari (1981), relating to the development of women's education in Uttar Pradesh since independence with special reference to Varanasi, was conducted with the objective to trace the development of education of women in India in general and in Uttar Pradesh in particular upto the time of Independence and thereafter to compare the development of women's education in Uttar Pradesh with that of the other states. The study had also traced the development of women's education in Varanasi city. It has also made a survey of the attitudes of the students of Banaras Hindu University and its affiliated colleges towards women's education.

Some of the findings of the study were as follows : upto 1927 the condition of education was dismal with only 39 per cent enrolment of girls of school going age. From 1937-1947, girls education made rapid strides. Since 1947, the enrolment has been increasing but the increase has been uneven over different plan periods. Inter-state comparisons were confined to giving gross enrolment figures and numbers of institutions for various states and union territories. The study of attitudes revealed that in general all had favourable attitude towards women's education with girls showing more favourable attitudes than boys.

Khan and Ayesha (1982) made a study entitled "The Status of Rural Women in India : A Study of Karnataka". One of the major objectives was to study the progress and problems of education among the rural women belonging to Hindu, Muslim and Christian communities. The sample of the study influenced 840 respondents from 390 households drawn on a systematic sampling method from three Taluks of Bangalore District. These Taluks were selected on purposive sampling basis. Some of the main findings were :

- (i) A little less than 50 per cent women had not been enrolled in schools.
- (ii) The position on enrolment among the Hindus and Muslims were more or less similar.
- (iii) All the Christian women were enrolled in schools.
- (iv) Among the Hindus, Brahmins had the highest percentage of enrolment and the scheduled castes the lowest.
- (v) There were more illiterate women than men.
- (vi) There were original adult illiterate females and reverted illiterates.

- (vii) Majority of the women desired to procure primary education for girls and high schools and college education for boys.

## 2.2 Studies Related to the Attitudes of Women Towards Education

Gondhalekar (1975) undertook a study to inquire into the objectives of Women's Education as perceived by the students and their parents. Some of the specific objectives of the study were to examine the views of girls at different ages regarding their education, their attitudes in respect of the choice of their career, their spare-time activities and their views about their would-be-husbands, parents attitude towards girl's education, towards failure of their daughters, towards co-education at various levels, towards freedom for girls to mix with boys, etc. The major findings of the study were :

- (i) Both the students and parents showed a keen desire for education even in respect of higher education.
- (ii) The students belonging to lower socio-economic stratum expressed their desire to be medical doctors or teachers and aspired for professions and jobs carrying higher status.

(iii) All the parents were very keen on educating their daughters and sons and providing equal facilities for them.

(iv) The aim and objectives of the students about education tended to vary with the social stratum. The economic aspect of education was emphasised by the students belonging to the lower socio-economic stratum. On the other hand the importance of education for culture was emphasised by those belonging to the higher stratum.

(v) There was not much difference between the response of college students and their parents in respect of marriage which meant that the students were realistic.

Shantha (1982) highlighted that private expenditure on education is a viable investment from lower primary education to vocational levels. The highest returns is to the secondary level followed by upper primary, lower primary and vocational levels. Professional education yields a higher return than graduate or post graduate education. The attitudes of the respondents revealed that women prefer a higher level of education for their daughters than that achieved by them. With high level of

education, the proportion of women who favour co-education for girls also increases.

Chandrasekaran (1982) regarding attitude of rural women of Tamil Nadu towards the formal education of women, came to the conclusion that

- (i) there was no significant difference in the attitude of rural women from different districts.
- (ii) there was no significant difference in the attitudes of rural women from different socio-economic status or employed status.
- (iii) the age level of responding women, their status, and the number of female children in the family, each played a significant part in the attitude of women towards formal education.

The study was conducted in Delhi by Seth, Mehrotra and Roy (1983) on the attitude towards functional literacy of women participating in the functional literacy programme. It was revealed that their attitude was neutral and the attitude seemed to be influenced by the type of occupation of the head of the family.

Srivastava and Rawat (1982) made a comparative study of the attitude of urban scheduled caste and rural scheduled caste women towards education. The sample for the study was drawn from Tehri City and the surrounding villages. The study revealed the following :

- (i) Harijan Scheduled caste women residing in Tehri City were found to have a better attitude towards education than those residing in its nearby villages.
- (ii) The literate Harijan women showed more favourable attitude than illiterate Harijan women towards education.
- (iii) Myth is still an adversely affecting dimension of attitude of Harijan women towards education.

Kuldip Kaur (1985) made a study on the attitude of people towards women's literacy in Punjab. The study was taken up to determine the causes of the disparity in women's literacy as against men's literacy with particular reference to the attitude of the people towards women's literacy and to suggest steps to remove the same. The study revealed the following :

- (i) The literacy figures of Punjab showed a significant disparity between men and women.
- (ii) There are various causes of disparity in men and women literacy in Punjab out of which the negative attitude of the people is a serious one.
- (iii) The greater the disparity in the attitude of the people the greater the disparity in literacy figures.
- (iv) The attitude of the people is significantly related to their age, sex and education.
- (v) People are getting aware of the need for women's education as their social needs have changed.

### **2.3 Studies Related to the Impact of Education on Women**

In the study conducted by Mehta (1976) on a group of 900 educated women teachers and students, it was found that every group of educated women developed a certain kind of social value and a set of social attitudes towards these values which the cultural group transplants in the new generations providing social heritage to the emerging group in its new social setting. Desirable attitudes, beliefs and convictions were developed but

they were also clearly related to the structure, organization and distribution of education.

A study was conducted in Assam by Barua (1978). The study concerned itself on the education of married women. A representative sample of married educated women from urban, rural and suburban areas, which was also representative of various occupations and communities, was drawn. The objectives of the study were :

- (i) To find out the level of educational attainment among married women.
- (ii) To find out the causes of women going in for higher education after marriage.
- (iii) To study whether they wished to earn independently on the basis of their education and to see whether there was any impact on their husbands income and status on their willingness to work.
- (iv) To elicit their opinion as to what type of female education would best suit a married woman to fit her to engage in a gainful occupation.

(v) To study the attitude of married women to further education.

(vi) To find out how married women utilize their education.

The study revealed the following:-

(i) The range of educational qualifications among the married women varied from matriculation to M.Sc., M.A. and B.T. Some of them have added to their educational qualifications after marriage.

(ii) 60 per cent of the women were willing to have further general education even though they were married. 16 per cent did not show any willingness to earn.

(iii) Most of the respondents appreciate the present educational system. Majority wanted a change in girls education.

(iv) Undergraduates showed a favourable attitude towards general higher education.

(v) Women's education had hardly made any significant impact on their day to day life, both social and economic.

Another study conducted in Assam was by Kakoty (1989). The investigator made a study on the socio-economic status of educated working women of Kamrup District. The objectives of the study were to find out the rights and privileges enjoyed by the working educated women, and the stresses and strain they have to undertake in maintaining their two roles (home and job) along with the impact of their employment upon the society. The major findings of the study were the followings :

- (i) Economic necessity was received as a high priority among other probable causes for women taking up jobs.
- (ii) The status of working women within the family was favourable. Higher education, more salary, and jobs of higher category were contributing factors.
- (iii) Parents were in favour of the employment of their daughters.
- (iv) Working women compared to non-working women played a role of decision making to a large extent.
- (v) The status of working women in their place of work was favourable.

(vi) Society's outlook - of neighbours and relatives were favourable.

(vii) Women's participation in social organisation was poor among the non-working women.

Agarwal (1980) analysed the extent to which education was successful in including a change in the attitudes of Hindu and Muslim women towards social institutions, practices, and traditions like marriage, family, women's status, education, religion, and caste. The study revealed that education played a very important role in changing the attitudes of women to various social practices and traditions.

With special reference to the status and values of women, Basavakumaraiah (1980) made a study on rural females and secondary education in a village in Chitradurga District of Karnataka. The study aimed at finding out how the new education affected the life of rural women. The study revealed the following :

(i) Girls formed one-tenth of the total school population.

(ii) There was an obvious trend towards late marriage as a result of modern education.

(iii) The literate and the illiterate felt that a male should be the head of the family.

(iv) Education and urban influences had resulted in an increase in the breakup of families.

(v) Education influenced the concept of health and hygiene, religious beliefs and superstitions, as well as food habits and values.

A perusal of the researches reviewed above provides a backdrop for the present study.

## CHAPTER - III

### STATUS AND PROGRESS OF WOMEN'S EDUCATION IN ASSAM FROM 1971 TO 1991

3.0 Introduction

3.1 Status of School Education for Girls in Assam

3.2 Status of Higher Education for Girls in Assam

3.2.1 Higher Education Offered by Affiliated Colleges

3.2.2 Higher Education Offered by the University Departments

3.2.3 Professional Higher Education

### 3.0 Introduction

In the earlier chapter (refer caption 1.5). a brief background about the status of women's education from 1947-1970 was presented. It was also reported that by the beginning of 1972, several parts of Assam were taken out to form different states, namely Nagaland, Meghalaya and Mizoram. So the further discussions refer to the present State of Assam. But it may be noted that the state had severe political disturbance in late 70's to early 80's. This led to certain problems in the presentation of different statistics about Assam by the authorities concerned. The 1981 census was also projected as an estimate by the authorities. The data which is presented further operates within these limits and attempts to fulfill one of the objectives of the study that is, of tracing the status and progress of women's education in Assam from 1971-1991.

To be able to trace the status and progress of women's education, it is necessary to give the meaning of the word 'status' as interpreted in this chapter and objective. The indicator of status of an individual may be interpreted in different ways. Status is a position in a social group or grouping in relation to other positions held by individuals in

the same group or grouping. It is a given position which determines the amount of authority wielded or the degree of submission required. Thus status is a position which is either ascribed or achieved. An ascribed status is one which is acquired at birth without regard for individual ability. Status may be high or low depending on an individual's earning or his economic power. Some others interpret it in degree of religious responsibilities. It also depends upon the degree of constraint at home and outside. In the case of women it is sometimes considered that more the constraint the higher is her status, as they are felt as indicators of her position in the hierarchy of class structure. Another important indicator of women's status is the value given to the females in the family or in the society. A women's status in the family or in the society will be raised only if she is given education. But the status of education of people in a nation is an indicator of the progress of that nation. Status of women will be dealt with from the point of view of her education. In this chapter, a comprehensive study is made regarding her progress in different aspects of education for the period 1971-1991. In the discussion that follows the term status will indicate the position of affairs of what is happening and what is existing at the period under consideration.

It is a well known fact that the status of Indian women in general is low. Prevalence of the evils of dowry, child marriage, a low consideration towards women in general, are still prominent in our society be it in the rural or urban areas.

The Constitution guarantees equal rights and privileges for men and women and prohibits discrimination in employment. Constitutional Directives provide social legislation on equal remuneration, property rights, age of marriage, dowry and a wide range of other problems. But women will be able to take full advantage of all these privileges only when she is made aware of them. To do so, upliftment of her educational status is necessary, and it is the only hope for fulfilment of all that the Constitution guarantees.

Education of women has been regarded as a major and special problem in the field of education. A determined effort is, therefore, necessary to face the difficulties and to close the existing gap between the education of men and that of women at the earliest time possible.

Assam, the pioneer and the most developed state of North-East Region, has a total area of 78,523 sq. km. The 1981



necessitated starting of a large number of institutions and improvement of girls education in the society.

A general look into the progress of women's education indicates that both in the rural and in the urban areas of Assam, there is a rise in the level of literacy among the women.

The following two Tables, Table 3 and 4 show the position of women's education in respect of percentage of literacy at the All India level and at the State level of Assam.

Table 3

Percentage of Literacy at the All India Level.

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Year	<u>1961</u>	<u>1971</u>	<u>1981</u>	<u>1991</u>
Male	34.6	39.51	46.89	63.86
Female	12.9	18.44	24.82	39.42
Total	24.0	29.45	36.23	52.11

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Source : Das, 1983.

Table 4

Percentage of Literacy at the State Level of Assam.

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Year	1961	1971	1981	1991
Male	44.28	42.96	NA	62.34
Female	18.62	22.31	NA	43.70
Total	32.58	33.32	NA	53.42

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Note : NA - Not Available Source : Renu Debi, 1992.

The above two Tables indicate that like in India in general, in Assam also the rate of literacy of women is low when compared to that of men. However, an interesting feature may be noticed. The female literacy percentage in Assam is above the All India female literacy percentage over all these years.

The above point may be partly attributed to the ways of Assamese society which accepts liberalism. Another factor which might have contributed to the progress of literacy may be the administrative set up within the state as can be seen further.

In the beginning of the period of this study that is in 1971, there were 9(nine) Districts in Assam. They were Cachar,

Darrang, Dibrugarh, Goalpara, Kamrup, Lakhimpur, Mikir and North-Cachar Hills, Nowgaon and Sibsagar. In 1981-91, the number of Districts rose to 10(ten). They were Cachar, Darrang, Dibrugarh, Goalpara, Kamrup, Karbi Anglong, Lakhimpur, Nowgaon, North Cachar Hills, and Sibsagar. In 1983-84, the number of Districts were increased to 17(seventeen). They were Barpeta, Cachar, Darrang, Dhubri, Dibrugarh, Goalpara, Jorhat, Karimganj, Kamrup, Karbi-anglong, Kokrajhar, Lakhimpur, Nowgaon, North Cachar Hills, Pragjyotishpur, Sonitpur and Sibsagar. By the end of 1991-92, the number of Districts in Assam rose to 23 (twenty three). They were Barpeta, Bongaigaon, Cachar, Darrang, Dhubri, Dibrugarh, Dhemaji, Goalpara, Golaghat, Hailakandi, Jorhat, Kokrajhar, Kamrup, Karbi-Anglong, Karimganj, Lakhimpur, Morigaon, Nagaon, Nalbari, North Cachar Hills, Sibsagar, Sonitpur, and Tinsukia.

The rise in the number of Districts led to the increase in the number of educational institutions in the state. This apparently might have helped to raise the literacy level in the population.

In the further captions' the status of education of girls at different levels' namely, school education, general



filling up of gaps in the infrastructural and personnel facilities in the field of primary education.

The "Assam Elementary Education Act, 1962" was in force upto 4th September, 1975 and a new Act namely, "The Assam Elementary Education (Provincialisation) Act 1974", came into force with effect from 5th September, 1975. After passing of this Act, services of all teaching and non-teaching staff which were under the control of the State Board for Elementary Education have been brought under the direct control of the State Government with effect from 5th September, 1975. Subsequently a new Directorate of Elementary Education, Assam, was established on 7th July, 1977.

The Departmental set up of the Directorate includes the Director of Elementary Education as the Head of the Department of Elementary Education. The set up of the Department is a 4 tier one - State Level, District Level, Sub-Divisional Level and Block Level. The Director of Elementary Education is the Head of the Department at the State Level. He is assisted by 4 Joint Directors, 4 Deputy Directors, 2 Assistant Directors, one Controller of Examinations, one Inspector of Training, one

Research Officer, one Planning Officer, one Evaluation and Monitoring Officer and other subordinate officers. At the District level, there are 16 District Elementary Education officers.

However, in Assam primary schools in the plain districts are governed by the education Department and are advised by the Elementary Education Board, Gram Panchayat, Municipalities and Town Committees. However, in the Autonomous Hill Districts primary education is controlled by District Councils and the Education Development. In the tea-garden areas primary education is the concern of the garden authorities (Das, 1993).

The National policy of Education (1986) has given priority in the matter of universalization of Elementary Education. accordingly a scheme for providing essential teaching and learning materials to all the primary schools has been designed and named as "Operation Blackboard". In Assam, This scheme has been implemented with effect from the year 1987-88. As many as 14,895 primary schools have been covered under the first and second phase. It was also decided to provide one additional



In the Eight Five Year Plan (1992-97), it has been decided to keep priority in the education sector, particularly for universalization of elementary education and achieve the target by the end of the plan period.

Secondary education is the link between primary education on one hand and higher education on the other. In the words of Humayun Kabir, "Secondary education has a vital role to play in any programme of education for the community....." (Das, 1993). This gains greater significance considering from the point of view of women's education in the higher education and professional education levels.

Looking at the level of secondary education, the Secondary Education Board of Assam (SEBA) was established in 1962 with the purpose of regulating, supervising and developing the secondary education in the state. Besides conducting examinations, i.e., the High School Leaving Certificate Examination, this Board is also engaged in a large number of academic programmes. These programmes include curriculum construction, examination reform, in-service teacher orientation and text-book and instructional material production.

The administrative set-up in the High School Stage consists of the Director of Public Instruction (Secondary) followed by the Deputy Director of Public Instruction, Inspectors of Schools and the Sub-Inspectors.

In 1973 Assam switched over to the 10+2 pattern of education. This required the development of new syllabus for the school education which the S.E.B.A undertook. Further, the syllabus was reframed in accordance with the National Policy of Education, 1986.

In Assam, the organizational structure and the nomenclature of various levels of education have changed over the years. Thus a variety of school structures have existed like primary schools, catering to Classes A-III, Class I-V, Class IV-VI, Class VI-VIII etc, and also have been named as primary/junior basic, middle/senior basic, lower primary, middle English and so on. Even at the secondary stage, institutions with varied patterns have existed. There are high schools, higher secondary schools, and a combination of both high and higher secondary schools. The +2 stage of education has also been catered as pre-university course by the colleges set up only for it or as a part

of degree or post graduate colleges. Thus, the data regarding the number of institutions and the enrolment at different levels of education get overlapped.

Hence, to get a fairly clear picture of the scenario to look into the education of girls, the data have been compiled in the following way. All schools which were called as primary/junior basic, middle/senior basic, High/Higher Secondary are treated as number of institutions catering to school education. Those institutions which were labelled as a college are taken up under general higher education. Correspondingly, the enrolment figures are also compiled. Keeping the education of girls in focus, the statistics presented further may be looked into.

Table 5, gives a picture of the total number of educational institutions catering to school education and the number out of them catering exclusively for girls; the total enrolment in school education and the number of girls out of them; and the percentage of girls' enrolment out of the total enrolment.

Table 5

No. of Institutions Catering to School Education and Enrolment

Year	No. of Institutions Catering to School Education		Enrolment in Education		Percentage of Girls Compared to the Total Enrolment
	Total	Girls only	Total	Girls	
1971-72	22477	1074	2171279	827314	38.10
1972-73	23857	1109	2278041	875854	38.45
1973-74	24421	1132	2421361	893435	36.90
1974-75	24707	NA	2362815	915717	38.76
1975-76	25408	NA	2393198	935408	39.09
1876-77	25461	1160	2444023	963331	39.41
1977-78	26730	1176	2567269	1018671	39.68
1978-79	27050	977	2606283	1069058	41.02
1979-80	27660	1029	2729908	1117995	40.95
1980-81	27892	NA	2841554	1069674	37.64
1981-82	27991	1078	2990119	1226509	41.02
1982-83	31200	1167	3193960	1320067	41.33
1983-84	32190	1229	3433854	1409350	41.04
1984-85	33214	1253	3750426	1576112	42.02
1985-86	33256	1267	3984684	1677509	42.00
1986-87	33459	826	3905056	1691338	43.31
1987-88	34920	1261	4342083	1845986	42.51
1988-89	36185	1352	4424315	1883408	42.57
1989-90	36964	1319	4505448	1917834	42.57
1990-91	37206	1349	4648368	1971999	42.42

Source : Records Available at Statistical Unit Office of the Director of Secondary Education, Guwahati, Assam.

The above Table 5, shows the number of institutions catering to school education in Assam, corresponding to which the enrolment in the school level is also given. The data that are given here includes the total number of schools in Assam from the

primary level to the High/Higher Secondary stage. It is noticed here that right from 1971-72 to 1990-91, there is a steady rise in the number of institutions at the school level, but the number of institutions for girls only in comparison is not so high. In 1971-72, there were 22,477 schools catering to school education. This is a large number but it may be seen that among them number of schools for girls only is very low, i.e., only 1074. Also, when the enrolment of girls is compared with the total enrolment, one finds that the percentage of enrolment of girls falls very short of equalling the enrolment of boys.

The Table further indicates that with each year there was a gradual rise in the total number of institutions and correspondingly, there was a rise also in the number of institutions catering to girls education. In 1978-79, the total number of institutions for girls only had dropped, although the total number of institutions catering to school education was high numbering to 27050. This was due to the fact that a number of girls institutions at the primary level were made into co-educational institutions. However, the next year 1979-80, the number of institutions for girls raised to 1029. From 1981-82, there was a steady rise in the total number of institutions and

that of girls also. This trend was maintained till 1986-87. But in 1986-87, it is found that the number of girls schools went down drastically. Also it could be seen that the total enrolment in schools went down to a great extent. On enquiring with the authorities, it was revealed that the general decrease in the enrolment of general education was due to drop out as reported by the district authorities. But a happy note could be that the total enrolment of girls had improved though marginally.

By 1989-90, the total number of institutions in Assam at the school level reached to 36964 and that of girls only to 1319 and by 1990-91 there were a total of 37206 institutions and that of girls only was 1349.

The enrolment of girls in schools has steadily increased over the years, with occasional fluctuations. But this increase over a span of 20 years may not be sufficient to become on par with the enrolment of boys. At this rate it may take another 40 years or so to reach the level of 50 percent. This is apart from the fact that even today all girls of school going age are not in the portals of schools. This suggests a need for a massive effort on all concerned to see that all girls of school

going age attend schools and without dropping out in the middle especially in the rural areas.

### 3.2. Status of Higher Education for Girls in Assam 1971-91.

Coming to higher education in the state of Assam, it is seen that prior to Independence there was a slow progress in higher education in Assam and in the North-Eastern states.

It was in 1900 Sir H.J.S. Cotton, the then Chief Commissioner of Assam, took the initiative and started the Cotton College at Gauhati to cater to higher education. Due to non-existence of a university, the college was affiliated to the Calcutta University.

The missionaries also opened and advocated colleges for girls. St. Mary's College which was the first girls college was opened at Shillong (then in undivided Assam) in 1922. It was followed by the opening of Lady Kean Girls College also at Shillong in 1935. By 1940-41, there were 4(four) girls colleges in the entire region of Assam. Handique Girls College at Gauhati and Sylhet Women's College at Sylhet catered to girls education.

After Independence, higher education in Assam picked up momentum. The first University in the entire North-Eastern Region, the Gauhati University, was established in Assam in 1948. Next the Dibrugarh University was established in 1965 and the third University was the Assam Agricultural University established in 1968. Several colleges were set up paving way for the development of higher education in Assam.

Higher education in Assam is considered under the following headings :

- (i) Higher education offered by affiliated colleges (excluding Professional colleges)
- (ii) Higher education offered by the University Departments.
- (iii) Professional Higher education.

### **3.2.1 Higher Education offered by Affiliated Colleges**

This is offered by several colleges which are affiliated to either the Gauhati University or the Dibrugarh University. These colleges are those which include arts, science

and commerce streams. This education is further referred to as general higher education.

Among these colleges, very few are exclusively catering to girls. A picture of the number of colleges catering to the general higher education and the enrolment of girls in them gives a fair idea regarding the status of women in the field of general higher education. Table 6 provides the same.

In Assam, from 1972 to 1983, the pattern of collegiate education consisted of 2 year Pre-University course and then the graduate course for two years. However, from 1983 onwards, the Three Year Degree Course has been introduced, and the Pre-University course is now called as the Higher Secondary Course which comes under the jurisdiction of the Higher Secondary Council. This body examines the students at the end of the Class XII stage and those who clear this examination are eligible to undertake the Three Year Degree Course or any other professional courses. Hence the data showing enrolment upto 1982-83 include both for the pre-university and the graduation courses. But since the colleges continued to run Classes XI and XII preparing students for the Higher Secondary School Leaving Certificate

(H.S.S.L.C) examination at Class XII, the further data include all those who were enrolled in all the classes in these colleges.

Table 6

Number of Colleges for General Higher Education and Enrolment in Assam

Year	No. of Colleges		Enrolment in Education		Percentage of Girls Compared to the Total Enrolment
	Total	Girls only	Total	Girls	
1971-72	101	10	57835	13075	22.60
1972-73	111	10	67700	16226	23.96
1973-74	115	10	79571	19977	25.10
1974-75	119	NA	81675	21539	26.37
1975-76	126	NA	76158	20929	27.48
1876-77	134	13	87961	23243	26.42
1977-78	136	13	97396	25401	26.08
1978-79	137	12	112383	29197	25.97
1979-80	138	12	114410	29960	26.18
1980-81	139	12	111075	28828	25.95
1981-82	146	12	128449	34864	27.14
1982-83	153	13	145368	41923	28.83
1983-84	145	14	152567	NA	-
1984-85	155	15	165439	53460	32.31
1985-86	159	16	144932	44732	30.86
1986-87	163	16	155648	50185	32.24
1987-88	NA	NA	NA	NA	-
1988-89	181	NA	181880	62749	34.50
1989-90	190	NA	194837	70608	36.23
1990-91	224	NA	203617	67408	33.10

Note : NA - Note Available.

Source : Selected Educational Statistics, Statistical Unit Office of the Director of Secondary Education, Guwahati, Assam.

Looking at Table 6, it may be seen that in 1971-72, the total number of colleges for general higher education was 101, and out of this there were only 10 colleges exclusively for girls. During the successive years it is seen that there was a steady but slow expansion of college education. But, comparatively the number of institutions for girls only was not very promising. This might be due to the fact that at the higher level, the institutions are mostly of the co-educational nature.

Looking at the enrolment figures, the percentage of girls to the total enrolment was found to be fluctuating. In 1971-72, the percentage of enrolment of girls was 22.06%. In 1975-76, it rose slightly to 27.48%; there was a slight drop in the enrolment figures taking it to 25.97% in 1978-79. By 1981-82, it went up slightly to 27.14%. During the year 1985-86, the percentage rose to 30.86%; by 1989-90, it went upto 36.23%. However, there was a drop in the percentage in 1990-91 to 33.10 per cent.

To raise the position of girls education at the general higher education level, the Government has taken the initiative by providing free education to all girls studying at the college

level. Efforts like providing free education, providing scholarships and such others have to some extent raised the position of enrolment of girls at the college level. However, when it is compared with the total enrolment, i.e., with boys, the picture is not very happy. This may be partly because of lack of other facilities like hostels and also the willingness of parents to send girls to co-educational institutions or to keep them in hostels for education. This may be particularly true for girls from rural areas.

### **3.2.2 Higher Education Offered by the University Departments.**

As has already been mentioned (refer caption 3.2) earlier, till 1991, there were three Universities in Assam, they being Gauhati University, Dibrugarh University and Assam Agricultural University. The first two universities catered to master's degree in Arts, Science and Commerce. They also catered to professional courses like medicine, law engineering etc. The Assam Agricultural University catered to the professional courses in the field of agriculture and other allied courses like Home Science, Sericulture etc. It has two campuses, one at Jorhat and the other at Khanapara (in Guwahati). While the former

specialises in Agricultural Sciences, the latter specialises in Veterinary Sciences.

The total enrolment in the different departments of the three universities are presented in Table 7.

**Table 7**  
**Total Enrolment of Students in the Three Universities of Assam**

Year	Enrolment of Students Total	Girls	Percentage of Girls Compared to the Total Enrolment
1971-72	3021	931	30.82
1972-73	3189	922	28.91
1973-74	3489	1023	29.32
1974-75	3322	989	29.77
1975-76	2749	856	31.14
1976-77	2357	820	34.79
1977-78	2397	873	36.42
1978-79	3321	1193	35.92
1979-80	4585	1589	34.66
1980-81	4617	1586	34.35
1981-82	2677	1282	47.90
1982-83	2742	1372	50.03
1983-84	4429	1401	31.63
1984-85	4482	1384	30.87
1985-86	4218	1355	32.12
1986-87	4822	1515	31.41
1987-88	NA	NA	-
1988-89	4474	1731	38.69
1989-90	4552	1783	39.16
1990-91	4652	1861	40.00

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

The Table shows the percentage of girl's enrolment in comparison to the total enrolment. It may be seen that this percentage, though fluctuates, is mostly around 30 percent to 40 percent. The years 1981-82 and 1982-83 show the percentages as 47.90 and 50.03 respectively. But these figures need to be considered with caution, as the State of Assam was under highly disturbed conditions then and the total enrolment itself had come down very much when compared to 1980-81.

### 3.2.3 Professional Higher Education

It may be noted that there are no professional higher education institution which is entirely meant for girls. There are a number of professional courses like medical, engineering, law, agriculture, and many other emerging ones. The most prominent ones in Assam during the period under study happens to be medical, engineering, agriculture, veterinary and law. A picture of the enrolment of girls when compared to total enrolment for these professional courses are provided in Table 8, 9, 10, 11, and 12.

There were three (3) medical colleges, namely, Gauhati Medical College at Guwahati, Assam Medical College at Dibrugarh

and Silchar Medical College at Silchar. Table 8 shows the picture of total enrolment in these three medical colleges.

**Table 8**  
**Enrolment of Girls in the Medical Colleges of Assam**

Year	Enrolment of Students Total	Girls	Percentage of Girls Compared to the Total Enrolment
1975-76	2147	296	13.79
1876-77	2309	328	14.21
1977-78	2280	374	16.40
1978-79	2172	354	16.64
1979-80	2189	411	18.78
1980-81	2046	374	18.28
1981-82	1806	410	22.70
1982-83	1707	365	21.38
1983-84	1767	431	24.39
1984-85	2037	508	24.94
1985-86	2055	535	26.03
1986-87	1868	512	27.41
1987-88	NA	NA	-
1988-89	1958	555	28.33
1989-90	1996	566	28.36
1990-91	1996	566	28.36

Note : Data were available from 1975-76 onwards

NA - Not Available

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

It may be seen that there is a steady but slow increase in the enrolment as well as the percentage of enrolment compared to the total enrolment. But still the percentage stands at 28.36 in 1990-91.

There were three (3) engineering colleges, namely, Assam Engineering College at Guwahati, Jorhat Engineering College at Jorhat and Regional Engineering College at Silchar. Table 9 shows the picture of total enrolment in these three engineering colleges.

Table 9

Enrolment of Girls in the Engineering Colleges of Assam

Year	Enrolment of Students Total	Students Girls	Percentage of Girls Compared to the Total Enrolment
1974-74	975	14	1.44
1975-76	1048	19	1.81
1876-77	1300	26	2.00
1977-78	NA	NA	-
1978-79	1544	38	2.46
1979-80	1730	40	2.31
1980-81	1717	45	2.62
1981-82	1922	54	2.81
1982-83	1938	68	3.46
1983-84	2012	88	4.37
1984-85	2233	116	5.19
1985-86	2307	105	4.55
1986-87	1801	107	5.94
1987-88	NA	NA	-
1988-89	2511	158	6.29
1989-90	2725	164	6.02
1990-91	2725	164	6.02

Note : Data were available from 1974-75 onwards

NA - Not Available

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

The girl's enrolment is extremely low compared to the total enrolment, the percentage being 1.44 in 1974-75 to 6.02 in 1989-90 and 1990-91. For whatever reasons the number is small, this calls for greater attention to encourage girls to come to the technical field of engineering and to provide them the needed support to this effect.

There is only one agricultural college in Assam. This is the college at Jorhat belonging to the Assam Agricultural University. Table 10 shows the picture of enrolment in the agricultural college at Jorhat.

Table 10

## Enrolment of Girls in the Agricultural College (at Jorhat) of Assam

Year	Enrolment of Students Total	Girls	Percentage of Girls Compared to the Total Enrolment
1974-74	437	5	1.14
1975-76	360	14	3.89
1976-77	375	12	3.20
1977-78	395	23	5.82
1978-79	437	27	6.18
1979-80	497	31	6.24
1980-81	497	31	6.24
1981-82	494	30	6.07
1982-83	494	30	6.07
1983-84	522	44	8.43
1984-85	533	46	8.63
1985-86	553	46	8.32
1986-87	545	48	8.81

Note : Data were available from 1974-75 to 1986-87.

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

The enrolment of girls was only 5 covering 1.14 per cent of the total enrolment in 1974-75. Though the enrolment has slowly increased, yet it is at only 8.81 per cent in 1986-87. This draws the attention of all those concerned with the education of women in professional courses.

The only veterinary college in Assam is at Khanapara (in Guwahati) which belongs to Assam Agricultural University.

Table 11 shows the picture of enrolment in the veterinary college at Khanapara in Guwahati.

Table 11

Enrolment of Girls in the Veterinary College of Assam

Year	Enrolment of Students Total	Students Girls	Percentage of Girls Compared to the Total Enrolment
1976-77	283	6	2.12
1977-78	283	6	2.12
1978-79	300	17	5.67
1979-80	310	17	5.48
1980-81	310	17	5.48
1981-82	317	22	6.94
1982-83	311	23	7.40
1983-84	382	43	11.26
1984-85	451	58	12.86
1985-86	603	70	11.61
1986-87	616	72	11.69

Note : Data were available from 1976-77 to 1986-87.

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

The enrolment of girls were only 6 covering 2.12 per cent of the total enrolment in the year 1976-77. The picture is similar to that of the agricultural college. Though one could notice a slow upward trend in the enrolment of girls, the percentage of enrolment of girls compared to the total enrolment was only 11.69 in 1986-87.

There were six (6) law colleges in Assam in the year 1974-75. The number rose to nine (9) by 1986-87. Table 12 shows the picture of enrolment in the law colleges of Assam.

Table 12

**Enrolment of Girls in the Law Colleges of Assam**

Year	No. of Institutions	Enrolment		Percentage of Girls Compared to the Total Enrolment
1974-74	6	2904	171	5.89
1975-76	7	3583	195	5.44
1876-77	8	2564	173	6.75
1977-78	8	2572	204	7.93
1978-79	NA	NA	NA	-
1979-80	9	3365	331	9.84
1980-81	9	3406	336	9.86
1981-82	9	4400	542	12.32
1982-83	9	4471	523	11.70
1983-84	9	4886	535	10.92
1984-85	9	4723	576	12.20
1985-86	9	4041	512	12.67
1986-87	9	4070	547	13.44

Note : Data were available from 1974-75 upto 1986-87 only.

Source : Statistical Branch, Office of the Director of Public Instruction, Assam.

The percentage of enrolment of girls was 5.89 in 1974-75 which slowly increased to 13.44 in 1986-87.

Taking an overall view of the position of the enrolment of girls in the five professions, namely, medical, engineering, agricultural, veterinary, and law, it may be said that the percentage of girls enrolled need much to be brought up. A comparative look at the percentage of girls enrolment for different professional courses have drawn the attention of girls (though the number is small) in the decreasing order seems to be medical, law, veterinary, agriculture and engineering.

## CHAPTER - IV

### ROLE OF VARIOUS ORGANISATIONS IN PROMOTING WOMEN'S EDUCATION IN ASSAM

4.0 Introduction

4.1 Role of Women's Study Research Centre of Gauhati University

4.2 Role of Assam State Social Welfare Advisory Board

4.3 Role of Kasturba Gandhi Rashtriya Smarak Trust

4.4 Role of Assam Pradeshik Mahila Samity

#### 4.0 Introduction

The previous chapter has shown the progress achieved with regard to the women's education in Assam. The Government has taken measures as and when required in this direction. As a complement to this, several bodies have also contributed to the promotion of women's education in Assam.

This is happening as a result of the importance given to the developmental programmes where it is realised that women play a major role. Women who are educated are able to assert their rights in different situations but illiterate adult women are often victims of injustice. Realising this problem as an obstacle to all developmental programmes, importance has been laid to adult education programmes, and non-formal and formal programmes. These programmes are to educate the illiterate women and also to train women in different employment streams. The National Perspective Plan for Women (1988-2000) has recognised eight employment streams for rural women - Agriculture, Dairy farming, Cattle rearing, Fishery, Khadi, Handlooms, Handicrafts, and Sericulture. Training women in each of these streams would help to improve production and lead to the improvement of the marginal position of women.

Prominent among the various bodies working towards the above mentioned goals happen to be Women's Study Research Centre of Gauhati University, Assam State Social Welfare Advisory Board, Kasturba Trust, and Assam Pradeshik Mahila Samity. A brief description about the role played by these bodies are given further.

#### 4.1 Role of Women's Study Research Centre of Gauhati University

The National Policy on Education (1986) laid emphasis on women's education and suggested the establishment of women's studies centre in different universities. The aims of the women's studies are -

- (i) To find out means to sensitize educated women and men of their roles in building a positive self-image and self-confidence among all women.
- (ii) To motivate illiterate women for education and training and to lay the foundation for establishing equality between women and men.

Keeping these aims in view, the Women's Study Research Centre of Gauhati University was established in 1989. This centre is aimed at generating awareness among women for their improvement and involvement in social, economic and political activities. It focussed on various issues and problems of women in general and of women of Assam in particular.

A number of seminars were held to create awareness among the society towards women's problems. In some of the seminars papers were presented based on the research carried out. A brief reporting of some of these researches throws light on the way the Women's Studies Research Centre is contributing towards bringing out awareness among people about women in general and women's education in particular.

- (i) The study entitled "A Study on Women and Social Accountability : An Empirical Evidence", conducted by Renu Debi and Swarnalata Das had as its objective to find out the awareness of educated women towards certain social issues. This study was conducted on 200 girl students of Gauhati University. Apart from other issues, it brought out their ideas on the need and

importance of education to women. They have observed that education of female members was a necessity; education had a tremendous influence in life; lack of education, economic inequality and backwardness were responsible for social corruptions and role of women was very crucial in this issue; it is the responsibility of the older generation to bridge the gap by ensuring the younger generation for provision of proper education, fulfillment of needs, a congenial and social environment; and the role of the Government should be more vital which is possible only through establishing more centres for adult and women education (Renu Debi, 1994).

- (ii) A study was conducted by Dhrubamoni Mishra to find out the conditions of Pati Rabha women from a socio-economic perspective. The village which was studied was situated only 4 kms. away from Dispur, the capital of Assam. The study revealed that although situated very near the capital of Assam, yet the village was deprived of many developmental programmes. Education level of women was very low, which indicated that the adult

education centres were not sufficiently motivating women learners. Although they were aware of many developmental programmes in the city, yet no opportunity was offered to them.

The study observed that the Governmental and voluntary agencies should motivate the women to come forward to receive education and training, so that they could attain higher standard of living (Renu Debi, 1994).

(iii) Literacy among tribal women of Assam was studied by Lakshahira Das. The study observed that in spite of expansion taking place in the formal educational system, majority of tribal women have remained outside the reach of education and hence are illiterate. The low level of literacy of tribal women in Assam was ascribed to the following reasons : (a) There is an awareness among tribal women to the benefits of education. They are tradition bound, conservatives and confined to home and agriculture. They are less susceptible to change and education. (b) Excepting in urban areas, there is general negligence in both

patriarchal and matriarchal societies regarding education of girls. They prefer to keep girls at home for engaging them in household work. (c) Engagement of the adult tribal women in jhum cultivation for which girls have to stay back from school is another cause of the backwardness of women in respect of education. (d) The conditions of schools in the tribal areas are far from satisfactory, they are inadequate and situated in interior, secluded and inaccessible areas. (e) Tribal women living in predominantly illiterate communities have very little incentive for learning. (f) Poverty is another problem faced by tribal women. Conservatism, superstition, and outmoded customs are other hurdles of tribal women's development. (g) Lack of voluntary women's organisations is as important cause of the absence of awareness among tribal women for education and learning and to make them aware of the governmental policies and programmes offered for their betterment. (h) Training for holding of literary classes are not convenient for the tribal women. (i) Adult tribal women are not motivated as their major interest of earning

more money is not catered to by education. (j) Educational institutions do not cater to the needs of nomadic way of life in some tribal communities.

The investigator has made several suggestions to remove the constraints in the path of tribal women's education.

The above studies are some indicators to the role that the Women's Study Research Centre of Gauhati University is playing in the awareness and thus promotion of women's education in Assam.

#### 4.2 Role of Assam State Social Welfare Advisory Board

The Assam State Social Welfare Advisory Board sponsors welfare services through the Registered Voluntary Welfare Organisations/Non-Governmental Organisations (NGO's), registered under Societies Registration Act of 1860 for the benefit of the poor, needy women and their children. However, programmes for the handicapped are run for all without any distinction of men, women and children.

The main functions and activities of the Board are :

- (i) To promote the growth of voluntary Social Welfare agencies, with special reference to developments of the welfare services in areas uncovered at present.
- (ii) To administer programmes of Social Welfare in rural areas either sponsored by the Central Social Welfare Board or initiated with the co-operation of the State Government.
- (iii) To undertake with the concurrence of the Central Social Welfare Board such welfare activities or programmes as are entrusted to the State Social Welfare Advisory Board by any departments of the Central/State Governments.
- (iv) To assist the Central Social Welfare Board and the State Government in further development of welfare services.
- (v) To supervise and report on the working of the institutions/projects to the Central Social Welfare Board or the State Government as the case may be.

- (vi) To invite, receive, examine and recommend to the Central Social Welfare Board applications for grants-in-aid from the Voluntary Registered Welfare Institution/Organisations under different programmes of the Board.
- (vii) To co-ordinate the Welfare and developmental activities undertaken by the various departments of the State Government.
- (viii) To undertake such other activities as may be conducive to the fulfilment of the above objects.

Based on the above mentioned functions and activities, the Board undertakes several programmes like running orphanages and short stay homes for children, creches, Balwadis, nursery or Pre-Primary schools for children in the age group of 3-5 years. As a part of welfare services for poor women, condensed courses of education for middle/H.S.L.C/H.S.L.C. failed female candidates for 2 years/3years/1year respectively are organised to enable them to appear in the respective examinations. This scheme can be considered to have immense value in the promotion of women's education and hence it is discussed in details below.

During the Second Five Year Plan, it was decided that for various developmental schemes, a large number of trained women workers would be necessary, like Gram Sevikas, Nurses, Mid Wife (Dhai), Balwadi teachers, Primary School teachers, Family Welfare workers, etc. The minimum qualifications for taking admission into these specially prepared training courses is Middle or Secondary appeared. However, it was found that there was a dearth and lack of such minimum qualified women for this type of job-oriented training.

Keeping in view these problems, the Central Social Welfare Board initiated a Condensed Course of Education for Women in 1958. The main objectives of this scheme of Condensed Course of Education for Women are as follows :

- (i) To provide educational qualifications and relevant skills to women in order to become eligible for identifiable remunerative work opportunities;
  - (ii) To facilitate empowerment of women and social activism;
- and

- (iii) To provide women opportunities for learning and skill development.

The course was to be organised in rural, tribal, backward and urban slum areas. Residential courses were considered in tribal, rural and backward areas. To run such courses, assistance was planned to be given to the following types of institutions.

- (a) Voluntary institutions having experience in conducting educational/welfare programmes for women.
- (b) Recognised educational institutions such as Middle or High Schools and teacher training colleges.
- (c) After care Home/Custodial institutions, etc.

In order to be eligible for financial assistance under the scheme, it was stipulated that an institution or an organisation should possess the following characteristics :

- (i) It should be registered under the Societies Registration Act, 1860 or any other appropriate Act or should be duly constituted branch of a registered body.

- (ii) It should have been engaged in women's programme/ educational work for a minimum period of three years prior to the request for grant under the scheme. The condition of this period may however be relaxed in respect of institutions in backward, tribal and hilly areas.
  
- (iii) It should have a properly constituted managing committee with a majority of women members in it and with its powers, duties and responsibilities clearly defined and laid down in a written constitution.

These condensed courses were to be operated as both residential and non-residential as mentioned below.

- (i) Courses for Primary stage of State education Department - Both residential and non-residential.
  
- (ii) Middle English (M. E.) examination of the State Education Department - Both residential and non-residential.
  
- (iii) Courses for the H.S.L.C. examination of the Education Board - Both residential and non-residential.

(iv) Courses for the H.S.L.C. examination failed candidates  
- only non-residential.

For taking admission into any of the condensed courses, a candidate should be of minimum of 15 years of age. For taking admission into the Middle English course, the candidate must have studied at least 4 years in a formal school. For secondary (H.S.L.C) course the candidate should have studied for a minimum of six years. For primary stage, however, no minimum educational level has been determined.

While selecting candidates to join in the condensed courses, preference was to be given to widows, destitute women, and wives and daughters of demised army personnel.

An important fact in this course is that if a candidate who has taken admission failed to pass in the examination, then she is not allowed to take admission the second time. A provision however is that those candidates who passed Middle English examination under this course securing 75% marks is allowed to take admission into the Secondary (H.S.L.C) course.

On completion of the Condensed Course a candidate must give her consent to serve in rural areas after taking special training.

The Condensed Course of Education for Women is not just a programme relating to rehabilitation, rather it is meant that women who are thus educated and trained would move to the rural areas and avail of job facilities like those of Gram Sevika, Bal Sevika, Nurse, Mid Wife, Craft teachers, Family Welfare workers, etc.

Thus, it may be seen that these courses along with the further training are job-oriented to help build up rural women work force.

#### **4.3 Role of Kasturba Gandhi Rashtriya Smarak Trust, Assam Branch**

Kasturba died on February 22nd, 1994. After her death, Pandit Madan Mohan Malaviya and other eminent persons like Thakkar Bapa decided to start a memorial fund in her memory and collected fund for the purpose. A Trust Board of 15 members was formed to organise and direct the work of collection at the

national level. Similar committees were also formed at the provincial and district levels.

#### 4.3.1 Aims and Objectives of Kasturba Trust

On July 1st, 1994, Gandhiji, while addressing the members of the Trust as the head of the Kasturba Trust, explained the aims and objectives of the Trust - "Kasturba was a simple woman devoted to village life, actually living and serving among villages. The object of the fund should, therefore, properly be used towards the welfare of village women and children. It is well that the Trustees and the world should know the whole of my mind on the question of the welfare of women and children in the numerous villages in India. The welfare of my conception encompassed the whole life of women children in the villages. It, therefore, included maternity hygiene, and the treatment of diseases and education".(Kasturba Gandhi, 1945-70).

Following Gandhiji's advice, the Trustees altered the scope of their work and confined it to the welfare and education of rural women and children only.

#### 4.3.2 Blue Print for Trust's Work

The purpose of the Trust was based on the idea of reconstruction of the life of village women and children. It was felt that qualities of fearlessness, steadfastness and self-confidence had to be included in the hearts of the women so that they might be able to take their rightful place in the society.

The various schemes of training and development works that were undertaken are as follows :

1. Nayee Taleem : Pre-Basic, Basic, Post-Basic and Adult Education.
2. Improved Types of Health Service : Cleaning, Prevention of Diseases, nursing the sick, child welfare, mid wife and other such works.
3. Rural Industries: Crafts, weaving and sewing, etc.
4. Village Welfare : Work of village development.
5. Miscellaneous : Co-operation, gardening, etc.

#### 4.3.3 Development of Service

By 1946, every province in India had a Gram Sevika Vidyalaya to train village workers. A Central Gram Sevika Training Centre was formed in 1951 at Kasturbagram. The programmes organised by the Trust included the following :

	Duration
1. Kasturba Gram Sevika Training	2 Years
2. Pre-Basic Teachers Training	2 Years
3. Basic Teachers Training	2 Years
4. Auxiliary nursing and midwifery training	2 1/2 Years
5. Condensed Secondary Training	2 Years
6. Santi Seva Training	5 months
7. Condensed Higher Secondary Training	2 Years
8. Sevasram Training	3 to 4 Years
9. Rural Institutes (Equivalent to Degree Course) Training	3 Years
10. Temporary Training Camps for Women	15 days

Besides the above, the other programmes include Leprosy work, Kanyasram, General work, Sarvodaya work, Frontier areas, Spinning Camps, Arogya Sadan, Basic Talim and the publication of a Hindi tri-monthly publication called "Kasturba Darshan".

#### 4.3.4 Kasturba Gandhi Rastriya Smarak Trust, Assam Branch :

Assam, situated in North Eastern India, has an individuality of her own. Saints like Sankardev and Madhabdev, some five hundred years ago, laid foundation of a rural society and community. The institution of "Satras" and "Namghars" (prayer house), still exist. The idea of self-sufficient villages, which was Gandhiji's idea of an ideal rural society was, therefore, not unknown to the people of Assam.

Assam had played a glorious part in the movement for freedom launched by Gandhiji. The women of Assam had played a noteworthy part in it. When Gandhiji visited Assam in 1921, he was impressed by the flourishing state of handloom based Endi, Muga, Silk and other crafts and he saw a great future for the Swadeshi movement in Assam. To train women workers for this movement, a permanent work centre was necessary. Accordingly in

January 1946, the Assam State Kasturba Gram Sevika Vidyalaya and State Trust Office was inaugurated by Gandhiji at Saraniya in Guwahati. This ashram is popularly known as the Saraniya Ashram.

Although the Vidyalaya was started, it was difficult to find teachers, as trained teachers in this direction was almost nil. However, Smta Amal Prava Das, along with two other workers Smt. Ghanakanti Phookan and Smt. Hema Prava Kakoty, were recruited as teachers and they helped in building the institution step by step.

The vidyalaya as it started had 7 students on roll. Gradually, the number of students rose. Most of the girl students who came for the training were from the villages.

The syllabus which has approved by the Kasturba Trust is adhered to in the Saraniya Gram Sevika Vidyalaya. It includes the following :

1. Nayee Taleem : Pre-Basic, Basic, Post Basic and Adult education.

2. Child Psychology.
3. Civics and Principles of Constitutional Government of India.
4. Mahatma Gandhi's ideals, and programme of constructive work
5. Rural Problems.
6. History of Assam and India, History of Freedom Movement in India.
7. Geography.
8. Dialectics.
9. Health and convalescence, First Aid, Cleanliness, prevention of general diseases and nursing.
10. Women and child welfare, general knowledge of midwifery.
11. Hindi.

12. Agricultural Science, Textile Science.

13. Primary Science (related to cooking and other daily work)

14. Assamese literature.

15. Knowledge of main world religions.

The syllabus also included training in handicrafts, including productive crafts based on silk, muga, endi and cotton. Vegetable gardening and rice cultivation were also included in the course and the girls had to do these work by themselves. On completion of their course, the trained students had to seek places of work, hence centres had to be started. Thus, by 1947, 14 centres (Gram Sevika Kendras) were opened in Assam. The sevikas had to face strong criticism from people, but the ideal work performed by these young girls inspired the subsequent batches.

The duration of the courses for the second batch was lengthened to two years, the first year class being Gram Seva Praves Talim (preliminary course). In the specialised course, three subjects were introduced as optional, these being manual

craft, pre-basic and midwifery. On completion of the course, they were sent to the newly opened Seva Kendras. With each year, the number of Sevikas began to increase and with their new postings, new centres were started and this helped in the expansion of the Trust's work.

The Trust ran the institutions for 12 years effectively and efficiently. Later the institution was handed over to the Government. The syllabus prepared by the Trust was recognised and accepted as the basis of training and the programmes continued.

The Kasturba Trust acted as a true agency of union between hills and plains by training girls in village welfare work in the Saraniya Vidyalaya and later sending those girls to work in the service centres in the hills.

In the Saraniya Ashram girls were given training not only in village welfare and allied arts but they also took up Santi Sevikas training or peace workers training camp.

It is thus noticed that the Kasturba Trust's main work was upliftment of women and children in the rural areas. It

provided education and training for women to make them self-reliant.

#### 4.4 Role of Assam Pradeshik Mahila Samity

Women's movement in Assam is an old one. It was in as early as 1915 and 1917, that the Dibrugarh and the Nowgong Mahila Samities were started.

In 1919, Tezpur Mahila Samity was formed and they took up the job to abolish the "Purdah" system and also stop child marriage.

The Assam Pradeshik Mahila Samity (APMS) originated in 1926 under the guidance of Late Benudhar Rajkhowa. This Samity is a unique non-political organisation whose aim is to bring about a remarkable degree of awareness among the women of rural as well as urban areas.

The Assam Pradeshik Mahila Samity has expanded its jurisdiction over the years by opening District Mahila Samities. In 1990, there were 23 District Mahila Samities, one each at Dibrugarh, Sibsagar, Tinsukia, Golaghat, Jorhat, Mangaldoi,

Nowgong, Marigaon, Guwahati, Tezpur, North-Lakhimpur, Dhemaji, Nalbari, Barpeta, Goalpara, Dhubri, Kokrajhar, Karbi Anglong, Haflong, Majuli, Dhansiri, Biswanath Chariali, Karimganj.

The aims and objectives of the Association are :

1. To make women belonging to every community of Assam physically active and educate them in all possible ways so that they become worthy citizens.
2. To provide all opportunities to the women folk in the social and economic spheres and champion the cause of equal rights for them.
3. To strive for the general improvement of the State of Assam for the welfare of the children and mothers.
4. To initiate a campaign and undertake a broad-based programme for the promotion of national education, especially child and women's education.
5. To strive for the achievement of social progress.

6. To work for the establishment of national peace, amity, prosperity and communal harmony.

Keeping in view the above aims and objectives, the Pradeshik Mahila Samity has taken up various activities for the upliftment of the women and children. These include family planning, mother and child welfare, promotion of cottage industries, rehabilitation of destitute women, establishment of co-operative societies, enforcing prohibition, combating moral degradation, running condensed courses and literacy drive for adult women, establishment of nursery schools, libraries, weaving and knitting classes, weaving carpet and jute craft making centres, and such other income generating training programmes.

These activities, if one looks to, show that the Samity has contributed to promote literacy among women and also to make them economically self-reliant by giving different vocational education programmes.

## CHAPTER - V

### ATTITUDE OF PARENTS TOWARDS EDUCATION OF WOMEN

- 5.1 Introduction
- 5.2 Meaning and Definition of the Term Attitude
- 5.3 Development of Attitude Scale

## 5.1 Introduction

The present chapter gives the details of the steps undertaken to fulfill the third objective of the study.

The objectives states : "To find out the attitude of parents of Class X girls on education of women".

As there was no standardized tool available to suit the purpose of the study, an attitude scale was developed.

Before going to the details of the measurement of attitude, a brief discussion on the meaning and definition of attitude are presented.

## 5.2 Meaning and Definition of the Term Attitude

The term 'attitude' has been defined by researchers in different ways.

According to Thurstone and Chave (1928), "Attitude denotes the sum total of man's inclinations and feelings, prejudices or biases, preconceived notions, ideas, fears, threats and conviction about any specific topic".

According to Thurstone (1936), attitude is "a generalized reaction for or against a specific psychological object".

Thurstone (1946) defines an attitude as "the degree of positive or negative effect associated with some psychological object". By a psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal, or idea towards which people can differ with respect to positive or negative effect.

In the words of Allport (1967), "An attitude is mental and neural state of readiness, organized through experience and exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

Garrett (1975) states that attitude is primarily an inner state rather than an outer expression. It is an implicit response toward or away from an individual value or social value. An attitude is always a stand on position which an individual takes towards a person or an issue.

Anastasi (1976) defines attitude as, "a tendency to react favourably or unfavourably towards a designated class of

stimuli, such as a national or racial group, a custom or an institution".

From the ideas expressed above, it may be said that attitudes have both cognitive and emotional components towards the psychological object. It is a dispositional readiness towards certain situations, persons or objects in a consistent manner which has been learned and had become one's typical mode of response. The degree of a person's attitude may vary from extremely negative through a gradation to extremely positive. Positive or favourable attitudes are developed towards those psychological objects which satisfy individual needs, whereas negative or unfavourable attitudes are developed towards those psychological objects which obstruct or thwart the satisfaction of the individual needs.

Attitudes along with values and ideas determine the directions in which one strives and the use one makes of what he knows and can do. Attitudes are developed through various sources, such as experiences, communication from others, imitation of models and institutional factors.

5.2.1 The conceptual definition of the term attitude used in the study is as follows :

Attitude : It is the degree of positive or negative affect associated with some psychological object.

#### 5.2.2 Operational Definition of the term Attitude

For the purpose of the above stated objective, the operational definition of the term Attitude has been accepted as follows :

Attitude : It refers to the score obtained by the parents of Class X girls on the Attitude Scale developed by the investigator for the purpose of the study.

#### 5.3.0 Development of the Attitude Scale

Keeping in view the objective mentioned earlier, an attitude scale to measure the attitude of parents of class X girls on education of women was developed. In this regard the procedure given below was followed.

### 5.3.1. Development of Statements

The investigator informally asked a number of parents to give their views regarding education of women. The views were both negative and positive. The views expressed by the parents formed the bases for the development of some of the statements of the scale. Besides, some of the statements were also taken from research literature related to women and education from different dimensions. These statements reflected both favourable and unfavourable attitudes.

The selected statements from the above two sources were pooled and the total number of statements thus pooled was 98. These statements were presented to experts to give their critical comments and suggestions for further modification. On the basis of the experts' comments some of the statements were modified and some were rejected. The total number of statements thus developed were 56. The experts were next requested to indicate the positive and negative statements from these 56 statements. This yielded 32 Positive statements and 24 Negative statements.

(As it was felt that some parents may not be in a position to understand English language, the statements were translated into Assamese with the help of an expert translator.

Throughout the study as and when communication had to be in Assamese, the translated statements were used)

The statements were next randomly arranged and suitable instructions for the respondents as how to respond were also framed. Each statement was provided for response on a 5-point scale, the points indicating the responses as 'strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree'. (A copy of this Draft Form of the Attitude Scale is given in Appendix-A).

The scoring scheme for the positive statements was 4,3, 2,1,0 corresponding to the five points as given above. Similarly 0,1,2,3,4, were the scores for the corresponding points of the negative statements.

### 5.3.2. Tryout of the Draft Form of the Attitude Scale

The purpose of the tryout of the Draft Form of the Attitude Scale was to select statements which would differentiate parents who had a high attitude towards women's education from parents who had a low attitude towards women's education. For this, the Draft Form of the Attitude Scale was administered to a sample of 120 parents. The details of how the sample was drawn are put forth below :

The attitudes were to be found out from parents of class X girls in Kamrup District of Assam (Refer Caption 1.9). Kamrup District can be considered as having Guwahati city as the urban area and the rest as rural area. The rural area consists of Guwahati subdivision (excluding Guwahati city) and Rangiya subdivision. 5 schools each from the urban and rural areas were randomly selected. These 10 schools formed the sample for the tryout stage. From each of these 10 schools, 12 class X girls were randomly selected. The parents of these girls formed the sample. The list of these schools and the number of Parents of the students drawn from each of them are presented in Table 13.

**Table 13**  
**Details of Schools Drawn for the Tryout of the Attitude Scale**

Sl. No.	Name of the School	Number of Parents Drawn
<b>Urban</b>		
1.	T.C. Govt. Girls	12
2.	Panbazar Girls	12
3.	Kahalipara Girls	12
4.	St. Mary's Girls (Guwahati Club)	12
5.	Nichol's High School	12
<b>Rural</b>		
1.	Rangiya Girls (Rangiya)	12
2.	Mirja Girls (Mirja)	12
3.	Boko Girls (Boko)	12
4.	Puthimari Girls (Puthimari)	12
5.	Kamalpur Girls (Kamalpur)	12
<b>Total</b>		<b>120</b>

The total number of completed responses that were obtained from the sample were scored as per the scoring key (refer caption 5.3.1).

### 5.3.3. Item Analysis

The following procedure as indicated in Edwards (1969), was followed in carrying out the item analysis and further the selection of items.

The 120 scripts of the Draft Form of the Attitude Scale which were scored (refer caption 5.3.2) were arranged in the order of the total scores from highest to lowest.

(ii) After arranging the top 30 (covering top 25%) answered scripts and the bottom 30 (covering bottom 25%) answered scripts were separated out. These two groups formed respectively the high and low groups.

(iii) The 't' value for each of the statements were calculated using the following formula.

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{n_H} + \frac{\sigma_L^2}{n_L}}}$$

where  $\bar{X}_H$  = The mean score on a given statement for the high group

$\bar{X}_L$  = The mean score on the same statement for the low group

$\sigma_H^2$  = the variance of the distribution of responses of the high group to the statement

$\sigma_L^2$  = the variance of the distribution of responses of the low group to the statement.

n = Number of subjects in the high group/low group (number of subjects in the high group is equal to number of subjects in the low group).

The 't' values thus obtained for each of the statements are given in Table 14

Table 14  
't' Values Obtained for each of the Statement of the Draft Form of the Attitude Scale.

Sl. No.	't'	Significance	Sl. No.	't'	Significance
1.	4.44	**	29.	5.38	**
2.	3.79	**	30.	1.84	N.S.
3.	3.63	**	31.	0.01	N.S.
4.	0.313	N.S.	32.	4.44	**
5.	- 3.69	N.S.	33.	7.30	**
6.	- 8.58	N.S.	34.	2.98	**
7.	7.55	**	35.	4.84	**
8.	5.02	**	36.	3.76	**
9.	5.27	**	37.	5.55	**
10.	7.20	**	38.	3.19	**
11.	3.06	**	39.	2.19	*
12.	4.35	**	40.	1.71	N.S.
13.	4.63	**	41.	4.26	**
14.	7.24	**	42.	1.08	N.S.
15.	5.69	**	43.	7.12	**
16.	6.51	**	44.	5.25	**
17.	4.79	**	45.	13.10	**
18.	6.10	**	46.	7.75	**
19.	3.01	**	47.	1.24	N.S.
20.	5.11	**	48.	0.76	N.S.
21.	1.07	N.S.	49.	4.20	**
22.	3.37	**	50.	4.61	**
23.	6.82	**	51.	6.47	**
24.	1.92	N.S.	52.	3.18	**
25.	3.20	**	53.	4.46	**
26.	2.53	*	54.	4.51	**
27.	2.98	**	55.	3.52	**
28.	5.06	**	56.	3.36	**

NB : \* indicates significance at 0.05 level.

\*\* indicates significance at 0.01 level.

NS - Not Significant.

From among these statements which were significant at 0.01 level, the positive and the negative statements were separated out. They were arranged in the descending order of their 't' values. According to these values the top 21 of each of the positive and negative statements were selected to be included in the Final Form of the Attitude Scale. These selected statements with their corresponding 't' values are given in Table 15.

**Table 15**  
**'t' Values Obtained for the Selected Statements for the Final Form of the Attitude Scale.**

Positive Statements			Negative Statements		
Sl. No.	Sl. No. of the Statement	't' value	Sl. No.	Sl. No. of the Statement	't' value
1.	10	7.20	1.	45	13.10
2.	15	5.69	2.	46	7.75
3.	16	5.51	3.	7	7.55
4.	20	5.11	4.	33	7.30
5.	28	5.06	5.	14	7.24
6.	17	4.79	6.	43	7.12
7.	53	4.46	7.	23	6.82
8.	1	4.44	8.	51	6.47
9.	32	4.44	9.	18	6.10
10.	12	4.35	10.	37	5.55
11.	41	4.26	11.	29	5.38
12.	49	4.20	12.	9	5.27
13.	36	3.76	13.	44	5.25
14.	3	3.63	14.	8	5.02
15.	55	3.52	15.	35	4.84
16.	22	3.37	16.	13	4.63
17.	25	3.20	17.	50	4.61
18.	38	3.19	18.	54	4.51
19.	52	3.18	19.	2	3.79
20.	11	3.06	20.	56	3.36
21.	27	2.98	21.	19	3.01

#### **5.3.4. Final form of the Attitude Scale**

The 42 statements (21 positive and 21 negative) which were selected (refer caption 5.3.3, Table 15), were arranged in a random order. This list of statements along with the instructions for responding formed the Final Form of the Attitude Scale. Appendix-B gives the Final Form of the Attitude Scale.

#### **5.3.5. Validity of the Attitude Scale**

The statements for the Attitude Scale were developed on the basis of (i) the expression of parents (as the scale was meant for the parents) about their feelings regarding education for women, and (ii) the review of related literature.

In addition, these statements were subjected to experts' scrutiny. Thus the process of the development of statements ensures the content validity of the Attitude Scale.

#### **5.3.6. Reliability of the Attitude Scale**

The reliability of the Attitude Scale thus developed (refer caption 5.3.4) was established by the odd-even method. For this purpose, the Attitude Scale was administered to parents of 26 Class X girl students of Government Dispur Vidyalaya School in the Guwahati city, and of 30 Class X girl students of Borka Girls

High School of Rangiya subdivision. These schools were randomly drawn from the population of schools under the study and from each of these schools the required number of Class X girl students were drawn randomly. The number of parents who happened to be 26 from the former school and 30 from the latter school. It may be noted that these two schools were not involved during any other stage in the development of the Attitude Scale.

The responses obtained by the sample on the Attitude Scale were analysed. Scores on the odd-numbered items (odd scores) and even-numbered items (even scores) were found out. The scores are provided in Table 10.

**Table 16**  
**Odd Scores and Even Scores Obtained by the Reliability Sample of the Attitude Scale**

Sl. No. of the Respondent.	Odd Score (X)	Even Score (Y)
1	77	76
2	57	38
3	69	62
4	72	67
5	65	73
6	67	59
7	58	52
8	63	66
9	61	56
10	66	68
11	64	61
12	78	69
13	71	56
14	68	62

Sl. No. of the Respondent.	Odd Score (X)	Even Score (Y)
15	65	63
16	81	64
17	61	47
18	62	62
19	67	48
20	52	42
21	67	62
22	67	77
23	53	48
24	82	54
25	70	53
26	64	54
27	68	62
28	63	63
29	81	63
30	65	61
31	68	56
32	69	62
33	61	56
34	78	69
35	67	70
36	67	77
37	53	48
38	67	48
39	63	63
40	83	84
41	60	50
42	80	76
43	58	52
44	65	63
45	70	53
46	64	54
47	65	61
48	81	63
49	71	56
50	66	68
51	54	63
52	67	59
53	72	73
54	72	73
55	68	56
56	67	60

The odd-even reliability was calculated as follows :

Odd Scores (X)

$$\Sigma X = 3760$$

$$\Sigma X^2 = 255500$$

$$\Sigma XY = 230042$$

Even Scores (Y)

$$\Sigma Y = 3389$$

$$\Sigma Y^2 = 209815$$

$$N = 56$$

$$r = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[\Sigma X^2 - (\Sigma X)^2][\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{(56)(230042) - (3760)(3389)}{\sqrt{[(56)(255500) - (14137600)][(56)(209815) - (11485321)]}}$$

$$r = \frac{12882352 - 12742640}{\sqrt{[14308000 - 14137600][11749640 - 11485321]}}$$

$$r = \frac{139712}{\sqrt{(170400)(264319)}}$$

$$r = 0.658.$$

Applying Spearman-Brown Prophecy formula to estimate the reliability of the full scale, the reliability of the Attitude Scale is,

$$r_{11} = \frac{2r}{1+r}$$

where  $r$  = coefficient of correlation for half-test.

$r_{11}$  = coefficient of correlation for full test.

which gives us,

$$\begin{aligned} r_{11} &= \frac{2 (0.658)}{1 + 0.658} \\ &= \frac{1.316}{1.658} = 0.7937 \end{aligned}$$

Hence  $r_{11} \cong 0.79$

Referring to Table 25 in Garrett (1981), the obtained value of  $r_{11}$  is significant at 0.01 level.

Therefore the odd-even reliability of the Attitude Scale was found to be 0.79.

### 5.3.7. Collection of Data

Using the Attitude Scale which was developed (refer caption 5.3.4), data were collected to fulfill the objective

(iii), that of finding the attitude of parents towards education of women. Further, it was also attempted to find out whether there exists any difference between rural parents and urban parents in their attitudes towards education of women. For this purpose, a null hypothesis as follows was framed : "There is no significant difference between the urban parents and rural parents in their attitude towards education of women".

The details regarding the data collected are presented below.

#### 5.3.7.1 Sample

20 high schools from the urban area (Guwahati city) and 20 high schools from the rural area (Rangiya subdivision) were randomly selected. From each of these schools 5 class X girl students were randomly selected. The parents of these 200 students formed the sample. The names of the high schools and the number of girl students drawn from each high school are given in Table 17.

Table 17

Details of the Schools Drawn for the Final Data Collection on the Attitude Scale

Sl. No.	Name of the School	No. of Parents Drawn
<b>Urban Schools (N=20)</b>		
1.	Rajgarh Girls High School	5
2.	Kali Ram Barooah Girls High School	5
3.	Jalukbari Girls High School	5
4.	Bengali Girls High School	5
5.	Kamakhya Girls High School	5
6.	Ambikagiri Girls High School	5
7.	Aurobindo Bidyamandir High School	5
8.	Holy Child Girls High School	5
9.	Lalsing Academy High School	5
10.	North Guwahati Girls High School	5
11.	N.P.M.E. Girls High School	5
12.	Maligaon Girls High School	5
13.	Pub. Guwahati Girls High School	5
14.	Banikanta Memorial H. School	5
15.	New Guwahati Adarsha High School	5
16.	St. Mary's High School (Maligaon)	5
17.	L.D.G. Hindi High School	5
18.	New Guwahati Rly. Colony High School	5
19.	Ganeshmandir Vidyalaya	5
20.	Gandhinagar Girls High School	5
<b>Total</b>		<b>100</b>

Sl. No.	Name of the School	No. of Parents Drawn
<b>Rural Schools (N=20)</b>		
1.	Goreswar Girls High School	5
2.	Sarpara Girls High School	5
3.	Palashbari Girls High School	5
4.	Khehenipara Girls High School	5
5.	Hajo Girls High School	5
6.	Soalkuchi K.R.K. Girls High School	5
7.	Changsari Balika Vidyalaya	5
8.	Sonapur Girls High School	5
9.	Digaru High School	5
10.	Rani High School	5
11.	Gumi High School	5
12.	Agdala Chariali High School	5
13.	C.P.B. Girls High School	5
14.	Uparhali High School	5
15.	Rampur H.S. School	5
16.	Bezera H.S. School	5
17.	Palashbari R.B. & M.P.S.	5
18.	Gormow High School	5
19.	Brindaban H. School	5
20.	Giya Girls High School	5
<b>Total</b>		<b>100</b>

#### 5.3.7.2 Data and Their Analysis

The attitude scale was administered to the sample drawn and was scored (the raw scores thus obtained are given in Appendix - C). The mean and standard deviation of the scores were calculated. The details are as follows.

Minimum Score = 120      Maximum Score = 160  
Number of <sup>parents</sup> students who score below 84 = 0  
Number of <sup>parents</sup> students who score above 84 = 200  
Mean = 139.02  
Standard Deviation = 8.86  
Total Sample = 200

Since that the Attitude Scale has 42 items and a score of 2 on each statement indicates a neutral attitude, the above statistics suggest that the parents have a favourable attitude, in general, towards education of women.

#### 5.3.7.2.1. Attitude towards Education of Women between Urban and Rural Parents

To find out whether any difference exists between urban and rural parents in their attitude towards education of women, a null hypothesis was stated (refer caption 5.3.7) as follows: "There is no significant difference between the urban parents in their attitude towards education of women".

The above hypothesis was tested by finding the significance of difference between the two group means. The details are given below:

Urban	Rural
$N_1 = 100$	$N_2 = 100$
$M_1 = 142.04$	$M_2 = 135.99$
$SD_1 = 8.39$	$SD_2 = 8.28$

$$\begin{aligned} \text{Difference between means (M}_1 \text{ and M}_2) &= 142.04 - 135.99 \\ &= 6.05 \end{aligned}$$

$$\begin{aligned} SE_{\text{Difference}} &= \sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}} \\ &= \sqrt{\frac{(8.39)^2}{100} + \frac{(8.28)^2}{100}} \\ &= \sqrt{\frac{70.3921}{100} + \frac{68.5584}{100}} \\ &= \sqrt{1.389505} = 1.1788 = 1.18 \\ t &= \frac{\text{Difference}}{SE_{\text{Difference}}} \\ &= \frac{6.05}{1.18} \\ &= 5.13. \end{aligned}$$

The obtained value of 't' is significant at 0.01 level. Therefore the null hypothesis is rejected at 0.01 level. Hence,

there is a significant difference between the urban parents and the rural parents in their attitude towards education of women, the urban parents having a higher attitude score than the rural parents.

Thus it may be seen that urban parents have a significantly more favourable attitude towards education of women than rural parents.

## CHAPTER - VI

### SUMMARY AND DISCUSSION

- 6.0 Introduction
- 6.1 Problem Restated
- 6.2 Objective of the Study
- 6.3 Delimitation
- 6.4 Methodology
- 6.5 Findings and Discussion
- 6.6 Suggestions for Further Research.

## 6.0 Introduction

A society's progress can be assessed by the extent to which its women are educated. Opportunities for the full development of the potentialities of the women are necessary to have an intelligent participation of all the members of the society. The importance that the world accorded to this aspect is evidenced as the year 1975 was declared as the International Year of Women and the decade 1976-1985 as the International Decade of Women, by the United Nations.

Though Indian women enjoyed freedom and a good status during the vedic times (Bhatt and Sharma, 1992), over the years due to various reasons the status of women and importance of their education was pushed to the background. In recent years gradually the important role that a women can play is getting recognised and of late, efforts are being made to uplift the status of women through various programmes. Education of women is felt to be the key input in the development of the country in all fields.

Assam, a State in the North-East part of India, has contributed much to the country's struggle for freedom. But after

Independence its great human resource potential is yet to be tapped fully as most of the women are illiterate and unskilled. This resource potential of women, if properly tapped, can contribute to a faster development of Assam. Towards this direction it is essential to take a stock of the existing position and the actions being undertaken by various agencies in the promotion of women's education. The attitude of parents towards the education of women happens to be one of the key factors in the speedier development of women's education. Very few studies have been conducted in Assam in the field of women's education, the latest being conducted in 1971. Hence a picture of further inputs into the field needs to be looked into. Also none of the studies have tried to find out the attitudes of parents towards women's education. This study is undertaken to fulfill the above gaps in the area.

#### **6.1 Problem Restated**

The problem under study is "Women's ducation in Assam for the Period of 1971-1991".

## 6.2 Objectives of the Study

The following are the objectives of the study

- (i) To trace the status and progress of women's education in Assam from 1971-1991.
- (ii) To find out the various measures taken up by the Government and other social organisations that are at present promoting women's education in Assam.
- (iii) To find out the attitudes of parents of class X girls on education of women.
- (iv) To offer suggestions for further improvement of women's education in Assam.

## 6.3 Delimitation

With regard to objective (iii), the study is delimited to only Kamrup District of Assam.

## 6.4 Methodology

Data with regard to objectives (i) and (ii) required going through various literature and official records. Discussions with different people in the authority had to be held to get the data.

Data with regard to objective (iii) required the development of an attitude scale which was to be administered to the selected sample and analysed suitably. These details are as follows :

### 6.4.1 Development of the Attitude Scale

The concept of attitude was taken as the degree of positive or negative affect associated with some psychological object.

The operational definition of the term attitude was accepted as the score obtained by the parents of class X girls on the Attitude Scale developed by the investigator for the purpose of the study.

#### 6.4.1.1 DEVELOPMENT OF STATEMENT

On the basis of discussions with parents and review of research literature, 98 statements were pooled. These, after scrutiny by experts, were reduced to 56, with 32 positive statements and 24 negative statements, which were randomly arranged. Each statement was to be responded on a five point scale, the points indicating the responses as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. With suitable instructions, this formed the Try-Out Draft Form of the Attitude Scale. The scoring scheme for the positive statements was 4,3,2, 1,0 corresponding to the five points as given below. Similarly for the negative statements, it was 0,1,2,3,4.

#### 6.4.1.2 Try-Out Sample

5 high schools each from the urban and rural areas of Kāmrup District of Assam were randomly selected. These 10 schools formed the sample for the Try-Out stage. From each of these 10 schools, 12 class X girls were randomly selected. The parents (N=120) of these girls formed the sample.

The Draft Form of the Attitude Scale was administered to the sample, and the responses were scored.

#### 6.4.1.3 Item Analysis

Item analysis was carried out and 't' value for each of the statements was calculated. Items were selected on the basis of the 't' values obtained to develop the Final Form of the Attitude Scale, which then had 21 positive and 21 negative statements.

#### 6.4.1.4 Validity and Reliability of the Attitude Scale

The process of development of statements ensured the content validity of the Attitude Scale.

Odd-Even Reliability of the Attitude Scale was established. For this purpose the Attitude Scale was administered to a randomly drawn 56 parents of Class X girls students of 2 High Schools (randomly drawn) one from urban area and other from rural area of the Kamrup District of Assam.

The Odd-Even reliability of the Attitude Scale was found to be 0.79 which is significant at 0.01 level.

#### 6.4.1.5. Data Collection

A sample of 40 High Schools (20 from the urban area and 20 from the rural area) belonging to Kamrup District Assam were randomly selected. 5 Class X girl students from each of these schools were randomly selected. Parents of these students (N=200) formed the sample for the data collection. Data were collected by administering the Final Form of the Attitude Scale.

### 6.5 Findings and Discussion

#### 6.5.1 Status and Progress of Women's Education in Assam (1971-91)

By the beginning of 1972, several parts of Assam were taken away to create new States. The study considers Assam devoid of these regions. In the present investigation which has attempted to study the status and progress of women's education in Assam for two decades from 1971, the concept of the status of women is dealt with from the point of their education.

According to the 1991 census, the percentage of literacy of females was 43.70 percent while that of males was 62.34 percent, thus indicating a wide gap still existing between

men and women in their educational status, though there have been attempts to bridge this gap over the years. However, if the figures are compared it is noticed that the female literacy percentage in Assam is more than that taken the country as a whole. This could partly be because of the Assamese society being liberal in its thinking and views and could also partly be because of the increase in the number of administrative districts in the state which may be the reason for the increase in the number of educational institutions in the state.

To get a better picture, the scenario for girls has been looked separately into the different levels of education, namely, school education, general higher education, and professional education.

Some of the important land marks in the field of elementary education are "The Assam Elementary Act 1962", which came into force in 1975, and "The Assam Elementary Education (Provincialisation) Act 1974" which also came into effect in 1975. This led to the creation of a new Directorate of Elementary Education, Assam in 1977. It started working at four levels, namely, state level, district level, sub-divisional level and

block level, thus percolating its efforts to achieve the target of universalization of primary education as deep as possible in the system of education in the state. After the declaration of the National Policy of Education (1986), the scheme of "Operation Blackboard" was also launched in Assam. Under this scheme it was decided to provide additional teachers to all single teacher primary schools, provincialise primary and middle schools and also appoint Science and Hindi teachers. Assam has decided to keep priority for the universalisation of elementary education in its Eighth Five Year Plan (1992-1997).

Coming to Secondary education, which is a link between primary education and higher education, the need to improve women's education in this section is vital. To look into matters of regulation, supervision and to develop secondary education in the state, Secondary Education Board of Assam (S.E.B.A), was established in 1962. After having switched over to the 10+2 pattern of education, the S.E.B.A, undertook the job of preparing syllabus in accordance with the National Policy of Education (1986).

School education in Assam includes primary/junior basic, middle/senior basic, high and higher secondary schools. Keeping this as the totality of the school education, data were collected to find out the total number of institutions catering to school education and of them the number catering to only girls. Also the data regarding the total enrolment and the enrolment of girls in schools were collected.

It was found that the total number of schools which was 22477 in 1971-72, gradually rose to 37206 by 1990-91. During the same period the number of girls schools rose from 1074 to 1349. The number fluctuated and dipped quite low in some of the years. It was learnt that some of the girl's schools started operating as co-educational schools.

The enrolment of girls in schools also steadily increased over the years, with occasional fluctuations. The percentage of girls enrolment was 38.10 in 1971-72 and it reached 42.42 in 1990-91. This increase over a span of 20 years may not be sufficient to become on par with the enrolment of boys. At this rate it may take another 40 years or so to reach the level of 50 percent. This is apart from the fact that even today all

girls of school going age are not in the portals of schools. This highlights the need for a massive effort on all concerned to see that all girls of school going age attend schools and without dropping out in the middle especially in the rural areas.

Higher education in Assam made a slow start. It was only in 1900 that the first college was started in Guwahati, but this too was affiliated to Calcutta University. The missionaries did pioneering work in this direction. After Independence three universities were started in Assam - Gauhati University, Dibrugarh University and Assam Agricultural University. The establishment of Universities helped in opening institutions for higher learning. Higher learning can be considered under three headings, (i) Higher education offered by affiliated colleges (excluding professional college) (ii) Higher education offered by the University Departments, and (iii) Professional Higher Education.

Till 1983, the pattern of Collegiate education consisted of 2 years Pre-University course and then 2 years Degree Course. From 1984 onwards 3 years Degree Course has been introduced and the Pre-University course is named as the Higher

Secondary Course and is under the jurisdiction of the Higher Secondary Council. The Three Year Degree Course is under the Universities.

To get an idea regarding the position of the girls education in the affiliated colleges, data were compiled to find out the total number of colleges in Assam and that of colleges exclusively for girls. The total enrolment during the different years from 1971 to 1991 and the percentage of girls enrolled during these years were also found out.

It was found that though the number of colleges increased from 101 to 224. Over the two decades since 1971, the number of girls colleges was very small and it reached to only 16 in 1986-87. The percentage of enrolment shows that only 22.60 per cent of the total enrolment was girls in 1971-72. With some fluctuations the figure reached the maximum of 36.23 per cent in 1989-90, which again dropped to 33.10 per cent in 1990-91. This drop could be possibly that, more girls are pursuing educational courses in stead of general education course after higher secondary education.

During the period from 1971 to 1991, there were three universities, namely, Gauhati University, Dibrugarh University and Assam Agricultural University. While the last one mentioned catered only to agricultural and veterinary sciences, the other two catered to master's degree in Arts, Science, Commerce and professional courses like medicine, law, engineering etc. The total enrolment of girls in the three universities contributed to around 30 per cent to 40 per cent of the total enrolment of students with some exception in a couple of years.

The total enrolment of girls in the three medical colleges in Assam covered to a total of 13.79 per cent in 1975-76 to 28.36 per cent in 1990-91, out of the total enrolment of students.

The total enrolment of girls in the three engineering colleges in Assam covered to a total of 1.44 per cent in 1974-75 to 6.02 per cent in 1990-91, out of the total enrolment of students.

The total enrolment of girls in the only agricultural college in Assam covered to a total of 1.14 per cent in 1974-75 to 8.81 per cent in 1986-87, out of the total enrolment of students.

The total enrolment of girls in the only veterinary college in Assam covered to a total of 2.12 per cent in 1976-77 to 11.69 per cent in 1986-87 out of the total enrolment of students.

The number of law colleges in Assam which was six (6) in 1974-75 rose to nine (9) in 1986-87. The total enrolment of girls in these colleges in comparison to the total enrolment also rose from 2.89 per cent to 13.44 per cent during the same period. This rise was not continuous, as there were slight fluctuations in the total enrolment of girls.

An overall picture of girls studying in the field of higher education indicates a very low percentage of enrolment of girls. Many factors like a dearth in hostel facilities, unwillingness of parents to send girls to far off places and to co-educational institutions could be contributing to the low enrolment.

A look into the figures in the field of professional education strikes a warning note. The figures are extremely low. This draws the attention of all concerned in the development of

Assam and indicates that suitable steps must be taken to see that more and more girls are drawn into the professional colleges.

#### 6.5.2 Measures Taken by Various Agencies to Promote Women's Education in Assam

Various organisations are working towards the betterment of the status of women in Assam. Eight employment streams, namely, agriculture, diary farming, cattle rearing, fishery, khadi, handlooms, handicrafts and sericulture, have been recognised in the National Perspective Plan for Women (1988-2000) which would improve the position of rural women.

Women's Study Research Centre of Gauhati University, Assam State Social Welfare Board, Kasturba Trust, Assam Pradeshik Mahila Samity are the prominent among the bodies working towards the betterment of status of women.

The Women's Study Research Centre of Gauhati University, which was established in 1989, has tried to focus on various issues and problems of women in general and of women of Assam in particular. The centre has undertaken several research studies in this regard and has arrived at valuable conclusions.

These studies have tried to contribute to developing an awareness and thus to promote women's education in Assam.

The Assam State Social Welfare Advisory Board sponsors welfare services through registered welfare organisations for the benefit of the poor, needy women and their children. Among several activities, one with significance in the present context is the condensed course of education for middle/H.S.L.C./H.S.L.C.-failed female candidates for 2 years/3 years/1 year respectively which enable them to appear in the respective examinations. On completion of the condensed course a candidate must give her consent to serve in rural areas after taking special training for jobs like Gram Sevika, Bal Sevika, Nurse, Midwife, Craft teachers, family welfare workers, etc. It may thus be seen that these courses are job-oriented and help build rural women work force.

After the death of Karturba, the Kasturba Gandhi Rashtriya Smarak Trust took shape in 1944 due to the efforts of Pandit Madan Mohan Malviya, Thakkar Bapa and other eminent persons. Following Gandhiji's advice the Trust took up working for the welfare and education of rural women and children. The

Trust's branch at Assam State Kasturba Gram Sevika Vidyalaya was inaugurated by Gandhiji in January 1946 at Saraniya in Gauhati. The vidyalaya provides education and training to girls. The trained girls are sent to work in their service centres (Gram Sevika Kendras) spread out in Assam.

The Assam Pradeshik Mahila Samity started in 1926 under the guidance of late Benudhar Rajkhowa. This Samity is a unique non-political organisation whose aim is to bring about an awareness among the women of rural as well as urban areas. It has several District Mahila Samities, their number being 23 in 1990. The activities of the Samity include family planning, mother and child welfare, promotion of cottage industries, rehabilitation of destitute women, establishment of co-operative societies, enforcing prohibition, combating moral degradation, running condensed courses and literacy drive for adult women, establishment of nursery schools, libraries, weaving and knitting classes, weaving carpets and jute craft making centres and such other income generating training programmes. Through these activities, the Samity has directly as well as indirectly tried to promote education among women and make them economically self-reliant.

Looking at the role played by some of the organisations which are promoting women's education in Assam, it may be noticed that some are contributing towards academic and research aspects, while some are undertaking teaching, training and extension services. Both these aspects are required for the speedier development of women educationally as well as economically.

In fact they could complement and supplement each other with proper co-ordination. Towards this end, the Government itself may set up a co-ordinating body or identify any institution to take up the lead for the same. It may be then that the various resources, human and others, are used to the optimum and thus the progress of women's education in Assam is speeded up.

#### ¶ 6.5.3 Attitude of Parents

Analysis of the data collected on the Attitude Scale led to the following conclusions :

- (i) Parents have a favourable attitude, in general, towards education of women.

(ii) Urban parents have significantly more favourable attitude towards education of women than rural parents.

Before discussing the results, it is to be noted that the data on the Attitude Scale were obtained from Kamrup District of Assam. It may be considered that this district has some edge over the other districts as it enjoyed certain cultural privileges in the past. Also it should be noted that after the carving out of Meghalaya from Assam in 1972 (Shillong in the present Meghalaya was the capital of Assam till then). Dispur which is in Kamrup District is the capital of Assam. Hence a note of caution is struck when generalising the findings of the study on the attitude of parents towards education of women.

The results obtained in the study that parents have a favourable attitude towards women's education falls in line with those of Gondhlekhar (1975) and Shantha (1982). Further the present study also has a similar results as obtained by Srivastava and Rawat (1982) indicating that urban populace has a more positive attitude towards women's education than rural populace.

The results are indicative that parents, both in urban as well as in rural areas, are becoming aware of the importance of women's education. This is probably because of the efforts made by the Government as well as other social agencies. This awareness is being greater in urban areas may be because of their exposure to the several media publicities, and also their observation of benefits that accrue as a result of a girl getting educated. It may also be because such benefits reach urban people much faster than the rural. The whole scenario thus strikes as a positive note for all working in the field of women's education. But as has been observed in the present study, it is still a long way to make women on par with men in the field of education. Towards this end, some suggestions are offered in the next caption.

#### 6.5.4 Suggestions for Further Improvement of Women's Education in Assam

After going through the study, the following suggestions are made which are felt would further improve the women's education in Assam.

- (i) The problem of women's education is more acute in the semi-urban and rural areas where socio-cultural barriers restrict women from prosecuting education. To overcome this, rural women's organisations should be promoted at the grass-root level.
- (ii) The women of rural areas may be mobilised and motivated towards education through certain productive activities
- (iii) Attempts should be made to arouse awareness of people towards problems of women and the role that education plays in alleviating these problems.
- (iv) Women should be involved in decision making process especially when formulating educational plans for women
- (v) In rural areas, women's employment relating to rural development through training in agriculture, agro-based industries and other non-traditional occupations should be encouraged. This is expected to result in the promotion of education in women.

- (vi) There should be flexible programme of both formal and non-formal education to provide training and self-improvement opportunities for women for future absorption in educational programmes.
- (vii) At all levels<sup>3</sup> education there should be opportunities for women to receive education and training in vocational subjects so that there will be job opportunities for women, which then motivate them to seek education.
- (viii) In the professional institutions like medical, engineering, agricultural and veterinary sciences, law and such other courses there should be reservation of seats for girls.
- (ix) State level study centres should be started to find out the issues which requires strengthening so that the development of women's education picked up a greater momentum. Also these centres should take up action oriented programmes towards the promotion of education of women.

(x) Non-Governmental organisations, women's groups, voluntary agencies and community organisations also have to be supported to organise action-oriented programmes that will motivate women to understand the role they have to play in the development of the society and hence the need for their education.

#### 6.6 Suggestions for Further Research

The following research studies can be envisaged as a furtherance to the present investigation.

- (i) The education of women with particular reference to the different Scheduled Tribes and Scheduled Castes may be undertaken.
- (ii) Attitudes towards the education of women may be studied on samples from different types of populations of the State.
- (iii) The work carried out by specific voluntary organisations in the area of women's education may be studied in depth.

(iv) Action oriented programmes highlighting the importance of educating women may be planned and operated. These may be evaluated to plan strategies to promote women's education in the State of Assam.

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## APPENDICES

Appendix A

Appendix B

Appendix C

Appendix D

APPENDIX - A

DRAFT FORM OF THE ATTITUDE SCALE

1. Name of Parents :
2. Name of Student :
3. Name of School :
4. District :
5. Rural/Urban :

Given below are some statements expressing opinion about parents of Girls in Education of Women.

Please read each statement carefully and indicate your agreement or disagreement with it by indicating with a check (  ), placed under the column of SA indicates 'Strongly Agree', while if placed under the column A would indicate 'Agree'. Similarly check in the other column U, D and SD would indicate an opinion of 'Undecided', 'Disagree' and 'Strongly Disagree' respectively. Please indicate your response frankly.

Kindly answer all the statements your responses will be kept confidential.

Thanking you.

পৰিষ্কাৰ 'ক'

দৃষ্টিভঙ্গী জোখমাপৰ খচৰা ৰূপ

- ১) অভিভাৱকৰ নাম :
- ২) ছাত্ৰীৰ নাম :
- ৩) শিক্ষানুষ্ঠানৰ নাম :
- ৪) জিলা :
- ৫) গাওঁ / চহৰ :

নাৰী-শিক্ষা অক্ষৰে কিছুমাত্ৰক ছোৱালীৰ অভিভাৱকৰ অভিমত তলত দিয়া হ'ল।

অনুগ্রহ কৰি অভিমতখিনি মনযোগ সহকাৰে পঢ়ি, উক্ত অভিমত খিনিৰ সৈতে আপুনি একমত হয় নে নহয়, সেইয়া কামত উল্লেখ কৰা আংকৈতিক বৰ্ন বা বৰ্ন-সমষ্টিৰে যথাস্থানত '( / )' এই চিহ্নেৰে জনাব। বৰ্ন বা বৰ্ন-সমষ্টিৰে তলত দিয়া হ'ল।

SA : অক্ষৰ একমত।

A : আধাৰন ভাৱে একমত।

U : নিশ্চিত ভাৱে ক'ব পাৰা নাযায়।

D : অমত।

SD : অক্ষৰ ভাৱে অমত।

অনুগ্রহ কৰি সকলোৱেৰে প্ৰশ্নৰ যথাযথ উত্তৰ দিয়ে যেন। আপোনাৰ স্তায়িত অক্ষৰ ভাৱে গোপন ৰখা হ'ব।

ধন্যবাদ।

1. Education of a girl is as important as that of a boy SA, A, UD, D, SD
- ১) ছাত্রাভিত্তিক শিক্ষা, স্ত্রীশিক্ষা-শিক্ষা-অন্যভাবে প্রয়োজনীয়।
2. The educational curriculum offered to girls should be different from that of boys. SA, A, UD, D, SD
- ২) ছাত্রাভিত্তিক শিক্ষার পাঠ্যক্রম স্ত্রীশিক্ষার পাঠ্যক্রমতুল্য হলে না হওয়া উচিত।
3. To change society women should be given access to education. SA, A, UD, D, SD
- ৩) সমাজ পরিবর্তন অধিকারের মাধ্যমে শিক্ষার প্রচারের পাঠ্যক্রম।
4. Women's education in Assam has a bright future. SA, A, UD, D, SD
- ৪) অসমত: স্ত্রী শিক্ষার এক উজ্জ্বল ভবিষ্যত আছে।
5. The only way to remove poverty from our society is by educating our womenfolk. SA, A, UD, D, SD
- ৫) আমাদের সমাজের পক্ষ দূরীকরণের দ্বারা অধিকারের প্রচারণা।
6. Freedom should be given to a girl to express her views regarding her education. SA, A, UD, D, SD
- ৬) স্বাধীনতা স্ত্রীশিক্ষার শিক্ষার ক্ষেত্রে প্রকাশ করা।
7. Professional education should not allow the enrolment of girls. SA, A, UD, D, SD
- ৭) পেশাদার শিক্ষার প্রচারণা স্ত্রীশিক্ষার অন্তর্ভুক্তি-মত অনুমতি।

8. Education has made women consider them- SA, A, UD, D, SD  
 selves equal to men, this creates conflicts  
 in society.

୧) ଲିଙ୍ଗଗତ ସମତାକୁ ପୁରସ୍କାର କରିବାକୁ ସମାଜର ସଦ୍‌ସଭ୍ୟମାନଙ୍କର ସହଯୋଗ ଆବଶ୍ୟକ, ଯଦି ସମାଜର ସଦ୍‌ସଭ୍ୟମାନଙ୍କର ସହଯୋଗ ନଥାଏ ।

9. High school education is sufficient for SA, A, UD, D, SD  
 girls.

୨) ଉଚ୍ଚ-ମାଧ୍ୟମିକ ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ।

10. Higher education has helped women obtain SA, A, UD, D, SD  
 a greater degree of freedom.

୩) ଉଚ୍ଚ ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ସମାଜର ସଦ୍‌ସଭ୍ୟମାନଙ୍କର ସହଯୋଗ ଆବଶ୍ୟକ ।

11. Attitude of parents regarding girls SA, A, UD, D, SD  
 education influences children's attitude  
 towards education.

୪) ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ।

12. Parents should not hesitate to break the SA, A, UD, D, SD  
 old traditions regarding women and education.

୫) ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ।

13. Equality of educational status of men SA, A, UD, D, SD  
 and women is neither possible nor desirable.

୬) ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପିଲାମାନଙ୍କର ଲିଙ୍ଗଗତ ସମତାକୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ।

14. Higher education of girls would result in the demand for higher dowry. SA, A, UD, D, SD

১৭) উচ্চশিক্ষিতা ছাত্রাণীক জাহে বিয়াৰ লক্ষ্যক.  
দাৰীৰ গৰিমাৰ বৃদ্ধি পায়.

15. Girls should be encouraged to secure as much education as they want. SA, A, UD, D, SD

১৫) শিক্ষাৰ লক্ষ্যত ছাত্রাণীক শিক্ষাৰ্থে গাৰণিত  
বিদ্যাৰ, শিক্ষাৰ্থে গাৰণিত দিব পায়.

16. When girls are educated they have the ability to express their views on family matters. SA, A, UD, D, SD

১৬) ছাত্রাণীক শিক্ষিতা হ'লে গৃহৰ বিষয়ে  
বক্তাৰ যথার্থ মতামত গাৰণিত প্ৰকাশ কৰিব পাৰিব.

17. An educated women is a strong influence in the community. SA, A, UD, D, SD

১৭) গাৰণীক শিক্ষিতা নাৰীয়ে নিজৰ সমাজত  
বক্তাৰ প্ৰভাৱ বিস্তাৰ কৰে.

18. Education will make women disregard culture and values of our society. SA, A, UD, D, SD

১৮) শিক্ষাৰ্হ নাৰীক প্ৰচলিত নিৰ্দ্ধাৰিত - সাংস্কৃতি  
প্ৰতিষ্ঠানৰ মান্যতা গুণাগুণৰ পৰা বিৰত কৰিব.

19. In a conservative and traditional Assamese society a highly educated women with high aspirations would pose a problem. SA, A, UD, D, SD

১৯) উচ্চশিক্ষিতা গৰু গাৰণিত অধিক শিক্ষিত গাৰণীক  
নাৰীক উচ্চশিক্ষিতা গৰু গাৰণীক গাৰণীক  
অধিক উচ্চশিক্ষিতা গৰু গাৰণীক  
অধিক উচ্চশিক্ষিতা গৰু গাৰণীক

20. Education would help women to question SA, A, UD, D, SD  
unfair social practices against them.

୧୦) ନାରୀ-ଲିଙ୍ଗରେ ନାରୀ-ଅଧିକାର ଓ ମତ୍ତର ଉପଲବ୍ଧିର ସମାଜିକ  
ଅନିଚ୍ଛାକୃତ ଓ ଅଧିକ-ନିରାପେକ୍ଷତା ପ୍ରତ୍ୟାହତ ହୋଇଛି ।  
ଅଧିକ ଅଧିକ,

21. Social customs and traditions hinder the SA, A, UD, D, SD  
progress of women's education.

୨୧) ସାମାଜିକ ଲାଗଣାତ ଓ ଅନ୍ୟ ଉପଲବ୍ଧିର ବିଗ୍ରହବିତନରେ  
ନାରୀ-ଲିଙ୍ଗର ଅଧିକତା ଚାହୁଁ ନାହିଁ ।

22. Many of the social problems can be SA, A, UD, D, SD  
solved through the opinions of educated  
women.

୨୨) ଲିଙ୍ଗିତ ନାରୀର ଅଧିକତା ବ୍ୟତୀତ ସମାଜିକ ସମସ୍ୟା  
ଅଧିକତା ଅଧିକ ଅଧିକ ଅଧିକ ଅଧିକ ।

23. It is a waste of money to educate a girl. SA, A, UD, D, SD

୨୩) ଶିକ୍ଷା ନିମନ୍ତେ ନିଜର ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ।

24. Parents should encourage their sons to SA, A, UD, D, SD  
accept women's abilities.

୨୪) ଅଧିକତା ଅଧିକତା (ଅଧିକତା ଅଧିକତା ନାରୀର ଅଧିକତା  
ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ।

25. An educated girl will adjust better to SA, A, UD, D, SD  
problems of life.

୨୫) ଲିଙ୍ଗିତ ନାରୀର ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା  
ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ।

26. Educated mothers influence their children SA, A, UD, D, SD  
greatly.

୨୬) ଲିଙ୍ଗିତ ମାତାଙ୍କ ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ଅଧିକତା ।

27. Education has made women more self-reliant and independent. SA, A, UD, D, SD

୧୭) ଶିକ୍ଷାଦ୍ୱାରା ନାରୀମାନେ ଅଧିକ ଆତ୍ମନିର୍ଭରୀ ଏବଂ ସ୍ୱାଧୀନ ହେଇଛନ୍ତି ।

28. Education has helped women to improve their own status. SA, A, UD, D, SD

୧୮) ଶିକ୍ଷାଦ୍ୱାରା ନାରୀମାନେ ସ୍ୱଳ୍ପ ସ୍ୱାଧୀନତା ହାସଲ କରିଛନ୍ତି ।

29. Women with careers do not make responsible parents. SA, A, UD, D, SD

୧୯) ଶିକ୍ଷିତା ଥିବା ମହିଳାମାନେ ନିଜ ପିଲାମାନଙ୍କୁ ଦାୟିତ୍ୱଶୀଳ ଭାବରେ ପଲ୍ଲୀୟାନ୍ତ ନୁହାନ୍ତି ।

30. Parents are proud of achievement of their daughters more than that of their sons. SA, A, UD, D, SD

୨୦) ପିଲାମାନଙ୍କର ଅଭିଯୋଗ ଯେତେବେଳେ ମୁଖ୍ୟତଃ ମହିଳାମାନଙ୍କର ହୁଏ ତେବେ ପିଲାମାନଙ୍କର ଅଭିଯୋଗ ଯେତେବେଳେ ମୁଖ୍ୟତଃ ପୁଅମାନଙ୍କର ହୁଏ ।

31. Education will make women economically independent from their parents. SA, A, UD, D, SD

୨୧) ଶିକ୍ଷାଦ୍ୱାରା ନାରୀମାନେ ଶିକ୍ଷାଦ୍ୱାରା ନିଜ ଆର୍ଥିକ ସ୍ୱାଧୀନତା ହାସଲ କରିପାରନ୍ତି ।

32. Parents feel pleased at their daughters success in examination. SA, A, UD, D, SD

୨୨) ପିଲାମାନଙ୍କର ଅଭିଯୋଗ ଯେତେବେଳେ ମୁଖ୍ୟତଃ ମହିଳାମାନଙ୍କର ହୁଏ ତେବେ ପିଲାମାନଙ୍କର ଅଭିଯୋଗ ଯେତେବେଳେ ମୁଖ୍ୟତଃ ପୁଅମାନଙ୍କର ହୁଏ ।

33. Higher education is not necessary for women. SA, A, UD, D, SD

୩୩. ଉଚ୍ଚଶିକ୍ଷା ମାତ୍ରୀଙ୍କ ପାଇଁ ଆବଶ୍ୟକ ନୁହେଁ ।

34. The nations development depends on the service of educated women. SA, A, UD, D, SD

୩୪) ଏହାଙ୍କ ଦେଶର ଉନ୍ନୟନ-ନିର୍ଭର କରେ, ଯେମିତି ଶିକ୍ଷିତା ମାତ୍ରୀଙ୍କ ସେବା ଉପରେ ।

35. After attainment of puberty girls should not be sent to school. SA, A, UD, D, SD

୩୫) ପୋଷ୍ଟ ପ୍ରାୟସ୍କୃତ ନିମ୍ନ ଯୁବକୀମାନଙ୍କୁ ବିଦ୍ୟାଳୟକୁ ନାହିଁ ପଢ଼ାଯିବ ।

36. Parents can help to extend women's education. SA, A, UD, D, SD

୩୬) ଅଧିକାଂଶକାଳେ ମାତ୍ରୀଶିକ୍ଷାକୁ ପ୍ରସାରଣ କରିବା ପାଇଁ ପାରିବେ ।

37. An independent outlook among women is not good for stable marriage. SA, A, UD, D, SD

୩୭) ମାତ୍ରୀଙ୍କ ସ୍ୱାଧୀନ ଦୃଷ୍ଟିକୋଣ ସ୍ୱାଧୀନ ସୁଖ ପାଇଁ ସୁଖ ସମ୍ପର୍କ ସ୍ଥାପନ କରିବା ପାଇଁ ନୁହେଁ ।

38. Parents should encourage their girls to go in for higher education. SA, A, UD, D, SD

୩୮) ଅଧିକାଂଶକାଳେ ଯୁବକୀମାନଙ୍କୁ ଉଚ୍ଚଶିକ୍ଷା ପ୍ରଦାନ କରିବାକୁ ପ୍ରେରଣା ଦେବା ଚାହୁଁ ।

39. Women have better sense of responsibility than men. SA, A, UD, D, SD

୩୯) ମୁଖ୍ୟତଃ ମାତ୍ରୀଙ୍କ ଦାୟିତ୍ୱବୋଧ ଅଧିକ ।

40. Education will help rural women to be aware of their rights. SA, A, UD, D, SD

৪০. শিক্ষায় গ্রামীণ মহিলাসকলকে (তঁহঁলোকক) অধিকতর সচেতনতা প্ৰাপ্ত হ'ব।

41. Assamese society appreciates educated women. SA, A, UD, D, SD

৪১) অসমীয়া সমাজত শিক্ষিত মহিলাক শ্ৰদ্ধা প্ৰদৰ্শন হয়।

42. Stable marriage depend upon the similarity of educational status between husband and wife. SA, A, UD, D, SD

৪২) সুস্থিত তথা স্থায়ী বিবাহ নিৰ্ভৰ কৰে স্বামী আৰু স্ত্ৰীৰ মাজত অধ্যয়নৰ সাদৃশ্য।

43. Women's education is not given much value in our society. SA, A, UD, D, SD

৪৩) আমাৰ সমাজত মহিলাসকলক অধিক মূল্য দিয়া নহয়।

44. Educating a girl is more expensive than that of a boy. SA, A, UD, D, SD

৪৪) ছোৱালীক শিক্ষা দিয়াৰ ব্যয় অধিক হ'ব ছোৱালীক অধিক।

45. Education should be given only to boys. SA, A, UD, D, SD

৪৫) শিক্ষা কেৱল ছোৱালীক দিয়া উচিত।

46. With problems of educated unemployment SA, A, UD, D, SD  
girls should not be given higher education,  
jobs should be given to boys.

৪৬) উচ্চশিক্ষিতা বিবাহিতা মহিলাদের প্রতি সমাজে, পুরুষদের  
উচ্চশিক্ষিতা দিয়ার অনুষ্ঠিত। কাজে/কর্মের পুরুষদের  
দিয়ার উচিত।

47. The society's status is indicated by the SA, A, UD, D, SD  
education given to women.

৪৭) সমাজের মূল্যবোধ নারী-শিক্ষার শিক্ষার দ্বারা নির্দেশিত।

48. Sometimes parents educate their daughters SA, A, UD, D, SD  
to make them support the family.

৪৮) কখনো কখনো পিতামহারা মেয়েদের উচ্চশিক্ষিতা  
দিয়া পুরুষদের উচ্চশিক্ষিতা নারীদের  
সহায়তা করিবে যাতে।

49. In the Assamese society an educated girl SA, A, UD, D, SD  
has a high prestige in her in-laws family.

৪৯) অসমীয়া সমাজে উচ্চশিক্ষিতা নারীদের  
মহত্ব অসমীয়া সমাজে।

50. Highly educated women are a burden for it SA, A, UD, D, SD  
is difficult to find suitable grooms.

৫০) উচ্চশিক্ষিতা নারীরা সমাজে কঠিন কাজে  
উচ্চশিক্ষিতা মহিলাদের দ্বারা-শিক্ষিতা নারীদের  
সহায়তা করিবে যাতে।

51. Investing on girls education is a waste, SA, A, UD, D, SD  
for if they are employed after marriage it  
would contribute to their husbands family.

৫১) পুরুষদের শিক্ষার সময় কঠিন কাজে  
সহায়তা করিবে যাতে।  
৫১) উচ্চশিক্ষিতা নারীদের  
সহায়তা করিবে যাতে।

52. Assamese society requires the services of educated women. SA, A, UD, D, SD

৫২) অসমীয়া সমাজত শিক্ষিতা মহিলাৰ সেৱাৰ প্ৰয়োজন আছে।

53. Boys and girls should be provided equal opportunities in all kinds of educational courses. SA, A, UD, D, SD

৫৩) অসমীয়া সমাজত শিক্ষিতা-শিশুসকলক সমান-প্ৰকাৰীয়া শিক্ষণৰ সুযোগ সমান সুবিধা প্ৰদান কৰা উচিত।

54. Education of girls should be confined to training in domestic works. SA, A, UD, D, SD

৫৪) প্ৰাক্তন শিক্ষিতা মহিলা সমাজত অধিক কাম কৰিবলৈ প্ৰস্তুত কৰিবলৈ শিক্ষণ কৰিবলৈ উচিত।

55. Educated women have a high prestige in Assamese society. SA, A, UD, D, SD

৫৫) অসমীয়া সমাজত শিক্ষিতা মহিলাৰ মৰ্য্যদা অধিক।

56. Education and urban influence have resulted in an increase in the break-up of families. SA, A, UD, D, SD

৫৬) শিক্ষা আৰু চহৰৰ প্ৰভাৱৰ ফলত পৰিয়ালসকলৰ ভাঙলৈ অধিক প্ৰভাৱ আছে।

APPENDIX - B

FINAL FORM OF THE ATTITUDE SCALE

1. Name of Parents :
2. Name of Student :
3. Name of School :
4. District :
5. Rural/Urban :

Given below are some statements expressing opinion about parents of Girls in Education of Women.

Please read each statement carefully and indicate your agreement or disagreement with it by indicating with a check ( ) , placed under the column of SA indicates 'Strongly Agree', while if placed under the column A would indicate 'Agree'. Similarly check in the other column U, D and SD would indicate an opinion of 'Undecided', 'Disagree' and 'Strongly Disagree' respectively. Please indicate your response frankly.

Kindly answer all the statements your responses will be kept confidential.

Thanking you.

পৰিশিষ্ট 'খ'  
দৃষ্টিভঙ্গী তথ্যমাণৰ চূড়ান্ত ৰূপ

- ১) অভিভাবকৰ নাম :
- ২) ছাত্ৰীৰ নাম :
- ৩) শিক্ষানুস্থানৰ নাম :
- ৪) জিলা :
- ৫) গাওঁ / চহৰ :

নাৰী শিক্ষা সম্বন্ধে কিছুমাত্ৰক ছোৱালীৰ অভিভাবকৰ  
অভিমত তলত দিয়া হ'ল।

অনুগ্রহ কৰি অভিমত যিনি মনযোগ সহকাৰে পাঢ়ি, উক্ত  
অভিমত যিনিৰে মৈতে আপুনি একমত হয় নে নহয়, মৈহঁয়া কাষত  
উল্লেখ কৰা আংলৈতিক বৰ্ন বা বৰ্ন-সমষ্টিৰে যথাস্থানত '( / )' এই  
চিহ্নেৰে জনোওক। বৰ্ন বা বৰ্ন-সমষ্টিৰে তলত দিয়া হ'ল।

- SA : সম্মূৰ্ণ একমত ।  
A : আধাৰনভাৰে একমত ।  
U : নিশ্চিতভাৰে ব'ব পৰা নাযায় ।  
D : অমত ।  
SD : সম্মূৰ্ণ ভাৰে অমত ।

অনুগ্রহ কৰি সকলো প্ৰশ্নৰ যথাযথ উত্তৰ দিয়ে যেন ।  
আপোনাৰ স্ততমত সম্মূৰ্ণভাৰে গোপনে ৰখা হ'ব ।

ধন্যবাদ ।

1. Education of a girl is as important as that of a boy SA, A, UD, D, SD
- ১) ছাত্রাভিত্তিক শিক্ষা, মেয়েদের শিক্ষা - সমানতর প্রয়োজনীয়।
2. Professional education should not allow the enrolment of girls. SA, A, UD, D, SD
- ২) বৃত্তিমূলক শিক্ষা ছাত্রাভিত্তিক আনুষ্ঠানিক পঠন অনুমতি।
3. To change society women should be given access to education. SA, A, UD, D, SD
- ৩) সমাজ পরিবর্তন কল্পিত মেয়েদের শিক্ষা প্রদান করা উচিত।
4. The educational curriculum offered to girls should be different from that of boys. SA, A, UD, D, SD
- ৪) ছাত্রাভিত্তিক শিক্ষা মেয়েদের মেয়েদের শিক্ষা - আনুষ্ঠানিক পঠন থেকে আলাদা।
5. Education has made women consider themselves equal to men, this creates conflicts in society. SA, A, UD, D, SD
- ৫) শিক্ষার কারণে মেয়েদের - পুরুষের - সমান মনে করে - সমাজের পুরনো প্রথা - বিপরীত।
6. Parents should not hesitate to break the old traditions regarding women and education. SA, A, UD, D, SD
- ৬) মেয়ে - এবং মেয়ে - শিক্ষা - সমাজ - সমাজ - প্রচলিত পুরনো - ঐতিহ্যের - বিপরীত - সমাজ - পরিবর্তন - করা - উচিত।

7. Higher education has helped women obtain a greater degree of freedom. SA, A, UD, D, SD

୧) ଓଡ଼ିଶାରେ ଉଚ୍ଚ ଶିକ୍ଷା ମାତ୍ର ମହିଳାଙ୍କୁ ଅଧିକ ମୁକ୍ତି ଦେଇଛି ।

8. Education has made women more self-reliant SA, A, UD, D, SD

୮) ଶିକ୍ଷା ମାତ୍ର ମହିଳାଙ୍କୁ ଅଧିକ ସ୍ୱାଧୀନ କରିବାକୁ ସାହାଯ୍ୟ କରିଛି ।

9. Women with careers do not make responsible parents. SA, A, UD, D, SD

୯) ଶିକ୍ଷା ମାତ୍ର ମହିଳାଙ୍କୁ ଦାୟିତ୍ୱବାନ ପିତାମାତା ନୁହେଁ କରିବାକୁ ସାହାଯ୍ୟ କରିଛି ।

10. Parents feel pleased at their daughters success in examination. SA, A, UD, D, SD

୧୦) ପିତାମାତା ଯେତେବେଳେ ଧର୍ମପୁତ୍ରୀଙ୍କର ଉତ୍ତୀର୍ଣ୍ଣ ପରୀକ୍ଷାରେ ସଫଳତା ପାଇଥାନ୍ତି, ସେମାନେ ସନ୍ତୋଷିତ ହୁଅନ୍ତି ।

11. After attainment of puberty girls should not be sent to school. SA, A, UD, D, SD

୧୧) ପ୍ରାୟଶ୍ଚିତ୍ତ ପରେ ମହିଳା ଶିକ୍ଷାକୁ ନିଷିଦ୍ଧ କରିବା ଉଚିତ୍ ।

12. An independent outlook among women is not good for stable marriage. SA, A, UD, D, SD

୧୨) ମହିଳାଙ୍କର ସ୍ୱାଧୀନ ଚିନ୍ତା ଯୋଗୁଁ ସ୍ୱାଧୀନ ଶିକ୍ଷା ନୁହେଁ ସ୍ୱାଧୀନ ଶିକ୍ଷା ନୁହେଁ ସ୍ୱାଧୀନ ଶିକ୍ଷା ନୁହେଁ ।

13. Higher education is not necessary for women. SA, A, UD, D, SD

୧୩) ଉଚ୍ଚ ଶିକ୍ଷା ମହିଳାଙ୍କ ପାଇଁ ଆବଶ୍ୟକ ନୁହେଁ ।

14. Assamese society appreciates educated women. SA, A, UD, D, SD

১৪) অসমীয়া সমাজত শিক্ষিতা নাৰীক অমান্য নহয়।

15. Education and urban influence have resulted in an increase in the break-up of families. SA, A, UD, D, SD

১৫) শিক্ষাৰ ওপৰ চাপৰে প্ৰত্যেক পৰিয়ালতোৰেও ডাঙৰ-দাঙৰ অহাৰ বৃদ্ধি হৈছে।

16. In the Assamese society an educated girl has a high prestige in her in-laws family. SA, A, UD, D, SD

১৬) অসমীয়া সমাজত এগৰাকী শিক্ষিতা ছোৱালীৰ পৰিয়ালত ঘৰত পঢ়াৰ সন্মান আছে।

17. Equality of educational status of men and women is neither possible nor desirable. SA, A, UD, D, SD

১৭) শিক্ষাৰ সমতাৰ প্ৰত্যেক পক্ষৰ বাবে মহিলাৰ অধ্যয়ন সম্ভৱ তথাপি ইয়াৰে নহয় অসম্ভৱ।

18. Parents can help to extend women's education SA, A, UD, D, SD

১৮) নাৰীক শিক্ষা বৃদ্ধি কৰাৰ ব্যয় অতি কম অহাৰ অহাৰে সহায় কৰিব পাৰে।

19. It is a waste of money to educate a girl. SA, A, UD, D, SD

১৯) ছোৱালীক শিক্ষা দিয়াৰ ব্যয় কম হোৱাৰ বাবে অসম্ভৱ হৈছে।

20. Girls should be encouraged to secure as much education as they want. SA, A, UD, D, SD

২০) ছোৱালীক শিক্ষাৰ বাবে সকলো প্ৰকাৰে শিক্ষাৰ্থীক উৎসাহিত কৰিব শিক্ষাৰ্থীক দিব লাগিব।

21. Highly educated women are a burden for it SA, A, UD, D, SD  
is difficult to find suitable grooms.

২১) উচ্চশিক্ষিত মহিলাদের জন্য উপযুক্ত পাত্র  
সিদ্ধান্তে আনতে কঠিন।  
কারণ - এছাড়া।

22. Investing on girls education is a waste, SA, A, UD, D, SD  
for if they are employed after marriage it  
would contribute to their husbands family.

২২) মেয়েদের শিক্ষার ব্যয় বৃথা, কারণ বিয়ে  
পরে মেয়েদের যদি কাজে লাগে তবে, বিয়ে  
করে মেয়েদের স্বামীর পরিবারে  
অর্থায়ন হবে।

23. Boys and girls should be provided equal SA, A, UD, D, SD  
opportunities in all kinds of educational  
courses.

২৩) ছেলেমেয়েদের শিক্ষার সমান  
সুযোগ এবং সুবিধা  
দিয়ে দেওয়া।

24. Education of girls should be confined SA, A, UD, D, SD  
to training in domestic works.

২৪) মেয়েদের শিক্ষা শুধুমাত্র  
গৃহস্থের কাজে  
সীমিত করা উচিত।

25. Assamese society requires the services SA, A, UD, D, SD  
of educated women.

২৫) অসমীয়া সমাজে  
শিক্ষিত মহিলা  
সেবার প্রয়োজন।

26. Education should be given only to boys. SA, A, UD, D, SD

২৬) শিক্ষা শুধুমাত্র  
ছেলেদের দিতে হবে।

27. Parents should encourage their girls to go in for higher education. SA, A, UD, D, SD

27) ପୁଅପୁଅମାନଙ୍କୁ ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ ।

28. With problems of educated unemployment girls should not be given higher education, jobs should be given to boys.

28) ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ । ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ ।

29. High school education is sufficient for girls.

29) ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପୁଅପୁଅମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବା ଉଚିତ ।

30. Education would help women to question unfair social practices against them.

30) ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ । ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ ।

31. Education will make women disregard culture and values of our society.

31) ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ । ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ ।

32. Many of the social problems can be solved through the opinions of educated

32) ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ । ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ ପିଲାମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ କରିବାକୁ ପାରିବାର ସମସ୍ତ ଉପାୟ ଗ୍ରହଣ କରିବା ଉଚିତ ।

33. Educating a girl is more expensive than that of a boy. SA, A, UD, D, SD

৩৩) ছাত্রাভিত্তিক শিক্ষা প্ৰমাণত পুৰুষ ছাত্ৰৰ তুলনাত অধিক ব্যয়  
অনুভৱ কৰা হয়।

34. Educated women have a high prestige in Assamese society. SA, A, UD, D, SD

৩৪) অক্ষৰিত মহিলা সমাজত নিৰ্দিষ্ট ন্যায়িক বঁহু-মৰ্যাদা  
লাভ কৰে।

35. Attitude of parents regarding girls education influences children's attitude towards education. SA, A, UD, D, SD

৩৫) ছাত্ৰাভিত্তিক শিক্ষা সম্বন্ধে অভিভাবকৰ দৃষ্টিভঙ্গীয়ে  
ভৱিষ্যতৰ সন্তান-ছাত্ৰাভিত্তিক শিক্ষা সম্বন্ধে যি  
স্থান-ধাৰণাৰে প্ৰভাৱিত হয়।

36. In a conservative and traditional Assamese society a highly educated women with high aspirations would pose a problem. SA, A, UD, D, SD

৩৬) উচ্চশিক্ষিত অথবা উচ্চশিক্ষাৰ অধিক আকাঙ্ক্ষাৰ মহিলা  
সামাজিক ব্যক্তিৰ সম্বন্ধে অধিকতৰ অথবা উচ্চ শিক্ষা-অনুভৱ  
অনুভৱ কৰা হয়।

37. Higher education has helped women obtain a greater degree of freedom. SA, A, UD, D, SD

৩৭. উচ্চশিক্ষাৰে মহিলাৰ অধিক স্বাধীনতাৰ  
অনুভৱ কৰা হয়।

38. Women's education is not given much value in our society. SA, A, UD, D, SD

৩৮) আমাৰ সমাজত মহিলাৰ শিক্ষা অধিক  
213  
মান-নিহিত।

39. An educated girl will adjust better to problems of life. SA, A, UD, D, SD

୩୯) ଏକାଧିକାରି ମିଳିତା (ପଢ଼ାକାରୀ) ଶିକ୍ଷିତା ସମାଜର ସମସ୍ତ ସମସ୍ୟା ସଂପର୍କରେ ସୁବିଧା ସହଜରେ ସମ୍ବନ୍ଧିତ ହୋଇପାରେ ।

40. When girls are educated they have the ability to express their views on family matters. SA, A, UD, D, SD

୪୦) ପଢ଼ାକାରୀ ମିଳିତା ଶିକ୍ଷିତା ଶିଳ୍ପ ପରିବାରସମ୍ବନ୍ଧୀୟ ସମସ୍ୟାରେ ସହଜରେ ସମାଜର ସମସ୍ୟା ସଂପର୍କରେ ସୁବିଧା ସହଜରେ ପ୍ରକାଶ କରିପାରେ ।

41. Education has helped women to improve their own status. SA, A, UD, D, SD

୪୧) ମିଳିତାମାନେ ନିଜର, ପରିବାରର ସ୍ଥିତିକୁ ସୁଧାରାଇବା ପାଇଁ ସହଜରେ ପଦକ୍ଷେପ ଗ୍ରହଣ କରନ୍ତି ।

42. An educated women is a strong influence in the community. SA, A, UD, D, SD

୪୨) ଏକାଧିକାରି ମିଳିତାମାନେ ସମାଜରେ ନିଜର ସମ୍ପର୍କରେ ଓ ନିଜର ସମସ୍ୟା ସଂପର୍କରେ ସୁବିଧା ସହଜରେ ପ୍ରକାଶ କରିପାରେ ।

APPENDIX - C

RAW SCORES OBTAINED BY THE SAMPLE ON THE FINAL FORM OF THE  
ATTITUDE SCALE

S1. No.	Raw Score	:	S1. No.	Raw Score	:	S1. No.	Raw Score	:	S1. No.	Raw Score
<b>Urban Sample</b>										
1	137	:	26	158	:	51	138	:	76	139
2	134	:	27	147	:	52	156	:	77	136
3	134	:	28	148	:	53	146	:	78	136
4	136	:	29	150	:	54	139	:	79	140
5	136	:	30	150	:	55	138	:	80	124
6	140	:	31	154	:	56	156	:	81	136
7	140	:	32	134	:	57	146	:	82	136
8	141	:	33	136	:	58	139	:	83	137
9	141	:	34	136	:	59	147	:	84	148
10	138	:	35	135	:	60	152	:	85	148
11	138	:	36	135	:	61	144	:	86	152
12	138	:	37	137	:	62	124	:	87	129
13	140	:	38	137	:	63	148	:	88	133
14	136	:	39	136	:	64	134	:	89	124
15	140	:	40	141	:	65	141	:	90	141
16	135	:	41	142	:	66	136	:	91	128
17	148	:	42	138	:	67	133	:	92	138
18	148	:	43	150	:	68	134	:	93	150
19	152	:	44	124	:	69	150	:	94	154
20	154	:	45	130	:	70	150	:	95	139
21	154	:	46	148	:	71	160	:	96	150
22	150	:	47	144	:	72	154	:	97	154
23	148	:	48	144	:	73	145	:	98	139
24	150	:	49	147	:	74	145	:	99	160
25	152	:	50	145	:	75	133	:	100	141

Sl. No.	Raw Score	Sl. No.	Raw Score	Sl. No.	Raw Score	Sl. No.	Raw Score
<b>Rural Sample</b>							
1	148	26	122	51	130	76	136
2	137	27	140	52	148	77	137
3	139	28	150	53	134	78	136
4	140	29	158	54	134	79	136
5	136	30	143	55	133	80	140
6	140	31	130	56	133	81	148
7	138	32	130	57	120	82	146
8	152	33	128	58	122	83	141
9	136	34	134	59	122	84	140
10	142	35	134	60	120	85	140
11	136	36	130	61	130	86	141
12	136	37	136	62	130	87	143
13	136	38	135	63	133	88	146
14	135	39	135	64	134	89	140
15	137	40	137	65	134	90	149
16	133	41	136	66	135	91	136
17	137	42	133	67	134	92	134
18	134	43	120	68	124	93	140
19	148	44	124	69	122	94	136
20	152	45	124	70	138	95	148
21	154	46	138	71	136	96	122
22	136	47	146	72	136	97	120
23	140	48	122	73	135	98	120
24	148	49	147	74	135	99	124
25	138	50	144	75	136	100	128

APPENDIX - D

List of the Institutions Running the Condensed Courses of  
Education Under Aid from Assam State Social Welfare Advisory  
Board, Guwahati

Sl. No.	Name of the Institution	Programme Aided
<b>I Kamrup District</b>		
1.	Ambikagiri Memorial Trust, Guwahati	Condensed Course
2.	Malang Na-Jowan Janajati Sangha, P.O. Pub-Burka.	Condensed Course
3.	Namani Kamakhya Mahila Samity, Guwahati.	Condensed Course
4.	Bijay Lakshmi Yubak Sangha, P.O. Gopalpur	Condensed Course
5.	Nasatra Puberun Sangha, P.O. Kshudradimu.	Condensed Course
6.	ATHara Kendriya Navarun Sangha, P.O. Puthimari.	Condensed Course
7.	Saraighat Janagana Juba Sangha, P.O. Dumnichowki.	Condensed Course
8.	Alta Jubak Sangha, P.O. Dumnichowki.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
<b>II Nalbari District</b>		
1.	Krishak Sangha Puthibharal, P.O. Milanpur.	Condensed Course
2.	Milan Sangha, P.O. Kaithalkuchi.	Condensed Course
3.	Gaon Unnayan Sangha, P.O. Janigog.	Condensed Course
4.	Adabari Sutarkuchi Milan Sramik Sangha, P.O. Adabari.	Condensed Course
5.	Samaj Kalyan Jubak Sangha, P.O. Lakhopur.	Condensed Course
6.	Milita Mahila Samity, P.O. Madhapur.	Condensed Course
7.	Kamarkuchi Udayan Club, P.O. Bala	Condensed Course
8.	Billeswar Sanskritic Chora, P.O. Belsor.	Condensed Course
9.	Nalbari Zilla Samaj Kalyan Mahila Samity, Polla Road, Nalbari.	Condensed Course
10.	Rupjyoti Jubak Sangha, P.O. Nankarbhoira.	Condensed Course
11.	Dindingi Jubak Sangha, P.O. Kamarkuchi.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
12.	Sankardev Sangha Puthibharal, P.O. Kaithalkuchi.	Condensed Course
13.	Amarjyoti Janakalyan Sangha, P.O. Arikuchi.	Condensed Course
14.	Chengnoi Asomi Sangha, P.O. Chengnoi.	Condensed Course
<b>III Barpeta District</b>		
1.	Bajali Pragati Sangha, P.O. Pathsala.	Condensed Course
2.	Deshbandhu Rural Development Association, P.O. Naligaon.	Condensed Course
3.	Kalpana Club, P.O. Bhaluki.	Condensed Course
4.	Geetashram Janaseva Kendra, P.O. Bhowkamari.	Condensed Course
5.	Recreation Club-cum-Kabi Sukanta Library, Ward No. 2, Barpeta Road.	Condensed Course
6.	Pub-Batabari Social Welfare Society, Kayakuchi Bazar, Pin 781352.	Condensed Course

#### **IV Darrang District**

1. United Club cum Naavajyoti Puthibharal, Condensed Course  
P.O. Aulachowka.
2. Barnagaon Barnadi Mahila Samity, Condensed Course  
P.O. Aulachowka.
3. Jhargaon Saradiya Kala Kristi Sangha, Condensed Course  
P.O. Jaljali.

#### **V Nagaon District**

1. Athgaon Chapari Navajyoti Sangha, Condensed Course  
Vill. Athgaon Chapari, P.O. Dhing.
2. Sangeet Surabhi Samaj, P.O. Chamuagaon. Condensed Course
3. Udali Rahmania Madrassa Committee, Condensed Course  
P.O. Udali Bazar.
4. Gramya Vikash Parishad, P.O. Jumurmur. Condensed Course
5. Tarani Kalabari Dipti Puthibharal, Condensed Course  
P.O. Baghara.

Sl. No.	Name of the Institution	Programme Aided
<b>VI Lakhimpur District</b>		
1.	Bishnujyoti Ranga Mancha, P.O. Islamgaon.	Condensed Course
2.	Bhati Phukangaon Mahila Samity, P.O. Ghilamara.	Condensed Course
3.	Panbari Chamaguri Navajyoti Sangha, P.O. Phulbari.	Condensed Course
4.	Jagriti Sanmilita Unnayan Kendra, P.O. Islamgaon.	Condensed Course
<b>VII Jorhat District</b>		
1.	Majuli Milan Kristi Mandir, P.O. Majuli.	Condensed Course
2.	Dakhin Pratibandhi Sishu Vikash Kendra, P.O. Jorhat.	Condensed Course
3.	Kamargaon Rupali Mahila Samity, P.O. Tataya (Majuli).	Condensed Course
4.	Saraibahi Brahmin Gaon Navajyoti Club, P.O. Bajalani.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
<b>VIII Morigaon District</b>		
1.	Aid for the Disabled Society, P.O. Morigaon.	Condensed Course
2.	Pub-Gereua Jnanadoy Puthibharal, P.O. Gemagaon.	Condensed Course
3.	Secular Rural Development Society, P.O. Ahatguri.	Condensed Course
4.	Leelabari Local Jagritic Samity, P.O. Goraimari.	Condensed Course
5.	Barchala Gramya Sakhyarata Samity, P.O. Barchala.	Condensed Course
<b>IX Dhemaji District</b>		
1.	Maicha (Chapari) P.G.S. Samity, P.O. Halowdanga.	Condensed Course
2.	Bhakat Kaibarta P.G.S. Samity, P.O. Halowdanga.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
3.	Tenganapar Kaibarta P.G.S. Samity, P.O. Jamuguri Panchali	Condensed Course
4.	No. 2 Baijantipur Samaj Kalyan Yubak Samity, P.O. Joyrampur.	Condensed Course
<b>X Cachar District</b>		
1.	Prantarekha Nazabari Harijan Road, P.O. Kaliganj.	Condensed Course
2.	Tarapur Pally Unnayan Samity, P.O. Jalalpur.	Condensed Course
3.	Sabuj Sangha Community Centre, P.O. Barkhola.	Condensed Course
4.	Ganirgram Pally Unnayan Samity, P.O. Mahadevpur.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
<b>XI Hailakandi District</b>		
1.	The North Eastern Region Socio-Economic Cultural Educational Development Society, Hailakandi Town, P.O. Vichingcha.	Condensed Course
2.	Uday Diganta Club, P.O. Balipar Bazar.	Condensed Course
3.	Rangauti National Progressive Club, P.O. Ratanpur Club.	Condensed Course
4.	Matirgram Sevak Sangha, P.O. Chandipur.	Condensed Course
5.	Rural Development Club, P.O. Lakhirbond.	Condensed Course
<b>XII Karimganj District</b>		
1.	South Karimganj Gramin Bikash Kendra, Ratabari Rly. Station Road, Vill. & P.O. Ratabari.	Condensed Course
2.	Rawshan Club, Vill. & P.O. Nairgram.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
3.	Parampasha Juba Sangha, P.O. Nilambazar.	Condensed Course
4.	Mahila Imdad Samity, P.O. Nilambazar.	Condensed Course
5.	Cheragi Bazar United Young Association, P.O. Baraigram.	Condensed Course
6.	Moulabi Bazar Samaj Unnayan Club, P.O. Ratabari.	Condensed Course
7.	United Multipurpose Society, P.O. Jalanagar.	Condensed Course
8.	Dalulbond Janakalyan Juba Sangha, P.O. Muktarampur.	Condensed Course
9.	Fakuagram Pally Unnayan Juba Sangha, P.O. Fakuagram.	Condensed Course
10.	South Karimganj Social Welfare Organisation, P.O. Kaliganj Bazar.	Condensed Course

Sl. No.	Name of the Institution	Programme Aided
<b>XIII Dhubri District</b>		
1.	Golokganj Colonypara Schedule Caste Mahila Samity, P.O. Golokganj.	Condensed Course
2.	Dr. B.R. Ambedkar Silpa Udyog and Library Centre, P.O. Lakhimari.	Condensed Course
<b>XIV Sibsagar District</b>		
1.	Nimaijan Pragatishil Jubak Sangha, P.O. Bhadhara.	Condensed Course
<b>XV Dibrugarh District</b>		
1.	Nowjan Nagaon Tribal Mahila Samity, P.O. Kotaha.	Condensed Course
<b>XVI Karbi Anglong District</b>		
1.	Delaojan Rang Pona Bong Mahila Samity, Vill. Delaojan Tarang Gaon, P.O. Balipathar.	Condensed Course
2.	Bhoksong Multipurpose Rural Development Society, P.O. Laopani.	Condensed Course

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| 3. Bhoksong Multipurpose Rural Development Society, P.O. Dokmuka (Kehai Teron Gaon). | Condensed Course |
| 4. Jirsong Club, P.O. Balipathar.  | Condensed Course |
| 5. Bokajan Juba Sangha, P.O. Bokajan.  | Condensed Course |
| 6. Indira Bikash Kendra, P.O. Diphu.   | Condensed Course |
| 7. Women Welfare Institute, P.O. Mehendijua.   | Condensed Course |
| 8. Surjojyoti Club, P.O. Bokajan.  | Condensed Course |
| 9. Nijang Karbi Baptist Association, P.O. Baithangso.                                | Condensed Course |
| 10. Rangkimi Club, P.O. Okrang.  | Condensed Course |
| 11. Howraghat Commercial Institute, A Little Garden Society, P.O. Howraghat.         | Condensed Course |

**XVII Bongaigaon District**

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| 1. Dumuria Mererchar Anchalik Olympic Society, P.O. Piradhara. | Condensed Course |
| 2. Chota Barjana Social Welfare Club, P.O. Piradhara.          | Condensed Course |

Sl. No.	Name of the Institution	Programme Aided
3.	Pakhakata Rupjyoti Mahila Samity, P.O. Kuchbari.	Condensed Course
4.	Kushbari Pt-I Samaj Kalyan Mahila Samity, P.O. Kushbari.	Condensed Course
<b>XVIII Goalpara District</b>		
1.	Kushdhowa Mahila Samity, P.O. Kushdhowa.	Condensed Course

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