
REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of related studies is an essential aspect of a research. The purpose of the review is to expand the context and background of the study, to help further in defining the research problem and also to provide an empirical basis for the subsequent development of the research objectives. It is extremely important part of any research as it shows what other researchers have already done and what other investigators are doing contemporarily. In other words, it basically helps the investigators to find various research gaps. It provides insight to investigate about use of methodology. Thus, it provides a critical review and appraisal of the related studies and shows how the related studies contribute towards advancing the present knowledge regarding the specific area under investigation.

In order to critically understand and examine the area of research, the investigator went through the available published and unpublished thesis, research reports, text books & conceptual papers, and several other related literatures on women's education, which provided a clearer insight into the problems and direction for an appropriate methodology. The investigator has examined different literature from books, thesis, research works and survey reports. It involved locating, reading and evaluating reports of research as well as reports of casual observation & opinion that were related to investigator's research work. It helped to obtain a structured outline of what others have done in the area. The investigator developed an insight into various problems of the same field, from suggestions given by other investigators and also could identify the research gaps persisting, which need to be investigated and further researched upon. It helped the investigator to get advance knowledge in the field of interest. It enabled the investigator to avoid unnecessary duplication and at the same time to understand different methodologies adopted by other investigators.

In order to get a clear insight on women's higher education in India, the investigator went through the available sources like documents, survey reports, journals and research works to obtain research findings on the related topics. Review was done

from sources available since 1949 till 2014, and from Indian and foreign literatures, a total of fifty two reviews were selected relevant to the topic. For convenience purpose only, the studies are categorized into:

- Studies conducted in India
- Studies conducted abroad

2.1 Studies conducted in India

Naik (1949) conducted a study on problems of education of women in province of Bombay. The objectives of the study were: i) to study the social status of women during the beginning of nineteenth century (ii) to study the development of education in Bombay from 1818 to 1947 (iii) to study the attempts made to overcome problems of women in education iv) to study the influence of Woods Despatch of 1854 v) to study the recommendations of Indian Education Commission of 1883 vi) to study the establishment & growth of SNDT. Some of the major findings of the studies were: 1) Social status of Indian women & their educational position were at the lowest ebb in beginning of nineteenth century. 2) Women of India have benefited most from the liberalizing influence of modern education & western contacts brought about through the British rule. 3) Social position & communism in different countries show that none of them has given perfect equality to women; hence democracy is the best form of organization in the interest of women. The arguments of separatists were that they cannot be educated with men in a common system. 4) The problems of educated women arise from lack of harmony between their developed individuality and aspirations on one hand and a conservative and backward state of society on the other. 5) Education of women lags behind the education of man in almost every branch of educational activity. It is absolutely essential to educate and emancipate the women in order to create a happier society with a highest standard of life.

Sareen (1959) conducted a sociological study on women's education in Uttar Pradesh. The objectives of the study was to survey women's status through the ages, making an appraisal of women's role true to Indian culture & suited to present day conditions. It was a library research. Some of the major findings were: 1) In Vedic age, a high idea of womanhood evolved. By 400 AD Sati customs came in vogue (trend), second marriage for husbands was permissible and upnayana (auspicious

beginning of education) was declined for girls. 2) Under the Muslim rulers, the condition was no better. 3) With the advent of English missionaries, the education was again started for girls. 4) In 1849, Bengal Council made its duty to provide funds for girls' education. 5) The programme of women education in UP since 1937 was rapid. 6) Problems identified in the area of women education were -large mass of uneducated parents, economic nature of women education and lack of proper facilities in form of school & teachers in rural areas.

Mishra (1961) studied Education of Women in India from 1921 to 1955. Source of data were historical records, reviews, annual reports, reports of various committees and commissions. Some of the major findings of the studies were: 1) There has been a rapid progress in women education in all spheres along with existing evils of wastage & stagnation. 2) There has been a quantitative growth in number of institutions for women & their enrolment there in. To promote proper planning, a national committee for women education has been appointed, which has councils in different states. 3) Education for women at primary & higher stages is encouraged, but enrolment of girls for vocational & special education is still not impressive. 4) Facilities provided to co-education institute are inadequate. 5) Special course for women like Home Science., Drawing, Painting, Music, Nursing etc. still needs improvement. 6) Funds for women education are available but its proper utilization is required.

Ramadevi (1962) conducted a study on women's education in traditional value. The survey aimed at investigating the attitude of the Indian women towards the traditional values and to trace the trend of change in the values, if there is any. Sample consisted of 344 women between the ages of 20-55 years. They were classified into four groups taking into account the criteria like economic status and age at marriage. Some of the major findings of the studies were: 1) The subjects had more traditional orientation with predominance to the area of moral and spiritual values. The inter correlations between the different areas of values were highly significant indicating positive relationship between each other. 2) The low educated group, married group and non working group were more traditional than their respective counterparts. 3) The productive orientation was most appreciated by the sample. The working group and low educated group were more receptive than their respective counterparts. 4) Ladies belonging to 40 years age group and above were more traditional and receptive than others. The members of age group 30-39 years were traditional and production

oriented. 5) The group of marriage age 15 years and below was most traditional where as that of 26 years and above was the least. 6) As the age of marriage increases, the appreciation for receptive orientation becomes high.

Ramchandran, Mutakar & Fernandes (1963) conducted a study on Women & Education. It was a survey type of research. The main objectives of the study were: i) to determine views of women students on system of co-education. ii) to know the reasons of women students to take up higher education. iii) to study the prospects for career for educated women and iv) to study the nature of life goals for Indian educated women. Sample consisted of forty seven women enrolled in 1961-62 batch in Tata Institute of Social Service in two years Diploma Course in social service administration. Some of the major findings of the studies were: 1) Role of Indian women has change in recent past. 2) Legally women have equal rights with men though she is not fully conscious of these rights. 3) Role of Women in much broader, it is beyond wife & mother. 4) Various careers are open for women. She can be a bread winner in the family. 5) Main reasons for women taking up higher education were: good facilities for higher education, Western influence, new economical opportunities, freedom given to women and new legal status.

Vakil (1965) studied Girls education in Modern India with special reference to its expansion in State of Bombay. Normative survey method was employed for the research. Some of the major findings are: 1) When the British came to India, education as a whole was at a low ebb & education for girls was discouraged on various grounds of racial customs. 2) After the establishment of a school in Calcutta in 1849, influential members of the society started taking interest in education of girls along with the missionaries thus, total number of girls under instruction increases. By 1892, eighteen girls passed matriculation and there were five literate girls out of 100, it rose to twenty nine in 1951. In 1902 there were twelve colleges, 451 secondary schools, 5306 primary schools for girls. 3) Wastage in girls education was higher, cause being social, economic & physical. 4) Girls education needs separate curriculum. 5) Girls education in rural area was poor and considerable efforts were done by private institutes in providing women education.

Pattison & Patel (1966) studied the problems of adolescent girls in Gujarat state. The purpose of this study was to explore the problems and worries about home, family,

personal lives amongst rural and urban adolescent girls, school going and non school going girls. Some of the major findings of the studies were: 1) The area of most troublesome problems were morals and religion, money and future, and personality problems in that order. 2) The problems of morals and religion were greater than those of the other areas for all caste and religious groups. 3) Problems increased with the increase in age. Moreover the areas of problems were different with different age groups. 4) Moreover the areas of problems differed with different age groups. Their questioning of religious beliefs and values were characteristic of their age. It was shown by their concern with two other problems, which were marked by over eighty percent. 5) Of the rest of the five problems marked, three were concerned with money and future, and two with personality.

Desai (1969) studied socio-economic background of married women students of the university and their educational problems. The study aimed at inquiring into the problems of married women performing role as student. Sample of the study consisted of 372 married women students of SNDT. Some of the major findings of the study were: 1) Some students reported inadequacy of time to pursue studies. 2) There was total absence of schedule caste students. 3) Academic performance of married women students was good as 56.37 percent never failed and 29.27 percent secured more than fifty percent marks. 4) Economic needs were found to be predominant factor to take up higher studies. 5) Good number of students was well adjusted to the two roles while few faced conflicts & challenges. 6) Administrators expressed that the married students were irregular in their studies and they were sympathetic towards their problems. 7) Certain basic changes were occurring in Indian social structure with regard to husband wife relationship.

Paranjape (1970) conducted a study on problems of women teachers of primary schools of Pune. The study examined the hypothesis that the working conditions in the primary schools of Maharashtra (particularly in rural areas) are not congenial for women there in and there is also a possibility of some social difficulties that prevent women from entering their profession. Survey method was used in the study Sample consisted of 500 women teachers of primary schools from five districts of Pune. The study yielded following major findings: 1) Though the number of women teachers was increasing year by year, it was not increasing in proportion to children joining primary schools. 2) The majority of women primary teachers were married and found

it difficult to fulfil their duties as housewives and full time teachers. 3) The attitude of their families was not cooperative though outwardly sympathetic. 4) Their major motivation for joining the profession was money as they belonged to lower middle class. 5) The pay scales of women primary teachers were lower as compared to that of persons with the same qualification. 6) Difficulties relating to the working conditions were mainly because of school building in rural areas. 7) Classes were overcrowded and syllabus was heavy. 8) There were deficiencies in training programmes. 9) Teacher educators needed special orientation to keep pace with new trends.

Baker (1973) studied women students and their values, goals and conflicts regarding studies, carrier, social life and marriage. Sample consisted of 130 women students of SNDT Women University from graduate class of Arts, Science and commerce. Some of the major findings were: 1) 3/4th fathers and 9/10th mothers had almost no college education. 2) Seventy percent of women were first graduates in family. 3) Some women students came to college without any definite aim, another came to prepare for a job. 2) Only twelve percent families encourage women to take job after graduation. Parents placed restrictions on mixing with boys. This was found to a source of conflict. 5) Other source of conflict was opposing views of parents regarding clothing, fashion, pocket money. 6) Western literature & films were found to have deeply influenced value systems of women students. 7) Women students were quite knowledgeable about outstanding personalities.

Shaheen (1973) conducted a sociological study on women education in Uttar Pradesh. It was a survey kind of research. Sample constituted of 300 Higher Secondary School Female Teachers from the City of Lucknow. Some of the major findings were: 1) The education of women had a very late beginning in Lucknow. It was only in 1870 that the first one-room school for girls was started. 2) In 1972, the position of Lucknow city in the field of education of girls is twelfth in Uttar Pradesh. 3) The school teachers face many difficulties related to infrastructure and the society.

Gondhalekar (1975) conducted a study to inquire into the objectives of women's education as perceived by students and their parents. The objectives of the study were: i) to examine the views of girls at different ages, regarding their education, their attitudes with respect to choice of their career iii) to learn about their spare time activities iv) to know their views about their would be husband and iv) to know

parents' attitude towards girls education and vi) to examine the extent of freedom given to girls to mix with boys. It was survey type of research. The sample consisted of 200 girls and their 200 parents selected at random from classes IV, VII and XI and third year college girls. Questionnaire, interview and observation were used as tools to collect the necessary data. The major findings were: 1) Both the students and parents showed a keen desire for education, even in respect to higher education. 2) The students belonging to lower socio-economic strata expressed their desire to be medical doctors or teachers and aspired for professionals and jobs carrying higher studies. As one went up the educational scale, students' responses tended to be realistic. 3) All the parents were very keen on educating their daughters and sons and providing equal facilities to them. 4) The aims and objectives of the students about education tended to vary with the social strategy. The economic aspect of education was emphasized by the students belonging to the lower socio-economic strata. On the other hand, the importance of education for culture was emphasized by those belonging to the higher strata. 5) There was not much cleavage between the responses of college students and their parents in respect of marriage, which meant that the students were realistic.

Desai (1976) conducted a study on Girls' Access to School Education in Gujarat State. It was a study of factors & problems in historical perspective. The main objectives of the study were i) to examine growth of girls education in Gujarat from ancient to modern times ii) to identify the sub streams of changes in social and political beliefs and iii) to assess their impact on spread of girls education. The study revealed that: 1) In ancient India, girls had equal right to undergo the Upanayana Sanskar and hence they had equal chances to study the sacred Vedic literature & participate in sacrificial ceremonies. 2) Around the third century BC, the Aryans' marriage to non Aryan women restricted the girl's eligibility to study Vedic literature. 3) The Muslim invasion & rule in India curtailed the girls' access to education and this continued up to the end of thirteenth century. 4) The next period, up to 1818 AD was a history of woes & struggle due to Maratha supremacy. The overall sense of insecurity & social unsafe condition put the girls within the four walls of home. 5) The advent of British in early nineteenth century was an important exogenous factor which set in a change in Gujarati society. It was in the thirties of nineteenth century (1830s) when the girls' primary education of modern type began & that of secondary

level began as late as 1880. 6) At the end of nineteenth century, 23816 girls out of 198005 of school going age have access to primary education. 7) Obstacles for girls education was religious & social conservatism. 8) The state government passed responsibility of girls' education to private enterprise which further added the grievance of women education. 9) The Gujarati society changed rapidly in twentieth century. In 1950-51, fifty six girls against every sixty four boys in age 6-11, two girls against every ten boys age 11-14 had access to institutional education. 10) Age of marriage went up from fourteen to sixteen for girls. 11) Expansion of girls' education was much more rapid post independence. 12) The religious conservatism, caste system, joint family system continued to effect girls' education.

Thakkar (1976) conducted a study on development of female education in Gujarat after Independence. The main objectives of the study were: i) to study position of female education pre independence ii) to study development of female education post independence iii) to study the factors that helped in expansion of female education v) to study the factors that hampered growth of female education and vi) to analyse the role of government in promoting girls education. Some of the major findings were: 1) Problems of wastage & stagnation in case of girl students both at primary and secondary stage was typical in Gujarat. 2) Value of woman in her education was yet to be recognized. 3) Economic factors played tremendous role in hampering education of female. 4) Religious & social customs, values, beliefs either expanded or hampered education of female. 5) Amongst the different states of India, with respect to female education, Gujarat held third position in 1961 where it dropped to fifth position in 1971. 6) Percentage of female literacy in Gujarat was higher in 1971 as compared to 1951.

Samant (1976) conducted a critical study of professional, social & economical conditions of women teachers working in primary schools of Greater Bombay Municipal Corporation. Main objectives of the study were i) to study critically the professional, social and economic conditions of women teachers of primary schools of Greater Bombay Municipal Corporation ii) to locate the problems of women primary teachers and iii) to suggest practical measures for helping to solve the problems . Some of the major findings were: 1) Women teachers could not prepare properly for their teaching due to lack of time. 2) Co-curricular activities to be performed amongst the students were not planned. 3) Opportunities for getting in-service training were

not same for all teachers. 4) Women teachers did not get sufficient co-operation from parents and society members. 5) There was no definite policy of transfer of teachers.

Krishnan (1977) conducted a study on problems of college women students and their relation to intelligence and achievement. The hypothesis examined were i) the problems of women students would vary from pre university class to the graduate classes ii) highly intelligent students would have less problems than less intelligent students iii) high achievers would have less number of problems than low achievers. The sample of the study comprised 300 students selected on a random basis from a college. Some of the major findings were: 1) low-intelligence group had significantly more problems than the higher-intelligent groups for all classes except the pre-university class where the high-intelligence group had more problems than the low intelligence group. 2) Significant difference existed between high achievers and low achievers in respect of problems faced by them. 3) Low achievers had more problems than high achievers in all classes except the pre-university class where high-achievers had more problems.

Joshi (1979) conducted a study on educational problems of Scheduled Tribes and Scheduled Caste of Baroda District. Objectives of the study were: i) to study the educational problems of SC/ST students arising out of their socio-economic environment. ii) to study the emotional difficulties of SC/St students with regard to their studies. iii) to study the attitude of parents and teachers iv) to find out whether there are differences in aspirations based on parents educational qualifications and size of the family. Sample of the study consisted of 275 Students, 275 Parents and fifty three Teachers. Some of the major findings were: 1) Majority of fathers/guardians have “no education”. 2) Economic conditions of fathers/guardians are no way favourable to bear financial burden of education of their children. 3) Mothers did not encourage the children for higher studies neither took interest in their “day-day educational activities”. 4) Large family size created obstacle in their studies. 5) Teachers felt that most of SC/ST students have great difficulties in understanding school subjects.

Kaur (1979) conducted a Socio-psychological Study of Truancy among Female Students. The study aimed at: i) studying the attitude of truants towards examination in comparison to non-truants. ii) studying the educational background of truants. iii)

studying the effect of frustration, intelligence and age on truancy iv) studying the hobbies and activities of truants comparing with non truants. With the help of stratified random sampling technique, 400 females consisting of 120 truants & 280 non-truants were drawn from private university colleges of Delhi city. Intelligence and frustration tests were used as tools to collect data. The main conclusions of the study were: 1) Truants showed non-serious attitude towards examination and used labour saving devices to clear examinations. 2) Truants had a higher failure rate. 3) Truants had poor educational background and poor social performance. 4) Truants were more interested in seeing films, going on tours, listening to radio, reading novels and cracking cheap jokes, trying to satisfy their sociogenic needs with the help of these activities. 5) Low level of intelligence played a significant role in making of truants. 6) Frustrations and truancy were accelerated in later adolescence. 7) Characteristics of adolescence were responsible for truancy and for the increase in its incidence, for instance sex drives, self-assertiveness, conflict among id, ego and super-ego, high degree of emotionality, suggestibility and co-education. 8) Besides the above, other causes of truancy were related to lack of significance of formal education to life, the teaching methods adopted by the university teachers and the insecurity of jobs. 9) Lack of supervision and control at home and school also accelerated the problem of truancy.

Patel (1979) conducted a critical study of progress in women's education in Gujarat since independence. One of the objectives was to study the attitude of Gujarati families in investing in their daughters' education. Some of the findings were: 1) Women carried no social and economical worth earlier, in the eyes of Gujarati society. 2) It was generally felt that educating girls was a bad capital investment, but slowly attitude of parents changed, especially more after independence and later they wanted girls to take education up to SSC or if their pocket permits up to university level. 3) Though education was free up to Std X, parents had no difficulties regarding payment of school fees but they have scarcity of money to get school uniform for girls, buying for them school text books, payment of term fees or payment of fees for extra activities.

Gupta (1980) conducted a study of utilization of educational facilities by the Muslim women in some district of U.P. Some of the major findings were: 1) The enrolment of Muslim girls at the primary stage was quite in proportion to their population, but

enrolment of Muslim girls at the secondary stage was not in proportion to their population. 2) The representation of Muslim girls in higher education stage was much below proportion to their population. 3) One of the reasons for low representation of Muslim girls in education was low socio economic status of their family members in the society. 4) Parental attitude of Muslim girls towards their education was not supportive. 5) Either one and in many cases, both the parents of the Muslim girl under survey were illiterate. 6) It was mandatory for the Muslim girls to observe seclusion (Pardah) after puberty. 7) Absence of favorable male attitude also was a major factor affecting Muslim women's education.

Singh (1981) conducted a study of administrative problems of affiliated colleges in Uttar Pradesh and Gujarat. Some of the major findings were: 1) Students faced problems due to increase in enrolment. These problems arose because every year enrolment of students was increasing but accordingly the staff was not increasing. 2) College administration was not able to cope up with increasing liabilities. 3) Seating arrangement became a major problem particularly during examination time. 4) Students faced lack of library and laboratory facilities. 5) Students faced problems due to lack of enough hostel facilities and hostelites refrained from participation in co-curricular programs, of the university. 6) Rescheduling of time table created problems for the teachers as well as students. 7) Problems created by students were mainly related to: unfair means in exams, mixing with antisocial elements, carrying fire arms in college of U.P., physical assaults on students (U.P.), harassment to teachers & principals, students unrest, demand to postpone the examination, demand for students union, involvement of political parties, problems of general discipline and mass copying.

Mazumdar (1981) conducted a study on Women and Educational Development. The objectives of the study were i) to trace the educational development of women from 1947 to 1979 ii) on the basis of general policies and programs to identify the objectives specific to women education. The major findings of the study were: 1) Expansion of educational opportunities was a demand during the struggle for freedom. 2) Society made attempts at equality, universalization, & eradication of illiteracy and transformation of content of general education but these attempts were defeated because of paucity of fund. 3) The inequalities were sharper in secondary and higher education. 4) The committee on the status of women education in India

identified ambivalence in the understanding of purpose and content of women's education. 5) Efforts were to make women more effective wives and mothers. 6) The realization of policy goals and educational system were not instrumental in bringing about women's liberation as the obstacles were primarily economic. 7) The effect of the provision of more schools, women teachers or exclusive schools for girls was not very commendable. 8) Instead of situational analysis of different target groups, the working out of practical steps and efforts to stimulate and motivate these would be helpful.

Talesara (1983) conducted a study regarding higher education among women in Udaipur district of Rajasthan. The focus of the study was to examine the family's (Parent's) attitude towards women's education. Some of the major findings were: 1) Families having a monthly income of less than 500/- have a meager number of students going higher education. 2) Families belonging to lower income level do not recognize the importance of higher education for girls. 3) People within middle income brackets are taking maximum advantages of facilities for higher education of girls. Even at higher slab of income there is a decline in the percentage of women going to college. 4) Families having better educational level tend to encourage higher education among women. 5) Both lower and higher economic strata show indifference to the availability of higher education.

Jena (1983) conducted a case study of M.S. University finance. The major finding related to tuition fees was: 1) The tuition fees, the bulk of student's contribution as a percent to total income fluctuated between sixteen and thirty during 1970s. 2) Fees in its totality accounted for more than one third in 1970-71. Fees in its totality accounted for just less than fourth in 1979-80. 3) It appeared that an inescapable feature of the future pattern of financing university education would be that the state shall bear the brunt to the extent of ninety percent.

Deshmukh (1985) conducted a study on Women & continuing Education Programme. The sample constituted of women students enrolled in Women's University Research Centre for Women Studies of SNDT university. Objectives of the study were: i) To get socio economic profile of participants ii) To ascertain the needs & problems of participants in continuing education programme iii) To ascertain the attitude of participants to these programme. Among the major findings some of

them were: 1) Participants were from age group 25-56 years. 2) Ninety two percent of participants were from Gujarati. 3) Sixty five percent were married women. 4) Fifty six percent were housewife, seventeen percent employed, eighteen percent students & seven percent had no specific activity. 5) Seventeen percent were SSC passed, twenty one percent graduate, six percent of the women students were post graduate and one percent were Ph.D.

Pradhan (1986) conducted a study on socio-economic background of university students. The objectives of the study were: i) To study cosmopolitan character of university in horizontal, vertical & substantive forms ii) to study the academic performance of students in different courses with regard to their socio-economic backgrounds & iii) to study the job placement of students going out of university after six months of completion of course. The sample of the study constituted of 3000 students of The Maharaja Sayajirao University of Baroda. It was a survey type of research. Some of the major findings of the study were: 1) Student population of The Maharaja Sayajirao University of Baroda comprised of seventy seven percent Gujarati, twenty two percent non Gujarati, one percent foreign students. 2) SC, ST & non Hindu, poor community, rural areas, first generation learners were under represented in The Maharaja Sayajirao University of Baroda. 2) University had good research and teaching atmosphere in almost all its facilities. 3) Difference in academic performance of male, upper caste, SC, ST, hostelites, day scholars, rural urban was found to be insignificant. 4) Employment position was better amongst products of engineering, medicine & home science faculties. 5) Large number of unemployed graduates had plans to take up further studies if they did not get job within a reasonable period.

Buddhev (1988) studied the reasons for drop outs of college girls before and after the free education policy. The study was conducted in Rajkot city in seven Gujarati medium colleges. The main objective of the study was to make a comparison between drop-out of college girls who left their studies three years before the policy was implemented and three years after the implementation. Some of the major findings were: 1) Before the free education policy, highest number of girls had given economical reasons for drop out. Monetary conditions of their family were not strong enough to bear various educational expenses and moreover most of them did not have a separate reading room. 2) After the free education policy reasons for drop-outs were

changed, it was stated that they (girls) had no good dresses, and jewelries to secure status among friend circle. 3) From the comparison of both the groups it was found that there was no change in family reasons for dropouts of girls. Both the groups said that due to the marriage of elder sister, or sickness of mother or more members in family, the burden of household came on them. The drop out girls from both the groups said that they left studies because they lost interest in studies and became bored of reading.

Desai (1989) conducted a study of students' unrest and student welfare activities in universities of Gujarat. Sample of the study constituted of 500 students. The sample were selected randomly from five universities of Gujarat. 'Deans of Students' of these universities were also selected as sample. Descriptive sample survey method was used to conduct the research. Some of the major findings were: 1) Students unrest prevailing in the universities is in form of action oriented activities viz processions, shouting slogans, demonstrations against authorities, strikes & hunger strikes. 2) Generally the students tried to solve their problems through representations and peaceful negotiations. 3) The major reasons for students' unrest were -lack of interest in studies, problems connected with admission, heavy syllabus, poor results, and political interest. 4) Other problems the students felt were Teacher favoritism, improper teaching and Lack of library facilities, lack of recreational facilities and lack of students' welfare activities. 5) Most of the Deans of Students opined that students had a major role to play in combating student unrest and improving the institutional climate. For this it was necessary to have more recreational facilities and students' welfare activities

Hiroji (1989) studied wastage and stagnation of college students of Shivaji University. Sample constituted of 948 teachers and twenty one principals of various affiliated colleges of Shivaji University. Some of the major findings were: 1) The overall apparent wastage (failure) was 60.07 percent. 2) Highest percentage of apparent wastage was found in commerce faculty & highest clear wastage (left studies) was found in science faculty. 3) Overall percentage of stagnation was calculated at 48.07 percent. It was highest in commerce faculty. 4) The most important cause of clear wastage was poor economic condition of the students. 5) The most important cause of clear stagnation was poor economic condition of the students. 6) Girls left college half way was mainly due to social cause like getting married. 7)

Non academic causes of clear wastage & stagnation were - large families, house hold work and insufficient time for study. 8) Academic causes of clear wastage & stagnation were - increasing unemployment, heavy curriculum, improper guidance, and defective examination system.

Sachdeva (1989) conducted a study on perception of social problems and value patterns of students belonging to different religious groups. The sample of the study constituted 860 students. Some of the major findings included: 1) Male students are significantly higher on power & health values & lower on social aesthetic & family prestige. Male students are lower on democratic & aesthetic values. 2) Muslim & Christian female students scored higher on democratic, social & religious values. Hindu female students are higher on democratic, aesthetic & social, health economic values & family prestige. 3) Muslim female students are higher on religious but significantly lower on aesthetic values.

Das (1991) conducted a study to know about the problems of enrolling women in adult education centers in Jaipur sub division. Sample consisted of 300 adult illiterate women and 100 women instructors. Some of the major findings were: 1) Eighty five percent of adult women learners felt discouraged & demotivated due to social conservative nature / attitude of communities which gave them a sense of inferiority. 2) Women instructors faced problem of unavailability of teaching aids. Sixty percent of centers had black board and chalk. Only five percent were equipped with new teaching aids like radio, maps, globes, projectors etc.

Shah (1993) analyzed the policy of free education for girls at tertiary level. The objective of the study was to study the impact of free higher education for girls, on financial conditional of The Maharaja Sayajirao University of Baroda. Some of the major findings were: 1) The extent of subsidy granted to the female students of the M.S. University of Baroda was ninety eighth percent during 1991-92. In contrast, the level of subsidy for male students was roughly ninety one percent. He calculated it by subtracting fee income in male and female student from per student expenditure. 2) The share of fees (tuition, examinations and others) of around 1/4th (twenty four percent) in total receipts of the M.S. University of Baroda during 1981-82 came down to as low as seven percent during 1991-92. 3) The share of tuition fees alone of roughly twenty percent during 1981-82 was reduced barely five percent during

1991-92. Per student male tuition fee which was Rs. 511 in 1981-82 came down to Rs. 457 in 1991-92. 4) When the price of all other good was on a rise, the price of higher education experienced a fall.

Salim (1993) conducted a study of costs of higher education in Kerala. Some of the major findings were: 1) the burden on the government for providing technical education was much higher than that for general education. 2) Most interestingly, it was observed in his study that the private cost of technical education at the post graduate level was substantially lower than that of general education. 3) The students pursuing higher education belonged mostly to high income group and since higher education was heavily subsidized, this group of people enjoyed subsidies, which resulted in further increasing inequalities.

Sahasrabudde (1995) conducted a study on scheduled caste, scheduled tribe & other backward caste students in medical colleges of Gujarat state. The objectives of the study were: i) to study the family background of SC, ST & OBC students versus general category students. ii) to study the academic problems of SC, ST & OBC students in terms of: library, home, hostel, classroom learning & practical. iii) to study the extent of utilisation of facilities by SC, ST & OBC students. Sample was total number of SC, ST & OBC students enrolled in first, second & third year MBBS students of Baroda Medical College. Some of the major findings were: 1) students were satisfied with library facilities but common problem was non availability and shortage of books in library. 2) SC, ST and OBC students expected books in college 3) Students with difference in family background did not have much difference between the facilities they enjoyed at home. 4) SC, ST & OBC students had Gujarati as a medium of instruction at school level while in case of majority of general category students it was English. 5) Students preferred teaching through projections with slides and pictures over lecture method. 6) Many of the SC, ST & OBC students were not aware of the available scholarships. Less than half of the SC, ST & OBC students got some scholarships. 7) Problems related to hostel were-late admissions, cleanliness, problem of water, & seniors not vacating rooms on time.

Santwani (1996) conducted a study on professional women and the problems they face. Some of the major findings of the study were: 1) Women professionals in academics gave priority to work rather than personal lives. 2) Women professionals in

medicine, engineering and law gave equal priority to work and home. 3) Women in any profession considered adhering strictly to professional code of ethics necessary. 4) Women in academics (higher education) are better. They face fewer problems. 5) Some of the common problems of women professionals were- Long distance travel to reach work place, less opportunities for professional growth, family commitments, professional responsibilities leading to domestic conflicts and physical appearance influencing their professional assessment. 5) Some other problems of women professionals were related to their belief system and conflict arising due to it. For example : In a joint or extended family set up, women is expected to give comforts to all family members, role model given of Sita and Savitri- but she is thus not able to adjust with her professional role, Gender stereotype-women is likely to be dependent on male due to her certain human traits like tenderness, emotionalism, jealousy etc. 6) Psychological problem arising due to conditioning i.e. right from childhood Indian women are conditioned to think themselves inferior to men. They also face role conflicts i.e. professional role and family role.

Kaveri (2000) conducted a study on financing of college education in Goa. Some of the major findings of the study were: 1) The private expenditure in proportion to public expenditure in higher education was very low. 2) It was interesting that the per pupil cost of education in professional colleges was lower than that of general colleges during the economic reform period mainly due to high growth in enrolment in these colleges during this period in Goa. 3) There was no evidence to show that the private cost of college education in Goa was determined by socio-economic background of the students or parents. 4) The subsidy component in professional education was found to have declined while for general education it was found to have increased. This indeed was extremely incongruous in the face of declared policy of encouragement and promotion of professional education. Such findings only go to show that many inconsistencies are likely to be found in policy renouncement and policy executions.

Sharma (2006) conducted a study on women's education and women's rights in India. The main objectives of the study were: i) to study the crucial problems and challenges in the field of women education and rights ii) to examine the educational process for women education of all levels and iii) to make fruitful suggestions towards effective education for women. Some of the major findings of the study were:

1) Looking to the presenting the global scenario, the access to education was one of the primary indicators of gender gap. 2) In developing countries, high mortality rate, poor health and sanitation, exploitation and abuse of women is due to lack of women education. 3) Several inequalities have traditionally existed and continue to exist in much of the world between men and women. 4) Differences in legal rights, family rights, and nationality rights have been a great hindrance in development of women and women's education. 5) Access to means of self betterment, employment, health care and education has plagued the prospects for women around the world.

Prasad (2006) studied women education and gender justice. The study emphasized that the society as a whole should look to the proper education of the girls. All the social stigmas which go against the women should be rooted out of the society. The author believed that the genesis of human existence lies in the women and they should be given equal opportunities as men and thus equal education too. Due to social change, cultural change and political influence, women had to suffer a lot. Some of the findings of the study were: 1) Many male members of the society have become self centered, egoistic, corrupt and uncivilized so much that they perform heinous crime against women. 2) Even today the birth of a child was considered as a bad omen. 3) Girls were not well educated as were the boys. 4) Girls were considered as 'anta-property (*paraaya dhan*) by their parents and grandparents and so the girls developed alienatory feeling and imagined a house of their own with their future husband, post marriage they did not want to stay with the in laws and this lead to dysfunctioning of the joint families. 5) The girls should be educated for social harmony, amity and homogeneity.

Gupta (2008) studied 'Uchcha Shiksha Kee Labarathi ke roop mey Bhartiya Mahila' (Indian women as a beneficiary of Higher Education). Objectives of the study were: i) To study the trend of women enrolment in general higher education state wise in terms of faculty (arts, Science and commerce), level (UG & PG), caste (SC, ST & General), and ii) to present or scenario of Indian women as a beneficiary of higher education. Some of the major findings were: 1) The highest percentage enrolment of women is found in Arts faculty, and the lowest in Science. 2) Generally percentage enrolment of women is higher at Graduation level than at Post Graduation. The percentage enrolment of general category women has been found to be highest in higher education, irrespective of higher population of SC women in some of stages. 3)

The variation in growth rate of women enrolment in higher education in different state may be attributed to the rate of establishment of higher education institutions & social status of women. 4) In addition to education social & economic factors, it may also be attributed to the internal policy of the states.

Upadhyaya (2010) studied the financing of higher education. It was a case study of The M.S. University of Baroda, Vadodara. The period from 1980-81 to 2006-07 was chosen for study. Some of the major findings were: 1) The proportion of women students in total students has almost reached equity, in fact in some of the faculties; proportion of women students compared to male students is higher. 2) Students belonging to SC/ST and SEBC have also been increasing. 3) The number of students in post graduate and Ph.D. courses has declined over past decade. 4) Total expenditure of The M.S.University has increased more than eleven fold during 1980-2006. 5) The university has made efforts to generate a substantial amount of income through the introduction of self financed and higher payment courses.

Choudhary (2011) conducted a study on women administrators in higher education system of India. It was a case study of eleven women Vice chancellors of Indian universities. Some of the major findings were: 1) The socio-economic conditions had no influence on the career progress of the women administrators. 2) The family & society related issues were the major barriers during initial period of struggle of the women administrators. 3) The parents of women administrators were very supportive. 4) Father in-law and mother in-law of the women administrators did not create hindrance but remained neutral, when a need arose to extent support. 5) The personal qualities of women administrators like discipline, strong determination, bold, good administrative skills and not getting succumbed to pressures made them sustain their position with pride.

2.2 Studies conducted abroad

Weinberg (1971) in the study on Education and Social Problems made an attempt to trace out the strains in American social life and education and tried to locate the problem areas of students of school and college. During the course of study the researcher developed some questions to understand how the educational institutes tackle a problem. What policies show us the way to arbitrate student protests? By

what authority can we restrain students from dressing or wearing their hair as they like? How can a school regulate the influence of social change which occurs at a very fast rate? The author suggests a humanistic approach towards solving the problems. Following problems were identified, listed and detailed analysis was done: problem of poverty and its effects on education, problem of drug taking, problems of family life, problems of sexual behavior, problems of mental illness, problems of race relationships, and problems of alienation.

Weis (1985) conducted a study on women in higher education. The objective of the study was to examine the reasons of 'progress but no parity' in women education. It was conducted in universities of North America. Some of the major findings of the study were: 1) Since 1960s pressure had been put on colleges and universities of America to open up opportunities to women. As a result, proportionately more women received degrees in traditionally male fields. 2) Yet, paradoxically, proportionately more women received degrees in traditionally female fields as well. 3) Many more women entered institutions of higher education and graduated from these institutions than ever before. 4) In 1981, fifty percent of bachelor's degrees and fifty percent of master's degrees were awarded to women. Over 10,000 doctorates were conferred upon women as compared to 5,273 ten years earlier. 5) Women were making progress but remained severely underrepresented in certain traditionally male areas. 6) Women were even more over represented in traditionally female areas than they were ten years ago. 7) Segregation within higher education translates into labour market segregation and, ultimately, into depressed wages for women, the uneven distribution of women from field-to-field remains a matter for concern. 8) While women have made gains in certain areas of higher education, much more needs to be done. There are still areas of extreme male dominance, and opportunities must be opened for women. 9) In potentially lucrative areas such as engineering, architecture, computer/information sciences, agriculture, business management, biological sciences, physical sciences, and mathematics, active steps must be taken to recruit and maintain female enrolment.

Chen (2002) conducted a study on gender and school leadership in Taiwan within the context of political change. The main objective of the study was: i) to explore the values and vision of Taiwanese men and women principals in a time of change. ii) to examine the difference in ways of conducting administration of Taiwanese men and

women principals iii) to study the perception of their staff regarding the efforts made by Taiwanese men and women principals to raise the standard of their institutes and iv) how they tried to adapt or resist democratic practices in their schools. The research work was conducted with the basic knowledge that the political democratization in Taiwan which started in the 1980s had an enormous impact on educational leadership in schools in the 1990s. Democratization was imported into school leadership as the state of reform and change reached education. Moreover, gender also became an important issue as the number of women principals increased in Taiwan. Some of the major findings were: 1) Although men and women principals in Taiwan share similar vision and values about educational reform, other members of school staff perceived significant gender differences in the way principals responded to the changes of democratization. 2) Staff generally showed a preference to work with men rather than women principals. 3) The ill-defined principal ship, together with the top-down process of 'democratization' initiated by principals in schools, had created a paradox that made principal ship in Taiwan a very challenging task. 4) For many newly arrived women principals, who did not fit the traditional image of 'male' principals, their aspiration to work hard and to make a difference to schools often created unexpected resistance.

Ruth (2008) conducted a study within an independent school on gender, class and decision-making. The investigator collected the data from schools of London. The study drew observational data from Careers lessons and institutional school events such as Open Days, and students' own responses given in a questionnaire and in semi-structured small-group interviews, as well as interviews with key staff members, collected over the course of one academic year. Some of the major findings were: 1) Although there was a focus on the way in which individual young women draw on differing discourses in order to inform their agentic decision-making, these decisions were seen to be framed by structural factors such as social class, gender and academic ability. 2) The structural factors such as social class, gender and academic ability were shown to have a defining effect on how the young women constructed themselves (and were constructed) as gendered and classed individuals through the decisions that they (and their families) made regarding their education, training and future careers.

Arbouin (2009) conducted a study on educational journeys and career outcomes. The study was conducted in United Kingdom, on British African Caribbean graduates. The qualitative methodology adopted a life history and narrative approach and the primary data collection was predominantly achieved through a series of semi structured interviews with research participants. This was supported by some quantitative data analysis and an extensive review of the literature on race, class and gender in education and careers. Some of the major findings suggested that: 1) School experiences were largely about ‘unfulfilled potential’. 2) In higher education, participants developed new strategies and adapted at ‘learning to achieve’. For most, school experiences were plagued by negative racial stereotyping, which manifested itself in low expectations for girls and conflict between peer groups and teachers for boys. 3) Most participants’ journeys ‘en route to higher education involved serendipity and stepping stones and their main motivations were family expectations, social mobility and pleasure gained through studying. 4) Although problematic teacher-student relationships were detrimental in school, the ability to use ‘emotional withdrawal’ minimised the negative impact of such relationships in higher education. 5) On graduation, many progressed into postgraduate study, where a gender dynamic became apparent in the prevalence of women studying for Master’s degrees. 6) All participants continued into professional careers, predominantly in the public sector. 7) Careers tended to plateau at an early stage and most felt that their career progress was not commensurate with their education and skills.

Abusharaf (2009) studied the problems of displaced Sudanese women. The objectives of the study were: i) to study the most desperate problems of displaced Sudanese women ii) to study the impact of political interference on problems of Sudanese women and iii) to bring to notice these problems to the international attention by presenting the gendered impact of political interference and violence on women. Being an educated Sudanese herself it was convenient to interact, conduct personal interviews and perform careful observation with the displaced Sudanese women. Set out over an eight year period of fieldwork in squatter settlements outside Khartoum (Southern Sudan), the research work contained details of personal narrations of displaced southern Sudanese women woven together with author’s careful observation and analysis aimed at drawing urgent attention to, and enhancing knowledge of, the experiences of Sudanese women uprooted and living with the

consequences of armed conflict. The author effectively demonstrated that ‘when everything is unsettled, space can be opened for positive changes’ through her unromanticized and powerful portrait of displaced women in Sudan. Some of the major findings of the research were: 1) The Sudanese women should not be seen as victims but as resourceful, independent and empowered women engaged in a complex process of re-negotiating the contours of their lives and selves through their displacement. 2) The problems faced by these women could be shortlisted as: the disintegration of kin network, child sexual abuse, ill health, reproductive difficulties, and lack of food security, destruction and deprivation of economic resources, unemployment and limited access to education.

Jarman (2009) studied the issues of women who have immigrated to Canada. The issues were particularly issues related to violence, health and covering a broad range of equity issues justice, earnings inequality, housing rights and racism, particularly the migrant women. A sample of sixty women was taken who had been in receipt of welfare benefits and who had immigrated to Canada a decade ago. The author identified the numerous obstacles and barriers to achieving equality which many women faced on an everyday basis. Major findings included that 1) there exists earnings inequality in Canada between men and women. Men of all categories (including foreign born, visible minority) earned substantially higher wages than all categories of women (including Canadian born, white). Canadian born women made more money than foreign born women. Amongst the foreign born women, those who are white had higher wages than those who are foreign born, visible minority. 2) Gender remained the most important predictor of inequality, and was remarkable at different levels of the labour market (low wage vs. higher wage occupations. 3) There were some relevant policy levers such as pay and employment equity which had shown ability to reduce inequalities; however, they observed that there had been reluctance to use them in recent years. 4) There were often major differences between the sexes in relation to social capital, with men using it to develop career pathways and women more focused on exchanging childcare, health care, education, language training and cooking. 5) Muslim women felt pressured into accepting “Islamic” solutions or using “Islamic” rather than the regular legal channels.

O’Callaghan (2010) conducted a research in Madison, America on longitudinal gender differences in faculty of promotion and rank attainment at a research

university. It was a study towards developing an understanding of glass ceiling. According to the investigator, the term glass ceiling peppers the higher education literature, often describing gender inequality at large. The study was aimed to evaluate the extent to which gender disparity exists for female faculty by for promotion and rank attainment. Some of the major findings from the study included: 1) There was a clear difference noticed in rank attainment, professional growth and promotion career trajectories of male and female university teachers. 2) The results which illuminated certain aspects of glass ceiling discrimination were of critical importance to policy makers, researchers, faculty members and administrators in higher education in their continuous effort to reduce gender inequality in the academy.

Kasandra (2010) conducted a study in America on Access and first year retention of low income Latino & native American students in higher education. The aim of the study was to find out the impact of a program that assisted students to complete their bachelors by providing financial aid. The sample constituted students of North Arizona University studying in the Bachelors program. According to the investigator, college access and first year retention continued to be a topic of great interest in higher education. In particular access and retention of minority, low income group and first generation students became more important in recent years as the United States thrived to create a more educated population with many more students attaining a Bachelors degree by 2025. Some of the major findings were: 1) Students from low income group were less likely to enter college and thus a financial aid program was started, named “Financial Advantage”. 2) This financial aid program provided academically prepared low income students the opportunity to attend college for four years with little or no financial debt. 3) Additionally retention services were provided to help keep these students in the college and complete their degree. 4) Many students enrolled in university because of the funding provided. 5) The students wanted to complete their degree and were grateful for funding and services provided.

Indo Isa (2000) conducted a survey study on motivation for higher education of women from Northern Nigeria. The worldwide gender disparity in higher education has been a neglected area of study in the developing countries. The objective of the study was to identify the factors that motivated women in northern Nigeria to pursue higher education. Questionnaires, interviews and official documents were used as research tools. Sample constituted of 1321 women undergraduate students in higher

education institutions in northern Nigeria. The sample was randomly drawn. Questionnaires were used as tool to collect data. Additional data were collected from thirty four women graduates in the same region using a semi-structured interview schedule. The major findings were: 1) The desire for economic security, the need to earn a higher income, and preparation for entry into the job market were the main economic motivating factors. 2) The fame of the educational institutions and courses offered were the key motives for the selection of higher education. 3) The major personal factors were the urge to acquire knowledge, new skills, career development, the need for more representation in the professions, the desire for self-actualization and prestige enhancement.

Kazue (2013) conducted a study in Japan on gender, family and fertility. The objective of the study was to i) to find out the educational standards of women in Japan and ii) to find out the extent of participation of women in labour markets. Although the Japanese government has been supporting women financially, it has not focused on gender equality, making it more difficult for women to be able to pursue their chosen careers. Japanese women have greater access to higher education than ever before, yet the Japanese patriarchal social structure still compels women to rely on men and all but eliminates their independence. The Japanese male-dominated society is resistant to change. Family ties are still very strong, and women are expected to take care of the household and do unpaid work, while men work outside the home and earn a paid salary. In the labour force, women do not enjoy the same level of equality and opportunity as their male counterparts, as it is naturally marry, have children, and take care of the family. The system is skewed in favour of the males. Women are not able to pursue the same career path as men; even from the start, women are often considered as candidates for potential wives for the male workers. The investigator conducted a total of twenty two interviews of single and married Japanese women, to explore and discover the causes behind why Japanese women are choosing to postpone marriage and have fewer children, as well as touching upon the much deeper issue of gender inequality due to the Japanese patriarchal social structure. Women could not live the way they wanted to; they must always put their families first. Some of the major findings of the study were: 1) Japanese women are still facing struggles even after getting maximum education. 2) Japanese women face confusion when it comes to select between a family and a

career. 3) Few of the Japanese women resisted the patriarchal system. 4) Many women wasted their education, careers, knowledge and experience, all in the name of maintaining family ties and the patriarchal social structure.

2.3 Summary and implications of the review of related studies

After studying various research works and their findings, it was known that education of women students in India, was affected due to many factors. According to Ramchandran (1963), the factors that kept her attracted towards higher education were good facilities, better career options, western influence, new economical opportunities, freedom given to women and new legal status. According to Talesera (1983), Gondhalekan (1975), Santwani (1996), Hiroji (1989), and Kaveri (2000), the factors that may cause an obstacle in her Higher Education are: family set up, family attitude towards women education, her upbringing, education of the parents, discrimination showed by the parents in favor of boy's education, large family, economic constraints, unrelated curriculum and ineffective policies. Desai (1969) found out that married women students face difficulties in adjusting their role as students and home makers, though they proved to be good students and majority of them never failed. Samant (1976), Paranjape (1970) and Saheen (1973) traced the problems of women teachers and they stated that such women faced problems due to lack of time, lack of opportunities to grow professionally, transferable jobs, low pay scale, and lack of definite policies for them. According to Das (1991), Desai (1989), Budhhev (1988) and Harjeetkaur (1979), due to the problems that women students face while taking up higher education, the number of cases of truancy, wastage, drop outs and stagnation increases. Thus educational policies should be framed while keeping these issues in mind.

On studying various research works and their findings, in countries other than India, it is observed that research work has been conducted in the field of gender inequalities. Chen (2002), Ruth (2008), Jarman (2009), Kazue (2013) and O'Callaghan (2010) performed study on: low wages to females, decision making abilities of women and non acceptance of female leaders. Abusharaf (2009) conducted work on problems of Sudanese women, whereas Weinberg (1971) & Kasandra (2010) performed research on problems of American college students. Weis (1985), Jarman (2009) and Karue (2013) concluded that women are not given freedom to perform work or study

subjects of their choice. According to Arbouin (2009) and Indo Isa (2000) women cited following reasons to take up higher education: economic security, social mobility, career options, family expectations, self actualisation and pleasure gained.

The reviewed studies implied that whether it was in India or other countries, women faced prejudice on various grounds. It was expected of women to give priorities to their children and family. Higher education for women faced hindrance due to societal outlook and discrimination. Factors that attracted women towards higher education were better career options, economical gain and more social mobility. Women in job markets were subjected to low wages, non acceptance and neglecting their capabilities. Women in higher education faced problems related to societal values, lack of good facilities and proper infra structure, economic constraints, unrelated curriculum, ineffective policies available career options and personal problems.

2.4 Research trends

2.4.1 Major trends in researches conducted in India

While reviewing the available literature, major trends in India that have emerged are:

- Many studies have been conducted to learn about the history of Women Education, like those of Naik (1949), Sareen (1959), Mishra (1961), Vakil (1965), Shaheen (1973), Desai(1976) Thakkar (1976), Patel (1979) and Mazumdhara (1981).
- Studies are conducted on education of Muslim women students like that of Gupta (1980), while certain studies are carried on Women School Teachers, Women Administrators and married Women Students, like those of Desai (1969), Paranjape (1978), Samant (1976), and Choudhary (2011).
- Work is also done on University finance, by Jena (1983), Shah (1993), Salim (1993), Kaveri (2000) and Upadhyaya (2010).
- Studies can also be found on free Higher Education Policy, conducted by Buddhav (1988), Patel (1979), and Shah (1993).

- Studies on perception of beneficiaries and perception of their parents are those of Ramchandran et al (1963), Baker (1973), Gondhalekar (1975), Talesara (1983), Sachdeva (1989) and Gupta (2008).
- Studies on Wastage and Stagnation in Higher Education are also reviewed like that of Buddhev (1988) and Hiroji (1989).
- Other studies conducted are those related to student unrest and other problems as that of Singh (1981), Desai (1989), and Sachdeva (1989), effect of socio-cultural background on performance of students- Pradhan (1986), problems of SC/ST students- Sahastrabuddhe (1995) and Joshi (1979), problems of Women in continuing education or in adult education- Deshmukh (1985) and Das (1991), psychological problems of Women students- Kaur (1979), problems of Adolescent girls- Pattison & Patel (1966).
- Majority of studies were conducted during 1961-1995.
- Many studies related to Women Education are conducted in Gujarat, many in Maharastra (province of Bombay, Pune), many in Uttar Pradesh and few in Delhi, Goa, and Kerala.
- Studies on problems of women students at college/university level in Gujarat are very few e.g. Krishnan (1977) and Bhuddev (1988).

2.4.2 Major trends in researches conducted abroad

While reviewing the available literature, major trends in countries, other than India, that have emerged are:

- Majority of works is on gender inequalities, low wages and labour work force participation Weis (1985), Jarman (2009), Karue (2013), O'Callaghan (2010), Chen (2002), Ruth (2008), Weis (1985)
- Some studies are conducted on reasons or motivation for higher education Arbouin (2009), Indo Isa (2000), (Weinberg 1971), Kasandra (2010)
- Few studies are found on problems of college students Ruth (2008), Weis (1985), Kasandra (2010)

- No studies were located on problems of women students in higher education.

2.5 Research gaps

While reviewing the available literature, investigator could identify some research gaps. These are areas in which the investigator could not trace some research work being conducted.

- Investigator could not locate research work related to History of Women Education in India after 1981
- Investigator could not locate research work related to problems of Muslim women students after 1980
- Investigator could not locate research studies on "free higher education for girls in Gujarat" after 1993.
- Research on perception of beneficiaries and perception of parents of beneficiaries of "free education for girls at all levels in Gujarat" has not been found by the investigator.
- Investigator could not locate research work on "student's unrest", and problems of students in Higher Education, after 1995.
- Investigator could not locate research work related to problems of students belonging to SC/ST community, after 1995.
- Investigator could not locate comparative research of problems of women students coming from different socio-economic.
- Investigator could not locate research work related to problems faced by women students in first year of university education.
- Investigator could not locate research work related to problems faced by students due to practical, practice teaching, project work, field trips, study tours, assignments, training, internship and allotment of degree.
- Investigator could not find research work that explains the problems and reasons for low scorer students, particularly women students of MSU

- Problems of women students remaining absent (truancy) in University classes has not been found by the investigator after 1979.
- Investigator could not find research works which describe the reasons as to why students attend tuition classes and not university classes.
- Investigator has not been able to locate studies on problems faced by women students in private educational institutions.
- Investigator could not locate comparative research study between problems of male and female students in higher education.
- Research related to "problems of women students in securing jobs after completing their graduate and post-graduate courses from University" has not been located by the investigator.
- Investigator could not find research work that describes the problems of married women students.
- Research related to gender discrimination at University level, has not been located by the investigator.
- Research work has not been traced by the investigator on -infrastructure facilities available to students at University level.
- No research work has been found by the investigator on- problems faced by physically challenged women students of higher education.
- No research work has been found by the investigator on -problems faced by women students who re-joined higher education after a break.
- Investigator could not find doctoral research work on MSU women students, women teachers, women administrators and women non-teaching staff.
- Investigator could not find research work on job prospects of MSU women alumni.
- Investigator could not find research work on problems faced by women students of the Maharaja Sayajirao University of Baroda.

After considering the various gaps in the field of higher education, the present study is undertaken to cover some of the research gaps. It aimed to find out the problems that women students face in higher education, particularly in The Maharaja Sayajirao University of Baroda. It is a comprehensive work encompassing all the thirteen faculties of The MSU.

The plan and procedure adopted for the present study is discussed in detail in the following chapter.