



Review Of Literature Of Knnya Gurukula On Women Education In Haryana (India)

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Abstract: 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to critically understand and examine the area of research, the investigator went through the available published and unpublished thesis, research reports, text books & conceptual papers, and several other related literatures on women's education, which provided a clearer insight into the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.

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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to critically understand and examine the area of research, the investigator went through the available published and unpublished thesis, research reports, text books & conceptual papers, and several other related literatures on women's education, which provided a clearer insight into the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 2019, 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.

Review Of Literature:

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: 72
 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 Labarthi 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) 73 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.

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 74 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 75 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 semistructured 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. 76 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 77 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.

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