

**A STUDY OF
DEVELOPMENT OF WOMEN EDUCATION IN
GREATER HAJO AREA UNDER
KAMRUP DISTRICT OF ASSAM
SINCE INDEPENDENCE
(1950 - 2000)**

A PROJECT REPORT ON MINOR RESEARCH

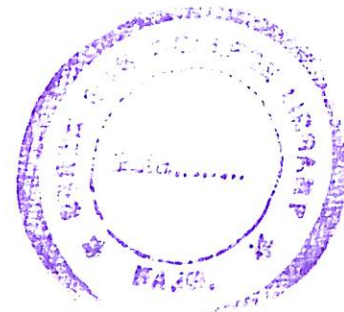
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UNIVERSITY GRANTS COMMISSION

By
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SELECTION GRADE LECTURER IN EDUCATION
SUREN DAS COLLEGE : HAJO

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PREFACE

The purpose of my study is to make a historical survey and to get a comprehensive picture on the progress of women education in greater Hajo area. As an inhabitant of the Hajo area, it has been noticed that the women of this particular area are not enjoying equal status with that of men in social, economic and educational fields. In this study an attempt has been made to find out progress of education and various problems of girls in Greater Hajo area. The report has been prepared with the financial assistance of the University Grants Commission.

In course of the investigation the data were obtained mainly from the educational institutions, libraries, Directorates of public instruction, the census report, the statistical Hand Books, Journal, Periodicals, A.H.S Council, SEBA, Block office, some reference books etc. Moreover information were collected mainly through questionnaires, personal enquiries, interviews, informal discussions and so on.

In this study the whole topic has been divided into Six chapters. Description of the area, importance of women's education, history of related literature are discussed in the 1st Chapter. In the 2nd chapter the objectives, hypothesis, research design, delimitation and significance of the study are discussed. In the 3rd chapter I have discussed about sample, method and tools of the study. Analysis and interpretation of data broadly discussed in the fourth chapter. In the fifth chapter I have also discussed about major findings and remedial measures of women education. In the sixth chapter a concluding remark is also given.

In connection with my fieldwork, I visited different educational institutions and also met parents of girls in this area. The questionnaire was distributed to these institutions and parents of female members to collect

relevant information. The specimen copy of the said questionnaire has been attached in the Appendix.

I sincerely thank the University Grants Commission for sponsoring the project. It is a pleasant obligation for me to acknowledge the kindness of my teachers and friends from whose help and advice I have been benefited. I am also very grateful to principal, Headmaster, Headmistress of all High Schools, Higher Secondary schools and colleges of Greater Hajo area for their valuable help. I am also very grateful to the Librarian of Gauhati University, Librarian of BRM Govt. law College, Guwahati, Librarian of cotton college who had inspired and helped me at every step during the preparation of my project work. I shall also remain grateful to the principal, Dr. R. Talukdar, Suren Das College, Hajo and my colleagues who had also inspired me during the execution of my work.

DR BINAPANI TALUKDAR

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CHAPTER -I INTRODUCTION

Education is an enlightenment, which helps an individual to develop one's personality. The progress of a nation depends largely on education. Education is a human process, which involves the teacher and the taught. Education is defined as "natural, harmonious and progressive development of man's innate powers." It may be said that education is as old as the history of human civilization. In fact civilization cannot exist without education. The advancement of mankind as civilized race is due to education. Therefore education has a great function to perform.

Women are found behind the success of every man and every nation. The progress of a family, a state and the world largely depends upon the education and development of women. An uneducated woman cannot be expected to raise the standard by her living condition subjected to oppression always and besides her home environment will remain stagnant, without much changes and improvement. Therefore the need is felt for her education.

The role of women in a family is generally considered to be most significant and of vital importance. They are the prime driving force in the foundation of an ideal family, society or country. Development cannot be complete without the participation and direct involvement of the women of our society. Women are best motivators in education. Women education is also necessary and important for eradication of certain

superstition and prejudices prevalent in our society. Women education can help in solving other problems of the society like birth control, menace of drugs, poverty, dowry system, bride burning cases, in equality of women in the society and child labour etc. Optimum utilization of potentiality of this category of human resource will ensure not only the individual development but also development of society and nation at large. All these make the role of education as an instrument for women's empowerment crucial and challenging. Education will raise women's productivity, health and nutrition, education and income level of the family and create congenial home atmosphere ultimately leading to upward mobility of the family. It is also important to note that the influence of the mother is highest on the process of formation of character of her children during the most sensitive period of infancy. To bear such a heavy burden at present and in future, our present and coming generations particularly the women should proper education. This is what Pandit Jawaharlal Nehru stressed on women education much. According to him "Education of a boy is education of one person; but education of a girl is the education of the entire family."

The advancement of women is the most significant fact in modern India. Mr. K. Natarajan, wrote by "a person who died a hundred years ago came to life today, the first and most important change that would strive him in the revolution in the position of women". Raja Ram Mohan Roy, as well known took up the cause of not only education in general, but the education of girls in particular. Women play a very significant role in developing human resources, improving household affairs, and in moulding character of children.

Hajo is not only a piece of historical and cultural importance but educational scenario of the place is also most significant. Educational history of a nation usually mirrors the ideals of a nation and enables the inhabitants to understand the spirit of its civilization. From ancient times Hajo has played a glorious part in the promotion and spread of education. During the past Hajo was centre of Sanskrit learning. Though about 50 years have passed since independence no spectacular progress has been made in the field of women education. Hajo has produced numbers of scholars, preachers and teachers to lead the society. The tradition of institutional education began in the place from ancient period.

In the Hajo revenue circle under the control of a circle officer, there are four Mouzas. Within four Mouzas there are 137 villages with a total population of about 2,24,263 out of which 1,16,284 is male and female is 1,07,979. The male literacy rate of this area is 57% and that of female is 37% according to the census of 2001. I shall discuss only three Mouza's of Hajo Block about developments of women education since independence. Within three Mouza's there are 94 villages with a total population of about 1 lac 63 thousand and 9 hundred 43 people covering the Hajo area. There are 85,103 male and 78,840 female population. This block is also famous for unique meeting place of Hindu and Muslim. Bell metal industry is the famous Cottage industry of this block all over Assam.

Considering the needs of women education and the great responsibility that has been coming on to the women folk in the near future in Assam as a whole and Hajo area in particular

the investigator has decided to study the matter of "Development of women education in greater Hajo area under Kamrup district of Assam. Since independence (1950-2000) in a closer view so that the facts can be sorted out and the problems can be segregated for the full and satisfactory development in this direction.

1.2 Description of the area

Hajo is popularly known as Pancha Tirtha, an amalgam of five religious shrines. It occupies a unique place in the history of Assam. It offers a cultural heritage by its own merit and strength peculiar to itself. The most beautiful place Hajo has long been the meeting centre of different types of people belonging to various cultural and ethnic groups.

Hajo was known by different names in different periods of history. The *Kalika purana* (11th century A.D.) uses two names for the place - *Apurnabhava* and *Manikuta*. The *Yoginitantra* (14th century A.D) mentions the area as *Vishnu puskara* and *Apurnabhava*. During the reign of Koch king Raghu Deva Narayana in the 16th century (A.D.) Hajo was known as Manikutgram. According to the name Shah Sujauddin Hajo was named as Sujabad or Sujanagar. Ananta Kundali, one of the illustrious vaishnavite poets of Assam, gave Hajo its present name. We came across the name Hajo for the first time in the chronicles written in the Ahom court, caritas or the biographies of vaishnava saints of Assam also have been found to use the name Hajo. The name Hajo relates to Bodos, Buddhists, Muslims and Hindus. People from all walks of life consider Hajo

as a sacred place. Kalika puran, Yogini tantra, markanda Puran. Darrang Rajbanshbali and almost every religious writing make mention of Hajo with high tone praises. Dr. B. Kakatii and Dr. Upendra Nath Goswami opines that Hajo has been derived from two Bodo words, Ha and Gojou. Ha means land and Gojou means high. 'Ha Gojou means high land. A section of scholars believe that Hajo is named after the Mech king Hoju or Hajo. From 15th Century A.D. Hajo as a place name came to be in vogue.

Hajo, situated some thirty-two kilometers away from Guwahati on the north bank of the mighty river Brahmaputra, is one of the most interesting places in the country. It is the meeting place of three religions viz. Hindu, Islam and Buddhism. Hajo was under the rule of different royal powers from early period of history to the late medieval period. It was an important seat of rule of three powerful royal camps of medieval Assam – the Koches, Mughals and Ahoms. The religious and political importance of Hajo brought people belonging to various and even conflicting faiths together to build up a magnificent socio cultural heritage in the area.

Right from the distant past Hajo has been a centre of learning and literary activities. Ancient poet like Ananta kandali, Ram Saraswati, Durgabar, Kumaril Bhatta and famous modern writer poets like Kaliram Medhi, Raghunath Choudhury, Saurav Kumar Chaliha hailing from Greater Hajo area have enriched Assamese literature. Hajo has produced numbers of scholars, preachers and teachers to lead the society. The tradition of institutional education began in the place from ancient period. This block consists of villagers like farmers,

fishermen, small businessmen and floriculturists etc. Bell metal industry is the famous cottage industry of this block all over Assam. There are 268 primary schools, 13 middle ME/MV schools, 67 middle English schools 48 high schools, 12 higher secondary schools and 6 colleges in greater Hajo area. Most of the High and Higher Secondary Schools are co-educational and only one Higher Secondary School is for girls.

Table No. 1 shows the sex wise population of Hajo area.

Table No -1

Sex wise population of Hajo area.

Category	Male	Female	Total
Total population	115929	108452	224381
Rural	105398	97688	203086
Urban	10531	10764	21295

Source : Hajo Development Block

Table No. 2 shows the literacy rate of Hajo area according to the census report of 1991.

Table No -2

Category	Literacy rate		
	Male	Female	Total
Total population	57942	36623	94565
Urban	85.17%	65.06%	75.17
Rural	70.24%	47.06%	57.7%

Source : Hajo Development Block

As per census report of 1991, notable differences were observed between literacy rate of male and female. It reveals that the literacy status of women in Hajo area is still poor as compared to that of male.

1.3 Importance of studying women's problems

Considering the needs and importance of women education a study has been undertaken and the title of the study stands as "Development of women education in greater Hajo area since independence (1950-2000)."

This study has been selected by the investigator because of no investigation was done in this regard in this region earlier. It is a part of our accepted national policy now to consider education as the most important instrument for human resource development and amongst a number of measures taken for improvement of the status of women in the country, education has been given top priority. But several constraints are there political economic and cultural, not just social and the single biggest constraint is illiteracy. As per the 1981 census, a little over 75% of the women are illiterate. By 2000 A.D, we as a nation are expected to have 500 million males and 480 million females. The Govt. of India 1988 publication entitled national perspective plan for women 1988-2000A.D. tells us that at the end of the seventh plan, the total number of adult illiterates in the country was about 900 lakhs and of them 580 lakhs are women. All these underlines the stupendous nature of the problem and a long way has to be covered from literacy to higher education.

Table No. 3 shows the sex wise literacy rate of our country from 1951-2001. This figure reveals that literacy rate is higher in male than in female.

Table No -3

Sex wise literacy rates in India 1951-2001)

Year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56 (41.42)	56.37 (53.45)	29.75 (28.46)
1991	52.11	63.86	39.42
2001		71.09	56.03

Source : Development and planning of Modern Education
J.C. Aggarwal

From the above table we find a relatively higher improvement in case of female literacy rate, which has resulted reduction in gender gap in the country.

Table No -4

Literacy rate in Assam

Table No.4 shows the categorywise literacy rate of Assam as per 1991 Census

Year	Male	Female	Total
1951	24.4	7.9	18.3
1961	37.3	16.0	27.4
1971	37.0	19.6	28.8
1981			
1991	62.34	43.70	53.42

Source : Census report 1991

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1981			
1991	62.34	43.70	53.42

Source : Census report 1991

As per census report of 1991 notable differences were observed between literacy rates of male and female. It indicates the need for special attention in girl's education in the state.

Woman constitutes 48% of the total population of India. It was in 1945 that UN announced gender equality as a fundamental human right, but even today the women in India, especially the women of rural and backward areas are subject to gender oppression and gender discrimination. Even after 53 years of our independence some women continue to live in a state of neglect and exploitation.

Although the position of women education is increasing day by day, but still women are far behind to that of men. That means still more is needed to be done for the education of women. But to do more on this line we should know the actual problems of women education. Education is a measure of the state of development of the nation in general and its social and economic development in particular. We must remember that social and economic development of our state mainly depends upon the education of women. It is therefore necessary to ensure the progress of women's education in the development plans as a prime focus. In this regard, there should be a social movement to create the necessary atmosphere for the spread of women education.

Table -5

Sex wise literate persons of Kamrup district as per 1991 census

Category	Persons	Male	Female
Total	1074975	654494	420481
Rural	616076	979226	236850
Urban	458899	275268	183631

Source : Statistical Hand Book, Assam – 1999

Table -5 shows the sexwise literate person of Kamrup districts as per 1991 census. It reveals that the literacy rate of women in Kamrup district is poor as compared to that of male.

In view of the fact stated above the investigator has taken up this problem for study. It is a humble attempt to find out the pros and cons of the problems particularly of girls at higher stage.

1.4 History of related literature

A review of the previous works related with the topic sometimes becomes very useful in fixing the objectives and selecting the methodology to arrive the present work. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. For any research works, the research scholar must have familiarity with what has already been thought and done in the area of choice, it helps the researcher to know the tools and instruments which prove to be useful and promising in the

previous studies. The advantage of related literature is also to provide insight into the statistical methods through which validity of the results is to be established. So, to develop a fruitful research problem, having the qualities of significance originality and feasibility, one must gather information about the previous investigations.

In considering this study, the researcher has made a sincere attempt to review the important literature related to the study. While studying on "Development of women education in greater Hajo area since independence", some such previous Research works on women education have been reviewed by the investigator. One of such research works was Basu's study on Female education in Bihar from 1904-1975. Basu was from the Patna University of Bihar.

The objectives of the study were -

- (i) Causes of backwardness/ lagging of women education in Bihar.
- (ii) Finding solutions to the problems of illiteracy expansion of girls education.
- (iii) Standardization of primary education,
- (iv) Science teaching in secondary school

The research Scholar made a library study only using primary and secondary sources of data for the purpose.

C.D. Desai (1976) from Bombay University studied on the "Access of girls in school education in Gujrat.

The objectives of this study were

- (i) To investigate the growth of school education for girls in Gujrat from ancient age upto date (1976).
- (ii) To observe the subsequent changes in religious beliefs superstitions, customs, attitudes political climate, administrative policies and acts, practice of marriage, caste system, values of economy etc in Gujrat.
- (iii) To assess the impact of religious beliefs superstitions etc on the spread of girls education.

This was a historical study cum survey type of work. The informatory data were collected through-

- (a) A questionnaire for the assessment of girls school education focusing five prominent areas namely (i) School provision (2) Enrolment (3) regularity of attendance (4) stagnation and (5) Drop outs.
- (b) A perception-cum-attitude survey scale which intended to find out the parents disposition towards age of marriage for their daughters, their social and economic status etc.

The questionnaire was administered to 852 respondents comprising District Education Officer, Administrative Officers, Extension Officers, Chairmans of Panchayat Sikshan Samitties and Principals/ Head masters of girls school selected from the four different zones of Gujrat.

The perception-cum attitude survey scale was administered to 567 parents selected from three districts comprising both rural and urban areas of Gujrat.

Y.R. Gandhi from S.N.D.T. University studied the 'Development of women education in greater Bombay (1961-77) in 1977. The main objectives of the study were – to find out the factors facilitating the progress of higher education in post S.S.C.

The major sources of data were –

- (i) The reports, Documents, Books, Thesis and periodicals related to the subject matter.
- (ii) Visit to the institutions, which imparted education in greater Bombay specially to the women.

The tools used for the study were –

- (i) Questionnaire
- (ii) Interviews

The major findings of this study were –

- (i) 55.7 % women and 69.7% of men were literate in 1973-74 in greater Bombay.
- (ii) Primary education reached the target of 99.6% in case of boys and 70% in case of girls in the fourth five years plan. But the wastage in case of girl students increased from 59% to 70% during the same period.
- (iii) The percentage proportion of girls enrolment to the total enrolment at pre primary, primary and secondary stages in 1973-74 were 45.6%, 46% and 42%.
- (iv) Self-incentive was the main factor for seeking higher education.

P.N. Thakur from Gujrat Vidyapith also studied the "Development of female education in Gujrat (1976) after independence". The main objectives of his study were –

- (1) To study the position of women education in Gujrat prior to independence.
- (2) To study the development of female education after independence (1947-72)
- (3) To study the factors that helped in the development and expansion with special reference to the contribution of all individual, institutional along with political and economic conditions prevailing in Gujrat during that period (1947-72).
- (4) To study the factors that hampered the growth and development of female education.
- (5) To study the social as well as Governmental efforts for the growth and development of female education in Gujrat during 1947-72.

The major findings of this study were –

- (i) The problems of wastage and stagnation in the case of girl students both at primary and secondary stage were persistently typical in Gujrat.
- (ii) In spite of the advancement in numbers the value of women and their education was yet to be recognized.
- (iii) The progress of female education was double in case of female and 1.5 times in case of the male in 1971 compared to 1951.

Abinashlingam, from Home Science College, Coimbatore studied the problem of educating girls of the age group 11-17 years in 1970 (NCERT) financed. The main objectives of this study was to find out the problems of educating women of the said age group in rural areas in relation to the

aspirations and attitudes of the girls and their parents towards education.

The sample consisted of 500 girl students and their parents and another 500 drop out girls and their parents from 130 villages of one district. Tools employed were (i) Questionnaire (ii) Interview schedule and (ii) Attitude scale.

The major findings of the study were –

- (1) Parents of higher income, small family structure, higher educational and occupational levels favoured their daughters going to school.
- (2) School going girls of 11-17 years had higher aspirations than the drop out girls.
- (3) The socio-economic condition of the school going girls were more conducive than in the case of drop out girls.
- (4) Parents of both school going and dropout girls expressed dissatisfaction over the prevailing school conditions.

S.K. Sribastav from Gorakhpur University studied in 1979 the problems of women- education of secondary level in East Uttar Pradesh.

The samples selected numbered 180 girls studying in each of the classes VIII, IX and X and their guardians coming from different districts of the East U.P. The tools used were (i) Questionnaire (ii) Interview. The major findings of the study were –

- (1) There was no uniformity in the perception of the girls of Class VIII, IX and X about the problems of women education.

- (2) There were differences in the perceptions of the guardians.
- (3) Twenty five problems were identified mainly responsible for hindrance in the progress of women education.
- (4) Women education developed more in urban areas than in the rural areas.

N. Desai in 1969 studied the socio-economic background of married women students in the universities and their educational problems (NCERT and SNDT finance).

The main objectives of the study were –

1. The influence of socio-economic background of married women students.
2. Problems arising out of the two roles the married women have to perform/play in their education.
3. The issues emerging out of the performance of the two roles.
4. The nature of adjustment made by the three parties viz. the education, the family and the educational institutions.
5. The awareness towards the role tension the married women students.

Tools used in the study were –

- (i) Questionnaire
- (ii) Interview.

The samples of study consisted of 372 married women students of S.N.D.T. and Bombay Universities and their husbands and father-in-law and the institutional administration.

The major findings of the students were –

- (1) 61% of the respondents had started their higher education after marriage.

- (2) Restrictive impact of marriage was felt in 68% of the students who had to become external students after marriage.
- (3) The Academic performance of the married women students was good. 56.37% students never failed and 29.27% secured more than 50% marks.
- (4) Economic need was found to be the predominant factor incase of the respondents where husbands belonged to managerial or professional positions.
- (5) Majority of the husbands had consent for their wives educational pursuits even at their burden of the managing the family tasks.

Rosy Das from Gauhati University (1978) studied the women education in Assam in the post independence period (1947-71) and its impact on the social life of Assam.

The main objectives of the study were –

- (i) To find out the present position and the trend of development of women education at school level.
- (ii) Development of higher education in women of Assam.
- (iii) Women's access in professional and technical education in Assam.
- (iv) Problems of women education

The major findings of the study were –

1. The position and the trend of development of women education of school level are not satisfactory.
2. The girl students are lagging far behind the boy students. But the trend of girls education is progressive.

3. Rapid expansion in the field of higher education including professional and technical education has been observed after the attainment of freedom particularly amongst the women. The period has maintained a steady progress in the field of collegiate and university education.

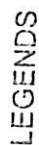
OAK, A.W of S.N.D.T, women's university, Bombay, studied on 'Status of women in education (1988)'.

The following objectives were laid down for the study –

- (1) To examine the following aspects of inequality based on –
 - (a) Academic discipline
 - (b) Career choice
 - (c) Attitude towards college education.
- (2) To study the attitude of male and female towards female.
- (3) To study the academic career plans of male and female students.
- (4) To study the self image of male and female students.

The major findings were :-

1. The women in the final year of their graduate education are still in the formative stage of developing their personality.
2. Majority of the college going girl consider themselves moderately religious.
3. Like the boys, the girls also feel that the college education fits into idea about their career choice. However, there is much difference in the choice of career they intend to take up in future.



CIRCLE BOUNDARY
MOUZA BOUNDARY
GAON BOUNDARY
RIVER
P.W.D. ROAD
IRRIGATION
TEMPLE
PROJECT OFFICE
BRASS / SILK
INDUSTRY
POLICE STATION
HOSPITAL

MAP SHOWING THE POSITION OF HIGHER EDUCATIONAL INSTITUTION

COLLEGES
HIGHER SECONDARY SCHOOLS
HIGH SCHOOLS

RIVER BRAHMAPUTRA

CHAPTER –II

2.1 Present Study

Present study attempts to find out the significance of women education in greater Hajo area, its problems and development since independence.

2.2 Objectives of the study

The objectives of the present study are given below:

- (a) To find out the present position of women in the society.
- (b) To identify the constraints faced by rural women for getting education.
- (c) To study the awareness of incentives available to women for their education.
- (d) To study the influence of educational level of father, SES and their interaction on reaction towards higher education of daughters.
- (e) To study the influence of educational level of mother, size of family and their interaction on reaction towards higher education of daughters.

2.3 Hypothesis of the study

The hypothesis are as follows:-

- (a) There is no significant influence of educational level of father, SES and their interaction on reaction towards higher education of daughters.
- (b) There is no significant influence of educational level of mother, size of family and their interaction on reaction towards higher education of daughters.

2.4 Research Design :

The research has been designed in the conceptual frame within which the research is conducted. It helps the researcher to carry on the research operation to solve the research problems with minimum wastage of effort, time and money. For the present study the whole work was divided into five stages.

The first stage was to make use of a good deal of library to study different literature related to the problem under study. In this stage the objectives of the study were formulated and hypothesis were stated.

In the second stage, the method for the study was selected and the tools were developed.

In the third stage the representative samples were drawn by using appropriate techniques.

The forth stage was the fieldwork. Both primary and secondary data were collected in this stage. The collected data were taken into process analysis and interpretation of findings were completed into fifth stage.

In the final stage the report of the study was being presented.

2.5 Delimitation of the study

Delimitation of study arises because the project has to be completed within a specific time. Women have to face various problems on their education like social, economical,

intellectual etc. It is important to deal with all the problems of women to get education. But it is not possible to study all these problems at a time. Hence only the problem of education and its influence on the society will be delimited in the investigation. The study is confined to only Hajo area. It is confined to the higher secondary and college level education-mainly girls education.

2.6 Significance of the study

As J.P.Naik judiciously argues – A literate parent is the best guarantee to ensure that his children will be sent to school and retained there and adequate attention will be paid to see that they benefit appropriately from school enrolment. The illiteracy of parents becomes greatest obstacle to the enrolment and retention of children in the school. Gandhiji observed in “True education. The question of the education of children cannot be solved unless efforts are made simultaneously to solve the problem of women education”.

In view of the importance of women education the university education commission 1948-49 remarked, “there cannot be educated people without education of women, if general education had to be limited to men or to women then the opportunity should be given to women, from then it will more surely be passed to the next generation. Pandit Jawaharlal Nehru gave much importance on women education. In the words of the Indian Education commission (1964-66). “For full development of human resources the improvement of human beings and for moulding the characters of children during the

most impressionable years of infancy the education of women is of great importance than that of men. A well-educated mother can only teach better manners and behaviours to her children”.

It is a well known fact that children get their first education from mother. If they get proper education then we may hope for better future and a better generation for the betterment of the state. So it is necessary to make the people aware of the problems of girls and to find out the various causes behind these and also to suggest remedial measures.

CHAPTER -III

Design of the study and procedure

3.1 Sample of the study

For investigating the development and slow progress of women's education in greater Hajo area only the rural high Schools, higher secondary schools and colleges will be selected.

For this study two types of samples will be selected.

1. Sample for investigating the present position of women in the society.
2. Sample for investigating the causes of constraints faced by rural women for getting education.

For this study the random sample of 400 students from higher secondary schools, colleges of greater Hajo area will be considered.

3.2 Research Method

To obtain accurate information sufficient care was taken at the time of collecting data. Data were collected both from primary and secondary sources.

The primary data were collected with the help of a set of interview schedule. Most of the parents were illiterate and hence interview method had to be used in their cases. On the other hand the secondary data were collected from different sources such as census report, school authorities statistical report, books and journals, thesis and Dissertations available at different libraries of Assam. By meeting different types of people such as village headmen, teachers, educationist, Govt. and public

school records, library and public institution data were collected for the investigation.

Interview schedule for the parents

With the help of this schedule information was collected regarding educational status, occupation and annual income of parents, attitude of the parents towards education of their daughters. After that the data were analysed, findings were interpreted and finally the report of the study was being presented to the concerned authority.

Interview schedule for the Head Masters.

This schedule was used for taking interview of the Head masters of the selected schools. Questions regarding the conditions of the schools, strength of the teachers their qualification etc and method of teaching were included in the schedule.

Interview schedule for the family

Questions regarding their family, facilities received from the family, guidance from family, their present occupation etc were included in this schedule.

3.3 Tools Used

For testing the above stated hypothesis two-way analysis of variance will be used.

- (i) In the present study survey method is adopted to investigate the development of women in different stages.
- (ii) Another sample method will be applied for collection of relevant data for analysis of variance.

CHAPTER -IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means studying the organised material in order to discover inherent facts. The data were studied from many angles as far as possible to explore new facts. After collecting the data by the investigator through the questionnaire and interview schedule, these were classified, tabulated and analysed in the following way:-

For the purpose of the analysis and interpretation of the collected data the investigator represented the data into two forms:

- a. In descriptive form
- b. In Tabular Form

4.1 Interpretation of the objective No. 1

To find out the present position of women in the society:

From the investigation it has been found that though there are constitutional provisions for the equal status in the field of education both for men and women, a great disparity exists today between the education of men and women in the Hajo area. It has been observed that 70% of the rural women are not satisfied with the present system of higher education because they feel that the system is not job oriented. Our society still is a male dominating society where members of the society want that their male members should be more educated to generate income to the family and women should be involved in household

activities and their preference should not be extended to jobs. In our society till today marriage is a compulsory business for all. Specially parents of girl children think it a burden if they cannot arrange marriage ceremony for their girl children 20 to 25 years age group. Women are generally economically dependent and backward. Only 19% women out of the total women population are working women literacy percentage is very low in rural areas. The expenditure on girls education is very unsatisfactory. Economic independence of women is necessary so that they can enjoy their rights properly and get respectable position in the society. Due to economic dependence on many occasions women have to suffer atrocities silently. Self-dependence will increase self-respect among them and enable them to understand their capabilities.

4.2 Interpretation of the objective No. 2

Objective No. 2

To study about the enrolment of students in High School, Higher Secondary and college of Hajo Block of Kamrup District during the last three years.

Table No. 6,7,8 reveals the data related to the objective No. 2 in a tabular form.

Table No. 6

Showing the number of students enrolment during the 1st and last three years in 10 Secondary schools in Hajo Area.

Sl No	Name of the school	Year of Estt	Year	Male	Female	Total	% of female
1.	Kulhati Girl's High School	1972	1972		24	24	100%
			1973		53	53	100%
			1974		84	84	100%
			1998		176	176	100%
			1999		159	159	100%
			2000		286	286	100%
2.	Hajo Girls' High School	1957	1968		73	73	100%
			1969		76	76	100%
			1970		95	95	100%
			1998		290	290	100%
			1999		295	295	100%
			2000		300	300	100%
3	Kaliram Medhi Girls' High School	1975	1976		95	95	100%
			1977		105	105	100%
			1978		120	120	100%
			1998		160	160	100%
			1999		179	179	100%
			2000		187	187	100%
4	Baramboi Girls' High School	1987	1987		50	50	100%
			1988		65	65	100%
			1989		70	70	100%
			1998		90	90	100%
			1999		97	97	100%
			2000		103	103	100%

Sl No	Name of the school	Year of Estt	Year	Male	Female	Total	% of female
5.	F. A. Saikia Girl's High School, Dampur	1982	1982		34	34	100%
			1983		66	66	100%
			1984		104	104	100%
			1998		198	198	100%
			1999		201	201	100%
			2000		210	210	100%
6.	Bamundi G.L. Memorial Girls' High School	1977	1980		59	59	100%
			1981		61	61	100%
			1982		81	81	100%
			1998		139	139	100%
			1999		135	135	100%
			2000		114	114	100%
7.	Bamundi High School	1950	1950	7	Nil	7	
			1951	15	Nil	15	
			1952	16	Nil	16	
			1998	379	106	485	22%
			1999	382	127	509	25%
			2000	356	134	490	27.3%
8.	Ujankuri High School	1978	1978	15	11	26	42.3%
			1979	15	10	25	40%
			1980	93	26	119	22%
			1998	62	52	114	43.6%
			1999	59	52	111	46.3%
			2000	93	52	145	35.3%

Sl No	Name of the school	Year of Estt	Year	Male	Female	Total	% of female
9.	Barsali Hatkhola High School,	1962	1962	21	Nil	21	Nil
			1963	40	Nil	40	Nil
			1964	62	2	64	9%
			1998	37	40	77	51.95%
			1999	20	40	60	67.00%
			2000	28	45	73	61.64%
10.	Padma Ram Bharali High School	1985	1986	60	47	107	43%
			1987	95	45	140	32.1%
			1988	77	35	115	23.4%
			1998	87	49	136	39.4%
			1999	88	53	141	36.4%
			2000	91	56	147	28.7%

Sources : Data collected from school authority

Table No. 7

Showing the number of students enrolment during the last three years in the Higher Secondary School in Hajo Area.

Sl No	Name of the school	Year	Male	Female	Total	% of female
1.	Damdama Higher Secondary School	1998	168	93	261	36.05
		1999	172	70	242	28.93
		2000	179	94	273	34.43
2	Ramdia Higher Secondary school	1998	63	44	107	41.12
		1999	58	41	99	41.14
		2000	78	48	126	38%
3	Khetrihardia Higher Secondary school	1998	100	15	115	13.04
		1999	95	10	105	9.52
		2000	105	20	125	16%

Sl No	Name of the school	Year	Male	Female	Total	% of female
4.	Ramdia Girls Higher Secondary School	1998		28	28	100
		1999		26	26	100
		2000		38	38	100
5.	Hajo S.B.S.K.R Higher Secondary school	1998	90	60	150	40
		1999	82	63	145	43.45
		2000	95	61	156	39.11
6.	B.A.S Madrassa Higher Secondary School	1998	52	14	66	21.21
		1999	61	21	82	25.81
		2000	89	19	108	32.76
7	Dampur Higher Secondary School	1998	100	79	179	23.24
		1999	82	85	167	21.41
		2000	106	94	200	29.83
8	Pach Gaon Higher Secondary school	1998	37	15	52	52.63
		1999	28	18	46	45
		2000	45	24	69	42.11
9	Halo Gaon Higher Secondary school	1998	27	20	47	50%
		1999	30	20	50	33.33
		2000	44	30	74	41.38
10	Baramboi Higher Secondary school	1998	80	30	110	42.35
		1999	83	26	111	36.95
		2000	100	34	134	36.67

Source : Data collected from school authority

Table -8

Showing the number of students enrolment during the last three years in the colleges of Hajo area.

Sl No	Name of the College	Year	Male	Female	Total	% of female pupils
1	Damdama College, Damdama	1998	340	400	740	37.14
		1999	411	409	820	49.88
		2000	347	481	828	58.1

2	Suren Das College, Hajo	1998	459	190	649	29.28
		1999	366	155	521	29.75
		2000	340	165	505	32.67
3	Bamundi Mahabidyalaya, Bamundi	1998	117	119	236	50.42
		1999	125	116	241	48.13
		2000	165	171	336	50.9
4	Binandi Chandra Medhi College, Ramdia	1998	78	45	123	36.59
		1999	80	53	133	39.85
		2000	76	40	116	34.48

Source : Data collected from college authority.

The table 6,7,8 represents the name and total number of male and female students during the 1st and last three years. It is found that the enrolment of 10 High school and 10 Higher secondary schools and 4 colleges under Hajo block, the male student is greater than the female students.

4.3 Interpretation of the objective No. 3

Objective No. 3

To study about the different examination results of High schools, Higher secondary schools and colleges, in the last three years.

Table No. 9,10,11 reveals the data related to the objective No.3 in a tabular form

Table No. 12, 13, 14 shows about the different Higher Secondary Examination results of science, Arts and Commerce in Assam in the last three years.

Table No. 15 shows the total No of male and female teachers of 10 higher secondary schools under Hajo block

Table -9

Results of different secondary school of Hajo area in the H.S.L.C
Examination in the last three years.

No	Name of the school	Year	Appeared			Passed			% of pass	
			Male	Female	Total	Male	Female	Total	Male	Female
	1	2	3	4	5	6	7	8	9	10
1	Bamundi High School	1998	38	5	43	15	2	17	39.47	40
		1999	46	26	72	29	5	34	63.04	19.13
		2000	49	22	71	38	13	52	77.55	59.09
2	Ujankuri High School	1998	9	4	13	8	2	10	88.89	50
		1999	18	13	31	10	NIL	10	55.56	0
		2000	14	10	10	10	1	11	71.43	10
3	Padma Ram Bharali High School	1998	11	4	15	3	1	4	27.21	25
		1999	19	6	25	15	1	16	78.95	16.67
		2000	10	7	17	8	2	10	80	28.57
4	Basali Hatkhola High School	1998	10	2	12	8	2	10	80	100
		1999	14	2	16	10	Nil	10	71.43	0
		2000	10	5	15	10	1	11	100	20
5	Jnanajyoti High School	1998	10	12	22	10	-	10	100	00
		1999	10	12	22	5	3	8	33.33	13.64
		2000	15	22	37	10	-	10	41.67	0
6	Kalitam Medhi Girls High School	1998	24	09	33		2	2		18.18
		1999		11	11		2	2		13.33
		2000		15	15		2	2		6.9
7	Hajo Girls High School	1998		29	29		2	2		33.33
		1999		9	9		3	3		11.54
		2000		26	26		3	3		9.26
8	Kulhati Girls High School	1998		54	54		5	5		24.14
		1999		29	29		7	7		43.33
		2000		30	30		13	13		25
9	Baramboi Girls High School	1998		28	28		7	7		23.53
		1999		17	17		4	4		23.8
		2000		21	21		5	5		71.43
10	F.A. Saikia Girls High School	1998		21	21		15	15		36.96
		1999		46	46		17	17		72%
		2000		50	50		36	36		31.25

Source : Data Collected from school authority

Table -10

Results of different Higher Secondary Schools of Hajo area in the
H.S.S.L.C Examination in the last three years.

No	Name of the school	Year	Appeared			Passed			% of pass	
			Male	Female	Total	Male	Female	Total	Male	Female
	1	2	3	4	5	6	7	8	9	10
1	Damdama Higher Secondary	1998	81	51	132	54	43	97	76.67	84.31
		1999	80	34	114	62	29	91	77.5	85.3
		2000	94	42	136	73	33	106	77.66	78.58
2	Ramdia Higher Secondary School	1998	37	15	52	32	12	44	86.49	80
		1999	50	18	68	26	12	38	52	66.67
		2000	51	14	65	36	6	42	70.59	42.86
3	Khetrihardia Higher Secondary school	1998	54	12	66	29	10	39	53.70	83.33
		1999	38	29	67	30	20	50	78.95	68.97
		2000	30	45	75	12	10	22	40	22.22
4	Ramdia Girls Higher Secondary School	1998		26	26		10	10		38.46
		1999		15	15		13	13		86.66
		2000		12	12		10	10		83.33
5	Hajo S.B.S.K.R Higher Secondary	1998	83	41	124	47	20	67	56.6	48.79
		1999	38	20	58	16	11	27	42.10	55
		2000	60	46	106	30	24	54	50	52.17
6	B.A.S Madrassa Higher Secondary	1998	65	30	95	18	5	23	27.70	16.67
		1999	38	19	57	20	6	26	52.63	31.58
		2000	55	40	95	14	2	16	25.45	5.00
7	Dampur Higher Secondary School	1998	45	41	86	30	31	61	66.67	75.61
		1999	57	27	84	49	20	69	85.96	74.07
		2000	38	60	98	9	9	18	23.68	15
8	Pach Gaon Higher Secondary School	1998	27	30	57	17	13	30	62.96	43.33
		1999	22	18	40	9	3	12	40.90	16.67
		2000	35	17	52	21	9	30	60.00	52.94
9	Halogaon Higher Secondary School	1998	19	19	38	19	17	36	100	89.67
		1999	24	12	36	23	8	31	95.83	66.67
		2000	34	24	58	15	5	20	44.11	20.83
10	Baramboi Higher Secondary School	1998	40	39	79	22	21	43	55	53.85
		1999	41	15	56	29	10	39	70.73	66.67
		2000	34	27	61	23	19	42	67.65	70.37

Source : Data Collected from school authority

Table -11

Results of different Colleges of Hajo area in the Degree Examination in the last three years.

No	Name of the school	Year	Appeared			Passed			% of pass	
			Male	Female	Total	Male	Female	Total	Male	Female
	1	2	3	4	5	6	7	8	9	10
1	Damdama College, Damdama	1998	118	98	216	99	60	159	83.9	61.22
		1999	136	88	224	104	75	179	76.47	85.23
		2000	125	105	230	95	90	185	76	85.71
2	Suren Das College, Hajo	1998	180	60	240	98	33	131	54.44	55
		1999	165	60	225	80	46	126	48.48	76.67
		2000	179	50	229	113	29	142	63.31	58
3	Bamundi Mahavidyalaya, Bamundi	1998	91	81	172	45	32	77	49.45	39.51
		1999	101	90	191	35	33	68	34.65	36.67
		2000	105	106	211	65	42	107	61.9	39.62
4	Binandi Chandra Medhi college, Ramdia.	1998	24	05	29	12	03	15	50	60
		1999	27	06	33	15	05	20	55.56	83.33
		2000	28	04	32	20	04	24	71.43	100

Source : Data Collected from college authority

From table No. 9 it is observed that the results of percentage of female students of Secondary Schools is not satisfactory. Though women's secondary education has made notable progress, it is more or less quantitative rather than being qualitative. More than 60% of the girl candidates become unsuccessful in the last HSLC examination.

Table -12

**Results of Higher Secondary Examination, Assam Higher
Secondary Council -2000 Arts Stream (New Course)**

Category of candidates	Candidate appeared	Candidates passed in (Div)				% of pass in 2000	% of pass in 1999	% of pass in 1998
		1st	2nd	3rd	Total			
Regular								
Male	29678	503	3413	10449	14365	48.40	47.45	60.44
Female	27456	878	3885	8505	13268	48.32	48.96	62.22
Institutional Private (New Course)								
Male	9714	100	733	3198	4031	41.50	44.37	51.50
Female	8956	111	760	2631	3492	38.99	42.65	51.38
Institutional Private (New Course)								
Male	11455	05	283	2990	3278	28.62	47.85	35.48
Female	10655	07	272	2954	3233	30.34	52.03	36.42
Total	97914	1604	9346	30717	41667	42.55	47.97	53.00

Source ; Data collected from Assam Higher Secondary Education council

Table -13

**Results of Higher Secondary Examination, Assam Higher
Secondary Council -2000 Science Stream (New Course)**

Category of candidates	Candidate appeared	Candidates passed in (Div)				% of pass in 2000	% of pass in 1999	% of pass in 1998
		1st	2nd	3rd	Total			
Regular								
Male	5193	711	1819	776	3306	63.66	51.75	73.62
Female	1575	312	612	102	1026	65.14	67.07	79.10
Institutional Private (New Course)								
Male	1643	97	520	282	899	54.72	36.51	59.71
Female	439	31	120	42	193	43.96	46.45	68.66
Institutional Private								
Male	3046	117	1059	453	1629	54.48	75.33	67.67
Female	593	31	226	47	304	51.26	77.49	68.07
Total	12489	1299	4356	1702	7357	58.90	6070	70.94

Source : Data collected from Assam Higher Secondary Education council

Table -14

**Results of Higher Secondary Examination, Assam Higher
Secondary Council -2000 Commerce Stream (New Course)**

Category of candidates	Candidate appeared	Candidates passed in (Div)				% of pass in 2000	% of pass in 1999	% of pass in 1998
		1st	2nd	3rd	Total			
Regular								
Male	3408	153	595	1281	2029	59.54	53.16	59.14
Female	718	128	213	196	537	74.79	72.27	75.82
Institutional Private (New Course)								
Male	909	14	112	272	398	43.78	52.15	53.55
Female	104	13	21	22	56	53.85	63.16	68.37
Institutional Private (New Course)								
Male	1142	05	60	523	588	51.49	57.27	44.99
Female	139	01	10	59	70	50.36	50.00	47.80
Total	6420	314	1011	2353	3678	57.29	56.26	55.84

Source : Data collected from Assam Higher Secondary Education council

From the above table, it is quite obvious that the rate of expansion in women's education almost at all levels has exceeded the rate of expansion in male's education.

Table -15

**Showing the number of teachers enrolment of 10 Higher
Secondary Schools in Hajo area**

Sl No.	Name of the School	No of male teacher	No of female teacher	Total No. of teacher	Total No of trained male teacher	Total No of trained female teacher
1	Damdama Higher Secondary School	14	6	20	10	4
2	Ramdia Higher Scenery School	16	4	20	5	3
3	Khetrihardia Higher Secondary School	16	5	21	4	1

Sl No.	Name of the School	No of male teacher	No of female teacher	Total No. of teacher	Total No of trained male teacher	Total No of trained female teacher
4	Ramdia Girls Higher Secondary School	12	8	20	3	1
5	Hajo S.B.S.K.R Higher Secondary school	16	4	20	4	4
6	B.A.S Madrasa Higher Secondary School	14	6	20	6	2
7	Dampur Higher Secondary school	14	3	17	6	1
8	Pach gaon Higher secondary School	10	4	14	5	3
9	Halogaon Higher Secondary School	10	3	13	4	2
10	Baramboi Higher Secondary School	8	4	12	4	2

Interpretation : Table 15 represents total No. of male and female teachers and trained male and female teachers. From this table we can observe that the total number of female teachers is very less than the total No of male teachers enroll in 10 higher secondary schools under Hajo block.

4.4 Interpretation of the objective No.4

Objective No 4. To study about the educational qualification of parents.

Women of the Hajo area asked the medium of questionnaire the educational qualification of their parents had. They were asked to put a tick mark in the questionnaire regarding their parents qualification.

Table No. 16

Educational Qualification of parents of women in Hajo area

Sl No	Educational qualification of parents	Father qualification	Father' total qualification out of 100	Mothers qualification	Mothers qualification out of 100
1	Matriculation	30	30	20	20
2	Higher Secondary	25	25	10	10
3	Graduate	10	10	8	8
4	Post Graduate	5	5	2	2
5	Under Matriculation or Illiterate	30	30	50	50

The above table shows that parents educational qualification depicts their interest in education. Children of educated parents are bound to be educated. The educational qualification of 30% fathers and 20% mother is HSLC standard. The educational qualification of 25% fathers and 10% mothers is Higher Secondary. The educational qualification of 25% fathers and 8% mothers is graduate. It has been observed in the above table that 50% mothers is either HSLC standard or below HSLC standard. Parents educational level influences upon women education. Being illiterate and unaware about the value of modern education for a girl such parents do not bother about their daughters study. The findings show that most of the girls do not get proper guidance from their parents in their study. Majority of them have illiterate parents. Illiterate mothers do not encourage their girls to go to the school. Female literacy is highly co-related with proportion of population which is urban and districts with high female literacy also tend to be more

urbanised. Every literate mother has to impart some formal education to her children through proper schooling.

4.5 Occupation of parents of women in Hajo Block area

Objective No. 5 : To study about the occupation of parents of women

Women of the higher secondary and college were asked through the medium of questionnaire the occupational level of their parents.

An analysis of the response of the women is shown in the following table.

Table No. 17

Occupation of parents of women

Occupation	Father's occupation	Mother's Occupation	Total respondents out of 100		Percent	
			M	F	M	F
Teacher	10	5	10	5	10	5
Cultivator	65	00	65	00	65	00
Labourers	5	00	5	00	5	00
Business	10	00	10	00	10	00
Govt service	5	00	5	00	5	00
Weavers	00	2	00	15	00	15
Housewives	00	15	00	75	00	75
Miscellaneous fishicultres, Floriculture	00	75	00	3	00	3
	5	3	5			

Occupation of parents is highly influential for women education, when parents are qualified and financially sound they can help in giving their wards the benefits of education. From the table No -17 it is found that most of the father's occupation is cultivation. It is mainly an agricultural area. 65% father's

occupation is cultivation and house wife mothers are 75%, 10% father's occupation is a teacher and mother's 5%, 10% father's occupation is businessman, 5% father's and 3% mother's are engaged in some miscellaneous work such as floriculture, fishiculture, bell metal etc. Parent's occupation highly influences upon female education. As a rural area 13% mothers are busy in weaving. Girls are always dependent upon parents' occupation for their education.

Objective No. 6

To identify the constraints faced by women in Hajo area for getting education.

From the proceeding discussions and figures of different grades of schools it is clear that the condition of girls education is really deplorable. The number of girl students is far below the proportion that of boys. A great disparity exists between the education of boys and education of girls.

The problems of women's education in Greater Hajo area are more or less same as those of India or Assam. The main problems of women education may be enumerated as follows:

1. Poor Economic Condition:

Poor economic condition of the parents prevent girls from attending school. Many parents cannot even think of educating their sons for want of money and the question of educating their daughters does not come to their mind. Poor

economic condition of the parents has effected the development of women's institutionalized education to a great extent.

2. Old social custom of early marriage:

Though the old custom of early marriage and Pardah system have been vanishing gradually from the present day society of the Hajo area, yet it exists in some other forms. Early marriage is a major factor in the discontinuation of a girl's education particularly in rural areas. In the present investigation 10% of the girls interviewed considered marriage as a hindrance to their studies after the secondary level.

3. Conservatism, ignorance and illiteracy on the part of the parents/ guardians:-

Though conservatism, ignorance and illiteracy are giving way to rationality, understanding knowledge, realization and literacy gradually, yet the said odds have not disappeared from the societies in full and forever in Hajo area alike in other parts of the state. There are parents still who available hesitate to send their girls to schools and colleges. The conservative attitude of the people is rather a part of the general low level of education in the country.

4. Lack of Female teacher:

The lack of women teachers in primary and middle schools has been very largely responsible for the low enrolment of girls. There is also a great lack of women teachers in the greater Hajo area. Many educated women do not like to work as teachers because of fear of their husbands and parents etc.

5. Lack of sufficient number of Institutions, buildings equipments and means of communication:

Lack of sufficient number of institutional, buildings, equipments and means of communication were considered problems in the development of women's education in the Hajo area. At present there are no such problems as a result of some development made in this regard in the last few decades.

6. Engagement of girls in domestic works :

The main responsibility for backwardness of female education in Hajo area which is predominantly a rural one, rests with the illiterate and unconscious guardians. Because it is their general practice that when they go to field or to some other places, they compel their daughters to stay at home to look after young ones and household activities like cooking, cleaning etc.

7. Wastage/Drop out and stagnation:

The burning question of the present day in Hajo area is the high incidence of wastage/drop out and stagnation among the girls as well as the boy students particularly at the secondary level. Of course this is a problem not only of the Hajo area alone the problem has assumed a dismal shape in the whole of Assam.

8. Unsuitability of curriculum:

At all the stages of education the curricula of girls and boys are almost the same. Curriculum is another factor, which stands on the way of development of women education in the Hajo area as well as in other parts of the state. There are diversified opinions about the curriculum at different levels of

education as a whole which still create controversy when relate to boys and girls. There should be a differentiation of the curriculum depending upon the sex. But it is not seen in the present day curriculum.

9. Lack of proper communication:

Lack of proper means of communication also stands in the progress of women education. From some parts of Hajo area during the rainy season, girl's fail to attend classes for lack of proper communication. It is a main factor of girls education.

10. Co-educational aspects :-

Unwillingness of parents to send their girls to attend the co-education institution is another problem. The conservative attitude of the people is rather a part of the general low level of education in the country. But co-education is the only solution for the needed development of girl's education.

From the foregoing discussions it is apparent that the development of women's education suffers from a number of problems. So, it is of utmost urgency and necessity that all these hindrances should be removed from the way of women's education. The general purpose and objectives of women's education should not be different from the purpose and objectives of men's education. Man and woman are equally responsible for national development. So greater and better opportunities have to be made available to women to come up to the level of man. Opportunities should be provided to both husband and wife to work and they should be socially behaved as equal patterns.

Income of the family

To study about total income of the family which influences the female education

Table No. 18
Income of the family

Level Income	Nos	Percentage
7000-8000	Nil	Nil
6000-7000	Nil	Nil
4000-5000	18	12%
2000-3000	22	14.6%
1000-2000	45	30%
0-1000	65	43.3%

From the above table it is seen that the income level of the parents is not satisfactory. 12% families are in the income level of Rs. 3000-4000 per month. 14.6% families are in the income level of Rs. 2000-3000. 30% families are in the income level of Rs. 1000-2000 and 43.3% families are in the income level of Rs. 0-1000. Low level of income of the parents influences women education.

4.8 Economic status of the parents:

As the economic status of the parents has direct bearing on the education of their children the monthly income of the parents is studied in the investigation. It has been found that 45% of the girls belong to the family living below poverty line (less than Rs. 1650.00 per month). This indicates that the area under study is economically backward with majority of the

inhabitants being rural artisans, petty traders and landless and marginal farmers with no access to modern and commercial way of agriculture. As a result many of the girls from age 9-10 years onwards are forced to work outside as maid servants or help their parents in pursuing their traditional profession and left out of their school. The study reveals that 75% girls mostly belonging to lower income group do not get private tuition due to financial constraints of the parents. Thus it can be concluded that the economic condition of the parents is not favourable for girls' education in the area under study.

4.9 Infrastructure facilities of the school:

Besides the usual infrastructure of a school consisting of building, desks, benches, water, electronic supply and sufficient space to play, girls need special facilities at school. 16% of the school of the area do not have sufficient number of desks, benches, 32% do not have play grounds 52% of the schools lack water supply. 84% of the schools are yet to be electrified and 88% of the schools of the area do not possess library facilities. Some school buildings are broken. Though 32% of the co-educational schools have separate toilet facility for girls but they are almost not fit to be used. Under these circumstances it is quite natural that 73.33% of the girls expressed their dissatisfaction over school facilities. It is found that infrastructural facilities of the school influence upon female education. For this it is necessary to emphasise the special needs and interests of women in their educational programmes.

4.10 Size of family preferred

Table -19

Educational status	One	Two	More than two	Total
Educated	6 (20%)	20 (66.7%)	4(13.33%)	30 (100%)
Uneducated	0	10(33.33%)	20(66.66%)	30(100%)
Grand total	6(10%)	30(50%)	24(40%)	60 (100%)

For the reduction of family size our respondents were asked about the number of children they prefer. From their responses it was observed that educated women generally prefer lesser number of children in comparison to the uneducated women. In this investigation about 67% of the educated women thought that ideal number of children should be two and 20% were satisfied with only one. 33.33% of uneducated mother preferred two children, yet majority of them, consisting of 66.7% wanted more than two children. Only 13.33% educated mother favour the idea of having more than two children. It indicates that small family is the road to a happy family. Women have realized that only when there is a small family, proper care of children are possible. So the concept of small family has found importance

4.11 Causes of disparities in education of men and women

Respondents here were asked to find out the causes why they feel disparities still exist in our educational system. An analysis of the response of the women is shown in the following table.

Table No. 20

Causes of disparities in education of men and women

Sl No	Disparities in female	No of respondents out of 100	Percent
1	Parents feel education of male to be more productive	40	40
2	Pressures on women to settle down	60	60
3	Lack of women' college	90	90
4	Patriarchal society a factor for disparity	92	92
5	Lack of adequate employment opportunities	85	85

Table No. 20 clearly shows that 40 per cent of the respondents feel that the cause of disparity is because of the fact that parent feel education of male to be more productive than that of a female. 60 per cent of the respondents feel that one of the causes of disparity is that women are pressurized to settle down in marriage after a certain age. 90 percent of the students feels that lack of women's college is a cause for disparity. While 92 per cent of the respondents feel that our society being a patriarchal society, this disparity will always exist. More over 85 per cent of the respondents feel that lack of adequate employments opportunities for women is a cause of the disparity in education.

4.12 Attitude of the parents towards girl's education

In the present investigation it is found that out of 120 girls interviewed 38.3% expressed the view that their parents like their brothers more than they like them, while 10% said that their parents like then more than their brother 48.3% said that their parents like them and their brothers equally.

Thus, it is seen that more than one third of the parents clearly show their preference for sons over their daughters. In practical term this preference materialises into more facilities being provided to the boys. As a result the girls are seriously discouraged in their education. The expectation of old age support and security of the parents from the boys may be one of the reasons for this attitude.

4.13 Social Causes leading to increase in women's Education

Women of the higher secondary and college were asked through the medium of questionnaire whether social causes were a cause for their increase in higher education. They were asked to put a tick mark in the questionnaire regarding this fact.

An analysis of the response of the women is shown in the following table.

Table No. 21

Social causes leading to increase in women education			
Sl No.	Social Cause	Number of Respondents out of 100	Percent
		90	90
1	Increase in the age of marriage among women	85	85
2	Parents recognizing the need of educating women	40	40
3	Marriage markets demand for qualified girls	75	78
4	Understanding the benefits of a small family	65	65
5	Maintaining a status symbol	81	81
6	Realization women's self worth	70	70
7	To render their services for the society		

The social causes that have led to an increase of women in higher education have been highlighted here. From the table the investigator found out that 90 percent of the respondents feel increase in the age of marriage for women is a factor that has helped women to opt for higher education. 85 per cent feel that parents recognizing the need of educating their girls have indeed helped increase in women's participation. 40 per cent of the respondents feel that the increase is due to the fact that marriage market calls for better educated girls. Small family is the road to a happy family. Women have realized that only when there is a small family, proper care of children are possible. So, the concept of small family has led to an increase. 70 per cent of the respondents feel that they have opted for higher education because they want to render their service to the society. Thus, women have showed that it is not because of marriage that they have opted for higher studies.

CHAPTER -V

FINDINGS AND REMEDIAL MEASURES

5.1 Findings of the present study

After completion of the analysis of data the over all picture of the problems faced by the higher secondary school level female students emerges. Some striking features of the problem have come to light. Most of the problems are of general in nature which are common to all rural and economically backward areas of our country. However, a few problems are acute in nature in this area.

Almost half of the respondents belong to poor families, which are incapable of providing necessary books, uniforms, examination fees etc. In large families, the problem gets further aggravated.

The socio cultural environment is not conducive to girl's education because of the prevalence of social taboos against freedom and education of women.

From the analysis and interpretation of data the major findings of the study are summarized as bellows :-

1. It has been found that enrolment of girl students is lower than the boy students in these schools.
2. The number of male teacher is greater than the female teacher and trained female teacher is very less.

3. It has been found that educational qualification of parents is not satisfactory. Most of the fathers are matriculates. Illiterate mothers are 50%.
4. It is seen that most of the families of this area are economically backward and of low level of income. Their economic condition is very poor. The income level of 12% families is between Rs. 3000 – 4000 per month and that of 43.3% is between Rs. 0-1000.
5. The academic results of the girls in this area are not satisfactory.
6. From the table it can be observed that girls' secondary education was not at all satisfactory. Only one girls' Higher Secondary School and six girls' high schools were established in Hajo Block area.
7. There are no facilities for girls' postgraduate education in Hajo area till today. The higher level of education being imparted in the college is the degree level.
8. It is observed that there is no science college in Hajo area. It is a regret that there is not even single technical institution in Hajo block till today. There is only one handloom textile weaving training centre .
9. It is found that women face many problems in their education in the society as well as in school. Conservative ideas and social backwardness are also present as the formidable obstacles to the spread of female education.
10. In the present investigation it is found that 5% of the girls interviewed considered marriage a hindrance to their studies after the secondary level. 20% of the girls expressed that financial constraints as a hindrance to the education.

11. It is found that the percentage of schools having co-curricular activities music, sports etc is very low (20%) . The girls participation in these activities is negligible. The absence of co-curricular activities means that the girls of the area have a lesser opportunity of attaining mental, physical and social development.
12. In the rural schools the facilities for the girls are not satisfactory.
13. It is seen that more than one third of the parents clearly show their preference for sons over their daughters. Economic conditions of the parents is not favourable for girls education.
14. In the present investigation it is found that most of the women spend their time in weaving, working in paddy field and involved in household activities in rural areas. Present society is male dominating society where members of the society want that their male members should be more educated to generate income to the family and women should be engaged in household activities.

5.2 Preventive remedial measures

Women's entry into the field of institutional education is a new chapter having a very old history not only in case of the Hajo area, but also of the state and the country as well. The credit for development of women education in Hajo area goes mainly to the post independence period. But it is a matter of regret that till this investigation was taken up the study of the trend of development of women's education in this area since independence had not been taken up by anybody.

This is a vast area predominantly inhabited by the rural people whose chief source of income is the agricultural production. The people of the area are rich in their culture and civilization from the very ancient times. The status of women of the area low enough to get place in the history. Women's education was neglected and consequently their participation in other social activities was also negligible. However at the initiative of the Government and the social welfare organizations and workers of the area, the status of women was brought forward during later period. As a result of these efforts, women's education also has made remarkable progress.

It is not that the problems, which the Hajo area are facing in the field of women's education at present, could not be sorted out. On the basis of the observations the following few suggestive measures are put forward.

(1) The problem of girl's enrolment is very closely connected with the problem of social educational women. In fact, the success of girls education depends to a very large measure on the successful implementation of social education programmes for women, specially in rural areas.

(2) Women are showing an interest for professional education. it is a sacred duty of our leaders and rulers to provide adequate opportunities for professional education of women in order that they may also contribute to the national prosperity.

3. Many girls are not sent to school because of the social stigma, but because they are required at home to look after young brothers and sisters and shoulder the household work.

They cannot be sent to school also because some of them are required to take up paid jobs to supplement the family income. For that purpose part time education programmes will encourage girls to stay in the school and thus reducing the number of drop outs will prevent the growth of a new generation of illiterates and provide continuing education.

4. Free uniform and free books to the needy girls should be provided which will encourage them to attend school.

5. Attendance scholarship, which serve, as a compensation to the parents should be given. This will motivate parents to send their daughters to school instead of engaging them in domestic and other works.

6. Financial assistance to the parents of the poor girls should be given through some rural development programmes like Swarnajayanti Gram Swarojgar Yajona (SGSY), Employment Assurance Scheme (EAS) etc. Thus, parents will be able to afford their daughter's education.

7. To fight the social attitude towards women, public opinion in favour of girl's education should be created; specific discussions should be conducted between teachers, parents, Grams Sevikas, Mahila Samity members, women Health visitors and lady extension officers frequently on the importance of girls education and problems facing by the girls. The government could propagate the idea through print and electronic media, supply relevant literature to the rural people, village level workers and Non-Governmental organizations (NGO's).

8. Our education system should be restructured where importance should be given on vocational subjects having local demands. In this case, in Hajo area through higher education, vocational subjects should be given where prime importance is given to bell metal industry, floriculture, tourism management etc.
9. To increase the enrolment of the girl students' mother should be educated so that they can realize the value and needs of education of their girl children.
10. It is suggested that most of the educational institutions have not given much importance to various types of co-curricular activities and thus the creative impulses of the students are neglected. During this period, as they are very much active they like to remain busy all the time. So, different kind of leisure activities help them in their all round development of personality during this period.
11. Government should also take sufficient publicity campaigns through radio, TV, newspapers regarding the need and importance of higher education of women.
12. Steps should be taken to establish a teacher's training institution in this area which will give an opportunity to the teachers to undergo training.
13. More and more trained female teachers should be appointed in the schools of this area. This will boost up the rapport between teachers and female students.

against what was said in the hypothesis. It was seen that most of the parents of low income group were interested in educating their girl.

The present study helps to draw a very remarkable conclusion. In spite of in-numerable hardships and with very negligible amount of exposure to the outside world as many as 70% of the girls aspire to study beyond school and 30% have expressed their confidence in the ability of modern education in influencing and developing their lives. Thus, this indicates that urgent reforms specially in the field of school infrastructures and social as well as parental attitude towards women as mentioned earlier is the need of the hour. Though the goal of providing hundred percent literacy as well as quality education to the women of this area seems difficult, it is not impossible provided the society; specially the male members rise up and do the needful.

CHAPTER -VI

CONCLUSION

The foregoing study reveals the position of women education specifically in Hajo area. A brief study was undertaken to give a clear picture about the development of education problem and constraints faced by the girls particularly in the secondary stage of greater Hajo area.

As revealed from the above study, women of Hajo area have made remarkable progress in the field of their general education only after the independence of the country. Girl Education is lagging behind in comparison with boys and the attainment of proper development of a nation, women have a dynamic role to play in the reconstruction of our society. The role of a woman has to play in the house is that of a daughter, a wife and a mother. Therefore the girl child should be given proper education, so as to lead their life effectively and profitably. The girl also should be given proper training in physical intellectual, moral and social development. Our aim is to bring women at par with men in the field of education. Each man and woman of the society should become educated. A country where women education is disregarded can never make progress. Educated women should be given equal opportunities of employment with men in government as in non-government institutions. All the women will be encouraged to receive higher education. Indian constitution has granted equality to all men and women. Our aim should therefore, be to build a society where there should not be any discrimination based on caste, religion or sex. All forms of discrimination should be removed and impetus should be given

to the expansion of women education in the society so that they may come at par with men in a near future. The expansion of women education will lead to the disappearance of many superstitions that are still prevalent in Indian society.

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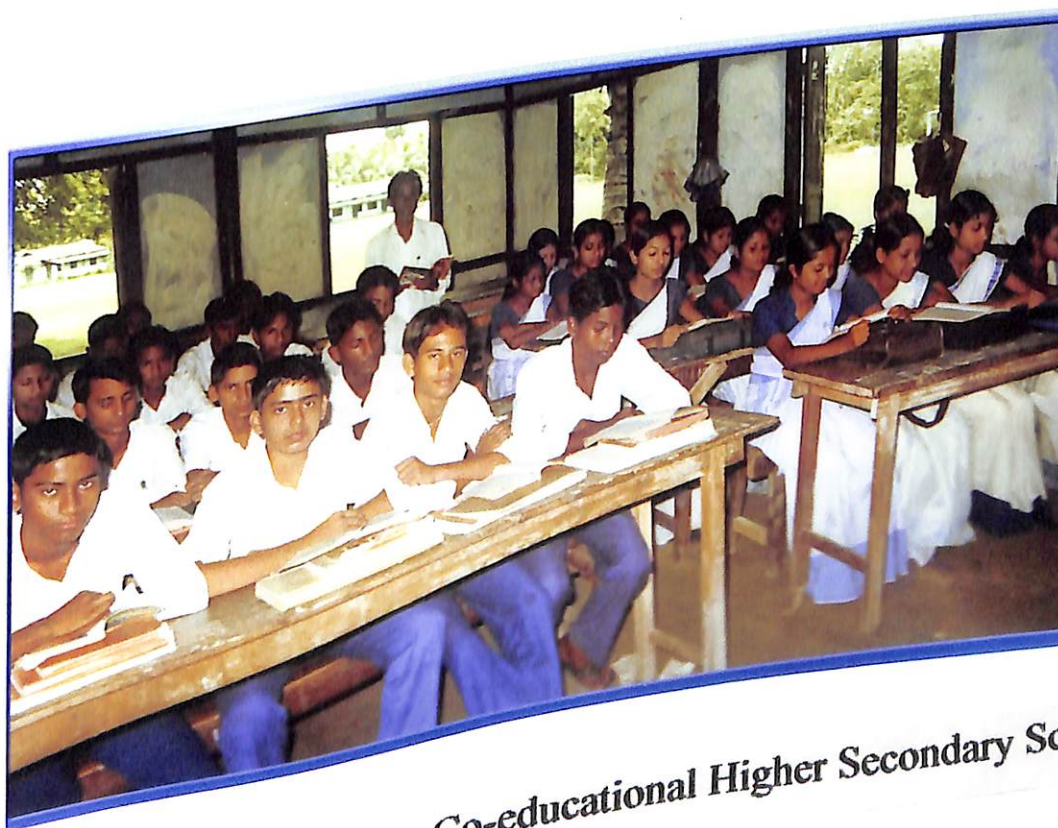
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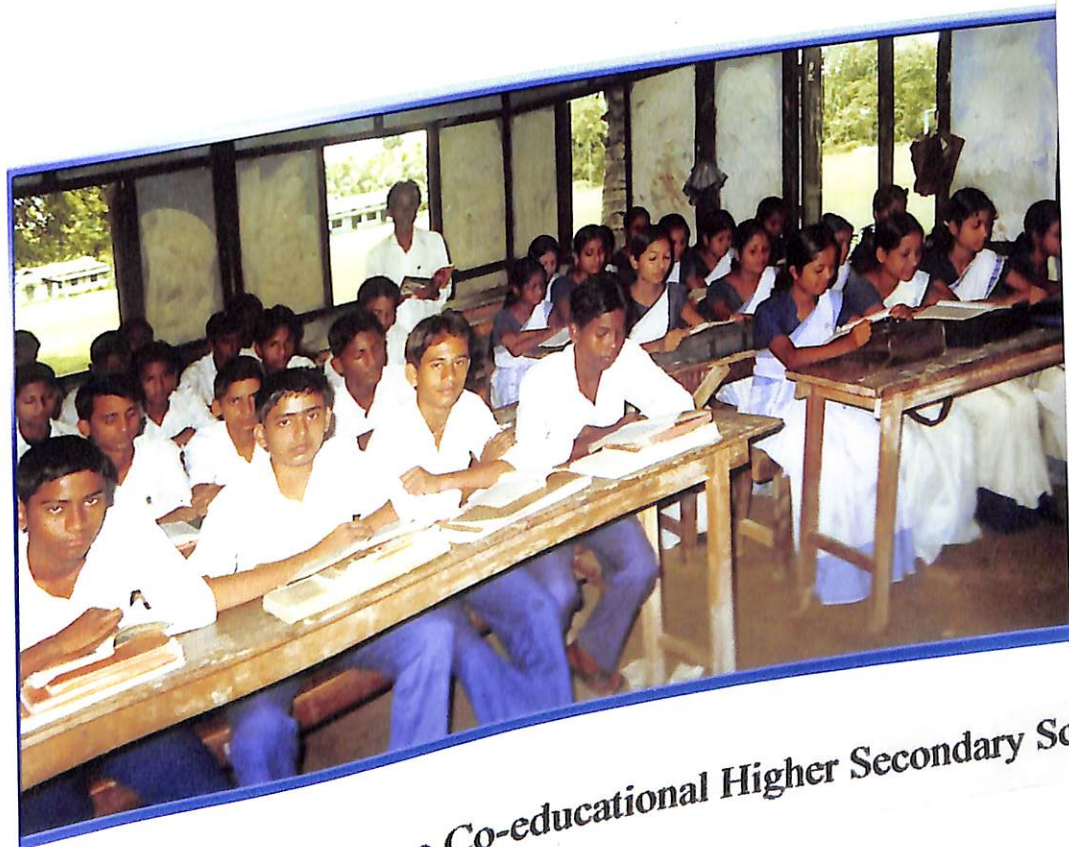
A view of class room in a Girls Higher Secondary School



A view of class room in a Co-educational Higher Secondary School



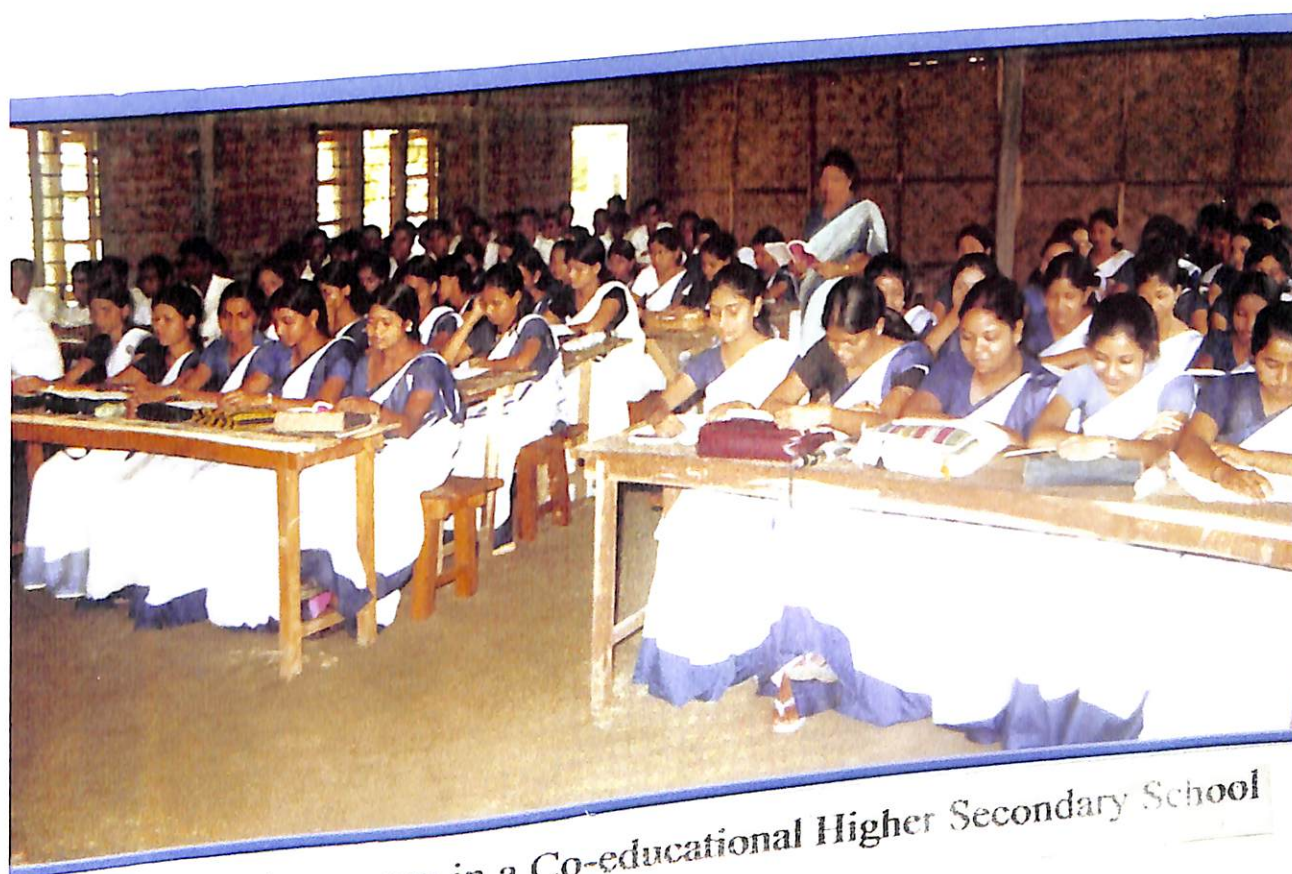
A view of class room in a Girls Higher Secondary School



A view of class room in a Co-educational Higher Secondary School



View of Prayer in a Girls Higher Secondary School



A view of class room in a Co-educational Higher Secondary School

APPENDIX - A

PROFORMA FOR COLLECTION OF DATA FROM DIFFERENT EDUCATIONAL INSTITUTIONS

1. Name of the Institution :
2. Year of establishment :
3. Medium of Instructions :
4. Name of the head of the Institution :
5. Whether the institution is Govt./ Aided/ Private :
6. No. of teachers in the institutions :
7. No of teachers having special training :
8. Whether the institution is co-educational
for boys/ for girls :
(a) Male:
(b) Female :
9. No of Students :
(a) Male:
(b) Female :
10. Whether there is hostel facilities for studies :
(a) Male:
(b) Female :
c) Total :
11. Total enrolment of students for the
1st and last 3 (three) years after establishment : (a) Male
(b) Female
12. Results of the institution in the
Board/University held examination
for the last 3 years after establishment : (a) Male
(b) Female
(c) Total

APPENDIX -B

Questionnaires for Headman of Family or Parents: -

- (i) What is your occupation?
Cultivator / Service
- (ii) How many members are there in your family?
Male; Female
- (iii) How many children are you prefer?
One / two / more than two.
- (iv) What are the other source of income you have?
...../Not any.
- (v) How many children (boys and girls) in your family read in school?
Boys Girls
- (vi) What is your total saving per year?
.....
- (vii) How much do you spend on their education?
.....
- (viii) Is your family income sufficient for the maintenance of your family?
Yes / No.....
- (ix) Have you supplied the necessary books to your children?
Yes / No.....
- (x) Do you go to school to meet the head master / head mistress to know about your child?
Very often / Occasionally / Never
- (xi) Do you ask your child about their progress in their studies?
Yes / No.....
- (xii) In what school you do admit your girl child?
Girls / Co-educational School
- (xiii) What is your opinion about co-education?
.....
- (xiv) Are you interested in educating your girl child?
Yes / No.....
- (xv) Have you made any provision at home to look after your child's education?
.....
- (xvi) Do you think education is must for your girl child?
Yes / No.....
- (xvii) What is your opinion about the education of your girl child?
.....

APPENDIX -C

Questionnaire for women / female members of different families: -

1. Are you continuing your study? Yes / No.....
2. In what class do you read?
3. In which class do you leave your school?
4. Why did you discontinue your study?
Lack of money/Household activities.
5. Are you interested in your studies? Yes/No.....
6. Have you got any encouragement from your parents side in your studies?
Yes / No.....
7. Is it required to held your mother in domestic work? Yes / No.
8. Are your parents literate? Yes/No.....
9. By what age you get marriage?
10. How far is your school situated?.....
11. Is there a good communication to school? Yes/No.....
12. Are your parents interested in your studies? Yes/No.....
13. Are they conscious about your education? Yes/No.....
14. Is there any restriction in receiving your education? Yes/No.....
15. Are your parents supply the reading materials? Yes/No.....
16. Did you ever go to paddy field? Yes/No.....
17. What is your father's occupation?
18. Have you been provided the proper dress for school? Yes/No.....
19. Do you go out side for earning money? Yes/No.....
20. Who insist you to go out side to earn money? Father/Mother.....
21. Whom do your parents like most?
 - (a) You and your sister
 - (b) Your Brother
 - (c) All equality.
22. Is your school Co-educational?
Yes/ No.....
23. Do you think household work hamper your studies?
Yes/No.....
24. Do you think modern education will improve your life?
Yes/No.....

**A STUDY OF
DEVELOPMENT OF WOMEN EDUCATION IN
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KAMRUP DISTRICT OF ASSAM
SINCE INDEPENDENCE
(1950 - 2000)**

A PROJECT REPORT ON MINOR RESEARCH

Sponsored by :-
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