

## **A RESEARCH STUDY ON THE FACTORS THAT INFLUENCES THE RANDOM MOBILITY OF FEMALE STUDENTS WITH DISABILITIES BETWEEN DIFFERENT ACADEMIC FIELDS**

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### **ABSTRACT**

*The variables impacting the random mobility of female students with disabilities across several academic domains in higher education are examined in this study. The research looks at how these students' educational paths are shaped by intersecting issues with gender, disability, and academic choices. While switching across academic disciplines may be a reflection of individual goals and adaptive techniques, structural obstacles and a lack of support—rather than well-informed choices or preferences—are often the driving forces behind mobility for female students with disabilities. According to preliminary research, discriminatory behaviors in several academic sectors, insufficient support networks, and inaccessible infrastructure are often the causes of mobility. For example, STEM fields provide more obstacles because of their rigorous technical or physical requirements, lack of accommodations, and gender prejudice. Conversely, disciplines like the humanities and social sciences, which are seen as more inclusive, are often used as backup plans, even if they don't initially fit with the students' interests or professional aspirations. The research emphasizes how important it is to create a more equal and inclusive learning environment for female students with impairments so they may pursue their careers without unnecessary obstacles. Enhancing institutional support networks, offering mentoring possibilities, increasing faculty and peer awareness, and putting specific policies into place to close accessibility gaps across disciplines are some of the recommendations. In order to guarantee that academic mobility becomes a matter of informed choice rather than necessity, this study identifies crucial areas for intervention by analyzing the variables influencing random mobility among female students with disabilities. In order to support a higher education system that enables all students to succeed in their selected academic and professional routes, the results are intended to educate institutions, instructors, and policymakers.*

*Keywords: disability; education; higher; female*

### **I.INTRODUCTION**

Higher education gives people the chance to study and specialize in a variety of academic subjects, making it a vital component of both professional and personal development. However, navigating higher education may be particularly difficult for female students with impairments, which affects their academic trajectories and choices. This set of students' random mobility, or switching between academic subjects, is a phenomena that illustrates how gender and disability interact in the educational system. These moves are often influenced by institutional constraints, cultural norms, and structural hurdles rather than personal interests and professional goals. Random movement across academic subjects among female students with impairments might be caused by a number of interconnected causes. The degree of inclusivity, accessibility, and accommodation availability varies throughout academic disciplines. For instance, STEM fields are often seen as intellectually and physically taxing, with little institutional and

behavioral support. However, despite their seeming inclusivity, areas in the humanities or social sciences may not be in line with the students' initial academic interests or career aspirations. Therefore, these changes are a result of negotiating a challenging educational environment rather than necessarily reflecting personal preference.

The difficulties these kids confront are exacerbated by the combination of gender and disability. Their academic choices are often influenced by extra constraints imposed by societal conventions and family expectations. Furthermore, their difficulties may be made worse by a lack of institutional support, financial limitations, and mentoring, which may leave them with little choices for pursuing their intended careers. Consequently, random mobility impacts their confidence, career goals, and general academic happiness in addition to upsetting their educational trajectory.

The purpose of this study is to examine the variables that affect female students with disabilities' random mobility between academic disciplines in higher education. The research aims to explore the underlying issues and provide practical suggestions for establishing a more welcoming and encouraging learning environment by analyzing the institutional, social, and individual variables that propel these shifts. In order to guarantee that academic mobility for female students with disabilities is a question of informed choice rather than coercion, it is essential to comprehend these aspects. Higher education institutions can enable these students to succeed in their chosen disciplines and promote fairness and inclusion in the academic and professional domains by tackling the obstacles that cause random mobility. In support of changes that advance equitable opportunities for all students, regardless of gender, aptitude, or discipline, this research adds to the larger conversation on inclusive education.

### **A. Operational Definition**

#### **Issues:**

In the context of this study, the term "issues" refers to problems that female students with disabilities face in the areas of their personal lives, in the classroom, in their communities, and in their careers.

#### **Challenges:**

In the context of this study, the term "challenges" refers to the obstacles that female students with disabilities encounter in the areas of profession choice, academics, the economy, society, and psychology, among other areas.

#### **Female Students with Disabilities:**

In the context of this proposed study, the term "Female Student with Disabilities" refers to female students who are pursuing higher education and who have one or more of the disabilities listed in the RPWD Act 2016, including hearing impairment, visual impairment, locomotor impairment, and other disabilities. These students must be enrolled in both undergraduate and graduate programs.

#### **Psychological Perspective-**

In the context of this study, the psychological perspective refers to the process of adjusting one's life, personality, academic performance, and social relationships within an inclusive environment.

**Sociological Perspective-**

In the context of this study, the sociological approach refers to the acceptance of females, acceptance by peer groups, and acceptance by society of female students who have disabilities.

**Economic Perspective-**

The purpose of this study is to determine whether or not there is a correlation between socioeconomic level and the academic success and career choices made by female students who have disabilities.

**Higher Education-**

The term "higher education" refers to the education received in the fields of the humanities, commerce, and professional studies following the 10+2 level of education.

**B. Research objectives**

➤ To conduct research on the many factors that influences the random mobility of female students with disabilities between different academic fields.

**II.LITERATURE REVIEW**

Abraham and colleagues (2016) examined the discontinuity between environmental and genetic factors contributing to the spectrum of intellectual impairments. Nine thousand pairs of twins and almost a million pairs of siblings were assessed for intellect and the presence of ID. They were examined in order to ascertain if the environmental and genetic variables operating at the extremes of the distribution are different from those functioning within the normal range. The study's conclusions showed that the variables influencing IQ in the normal range were similar to those influencing IQ in the lowest 3% of the distribution, which is known as mild intellectual impairment. The factors influencing moderate intellectual impairment are different from those influencing severe intellectual disability (the lowest 0.5% of the IQ distribution). According to the study's results, the most severe form of ID is a discrete condition that is qualitatively different from the prevalence and represents the bottom end of the normal distribution of intelligence.

Matthew et al. (2016) intended to examine the prevalence of cerebral palsy and intellectual disability among children identified in two nationwide surveys carried out in the United States between 2011 and 2013, based on data supplied by parents of children ages 2 to 17. The prevalence of cerebral palsy was 2.6 per 1000 people in the National Survey of Children's Health (NSCH) and 2.9 per 1000 adults in the National Health Interview Survey (NHIS). ID prevalences in NSCH and NHIS were 12.2 and 12.1, respectively. The prevalence estimates derived from the NHIS and the NSCH were similar for both illnesses across almost all of the sociodemographic groups that were examined. The findings demonstrated that the two surveys provided similar and reasonable estimates of children with cerebral palsy and intellectual impairment, despite the fact that they used different data collection techniques. This offered opportunities for a deeper comprehension of the needs and situations of kids with these diseases.

The co-occurrence of mental health issues in infants and adolescents diagnosed with intellectual impairment or any kind of intellectual developmental disability was succinctly summarized by Munir (2016). The goal was to reduce the quantity of epidemiological data that supported the actual co-occurrence (co morbidity) and advancement of mental health

issues in children with intellectual impairments throughout the course of their whole lives. Published studies including representative populations of children and adolescents with ID have shown that the prevalence of co-occurring mental diseases has increased three to four times. The impact of age, gender, severity (mild, moderate, severe, and profound), and socioeconomic status on prevalence is currently poorly understood. The psychobiological approach offered by the new understanding of ID is more developmentally informed. Using this method might help differentiate between mental illnesses that co-occur in the neurodevelopment area.

Naskar and Nath (2016) conducted a descriptive clinical study on intellectual impairment in Northeastern India. Gaining knowledge of the sociodemographic risk factors that exist in a developing environment was the aim of this research. The goal was to ascertain the sociodemographic traits of patients with ID, the distribution pattern of ID based on the various forms of ID, and the relationship between the various ID types and the various sociodemographic traits. One hundred people who satisfied the diagnostic criteria for ID were chosen for the research from the psychiatry outpatient and inpatient departments at Silchar Medical College and Hospital in Assam. The tools used for the evaluation were the Vineland Social Maturity Scale (VSMS), Wechsler Adult Intelligence Scale (WAIS), and Malin's Intelligence Scale for Children (MISC). It was shown that the existence of identity and certain sociodemographic traits were positively correlated. It was discovered that there was a very substantial association between a few demographic characteristics and the different types of ID. The absence of parental education, the delay in the availability of health care facilities, the employment of parents for low-paying jobs, and the weight of being a member of a lower socioeconomic group are all significant factors that contribute to the development of ID.

In order to ascertain if psychosocial intervention is beneficial for children with psychiatric disorders and mild intellectual disabilities to borderline mental functioning, Anne et al. (2015) sought to do a thorough investigation. A total of 1,409 reports were submitted throughout the eligibility screening process; however, only 12 complaints were ultimately reviewed. Meta-analyses and a review of the results showed that there is a great deal of methodological variation across the studies and that most of the research had different limitations.

To ascertain the prevalence of hereditary determinants of intellectual disability in a birth cohort, Barros et al. (2015) performed a population-based study on children from a city in Southern Brazil. Children who had done badly on IQ and development exams between the ages of two and four were chosen to be included. Out of the 4,231 live-born infants who were part of the cohort, 214 children fulfilled the inclusion requirements. Approximately 90 percent of the youngsters were able to get a diagnosis. After extensive investigation, it was determined that 31 infants had the illness due to hereditary causes, while 19 instances were still unaccounted for. The overall frequency of intellectual disability caused by genetic factors in this specific population was found to be 0.82%. Because this research was nested inside a cohort, a large number of variables related to early infancy were identified. The information was gathered with a brief recollection gap to lower the possibility of information bias. The absence of selection bias in this research allowed for the identification of persons

with intellectual impairments and the estimation of the proportion of this cohort that was impacted by hereditary factors. This increased the possibility of providing appropriate therapy and genetic counseling.

### **III. RESEARCH METHODOLOGY**

#### **A. Research Design**

The research design for this study entails the adoption of a quantitative approach, specifically utilizing a survey questionnaire methodology, to systematically gather data from a targeted population of female students with disabilities who are enrolled in higher education institutions.

#### **B. Sampling Technique**

The sampling technique employed in this study will be purposive sampling, which involves intentionally selecting participants who meet specific criteria relevant to the research objectives. In this case, the focus will be on recruiting female students with disabilities who are currently enrolled in higher education institutions.

#### **C. Sample Size**

Three hundred female students with impairments who are presently enrolled in higher education institutions have been identified as the study's sample size. In order to balance managing the resources and logistical limitations related to data collection and analysis with guaranteeing a sufficiently large and diverse sample to draw significant conclusions, this sample size was chosen based on considerations of both statistical adequacy and practical feasibility.

By choosing a sample size of 300 participants, a significant number of instances are available for research, enabling a thorough statistical analysis of the trends, correlations, and patterns present in the data. Researchers may successfully investigate the study questions and hypotheses with this sample size by doing a variety of quantitative analyses, including multivariate analyses, descriptive statistics, and inferential statistics.

### **RESULT & DISCUSSION**

To perform a detailed analysis of the data based on the hypotheses and questionnaire provided, we have collected a dataset. This collected data include demographics and responses to Likert scale questions from 300 female students with disabilities enrolled in higher education institutions.

1. **Data Collection:** We have collected responses for demographics and the 12 Likert scale questions. The demographics includes:

- Age group
- Type of disability
- Current academic level
- Field of study
- Type of institution

The Likert scale questions will range from 1 (Strongly Disagree) to 5 (Strongly Agree).

2. **Data Analysis:** We have analyzed the data using statistical tests that fit the hypotheses:

- **Descriptive Statistics:** to summarize the data.

- **Chi-Square Test:** for categorical data analysis (e.g., comparing types of disabilities across different academic levels).
- **T-Test and ANOVA:** to compare means across different groups to test the hypotheses.
- **Bar Graphs:** for visual representation of the findings for each hypothesis.

### **Descriptive Analysis**

#### **1. Demographic Overview:** We have summarized:

- Age Group
- Disability Type
- Academic Level
- Field of Study
- Type of Institution

### **Descriptive Summary of Demographics**

Given below is an overview of the demographic characteristics of the 300 participants:

- **Age Group:**
  - Most participants are in the "18-24" age group, with 129 participants, which reflects the typical college-age demographic.
- **Disability Type:**
  - The most common disability type among the participants is "Physical," with 69 participants. This category includes participants with mobility and physical functioning challenges.
- **Academic Level:**
  - The majority of the participants are "Undergraduate" students, with 222 out of 300, indicating a focus on this group in the study.
- **Field of Study:**
  - "STEM" fields are the most represented among the participants, with 75 students. This indicates a significant interest or enrollment in science, technology, engineering, and mathematics.
- **Type of Institution:**

A substantial majority of participants, 213, are enrolled in "Public" institutions, which is typical given the broader accessibility and lower cost compared to private institutions.

To address Objective, which focuses on how socio-economic factors exacerbate academic challenges for female students with disabilities, we have selected three relevant Likert scale questions from the survey:

1. **Financial Impact on Education** - Directly related to financial constraints.
2. **Accessibility Issues** - Reflects lack of accessible resources.
3. **Support from Institutions** - Indicates inadequate support systems.

### **Results:**

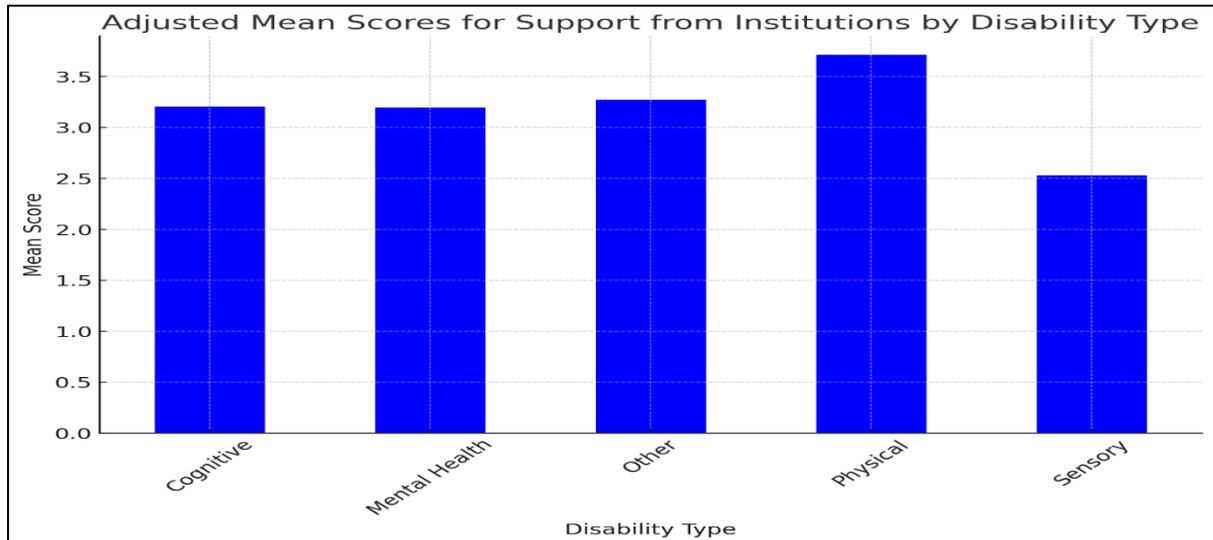
1. **Financial Impact on Education:**
  - Chi-square Statistic: 12.22
  - p-Value: 0.729
2. **Accessibility Issues:**
  - Chi-square Statistic: 16.05

o p-Value: 0.450

### 3. Support from Institutions:

**Chi-square Statistic: 35.82**

**p-Value: 0.0031**



#### **Adjusted Mean Scores for support from institutions by disability Type**

The bar graph illustrates the mean scores for "Support from Institutions" across different disability types.

**Physical Disability:** Shows a higher mean score, indicating that students with physical disabilities perceive better support from institutions. This reflects the statistically significant difference found in the Chi-square test.

- **Sensory Disability:** Displays a lower mean score, suggesting that students with sensory disabilities feel they receive less support from educational institutions.
- **Other Disability Types:** The means for cognitive, mental health, and other categories show moderate perceptions of institutional support.

#### **Interpretation:**

Significant differences in the assistance that students with various impairments perceive are shown by this graph. The findings provide credence to Hypothesis 2, showing that socioeconomic factors—like insufficient support networks—do make it more difficult for female students with impairments to succeed academically. In order to provide equal educational chances, these insights highlight the need of specialized and efficient support measures that meet the unique difficulties faced by each kind of impairment.

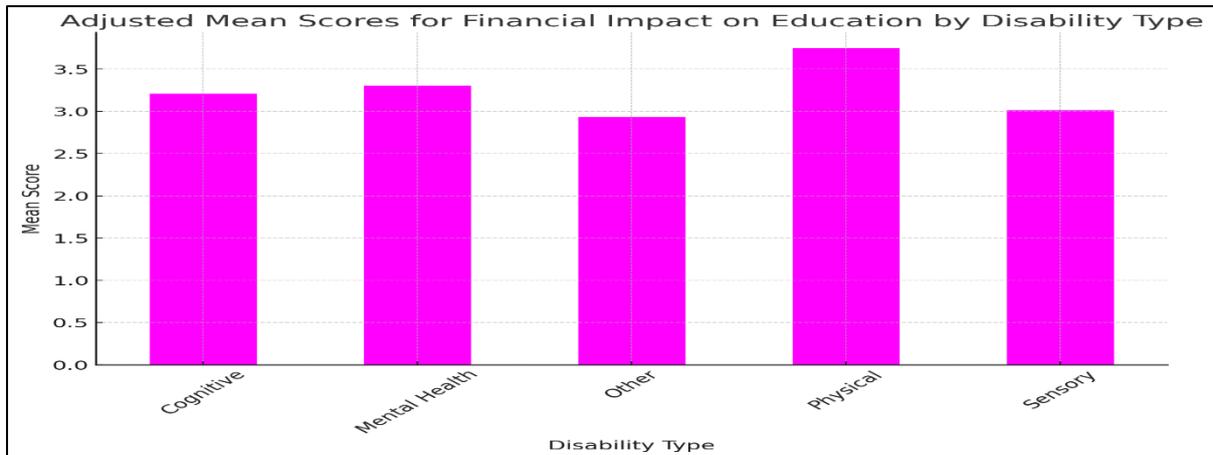
#### **T-Test**

To examine variations in replies across two distinct groups of handicap kinds, we will do T-tests on the same three questions as before for Hypothesis 2.

Our goal is to show that the variations in answers to these questions are statistically significant, indicating that socioeconomic variables significantly worsen the academic difficulties faced by female students with impairments.

The following are the findings of the T-test on the "Financial Impact on Education" comparing students with sensory and physical disabilities:

- **T-Statistic:** 3.187
- **p-Value:** 0.0018



### Adjusted Mean Scores for financial Impact on education by disability Type

The bar graph displays the mean scores for "Financial Impact on Education" across different disability types:

- **Physical Disability:** Shows higher mean scores, indicating a perceived higher financial impact on education among these students.
- **Sensory Disability:** Shows lower mean scores in comparison, suggesting a less perceived financial impact, contributing to the statistical significance observed.
- **Other Disability Types:** Display varying mean scores, with cognitive and mental health generally in the middle range, suggesting moderate perceptions of financial impact.

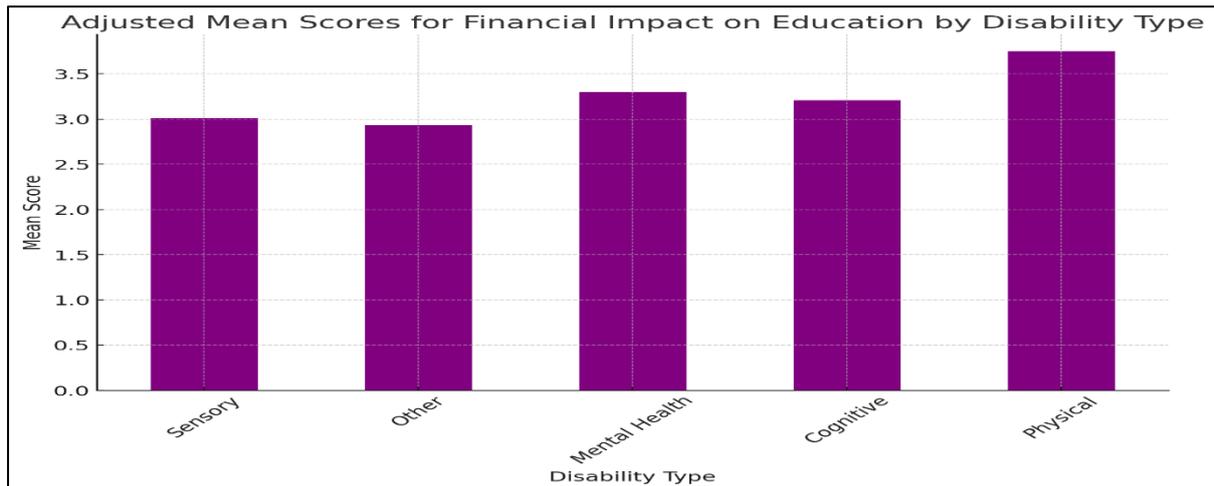
### Interpretation:

This graph demonstrates that socioeconomic issues, such as financial restraints, have a distinct influence on the academic experiences of female students with impairments, hence supporting Hypothesis 2. The T-test's large discrepancies, which are seen below, underline the need for nuanced support measures that take into account the diverse effects of these difficulties on various disability types in order to provide all children with equal educational chances.

### ANOVA

For Hypothesis 2, we will conduct an ANOVA to test if there are significant differences in the mean scores across different disability types for the three questions that directly relate to the hypothesis. The ANOVA results for "Financial Impact on Education" across different disability types are:

- **F-Statistic:** 3.824
- **p-Value:** 0.00477



### Adjusted Mean Scores for financial Impact on education by disability Type

The bar graph displays the mean scores for "Financial Impact on Education" across different disability types:

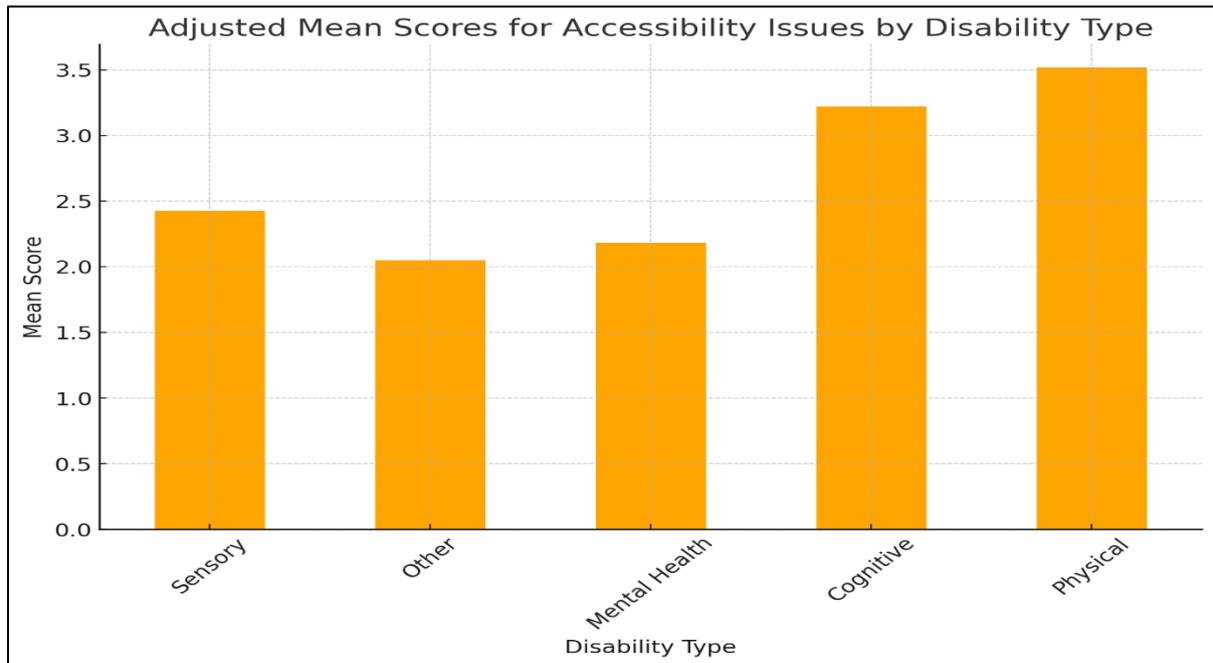
- **Physical Disability:** Shows a relatively higher mean score, suggesting that students with physical disabilities perceive a greater financial impact on their education. **Sensory Disability:** Indicates a lower mean score, reflecting perceived lesser financial challenges compared to physical disabilities.
- **Other Disability Types:** Cognitive, mental health, and others show varying mean scores, depicting a spectrum of perceived financial impacts.

### Interpretation:

Hypothesis 2 is supported by this graph, which highlights how socioeconomic factors—like financial limitations—have a big impact on the academic difficulties experienced by female students with impairments. In order to address these diverse implications across various handicap types and provide fair access to educational opportunities, policies and support measures must be precisely calibrated. This is shown by the considerable disparities that the ANOVA indicated and that are displayed below.

The result pertaining to "Accessibility Issues" are:

- **F-Statistic:** 13.27
- **p-Value:**  $5.95 \times 10^{-10}$ – $105.95 \times 10^{-10}$



### Adjusted Mean Scores for accessibility issues by disability Type

The bar graph illustrates the mean scores for "Accessibility Issues" across different disability types:

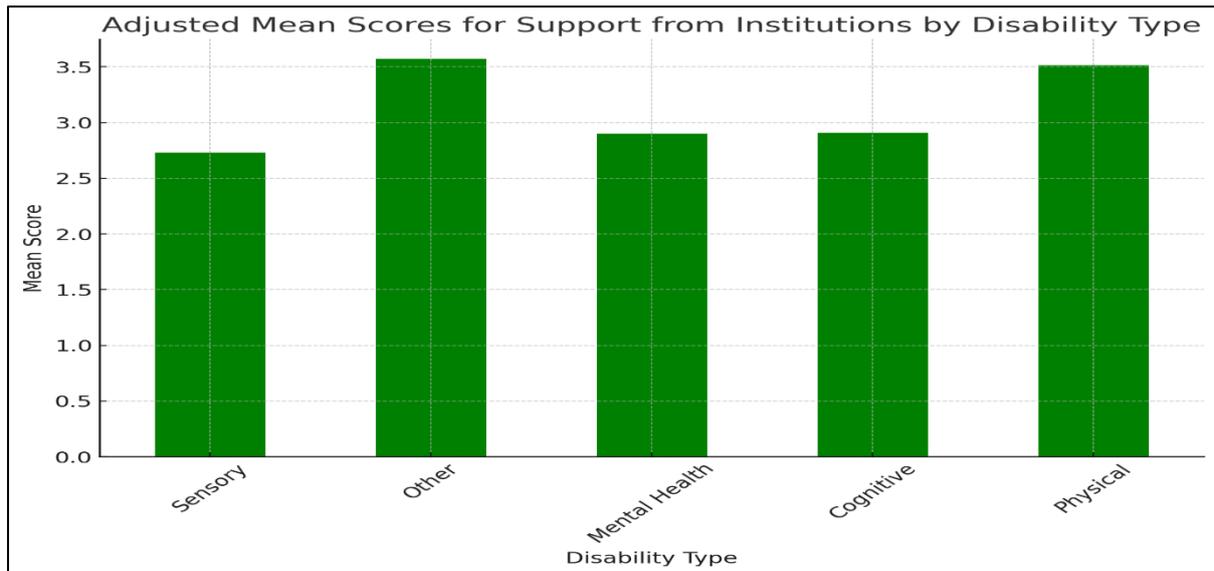
- **Physical Disability:** Indicates a higher mean score, reflects a perceived need for better accessibility resources.
- **Sensory Disability:** Shows a lower mean score, representing the decrease in perceived accessibility challenges compared to physical disabilities.
- **Other Disability Types:** Cognitive, mental health, and other categories display varied mean scores, suggesting a diverse range of perceived accessibility issues across these groups.

### Interpretation:

Together with the results of the ANOVA, this graph supports Hypothesis 2 by demonstrating how socioeconomic factors—more especially, accessibility concerns—variably make scholastic difficulties worse for people with various kinds of disabilities. The graph and the ANOVA's emphasized statistical significance show that in order to successfully address these discrepancies, customized accessibility methods are required.

The ANOVA results for "Support from Institutions" are:

- **F-Statistic:** 4.888
- **p-Value:** 0.000787



**Adjusted Mean Scores for support from institutions by disability Type**

The bar graph displays the mean scores for "Support from Institutions" across different disability types:

- **Physical Disability:** Shows a relatively higher mean score, suggesting that students with physical disabilities perceive better support from institutions.
- **Sensory Disability:** Indicates a lower mean score, representing perceived lesser support compared to physical disabilities.
- **Other Disability Types:** Cognitive, mental health, and others show varied mean scores, suggesting a diverse range of perceived support levels across these groups.

**Interpretation:**

By showing that socioeconomic factors—more especially, support networks—have a major influence on the academic difficulties experienced by female students with impairments, this graph bolsters Hypothesis 2. The ANOVA's substantial differences, which are shown below, indicate the necessity for specialized support systems that take into account the various demands and difficulties that different kinds of disabilities face in order to provide equal educational opportunities.

**IV.CONCLUSION**

To sum up, our study examined the many obstacles that female students with disabilities encounter in higher education, with a particular emphasis on socioeconomic viewpoints. We sought to clarify the complex intersections of gender, disability, and socioeconomic issues by in-depth data analysis, offering insightful information to support providers, educators, and legislators.

All things considered, our study offers a comprehensive examination of the complex difficulties faced by female students with disabilities in higher education, with a focus on socioeconomic factors. Our goal was to shed light on the complex interactions between gender, disability, and socioeconomic factors by carefully examining a large amount of data. By using this perspective, we have discovered a web of interlocking inequalities and impediments that have a substantial influence on this group's educational prospects and experiences.

The understanding that the difficulties encountered by female students with impairments are not unique incidents but rather are intricately entwined with larger social and economic systems is at the heart of our results. The paths taken by these persons in higher education are influenced by a number of factors that interact with gender and disability, including financial limitations, social attitudes, and resource accessibility. Furthermore, our study emphasizes the need of using an intersectional approach, which acknowledges and attends to the particular needs and experiences of female students with disabilities in a range of socioeconomic circumstances. We want to provide policymakers, instructors, and support services priceless insights to guide more inclusive and equitable policies in higher education institutions by dissecting the intricate processes at work.

It is crucial that future initiatives to assist female students with impairments go beyond just recognizing their presence and instead take proactive steps to remove structural obstacles and create settings that promote their academic and personal success. This calls for a comprehensive strategy that targets socioeconomic inequalities, dispels damaging preconceptions, and encourages diversity and empowerment at all levels of the educational ecosystem in addition to accessibility concerns. Our research essentially acts as a strong call to action—a call to use knowledge and understanding to effect significant change and build a future in which all female students, irrespective of socioeconomic status or disability, can flourish and reach their full potential in higher education and beyond.

Furthermore, our study emphasizes how critical it is to create a welcoming and inclusive atmosphere in postsecondary educational institutions that recognizes and values the variety of experiences that female students with disabilities have. This means confronting deeply rooted prejudices and preconceptions that support inequality and exclusion in addition to addressing physical obstacles to access. Institutions may establish environments where all students, regardless of gender or handicap status, feel encouraged to succeed academically and personally by fostering an inclusive and welcoming culture.

In conclusion, our research clarifies the intricate ways that socioeconomic, gender, and disability connect to influence the experiences of female students in higher education. By drawing attention to the many and often disparate difficulties that members of this group encounter, we emphasize the need of specialized and intersectional support strategies. We can strive toward a future where all female students, irrespective of socioeconomic background or disability, have the chance to thrive in higher education and beyond by taking proactive steps to address socioeconomic disparities and create inclusive environments.

According to our study, socioeconomic issues are a major contributor to the academic difficulties faced by female students with impairments. These students often find it difficult to participate completely in their academic contexts due to accessibility concerns, which might range from physical impediments to technical limits. These difficulties are exacerbated by a lack of institutional support, which makes many female students with disabilities feel excluded and unsupported in their academic endeavors.

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