

HIGHER EDUCATION

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Editors

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Prof. Dr. Mrs. Chandrakantha Jeyabalan

FOREWORD

‘The discovery of agriculture feeds the hunger of mankind; the discovery of Education feeds knowledge of mankind’. Agriculture and Education are the two Ferris-wheels that keep the magnum mankind smooth sail and co-live with amity and amicability. Of these binary wheels, it is the education that boasts the upper hand and leads the cart for the today’s society is governed by knowledge and so it is often said ‘we are living a knowledge society; knowledge is power; knowledge is strength’.

We are living a digital knowledge era and the competing and competitive struggle for the survival of the fittest, beyond doubt the winner is the one who lifts the crowns of knowledge and s/he will stand atop with prides and smiles on the victory stand. The success and failure, the win and fall, the prosperity and darkness of the modern society at the macro-level and the individual at the micro-level depends on the seeds, roots, growth, blossoming and fruits of education and in short it rightly said ‘Education is life’ and ‘Without education, there is no life’. Education is a continuum that meets not the end; an ever-revolving earth and its facets, stages and levels are many; it is sowed at the primary school, nurtured at the high school, and prepared for life-fruit at the higher education level.

Higher education is vital and of greater importance for it decides the rest of life and the prosperity of the nation. If we say the success of a nation depends on the higher education and its successful applications to solve the problems of the nations, it is not a faux-brick wall, rather true in all its aspects. Thus the stakeholders of higher education at all levels and all those who are engaged in education, direct and indirect, are shouldered with an inescapable responsibility of to uphold the quality of education and it is our moral and social commitment and duty, that we move towards this vision and mission of ‘Quality Education’ by our personal and collective efforts and tasks.

It is for this embedded and valued rationale, this two-day International Conference on 'Enhancing Excellence, Equity and Efficiency in Higher Education' is organized by our Tamil Nadu Open University on 7th and 8th November 2014. It is a moment of pride and felicity. I do appreciate all those who have toiled night and day for the success of this international conference and those who have brought this beautiful book at the right time with ISBN. I congratulate all the recourse personnel, delegates and participants for your enthused participation and co-operation.

Date: 21.10.2014

Prof. Dr. Mrs. Chandrakantha Jeyabalan

EDITORIAL

“A society full of love, non violence, truth and justice; only in such society one can completely develop his/her potential and spiritual development” says Mahatma Gandhi. This envisaged vision to developing the individual's potential and spiritual development, which is vital for universal and personal harmonious and self-fulfilled living, could become a reality only through education. When we say through education, it depends on the type of education and the quality of education imparted from primary to higher education. The mantra of winning over the neck-to-neck competitive world is nothing but to enhance the quality in the acquired knowledge, nurtured values and developed skills, and anyone who is of quality or who fulfills the pre-determined quality parameters is at the better half of winning the game.

Higher Education, the much emphasized sector in these recent days, is at a compulsive and obligatory state of upgrading its quality to face the challenges due to the already-arrived concepts of LPG. The monopoly of Indian higher education that has been enjoyed in the yester years would be a mirage in the upcoming years and to survive and to thrive upon, all the higher education institutions of teaching-and-learning have to plough through and sow the seeds of quality that has to bloom and bear quality fruits.

To do something positive over the fathomed cognitions and to move a step ahead in this benign direction, Tamil Nadu Open University (TNOU) has organized a relevant, timely, meaningful and value-added a two-day international conference on 'Enhancing Excellence, Equity and Efficiency in Higher Education' on 7th and 8th November 2014. The prime objective is to provide a platform for the educationists, teachers and research-scholars at different levels from all over the state, nation and the globe to interact, to exchange thoughts and deliberations and to strengthen the professional bond to working together for excellence, equity and efficiency in education.

The response to this call for the international conference is overwhelming and it straightens our nerves and twists our muscles to work harder not only in this seminar but in all our efforts. More than 300 papers are received

and they are compiled, classified, edited and published meticulously in three books with ISBN, namely Excellence in Higher Education, Equity in Higher Education and Efficiency in Higher Education, covering the related sub-themes. We are happy that the Editorial team and the peer-reviewing committee have toiled so much that these books are on time in your hands. We thank sincerely all the good hearts that worked for us and specially the APH Publishers.

Dr. P. Pandia Vadivu
Dr. A. S. Arul Lawrence
Dr. C. Barathi

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He has 8 years and 8 months of teaching experience in conventional mode. He acted as Principal in Colleges of Education, for 7 years 7 months. With a flair for research and teaching, he won the admiration of student-teachers by his mesmerizing lectures. Gifted with rich leadership and administrative experience, he brilliantly handled Educational Psychology and Teaching of Biological Science for B.Ed. students. He served as a resource person for RMSA induction and in-service training for B.T.Assistants and

UGC-NET coaching. He served as a guest lecturer in Study Centres of Periyar University and Indira Gandhi National Open University.

He has organized 2 international seminars/workshops and 1 national seminar. He has presented more than 20 papers in both national and international seminars & conferences. He has published 2 books at international level, Teacher Leadership Style Inventory (TLSI) at national level and published more than 15 research articles in peer reviewed national and international journals. He has published many articles through web media. His areas of specialization are Cognitive Psychology, Educational Technology and Teaching of Biological Science.

Dr. C. Barathi is working as Assistant Professor, School of Education, Tamil Nadu Open University, since 2006. He completed his Ph.D., M.Phil., M.Ed., degrees in Education at Bharathidasan University, Tiruchirappalli, India. Formerly, he worked as Assistant Professor of Physical science in St. John's College of Education, Krishnagiri, for 2 years. He worked as a Project Assistant in TANSACS project for six months.

He has organized a national workshop at Tamil Nadu Open University. He has presented more than 12 papers in both national and international seminars & conferences. He wrote and translated 4 course materials for the B.Ed. programme in Tamil Nadu Open University. His areas of specialization are Educational Technology and Teaching of Physical Science.

ABOUT THE BOOK

The Indian higher education system today faces a daunting challenge of expansion in the face of globalised competition and all this has in turn made the access to higher education even more difficult. With tertiary education at the disposition of the privileged few, and majority percentage excluded from the educational stream, the prospects of youth getting employment are affected. The job and economic insecurity with unfulfilled career ambitions among the disadvantaged group leads to aimlessness and unrest, fear and frustrations. "Education for all" being one of the millennium development goals, social equity at all the levels of education is an imperative.

Through higher education, social exclusion needs to be reduced in order to avoid social inequality. Social equity in education proposes that students from different social groups should have a similar range of outcomes as there should be no reason to accept disparities in educational outcomes between members of social, racial or ethnic groups based on their different social circumstances or preconceptions about their potential abilities. For socially equitable education, the goal should be to close the gaps in educational attainment measured between such groups. Equity is complementary to social justice and has strong ethical moral imperatives. Equity in Higher Education refers to creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic minority and low-income students.

This book offers an international and comparative view on equity in higher education, ranging from policies to practices, mainly based on research results and empirical evidence, aiming at questioning the concept and its uses which are not only social constructions but also political ones. Far from being a neutral or technical concept, equity is heavily infused with values which must be traced, analysed and made critical to understand its impacts, backlashes and unintended outcomes on higher education systems, institutions, academics and students. The book is addressed to an international audience and in particular to higher education scholars and professionals. Those who are involved in higher education assessment,

members of professional bodies and organizations in the higher education field, students in education, but also policy makers and the public opinion at large will profit from the works of a selected group of scholars coming from a variety of countries. A sense of disquietude seems ever present when discussing new digital practices. The transformations incurred through these can be profound, troublesome in nature and far-reaching.

Dr. P. Pandia Vadivu
Dr. A. S. Arul Lawrence
Dr. C. Barathi

Chapter 1

Equality in Education

Dr. C. Barathi and S.Oliazhagan***

INTRODUCTION

Educational equality, also referred to as **equality in education**, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equality.

Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system.

The growing importance of education equity is based on the premise that now, more than ever before, an individual's level of education is directly correlated to the quality of life he or she will live in the future. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability.

EQUITY VS. EQUALITY EDUCATION

Equity

Equity recognizes that some are at a larger disadvantage than others and aims and compensating for these peoples misfortunes and disabilities

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in order to make sure that everyone is capable of attaining the same type of healthy lifestyle. Examples of this are: “When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice”. Equity recognizes this uneven playing field and aims to take extra measures by giving those who are in need more than others who are not. Equity aims at making sure that everyone’s lifestyle is equal even if it may come at the cost of unequal distribution of access and goods.

Equality

The American Library Association defines equality as: “access to channels of communication and sources of information that is made available on even terms to all a level playing field is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose.” In this definition of equality no one person has an unfair advantage. Everyone is given equal opportunities and accessibility and are then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may chose to seize these open and equal opportunities while others let them pass by. Equality does not ensure an even playing field, it simply provides everyone with the same tools and resources.

TEN STEPS TO EQUALITY IN EDUCATION

- Limit early tracking and streaming and postpone academic selection.
- Manage school choice so as to contain the risks to equity.
- In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout.
- Offer second chances to gain from education.
- Identify and provide systematic help to those who fall behind at school and reduce year repetition.
- Strengthen the links between school and home to help disadvantaged parents help their children to learn.
- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.
- Provide strong education for all, giving priority to early childhood provision and basic schooling.

- Direct resources to the students with the greatest needs.
- Set concrete targets for more equity, particularly related to low school attainment and dropouts.

GENDER EQUALITY IN EDUCATION

Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, contents and practices still prevent millions of girls’ from enrolling, completing and benefitting from education.

Gender must therefore be integrated at all levels of education, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers.

SOLUTIONS OF EQUALITY

Schools and teachers play a valuable role in promoting good race relations between people of different racial groups, eliminating unlawful racial discrimination and promoting equality of outcomes between these groups, but they need support in order to continue to do so.

- **For Schools:** Inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning; local resources in lessons involving race equality, such as work by local black and minority ethnic writers, and in the history of local industrialization, should be used to stimulate pupils’ interest and learning.
- **For Teachers:** All bullying is wrong and causes recipients great distress. Teachers should be alert to potential incidences of bullying and intervene when they become aware of it. There should be a framework within which all members of staff should operate in their response to such incidences. It is not a matter for an individual to deal with on their own. Whilst there are several similarities between racist bullying and other forms of bullying, there are significant differences. It is essential that teachers should be aware of these. Helping children and young people to understand this, and to act against unjustifiable inequalities, is one of the most important challenges facing teachers.

- **For Governments:** One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success. At this initial educational stage, direct public funding of services is associated with more effective governmental monitoring of early childhood services, advantages of scale, better quality across the country, more effective training for educators and a higher degree of equity in access.
- **For Society:** Each and every one of us has a personal responsibility to confront these issues and to contribute to a change in societal perceptions and views. Whilst no one individual can act alone, changes in society can be achieved if we all work together. Discrimination is not limited to skin colour, however. The experiences, expectations and opportunities open to an individual can be as much dependent on their gender, age, sexual orientation, disability, or the national, cultural and religious traditions into which they were born. The task is not easy. It can be frequently stressful as it involves confronting and challenging others – children, young people, their parents, and one's colleagues. Further, it also involves confronting and challenging oneself.

CONCLUSION

The basic principle of educational equality is that each child should receive an equally good education. This sounds appealing, but is rather vague and needs substantial working out. Also, educational equality faces all the objections to equality per se, plus others specific to its subject matter. Together these have eroded confidence in the viability of equality as an educational ideal. This article argues that equality of educational opportunity is not the best way of understanding educational equality. It focuses on Brighouse and Swift's well worked out meritocratic conception and finds it irretrievably flawed; they should, instead, have pursued a radical conception they only mention. This conception is used as a starting point for developing a luck egalitarian conception, pluralistic and complex in nature. It is argued that such a conception accounts for the appeal of equality of opportunity, fits with other values in education and meets many

of the objections. Thus, equality is reasserted as what morally matters most in education.

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Chapter 2

EQUALITY IN EDUCATION

Dr. (Mrs) N.L.N. Jayanthi and S. Rebeckal Ranjitham*

INTRODUCTION

India has occupied an important place in learning for thousands of years. The present format of Higher Education in India was started in 1857. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities, natural, mathematical and social science, engineering, medicine, dentistry, education, agriculture, law, commerce and management, music, and performing arts, national and foreign languages, culture and communications etc. Although higher education has expended several times since independence, issues of access, equity and quality still continue to be the areas of concern.

Education is one of the basic needs of man. It is the back bone of a nation. It brings national development and enriches man's individual life. Education brings changes in the cultural life of a man. Education is the reflection of national aims and objectives. It changes the social economic and cultural life of a man. It helps a man to developed, reflect, and control his inner qualities. Education helps man to solve the manifold problems of a man's life. It is education which enables a man to lead a complete life. Education is the stepping stone to a man's future development. It is essential to produce expert man power. The main objective of Education is to acquire, accumulate knowledge and experience for the future development of a nation from age to age and accelerate the development of a country.

IMPORTANCE OF HIGHER EDUCATION

The more a nation is educated, more it is developed. If we look to the developed nations of the world, we can find that the hundred percent of the people are educated. The main root of their development is the introduction of improved system of Education. It is Education which is the maker of scientists, engineers, doctors, workman, expert-works, writers, philosophers, educationalists etc. To teach and educate the above – mentioned people are the duty of a considerable section of a people of that country. This society of people of a country who transforms the greater society of men in to man power is called teachers. One of the promises of expanding access to education is greater social mobility and Income equality. In the case of higher education, as enrollments expand, bright youth from lower income families are more likely to enter and complete university. In theory, this should increase their chances to move upward economically by making them more able to compete for higher paying jobs associated with a higher degree. Transforming schools into truly egalitarian institutions requires a holistic and integrated approach.

EQUALITY IN HIGHER EDUCATION

In addition to data on sex, disability, ethnicity and age collected since 2007, we have been collecting data from our staff on religion and sexual orientation since 2008 and will shortly be collecting data on gender reassignment. Pregnancy and maternity information is collected via procedures for maternity leave. After recording growth rate of around 9 percent for the three consecutive years, India is now considered to be one of the most promising economies of the world. While, higher education gives India an edge in the world economy as evident from the availability of the skilled manpower, and research scholars working abroad, unemployment, illiteracy and relative poverty continue to be the major deterrents to realize her potential in human resources. The taskforce constituted by World Bank and UNESCO during 2000 has also observed that higher education helps increase wages and productivity that directly enrich individuals and society. Challenges of present higher educational system in India Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Of course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises

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that the new global scenario poses unprecedented challenges for the higher education system.

The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes. Responding to these emerging needs, the UGC stated: “There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating Time to time system influenced with new challenges and government taken a major role to build the system. But there are many challenges always faced by the government. Some of the leading challenges before the higher education system are continuous upgradation of curriculum to keep in pace with rapid growth of science and technology; globalization and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc.

ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing. Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. Obviously, these two observations apply to many other countries as well. However, considering both the sheer size of the country and the nature of its development potential,

they become exceptionally powerful forces for determining the social, economic, and political dynamics of higher education in India.

CONCLUSION

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. At the same time, given the tremendous potential of India's booming industry and technology and the considerable progress made in higher education and research in recent decades, it would also be easy to reach a state of exuberance and expect that, somehow, India will surmount these difficulties. Education is a key indicator of socioeconomic development. It also increases the knowledge and vision of a person. Equally, it is considered as an essential element in bringing change in social, political, economic fields in a society. Emancipation and upliftment of people can be achieved only through education. Indeed, the country's progress and development largely depend upon the educational attainment of its people. Despite considerable progress, sharp disparities continue to exist between male and female literacy levels. There is an urgent need to bridge the gender gap in education in the state because no society and civilization can move forward without the education of its half population as well said by Swami Vivekananda, “There is no chance of the welfare of the world unless the condition of women is improved”. Enhancing the quality in education and providing quality education, therefore,

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Chapter 3

EQUALITY IN EDUCATION

*M. Latha**

WHAT DOES EDUCATIONAL INEQUALITY MEAN?

Everyone should have the same opportunities in life. No one should be discriminated against because of social background, gender, religion, or age. But the real world seldom lives up to those ideals. The idea of equality has brought immense change across the world within a few centuries, but educational equality remains an issue for many countries. UNESCO wants to change this with its Education for All projects. In total, 164 participating countries have agreed to a number of goals for UNESCO's project. They aim to make basic education free and available to all children, cut the rate of adult illiteracy in half, and guarantee equal treatment of men and women. Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Providing girls with an education helps break the cycle of poverty: educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; and are more likely to send their children to school. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

Girls' education is essential to the achievement of quality learning relevant to the 21st century, including girls' transition to and performance in secondary school and beyond. Adolescent girls that attend school delay marriage and childbearing, are less vulnerable to disease including HIV and AIDS, and acquire information and skills that lead to increased earning power. Evidence shows that the return to a year of secondary education for girls correlates to a 25 per cent increase in wages later in life.

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BARRIERS TO GIRLS' EDUCATION

There are various barriers to girls' education throughout the world, ranging from supply-side constraints to negative social norms. Some include school fees; strong cultural norms favoring boys' education when a family has limited resources; inadequate sanitation facilities in schools such as lack of private and separate latrines; and negative classroom environments, where girls may face violence, exploitation or corporal punishment. Additionally, schools often lack sufficient numbers of female teachers. Increasingly, adolescent girls also face economic and social demands that further disrupt their education, spanning from household obligations and child labour to child marriage, gender-based violence and female genital cutting/mutilation. Recent estimates show that one-third of girls in the developing world are married before age 18, and one-third of women in the developing world give birth before age 20.

If all girls had secondary education in sub-Saharan Africa and South and West Asia, child marriage would fall by 64 per cent, from almost 2.9 million to just over 1 million. Inadequate or discriminatory legislation and policies often inhibit girls' equal access to quality education. In countries such as Afghanistan and Pakistan, formal or written threats to close girls' schools or end classes for girls have fueled gender motivated attacks on schools. When compounded by factors such as poverty, disability and locations, such barriers can become nearly insurmountable for young girls.

QUALITY OF EDUCATION AND CHILD-FRIENDLY SCHOOLING

On any given day, more than 1 billion of the world's children go to school. Whether they sit in buildings, in tents or under trees, ideally they are learning, developing and enriching their lives. For too many children, though, school is not always a positive experience. Some endure difficult conditions, like missing or inadequate teaching materials or makeshift sanitation facilities. Others lack competent teachers and appropriate curricula. Still others may be forced to contend with discrimination, harassment and even violence. These conditions are not conducive to learning or development, and no child should have to experience them.

Access to education that is of poor quality is tantamount to no education at all. There is little point in providing the opportunity for a child to enroll in school if the quality of the education is so poor that the child will not become literate or numerate, or will fail to acquire critical life skills.

Educational equity also referred to as **equity in education**, is a measure of achievement, fairness, and opportunity in education. The study of

education equity is often linked with the study of excellence and equity. Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system.

The growing importance of education equity is based on the premise that now, more than ever before, an individual's level of education is directly correlated to the quality he or she will live in the future. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability.

Equity

Equity recognizes that some are at a larger disadvantage than others and aims and compensating for these peoples misfortunes and disabilities in order to make sure that everyone is capable of attaining the same type of healthy lifestyle. Examples of this are: "When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice". Equity recognizes this uneven playing field and aims to take extra measures by giving those who are in need more than others who are not. Equity aims at making sure that every one's lifestyle is equal even if it may come at the cost of unequal distribution of access and goods.

Equality

The American Library Association defines equality as: "access to channels of communication and sources of information that is made available on even terms to all a level playing field is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose." In this definition of equality no one person has an unfair advantage. Everyone is given equal opportunities and accessibility and is then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while

others let them pass by. Equality does not insure an even playing field; it simply provides everyone with the same tools and resources.

Costs of Education

The extraordinarily high cost of the many prestigious high schools and universities in the United States makes an attempt at a “level playing field” for all students not so level. High-achieving low-income students do not have the means to attend selective schools that better prepare a student for later success. Because of this, low-income students do not even attempt to apply to the top-tier schools for which they are more than qualified. In addition, neighborhoods generally segregated by class leave lower-income students in lower-quality schools. For higher-quality schooling, students in low-income areas would be required to take public transport which they do not have the means to pay for. Fewer than 30 percent of students in the bottom quarter of incomes even enroll in a four-year school and among that group, fewer than half graduate. Higher education has become too expensive and doesn’t do enough to help lower income students succeed.

Tracking

Another contributor to the inequality in the education system is tracking. Tracking sorts students into different classes or groups based on ability or future plans. The point of tracking is to create an environment in which the student’s abilities match both the curriculum as well as the other student’s in the class. This separation, however, creates an inequality within itself. Starting at an extremely young age, the sorting of students mimics hierarchy similar to one which will form later on in life. Students are both viewed and treated differently depending on which track they take. The quality of teaching and curricula vary between tracks and as a result, those of the lower track are disadvantaged with inferior resources, teachers, etc. In many cases, tracking stunts students who may develop the ability to excel past their original placement.

CHALLENGES IN EDUCATION EQUITY

The long-term social and economic consequences of having little education are more tangible now than ever before. Those without the skills to participate socially and economically in society generate higher costs of healthcare, income support, child welfare and social security.

INCREASED MIGRATION AND DIVERSITY

As increased immigration causes problems in educational equity for some countries, poor social cohesion in other countries is also a major issue. In countries where continued migration causes an issue, the ever-changing social structure of different races makes it difficult to propose a long-term solution to educational equity. On the other hand, many countries with consistent levels of diversity experience long-standing issues of integrating minorities. Challenges for minorities and migrants are often exacerbated as these groups statistically struggle more in terms of both lower academic performance and lower socio-economic status.

NOTABLE PUBLICATIONS AND REPORTS

Providing opportunities for students to consider racial equality as well as matters of racism as part of their study will help them to develop their confidence to engage with these concepts as part of their future practice, thinking and skills for life. Race, social class, and gender as issues related to schooling have received major attention from educators and social scientists over the last two decades.

CONCLUSION

As we look towards 2015 and beyond, UNICEF continues to take a more transformative approach to girls’ education by tackling discrimination, violence and the exclusion of girls from education. As such, programming in girls’ education will focus on the empowerment of girls in tandem with improving their learning and measuring learning outcomes. We are working with partners to move beyond indicators focused on gender parity and focus more on measuring larger progress in girls’ education on dimensions of equity and learning outcomes. Furthermore, this emphasis on girls’ empowerment will demand even greater attention to social emotional learning and innovation within programmatic approaches in education.

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Chapter 4

EQUALITY IN EDUCATION

S. Megala, and U. Ramachandran.*

INTRODUCTION

Education is a fundamental human right: Every child is entitled to it. It is critical to our development as individuals and as societies, and it helps pave the way to a successful and productive future. When we ensure that children have access to a rights-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come. In addition, a rights-based approach to education can address some of societies' deeply rooted inequalities. These inequalities condemn millions of children, particularly girls, to a life without quality education – and, therefore, to a life of missed opportunities.

MEANING

Often, the terms “equity” and “equality” are misused and interchanged when referring to educational equity. Although similar, there are important distinctions to be made between the two. Equity recognizes that some are at a larger disadvantage than others and aims and compensating for these peoples misfortunes and disabilities in order to make sure that everyone is capable of attaining the same type of healthy lifestyle. Examples of this are: “When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice”. The American Library Association defines equality as: “access to channels of communication and sources

of information that is made available on even terms to all a level playing field is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose.”

SOCIO-ECONOMIC EQUITY IN EDUCATION

Income and Class

Income has always played an important role in shaping academic success. Those who come from a family of a higher socio economic status (SES) are privileged with more opportunities than those of lower SES. Parents generally feel more comfortable intervening on behalf of their children to acquire better grades or more qualified teachers (Levitsky). Parents of a higher SES are more willing to donate large sums of money to a certain institution to better improve their child's chances of acceptance, along with other extravagant measures. This creates an unfair advantage and distinct class barrier.

Costs of Education

The extraordinarily high cost of the many prestigious high schools and universities in the United States makes an attempt at a “level playing field” for all students not so level. High-achieving low-income students do not have the means to attend selective schools that better prepare a student for later success. Because of this, low-income students do not even attempt to apply to the top-tier schools for which they are more than qualified. In addition, neighborhoods generally segregated by class leave lower-income students in lower-quality schools. For higher-quality schooling, students in low-income areas would be required to take public transport which they do not have the means to pay for.

Higher Education

Higher education plays a vital role in preparing students for the employment market and active citizenship both nationally and internationally. By embedding race equality in teaching and learning, institutions can ensure that they acknowledge the experiences and values of all students, including minority ethnic and international students. Universities Scotland first published the Race Equality Toolkit: learning and teaching in 2006 in response to strong demand from the universities in Scotland for guidance on meeting their statutory obligations.

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Gender Equity in Education

Gender equity in practicality refers to both male and female concerns, yet most of the gender bias is against women in the developing world. Gender discrimination in education has been very evident and underlying problem in many countries, especially in developing countries where cultural and societal stigma continue to hinder growth and prosperity for women.

Challenges in Educational Equity

The long-term social and economic consequences of having little education are more tangible now than ever before. Those without the skills to participate socially and economically in society generate higher costs of healthcare, income support, child welfare and social security.

Societal Structure and Costs

While both basic education and higher education have both been improved and expanded in the past 50 years, this has not translated to a more equal society in terms of academics. While the feminist movement has made great strides for women, other groups have not been as fortunate. Generally, social mobility has not increased, while economic inequality has.

So, while more students are getting a basic education and even attending universities, a dramatic divide is present and many people are still being left behind.

Increase Migration and Diversity

As increased immigration causes problems in educational equity for some countries, poor social cohesion in other countries is also a major issue. In countries where continued migration causes an issue, the ever-changing social structure of different races makes it difficult to propose a long-term solution to educational equity. On the other hand, many countries with consistent levels of diversity experience long-standing issues of integrating minorities. Challenges for minorities and migrants are often exacerbated as these groups statistically struggle more in terms of both lower academic performance and lower socio-economic status.

Recommendations and Solutions

Schools and teachers play a valuable role in promoting good race relations between people of different racial groups, eliminating unlawful racial discrimination and promoting equality of outcomes between these groups, but they need support in order to continue to do so.

- **For Schools:** Inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning; local resources in lessons involving race equality, such as work by local black and minority ethnic writers, and in the history of local industrialization, should be used to stimulate pupils' interest and learning. From **Race equality in education** One of the quotations, 'there is nothing more important than closing the gap between national averages and the educational attainments of black kids, Muslim kids, travellers and gypsies, and most refugee kids.' But the significance of closing the achievement gap is manifold; it is fundamental to building a sense of belonging and to improving a sense of safety amongst all pupils. All of which are essential to pursuing race equality in schools.
- **For Teachers:** All bullying is wrong and causes recipients great distress. Teachers should be alert to potential incidences of bullying and intervene when they become aware of it. There should be a framework within which all members of staff should operate in their response to such incidences. It is not a matter for an individual to deal with on their own. Whilst there are several similarities between racist bullying and other forms of bullying, there are significant differences. It is essential that teachers should be aware of these.
- **For Governments:** One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success. At this initial educational stage, direct public funding of services is associated with more effective governmental monitoring of early childhood services, advantages of scale, better quality across the country, more effective training for educators and a higher degree of equity in access.
- **For Society:** Each and every one of us has a personal responsibility to confront these issues and to contribute to a change in societal perceptions and views. Whilst no one individual can act alone, changes in society can be achieved if we all work together. Discrimination is not limited to skin color, however.

CONCLUSION

Consideration of the relative social status of the genders has implications for prevention of violence against women strategies and policies at all levels of the ecological model including educational programming and service delivery. The goals of prevention, reduction and elimination of intimate partner and sexual violence are currently being approached with a focus on achieving gender equality but more research is needed to understand exactly what this means and how it can best be implemented at the societal level. Incorporating sociological perspectives that enhance our understanding of which aspects of inequality have the most impact on violence against women will be beneficial for informing the policy around this important area of work.

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Chapter 5

EQUALITY OF EDUCATIONAL OPPORTUNITY

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INTRODUCTION

The constitution of India makes for the provision of educational opportunities to all citizens. As education is the most important means for development, one can aspire to achieve higher status, position and emolument through education. Therefore, every individual should be given similar opportunities for getting education.

After independence, India formulated the goal of equality of opportunity in education and employment, because it believes in democratic philosophy. A democracy, if it is both to serve and to succeed, must be based on the widest provision of educational facilities for all its members and not for a few only.

In India, equalisation of educational opportunity is interpreted as achieving ‘equalitarianism’ in education and accordingly various measures were implemented to make available to all pupils identical opportunity for education and learning environment.

In spite of the rapid educational expansion achieved during the last twenty years, the existing facilities fall far short of national needs and expectations. Expansions will therefore, have to continue and even accelerated at the school stage with a view to equalizing educational opportunity.

EQUALITY OF OPPORTUNITY IN EDUCATION

The equality of opportunity can be interpreted in two ways, horizontal equality and vertical equality. The horizontal equality treats all the constituents in equal manner, whereas the vertical equality treats all

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constituents unequally. In Indian society, the vertical equality requires special attention to bring about equality of opportunity.

REASONS FOR INEQUALITY IN EDUCATIONAL OPPORTUNITIES

Inequality in Educational Opportunities arises due to the following factors,

1. Difference in economic status
2. Gender disparities
3. Regional imbalance
4. Physiological difference
5. Difference in Home conditions
6. Disparity among social classes
7. Non-availability of adequate opportunities.
8. Difference in the quality of Education available
9. Disparities in the management of educational institutions.

EQUITY

In education, the term **equity** refers to the principle of *fairness*. While it is often used interchangeably with the related principle of *equality*, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

Inequities occur as when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes.

EQUITY AND QUALITY IN EDUCATION

The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills. In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances.

One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success.

ELIMINATE POLICIES AND PRACTICES THAT CONTRIBUTE TO FAILURE

The way education systems are designed can exacerbate initial inequities and have a negative impact on student motivation and engagement, eventually leading to dropout. Making education systems more equitable benefits disadvantaged students without hindering other students' progress. Five recommendations can contribute to prevent failure and promote completion of upper secondary education:

1. Eliminate grade repetition.
2. Avoid early tracking and defer student selection to upper secondary.
3. Manage school choice to avoid segregation and increased inequities.
4. Make funding strategies responsive to students' and schools' needs.
5. Design equivalent upper secondary education pathways to ensure completion.

HELP DISADVANTAGED STUDENTS AND SCHOOLS IMPROVE

Schools with higher proportions of disadvantaged students are at greater risk of low performance, affecting education systems as a whole. Low performing disadvantaged schools often lack the internal capacity or support to improve, as school leaders and teachers and the environments of schools, classrooms, and neighborhoods frequently fail to offer a high-quality learning experience for the most disadvantaged. Five policy recommendations have shown to be effective in supporting the improvement of low performing disadvantaged schools:

1. Strengthen and support school leadership.
2. Stimulate a supportive school climate and environment for learning.
3. Attract, support and retain high quality teachers.
4. Ensure effective classroom learning strategies.
5. Prioritize linking schools with parents and communities.

MEASURES FOR EQUALIZATION OF EDUCATIONAL OPPORTUNITY

To achieve the target of equality of educational opportunity in India our efforts must be directed in the following directions.

1. **Constitutional Provisions:** Democracy, Socialism, secularism, justice and equality are to be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society. On the basis of the constitutional provisions the government must provide compulsory elementary education to all children of the country.
2. **No restrictions on admission in educational institutions:** Admission to educational institutions should be made available to all irrespective of caste and religion.
3. **Wide distribution of Institutions:** Educational institutions should be opened in large numbers in order to provide opportunity to all.
4. **Provision of Pre-school education:** In order to overcome wastage and stagnation in primary education, pre-school education should be given priority.
5. **Provision of scholarship and other facilities:** Provision of free ship and scholarships should be made for the backward and disadvantaged groups.
6. **Special treatment for S.C, S.T and other backward communities:** Special treatment should be made for S.C, S.T and other backward communities in relation to reservation of seats, provision of different types of scholarships to equality in education.
7. **Residential schools:** In tribal areas, more ashram schools should be set up. More ashrams must be commissioned in the tribal areas to facilitate education of girls.
8. **Special education for physically impaired:** Equal opportunity must be provided to them. Special institutions must be established to train them for their livelihood.
9. **Provision of equal opportunity of education to women:** The removal of women's illiteracy and obstacles inhibiting their access to and retention must be given top priority. Educational and employment facilities for girls should be expanded.

ROLE OF THE CENTRAL GOVT. IN EQUALIZING EDUCATIONAL OPPORTUNITIES

1. Govt. of India has spearheaded the efforts to provide universal education for children in the age group of 6 to 14 years.
2. It has implemented uniform pattern of education throughout the country viz. 10+2+3 pattern.
3. It has floated the concepts of 'Common Schools' and 'Neighbourhood Schools'.
4. To cater the needs of the talented children, it has opened 'Navodaya Vidhyalayas' in every district of the country.
5. National core curriculum is implemented throughout the country
6. A system of Non-formal education and multiple point entry system in formal education have been put into practice to educate school dropouts.
7. The target of establishing an elementary school within a distance of 2K.m from the residence of each child has been largely achieved.

CONCLUSION

In spite of all attempts in the direction of the national goal equality of opportunity, the result is not that much satisfactory. In order to accelerate the progress of providing equality of opportunity, incentive measures are to be properly implemented, administrative structure should be properly streamlined with a strong will and determination, various media, methods and materials should be utilized to fulfill the special needs of the deprived children of the country

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Chapter 6

EQUALITY IN EDUCATION-RECENT TRENDS, ISSUES AND ACT

*S. Sasikumar**

INTRODUCTION

Education directly affects individual employment and earnings and therefore it contributes to income inequality for a given cross section of individuals. Furthermore, children who are born from better educated parents enjoy a wider range of opportunities than those born from low educated parents. Parental education is not only associated with higher household income, but also with better school and home environments. Therefore, education contributes to intergenerational inequality by naturally creating inequality of opportunity for children born in different families. We start by studying the relationship between education and wage inequality. We review the literature on the returns to schooling and inequality in India and present some recent results of our own. Education and age together explain 40 to 50% of the total variance of log wages in the Indian economy in 2004.

EQUALITY

“Equality” means sameness, uniformity, and equivalence. Equality focuses on a student’s access to educational resources.

“Educational equity” means a cohesive set of policies, programs and practices that ensure high expectations and positive achievement patterns and equal access to educational opportunity for all learners, including students and teachers.

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“Equity” means when all groups of students master the goals of the curriculum to approximately the same degree. Equity focuses on students’ access to knowledge.

EQUALITY IN SCHOOL AND CLASSROOM PRACTICES

Each district board of education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school which approximates the district’s overall minority representation. Exact apportionment is not required, how-ever, and the ultimate goal is a reasonable plan achieving the greatest degree of racial balance which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State approved English language proficiency measure on an annual basis for determining the special needs and progress in learning English of language-minority students pursuant.
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities.
5. Ensuring that support services, including intervention and referral services and school health services are available to all students; and
6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity be-cause of a long-term medical condition unless a physician certifies that such exclusion is necessary.

EQUALITY IN EMPLOYMENT AND CONTRACT PRACTICES

Each district board of education shall ensure that all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status shall have equal and bias free access to all categories of employment in the public educational system.

A district board of education shall not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economic status, either in employment practices or in the provision of benefits or services to students or employees.

A district board of education shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The district board of education shall ensure equal pay for equal work among members of the district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

ACCOUNTABILITY

The district board of education's obligation to be accountable for the requirements of this chapter is not precluded or alleviated by any rule or regulation of any organization, club, athletic association or other league or group.

Each school district shall, by September 30, 2003, submit its comprehensive equity plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

A comprehensive equity plan shall include the following:

1. A needs assessment that includes student assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, Pre-K-12 promotion/ retention data, Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within certain group; staffing practices; quality of program data; and stakeholder satisfaction data;
2. A description of how other Federal, State and district policies, programs and practices are aligned to the comprehensive equity plan;

3. Adequate yearly progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by Core Curriculum Content Standards, differentiated instruction, and formative assessments aligned to Core Curriculum Content Standards and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.
6. The comprehensive equity plan shall be written every three years.
7. The district board of education shall initiate the comprehensive equity plan within 60 days of its approval, and shall implement the plan in accordance with the timelines approved by the Department.
8. If the district board of education does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his or her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued Federal or State financial assistance.
9. Annual progress in meeting targets for all equity goals shall be included in the Quality Assurance Annual Report

THE EMPLOYMENT EQUALITY ACT 1998

The Employment Equality Act, 1998 promotes equality and prohibits discrimination on nine grounds and subject to certain exemptions. It covers both public and private sector employment.

HARASSMENT AND SEXUAL HARASSMENT

Like the Employment Equality Act, 1998 there are definitions and provisions on harassment and sexual harassment in the Equal Status Act, 2000. These provisions extend to Educational Establishments. The Act provides that in relation to educational institutions a person shall not sexually harass or harass another person (the victim) where the victim is a student at, or has applied for admission to, or seeks to avail of any services offered by the educational establishment at which the person is in a position of authority. So clearly Principals, members of Boards of Management, and teachers cannot sexually harass or harass a student or potential students.

DISABILITY AND EDUCATION

There are significant provisions in the Act that relate to disability and education. The Equal Status Act, 2000 cannot be read in isolation. Nowhere is this more important than in the area of disability and education. The Supreme Court judgement in the Sinnott case caused huge disappointment. It should be recalled that Sinnott was looking for a constitutional right to primary education. The provisions of the Education Act when read together with provisions of Equal Status Act have great potential for providing a statutory basis what was sought in the Sinnott case as a constitutional right.

CONCLUSION

In this paper the role of educational attainment on earnings inequality. We showed that years of schooling account for wages in labor market. The study sources of inequality in educational achievement. The major factor driving inequality in test scores among adolescents is family background, especially the family background of one's peers in school. The school resources have a very limited role. However, a lot of the student achievement remains unexplained by variables. Finally, there is a large degree of persistence in educational status. In such a system, inequality is likely to persist from generation to generation. Our study has important policy implications.

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Chapter 7

GENDER AND HIGHER EDUCATION: AN AMPIRICAL ANALYSIS ON EQUALITY OF OPPORTUNITY

*Dr. E. Arumuga Gandhi**

ABSTRACT

Indian higher education system has a long and complex history dating back to ancient vedic period. Initially, it was a system of transfer of knowledge and skills through oral and written traditions from one generation to another. Higher education was generally available to a selected few especially those occupying the top position in the social hierarchy. The status of women in India has been subject to many great changes over the past few centuries. There is no denying the fact that women in India have made a considerable progress from independence because of the spread of education at all levels. The National Policy of Education 1986 took a broader view on the role of education in empowering women in order to overcome inequalities and educational disparities. Hence, there has been a careful articulation of education for equality for women and reflected in subsequent educational policies in post-independent India and hence it is imperative to know the representation of women in higher education. Therefore, an attempt has been made to asses it by selecting an institution for higher education in Tamil Nadu and the present paper discusses the representation of women in higher education by analysing their enrolment in various programmes of study.

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KEYWORDS: GENDER; HIGHER EDUCATION; ENROLMENT PATTERN; SUBJECT PREFERENCE

Introduction

Education is a basic requirement and a fundamental right for the citizens of a free nation. It is also of increasing strategic importance in the new environment of knowledge and information technology based globalized economy. Education plays a catalytic role in a country's socio-economic development and is one of the principal means available for a deeper and harmonious form of human development reducing poverty, ignorance and exclusion. Higher Education, which is a training ground for a professional, research-based, career-oriented future, must be respected as a potential instrument for bringing about social transformation and ensuring the success of democracy. Education must be provided to all categories of citizens by breaking down constraints and barriers. Once students have completed primary and secondary education, attention must focus on increasing participation of men and women equally in the field of higher education. The Indian National Policy of Education recognizes this when it states 'Wider women's access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development.

Objectives of the Study

1. To know the various programmes of study offered by the institution of higher education selected for the study;
2. To know the pattern of enrolment in various programmes of study;
3. To elicit the female students' preference towards programme of study through their enrolment in various courses; and
4. To analyse the pattern of women's enrolment in different faculties-disciplines.

Research Design

To achieve the objectives of the present study Gandhigram Rural Institute-Deemed University, an institution for higher education located in a rural area of Tamil Nadu was selected. By using a schedule data regarding the total number of students admitted in various programme-courses being offered under various deanery-faculties were collected and hence all the students pursuing various programme-courses in 2012–13

were taken into account. No attempt has been made to form hypotheses and to test them accordingly since the study is intended to be of descriptive in nature. The collected data were converted into percentage and interpreted and summarized accordingly and hence the generalizations achieved and discussed in this paper.

Findings of The Study

Programme-Courses of Study Being Offered: Gandhigram Rural Institute-Deemed University, the institution of higher education selected for the present study has developed academic programmes in Rural Development, Rural Economics and Extension Education, Rural Oriented Sciences, Cooperation, Development Administration etc with undying faith and deep devotion to Mahatma Gandhi's revolutionary concept of *Nai Talim* system of education. The three-dimensional approach-teaching, research and extension which became a pioneering model earned appreciation all over the country and hence it has become a nationally and internationally recognized university for contribution to rural education, so much so that the New Education Policy of the nation reflects the principles evolved here in developing the rural university concept. Started in a small way, the university comprising seven different faculties viz., Rural Development, Rural Social Sciences, Rural Oriented Sciences, English & Foreign Languages, Tamil, Indian Languages & Rural Arts, Rural Health & Sanitation, and Agriculture & Animal Husbandry with the objectives to provide for instruction and training in such branches of learning as well promote a classless and casteless society; to proved for research and advancement and dissemination of knowledge; and to function as a centre for extension work leading to integrated rural development campus offering in all about fifty different programmes both as regular and self-supporting programmes (GRI, 2012;). Further, more opportunities have been made to the undergraduate students to continue higher education and research as well in the university itself.

Enrolment Pattern in Undergraduate Courses: To know the students enrolment pattern particulars regarding students admitted in all-undergraduate, post-graduate, and diploma-courses were collected. Of the total students (1070) found in undergraduate courses more than three-fourths of them are found in the courses like B.Com. (16.3%), B.B.A. (13.7%), Mathematics (13.7%), and B.Tech., (12.2%), Chemistry (11.7%), and Physics (11.3%) while the rest in various courses. As far as students' enrolment in various undergraduate and diploma courses based on their sex is concerned of the total students found in various Undergraduate and

Diploma courses more than half (56.7%) constituted by female students while the rest constituted by males (43.3%). While considering students' enrolment pattern in undergraduate science courses females outnumbered almost in all courses and their proportion is 85% in Mathematics, three-fourths (75%) in Home Science, Food Science and Nutrition, respectively, 73% in Physics, and more than three-fifths in Chemistry (63.2%), and Agriculture (60.9%) whereas males constituted about two-thirds in Textile and Fashion Design (65.5%) course. A large majority of the total students of B.A. constituted by males and the same pattern is also observed as far as B.B.A. and B.Tech., courses are concerned. Their proportions in these courses are 80.3%, 61% and 63.4%, respectively. Hence, it is found that females' preference is towards both basic and applied science courses while males' is towards Arts, Commerce, Management, and Professional courses. Table 1 shows the enrolment of students in undergraduate courses by their sex.

Table-1. Enrolment of Students in Undergraduate Courses*

Course	No. of Students		Total
	Male	Female	
Physics (B.Sc.)	33 (27)	89 (73)	122 (11.4)
Mathematics (B.Sc.)	22 (15)	125 (85)	147 (13.7)
Home Science (B.Sc.)	16 (25)	48 (75)	64 (6.0)
Food Science & Nutrition (B.Sc.) ⁺	6 (25)	18 (75)	24 (2.2)
Chemistry (B.Sc.)	46 (36.8)	79 (63.2)	125 (11.7)
Textiles & Fashion Design (B.Sc.) ^{**}	19 (65.5)	10 (34.5)	29 (2.7)
Agriculture (B.Sc.) ^{**}	9 (39.1)	23 (60.9)	32 (3.0)
Gandhian Social Work (B.A.)	61 (80.3)	15 (19.7)	76 (7.1)
B.B.A (RIM)	89 (61)	57 (39)	146 (13.7)
B.Com (Co-op.)	79 (45.4)	95 (54.5)	174 (16.3)
B. Tech. (Civil)	83 (63.4)	48 (36.6)	131 (12.2)
Total	463 (43.3)	607 (56.7)	1070 (100)

*Computed as on 2012–13 Academic Year; ⁺ Final Year students only; ^{**}First Year Students only; Figures in Parentheses represents percentage.

Enrolment Pattern in Post-Graduate Science Courses: While probing students' enrolment in science courses it is found that one-fourths (25.8%) of the total (710) students preferred Master of Computer Applications (MCA) followed by Computer Applications (Information Technology-13.2%) and altogether constituted nearly two-fifths (39%) that shows the students' preference towards computer related courses whereas students of Geoinformatics and Chemistry constituted 10.4% and 10.1%, respectively while the rest of the total students pursuing Physics (9.4%), Mathematics (6.3%), Dairy Science (5.6%), Zoology (5.4), Food and Nutrition (5.2%), Botany (4.8%) and Micro-Biology (3.8%). The sex-wise students' enrolment in the post-graduate science courses shows that females dominated in Food and Nutrition (94.4%), Mathematics (82.2%), Zoology (63.2%), Physics (62.7%), Micro-Biology (51.9%), and Computer Science (51.1%) whereas males' proportion found to be more in Dairy Science (80%), Geoinformatics (68.9%), Botany (64.7%), Chemistry (56.9%), and Master of Computer Applications (52.5%). It is found that of the total students enrolled in post graduate science courses more than half (50.7%) constituted by females and the rest 49.3% by males. Table 2 shows this.

Table-2. Students' Enrolment in Post Graduate Science Courses

Course	No. of Students				Total	%
	Male	%	Female	%		
Food and Nutrition (Home Science)	02	5.6	34	94.4	36	5.2
Chemistry	41	46.9	31	43.1	72	10.1
Physics	25	37.3	42	62.7	67	9.4
Mathematics	08	17.8	37	82.2	45	6.3
Computer Science (IT)	46	48.9	48	51.1	94	13.2
Geoinformatics	51	68.9	23	31.1	74	10.4
MCA	96	52.5	87	47.5	183	25.8
Dairy Science	32	80	08	20	40	5.6
Zoology	14	36.8	24	63.2	38	5.4
Botany	22	64.7	12	35.3	34	4.8
Micro-Biology	13	48.1	14	51.9	27	3.8
Total	350 (49.3)		360 (50.7)		710 (100)	100

Enrolment in Social Science Courses: Rural Development, Development Administration, Governance and Development, Sociology, and Human Resource and Conflict Management courses are being offered under the Deanery of Rural Oriented Social Sciences in the institution selected for the study. It is found that of the total students enrolled in these courses most of them pursuing Development Administration (32.4%) followed by Governance and Development (16.2%) and Sociology (10.8%) whereas students of Rural Development and Human Resource and Conflict Management courses constituted 20.3% in the total, each respectively. As far as students' enrolment by their sex is concerned males' proportion is found to be more in majority of these courses. They constituted two-thirds in Rural Development (66.7%) and Governance and Development (66.7%), more than three-fifths in Sociology (62.5%), and nearly three-fifths in Development Administration (58.3%) whereas females constituted three-fifths in Human Resource and Conflict Management (60%) courses. Therefore, there is no wonder to know that majority of the total students enrolled in social science courses in the institution selected for the study are males (58.1%) while comparing with females' proportion (41.9%).

Enrolment in Linguistics Courses: There are a total of three linguistics courses namely Master of Arts in Tamil and Indian Literature, English and Communicative Studies, and Hindi are being offered at the selected institution. While probing the students' enrolment in these courses it is to be noted that females outnumbered males in all the courses and they constituted 90% in Hindi, 81.2% and 60% in Tamil and Indian Literature, and English and Communicative Studies, respectively. The same also reveals in the total students enrolled in these courses that females' proportion is found to be three-fourths (75.4%) in the total whereas males constituted the rest one-fourths (24.6%).

Enrolment in MBA Courses: As far as Master of Business Administration (MBA) courses is concerned the institution selected for the study offers four specialisation viz., Rural Industries Management (RIM), Co-operative Management (Co-op), Rural Project Management (RPM), and Small Business Management (SBM). While analysing students' enrolment in these specialisations it is found that all the courses have been filled by the equal strength of the students. However, different pattern has been observed. Females outnumbered males in Rural Project Management (73.3%) and Cooperative Management (60%) whereas males in Small Business Management (63.3%) and Rural Industries Management (56.7%). It is to be noted that the same difference also exists in the total students

enrolled in all MBA courses that more than half (53.3%) of the total students constituted by females.

Students' Enrolment in Education Courses: Under the Department of Education the selected institution offers one-year Bachelor of Education (Integrated) and Master of Education. To get admitted in one-year integrated education course the students, if interested, pursuing final year undergraduate/post graduate courses in the institution itself have to complete pre-B.Ed. course during their regular course of study. While analysing the pattern of students' enrolment in these courses it is found that except very few males (4%) females constituted the large majority (94%) in the total. As far as students' enrolment in the case of Master of Education course is concerned both sexes constituted the total equally with slight deviation; males constituted 48.6% whereas females 51.4% in the total.

Enrolment Pattern in Diploma Courses: While analyzing the students' enrolment in Diploma courses it is found that males outnumbered females in all Diploma courses. They constituted 80% in Diploma in Geology, 70.3% in Diploma in Geoinformatics, 76% in Diploma in Sanitary Inspector, 70.4% in Diploma in Textile Technology and 54.8% in Diploma in Agriculture. Hence, there is no wonder that of the total students (304) found in the Diploma courses males dominated with a proportion of more than three-fifths (61.8%) while the rest 38.2% constituted by females. It brings out the fact that males shown of more interest than females as far as Diploma courses are concerned.

STUDENTS' ENROLMENT: A PROPORTIONAL ANALYSIS

The proportional analysis of the students' enrolment in the institution selected for the study it is to be noted that of the total students enrolled in various programmes nearly more than two-fifths (43.2%) of them found in various undergraduate programmes followed by post-graduate science programmes and there is no need to say that it is because of number of the courses being offered under science both at undergraduate and post-graduate levels is more than that of other programme-courses followed by Diploma courses where 12.3% in the total students found, while the rest pursuing Master of Business Administration programmes (4.8%), Linguistics (4.6%), Education (3.5%), and Social Sciences (2.9%) programme-courses. Table 3 depicts students' enrolment in various Post-Graduate, Undergraduate, and Diploma Programmes being taught under different deaneries in the selected institution.

Table-3. Sex-wise Students' Enrolment in Post Graduate/ Undergraduate/Diploma Programmes

Subject	No. of Students		Total
	Male	Female	
Science Programmes	350 (49.3)	360 (50.7)	710 (28.7)
Master of Business Administration Programmes	56 (46.7)	64 (53.3)	120 (4.8)
Linguistics Programmes	28 (24.6)	86 (75.4)	114 (4.6)
Social Science Programmes	43 (58.1)	31 (41.9)	74 (2.9)
Education Programmes	20 (23.5)	65 (66.5)	85 (3.5)
Undergraduate Programmes	463 (43.3)	607 (56.7)	1070 (43.2)
Diploma Courses	188 (61.8)	116 (38.2)	304 (12.3)
Total	1148 (46.3)	1329 (53.7)	2477 (100)

While analyzing the sex-wise enrolment pattern through the Table 3 it is found that of the total students (2477) pursuing various Post-Graduate, Undergraduate and Diploma programmes females constituted more than half (53.7%) while the rest 46.3% constituted by males. As far as programme-wise students' enrolment by their sex is concerned females outnumbered males with a proportion of three-fourths in Linguistics (75.4%), two-thirds in Education (66.5%), about three-fifths in undergraduate programmes (56.7%), more than half in Master of Business Administration programmes (53.3%), and Science programmes (50.7%) in the total students enrolled in the respective programmes whereas males outnumbered females in Diploma courses with a proportion of more than three-fifths (61.8%) and nearly three-fifths in Social Science programmes (58.1%). Hence, there is no need to say that females constituted more (53.7%) than males (46.3%) in the total students pursuing various academic programmes of different deaneries in the institution selected for the present study.

CONCLUSION

While concluding the present discussion on gender and their preference towards programme of study in the institution for higher education selected for the study it is important to highlight that almost eight out of ten students enrolled in post-graduate Linguistics, seven out of ten in Education, and six out of ten in undergraduate programmes constituted by females while six out of ten in Diploma and post-graduate Social Sciences constituted by males, respectively whereas both sexes constituted each five out of ten in post-graduate Science and Master of Business Administration programmes, respectively. Even though women's proportion in the selected programmes significantly found to be high or equal comparing with men except post-graduate Social Sciences and Diploma programmes where males' domination found to be more, they constituted about two-fifths in the total students admitted in the respective programmes is concerned. Hence, it is felt need to say that efforts has to be made to achieve proportional growth in women's enrolment in higher education by and large and the same balance has to be retained in the successive years.

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Chapter 8

SOCIAL JUSTICE IN HIGHER EDUCATION FOR HUMAN RIGHTS AND WOMEN: A SOCIOLOGICAL STUDY

*T. S. Balagomala**

INTRODUCTION

The need for human rights education has been emphasized in the Universal Declaration of Human Rights and other international documents and treaties. Provisions form these instruments state that human rights education consists of efforts to build a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes.

- Strengthening respect for human rights and fundamental freedoms;
- Fully developing the human personality and its sense of dignity;
- Promoting understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- Enabling everyone to participate effectively in a free society;
- Furthering United Nations activities for maintaining peace.

STATEMENT OF THE PROBLEM

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries’ priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade

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for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education. Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights into everyday life is the Universal Declaration. This declaration was adopted by the General Assembly in 1948, making December 10 annual Human Rights Day ever since. To this day the 30 article compilation is seen as “a common standard of achievement for all peoples and all nations.

OBJECTIVES

- To study the socio economic back ground of the human rights higher education.
- To study the causes for human rights higher education for women.
- To explore the suggestion of people for universalization of the human rights higher education
- To suggest strategies for the human rights higher education.

METHODOLOGY

The present study is an explorative research and the survey method has been used for collection of data. For the purpose of survey, structured pre-tested interview schedules were prepared and administered to the women and human rights higher education. Purposive sampling procedure has been adopted. Data have been collected from the heads of the women families or any adult members in the family who is knowledgeable in providing data or dropout children.

Hypotheses

The following hypotheses are proposed and tested in the present investigation:

1. Socio-economic and demographic factors are not associated with the higher education of human rights of women
2. Knowledge on human rights and higher education of women does not associate with the experience of human rights.

Scope of Study

The present study focuses on the Human rights higher education of women, their problems and prospects of women. It highlights the Human rights education of women and knowledge on human rights women and shared and the social identity education of human rights problems faced by them and focuses welfare measures for the human rights of women also.

Tool for Data Collection

An interview schedule is used for data collection based on pre-tested the schedule with sequence of the schedule consists of both fixed and open ended questions.

Social Justice in Higher Education

Needs to be understood within the wider conceptualization of provision of education. In this paper, higher education refers to post-secondary education offered by tertiary institutions and universities; which include degrees, advanced diplomas or equivalent qualifications. Graduates of these programmes are normally professionals expected to use their professional competences for the sustainable development of self and their societies.

The concept of social justice is complex and dynamic because varied conceptualizations proffered by various scholars reflect ideological orientations and beliefs. In that regard social justice is observed in just procedures that protect the individuals and individual property rights. In the context of market economy some Neo-liberals assert that what are important are the just processes of making choices in the market place. Social justice in education, therefore, should be based on fair procedures of competition for access and participation. The socialists on the other hand, insist that social justice has to be observed in fair distribution of income and property as well as control of the production process. In this view some of individual rights may be sacrificed for the benefit of many. In that regard collective responsibility and fair and equitable outcomes are more important than equal procedures and processes that may result in unequitable outcomes. Social justice in education, therefore, should be based on equitable chances to participate and benefit from higher education. Religious beliefs also account for varied views of social justice.

This paper contends that social justice signifies equitable distribution of human rights despite differences in socio-economic status, gender, race or ethnicity. This entails equitable procedures, processes and outcomes

hence equitable ownership and control of the processes pertaining to the individuals' and society's livelihood and potential for sustainable development. Promotion of social justice in higher education therefore would connote equal opportunity to access, participate and benefit from education.

Thus attributes of social justice in higher education include:

- Recognition and acknowledgement of education as a basic human right;
- Equitable opportunities for access and participation in higher education;
- Equity in the ownership and control of the learning process;
- Equitable outcomes from participation in higher education programmes and activities;
- Equitable opportunities for different categories of learners, faculty and institutions to participate in acquisition, creation, development; application of knowledge and benefiting from that knowledge.

Recognition and acknowledgement of education as a basic human right is significant because education is a foundation for promoting livelihood of individuals and sustainable development of the society. The purpose of education should be the liberation of the people from ignorance and dependency thus increasing their physical and mental freedom to increase control over themselves, their lives and the environment in which they live.

Democratization of Higher Education:

For the learners, democratization of education entails control of the learning process, getting relevant education and benefiting from participation in the learning process. Flexibility of open educational resources enhances their potential to provide education that is relevant, timely and with relatively less opportunity cost.

Open Educational Resources:

Promote interactivity in learning which in turn contribute significantly towards democratization of education, through empowering the learner to participate in the arrangement of their learning process, identifying what is relevant and sharing their learning experiences and reflections with others. OERs can also expand opportunities of lifelong learning thus increasing the potential to create knowledgeable societies. OERs can expand the possibility of equitable participation in the knowledge

cycle which includes creation/construction, production, dissemination and consumption of knowledge (Muganda 2006).

Conceptualization:

In order for the cycle to continue knowledge consumption process should result into knowledge creation. Complete participation in the cycle is important because stopping at any point not only breaks the cycle but also impinges on the rights of the participants. If a participant stops at knowledge creation for example, he/she is only a data collector and will not only miss recognition for his or her intellectual product but also sometimes be forced to buy the same knowledge in a repackaged form. Through appropriate partnership and collaboration OERs create space for more equitable participation in the knowledge cycle.

BRIDGING COURSES AND SOCIAL JUSTICE IN HIGHER EDUCATION

Along with OERs, bridging courses/ programmes are yet another strategy for increasing possibilities of realizing potentials of ODL, as they provide opportunity to those excluded because of inadequacies in their schooling experiences. bridging courses/programmes which tend to fill the qualification gap to ensure entry and success in higher education programmes are more common in developed world than in developing countries. Advertisements for such programmes suggest inter-alia their role in the areas of access, participation and benefiting from education. Some of the identified roles of bridging courses in higher education include:

- Bridging the gap for those who could not qualify directly;
- Balancing gender by supporting women to pursue careers in non-traditional disciplines;
- Contributing towards equity in the ownership and control of the learning process
- Widening chances of successful participation.

The Foundation Course of the Open University of Tanzania, is an example of bridging programmes. It is a non-degree programme hosted by the Institute of Continuing Education (ICE) which has the mandate to provide opportunities for continuing education. Through certificates and diploma programmes the institute has provided bridges that have opened the chances for many of those who would not have had the opportunity to participate in higher education.

CONCLUSION

The foregoing discussion indicates that open education resources and bridging courses can increase the realization of the potential of open and distance learning in fostering social justice in higher education, however, a few grey areas are worthy of noting. Major issues for open education resources include copyright; resources; sustainability; the digital culture quality assurance as well as capacity for developing, adopting and adapting the open education resources. Funding and sustainability is another area of concern in reference to OERs in developing societies. Connected to this is availability of supportive infrastructure for developing viable and sustainable Open education resources including capacity for developing, and adapting the OERs. The underdeveloped digital culture in developing countries also delimits their level and extent of participation in and benefit from OER and general. Further, quality assurance and quality control of OERs is another area of concern, which may need to be addressed to ensure that the flexibility criteria are maintained without compromising the quality of learning taking place. Finally, it is hoped that the deliberations in this presentation will stimulate more thinking on how OERs and bridging courses/programmes can be sustainably developed and used to enhance human rights education and for women to capacity to foster social justice in higher education.

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Chapter 9

SOCIAL JUSTICE IN HIGHER EDUCATION

*Dr. M. Biruntha**

INTRODUCTION

Social Justice Education is an interdisciplinary graduate program of study with a focus on social diversity and social justice education particularly as they apply to formal educational systems, kindergarten through higher education. Students in social justice education study the inequities that people experience on the basis of their social group memberships, through systems of constraint and advantage reproduced through the social processes of exploitation, marginalization, powerlessness, cultural imperialism, and violence.

Social justice education pays attention to the resources that individuals, families, social groups and communities bring to personal and social change and to the transformation of educational institutions and practices. Social justice education also pays careful attention to process in educational and structural interventions and practices. This attention to process includes balancing the emotional with the cognitive; acknowledging and supporting the personal while analyzing and intervening in social systems; attending to social relations within and among families, schools and communities; developing competencies in collaboration and interpersonal and intergroup relationships as well as education and advocacy.

The bodies of knowledge, research and practice that inform social justice education are interdisciplinary, drawn from anthropology; Black and ethnic studies; cognitive, developmental and social psychology; education; gay, lesbian bisexual, and transgender studies; history; literature; Judaic

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and middle eastern studies; women's studies; and sociology. It includes the following areas:

- Theories and research on socialization that inform the development of social identity and social group affiliations within families, schools, communities and other social institutions;
- The formation, maintenance, and interaction among in-groups and out-groups, and interventions that foster positive inter-group relations;
- Prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression;
- Forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within educational and other social systems;
- Socio-cultural and historical contexts for, and dynamics within and among the specific manifestations of oppression in educational and other social systems;
- Socio-cultural and historical contexts for the Civil Rights Movement and other social liberation movements that found inspiration in such as the women's liberation movement, the lesbian, gay, bisexual, transgender rights movements, the disability rights movement, and liberation movements for communities of color
- The interaction of students and families within multicultural schools and communities;
- Models for designing, delivering and evaluating curriculum-based social justice education;
- Models for designing, delivering and evaluating system-based social justice interventions within or among families, schools, school systems, and communities
- Social justice intervention strategies such as conflict resolution, collaboration, or advocacy

Social justice in higher education would connote equal opportunity to access, participate and benefit from higher education which simply means removal of barriers thus inclusion of all those who have traditionally been excluded either by history, perceptions or structures. Because of its flexibility of programmes and forms of delivery open and distance learning has been acknowledged to have greater potential for reducing these barriers. However, to date, especially in developing societies there are still a great number of people who are missing out on higher education.

By removing barriers to education open distance learning opens up the possibilities of social justice in higher education in terms of access, relevance, flexibility, lifelong learning opportunities and democratization of knowledge. However, maximizing the realization of these possibilities is still problematic as evidenced for example that to date there are still a great number of people who are missing out on higher education.

ATTRIBUTES OF SOCIAL JUSTICE IN HIGHER EDUCATION

Social justice in higher education needs to be understood within the wider conceptualization of provision of education. Higher education refers to post secondary education offered by tertiary institutions and universities; which include degrees, advanced diplomas or equivalent qualifications. Graduates of these programmes are normally professionals expected to use their professional competences for the sustainable development of self and their societies.

The concept of social justice is complex and dynamic because varied conceptualizations proffered by various scholars reflect ideological orientations and beliefs. Definitions and descriptions of social justice based on liberal and neo-liberal ideology for example indicate that social justice should focus on rights of the individual. For example, proposes that "Each person possesses an inviolability founded on justice that even the welfare of society as a whole cannot override. For this reason justice denies that the loss of freedom for some is made right by a greater good shared by others."

Social justice is observed in just procedures that protect the individuals and individual property rights. In the context of market economy some Neo-liberals assert that what are important are the just processes of making choices in the market place. Social justice in education, therefore, should be based on fair procedures of competition for access and participation. The socialists on the other hand, insist that social justice has to be observed in fair distribution of income and property as well as control of the production process.

Social justice in education, therefore, should be based on equitable chances to participate and benefit from higher education. Religious beliefs also account for varied views of social justice. The catholic teachings for instance, insisting on the protection of civil rights to ensure harmonious existence in a society Inherent in the varied approaches to social justice, is an indication that efforts have to be made to promote human rights. Social justice signifies equitable distribution of human rights despite differences

in socio-economic status, gender, race or ethnicity. This entails equitable procedures, processes and outcomes hence equitable ownership and control of the processes pertaining to the individuals' and society's livelihood and potential for sustainable development. Promotion of social justice in higher education therefore would connote equal opportunity to access, participate and benefit from education.

Thus Attributes of Social Justice in Higher Education Include:

- Recognition and acknowledgement of education as a basic human right;
- Equitable opportunities for access and participation in higher education;
- Equity in the ownership and control of the learning process;
- Equitable outcomes from participation in higher education programmes and activities;
- Equitable opportunities for different categories of learners, faculty and institutions to participate in acquisition, creation, development; application of knowledge and benefiting from that knowledge.

Recognition and acknowledgement of education as a basic human right is significant because education is a foundation for promoting livelihood of individuals and sustainable development of the society. Equity in the ownership and control of the learning process, on the other hand, indicate that higher education programmes should be flexible enough to accommodate a wide range of learners regardless of who they are, where, when and what they want to study. While equitable participation in higher education involve ability to participate in activities of higher education as a creator/constructor, distributor or consumer of knowledge; equitable outcomes entails ability to benefit from the efforts put in during the participation in the knowledge development cycle including recognition for participation and contribution in knowledge creation, development and use.

Social Justice in Higher Education in developing societies including historical, socio-economic, socio-cultural and technological barriers

- Historical Barriers
- Socio- cultural barriers
- Structural and perceptual barriers
- Economic barriers
- Technological Barriers

CONCLUSION

The foregoing discussion indicates that Open Educational Resources and bridging courses can increase the realization of the potential of open and distance learning in fostering social justice in higher education, however, a few grey areas are worthy of noting. Major issues for Open Educational Resources include copyright; resources; sustainability; the digital culture quality assurance as well as capacity for developing, adopting and adapting the Open Educational Resources. Concern on Open Educational Resources, for issues of copyright has been raised, pointing to contradictions between the collective ownership advocated by Open Educational Resources and the market economy ethos of individualism. Based on individual achievement recognized publications for academic staff are those that bear their names.

The underdeveloped digital culture in developing countries also delimits their level and extent of participation in and benefit from Open Educational Resources and ODL in general. Further, quality assurance and quality control of Open Educational Resources is another area of concern, which may need to be addressed to ensure that the flexibility criteria are maintained without compromising the quality of learning taking place. Regarding bridging courses the main issues is for higher education institutions to establish modalities of collaboration with other education institutions to assist in identifying what each institution can do in order to achieve recognized, desired and adequate bridging programmes for different higher education settings.

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Chapter 10

SENSITIVITY AND REACTION ON ETHICS AMONG STUDENT-TEACHERS OF B.ED. COLLEGES

M. Brindhamani and M. Hepsiba Rathna Rani***

ABSTRACT

Moral awareness underpins moral reasoning and ethical decision making. This mixed methods study investigates a critical feature of these phenomena among entrepreneurs, namely the influence of social cognitive self-regulation on moral awareness. Results suggest that entrepreneurs with stronger self-regulatory characteristics are more morally aware and relate such awareness to maintaining personal integrity and building inter-personal trust. In contrast, entrepreneurs with weaker self-regulatory characteristics appear less morally aware overall, and focus primarily on moral issues relating to failure and loss. As Almond (1999) contends that if morality is judging what is good and right then ethics is the reasoning behind such judgement.

INTRODUCTION

Ethics are regarded desirable, essential and are apprehended with high esteem by the society in which a person lives. Ethics reflect one's personal attitude and judgments, decisions and choices, behavior and relationships, dreams and visions. Ethics may vary from one society to another and from time to time. But, every society abides by certain moral Ethics and these Ethics are accepted by all the societies as "Global Ethics". "Ethics are to be inculcated in the minds and cultivated as practice and not taught," is a very old saying. It was perhaps true in days gone by when parents at home and

leaders in community in various walks of life were all value based people. Therefore younger children and growing adolescents could catch Ethics of elderly people are either by imitation or by special efforts developed appropriate Ethics accepted and respected in society. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value based education in B.Ed colleges and to know the awareness on moral Ethics.

NEED FOR THE STUDY

Value is closely related with aims of education. Education enables people to know meaning reasons and Ethics. Although there has been great advancement in science and technology, Ethics is reflected in day-to-day life of large section of our present society. The teachers plan is an important role in making their students a good man to this world. The minds, hearts and hands of children are to be engaged in forming their own character to know what is good, love and doing good thing. So, it is important that the B.Ed Student - Teachers must have an adequate knowledge of absolute Ethics. As the investigator formerly serving as a Principal, he was intended to know the Ethics education of the Student – Teachers. Hence he was motivated to take up the study "Awareness on Ethics among B.Ed., Student – Teachers in Trichy district".

Methodology

The study belongs to Survey type. Survey study is possible even if the sample is heterogeneous. The population from which sample is drawn did not constitute a homogeneous one. So the investigators have stratified the population and the required sample is selected randomly. The study was confined to 300 Student-Teachers. The investigators randomly selected the Student-Teachers of B.Ed. colleges in Kancheepuram District. Different Statistical Measures such as Mean, Standard Deviation and 't' test to analyze the Significant Difference.

Objectives of the Study

1. To find out the level of Awareness on Ethics among B.Ed., Student-Teachers.
2. To find out the Awareness on Ethics among B.Ed., Student-Teachers with respect to Gender, Age, UG Degree, Place of Residence and Marital Status

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Hypotheses of the Study

1. The levels of Awareness on Ethics among B.Ed Student-Teachers are high.
2. There is a significant difference between the Awareness on Ethics among B.Ed., Student-Teachers with respect to Gender, Age, UG Degree, Place of Residence and Marital Status.

Data Analysis: The collected data were analysed and the results are presented in the following tables.

S. No.	Category	Type of Samples	N	Mean	SD	't' Value
1	Gender	Male	80	185.05	17.24	0.30
		Female	220	184.3	17.06	
2	Age	Below 25	171	185.00	16.57	0.79
		Above 25	129	186.46	18.10	
3	U.G Degree	Science	233	185.11	16.19	0.52
		Arts	67	187.1	20.54	
4	Place of Residence	Urban	121	184.98	17.65	0.93
		Rural	179	185.94	16.9	
5	Marital Status	Unmarried	250	30.06	4.789	0.17
		Married	50	30.18	3.916	

The above table reveals that the calculated t-Ethics are less than the tabulated value which are not significant, it confirms that there are no significant difference of Ethics among B.Ed., Student -Teachers on the basis of Gender, Age, UG Degree, Place of Residence and Marital Status. Hence the stated hypotheses are rejected.

FINDINGS

1. The Awareness on Ethics among B.Ed., Student - Teachers are high.
2. There is no significant difference between the Awareness on Ethics among B.Ed., Student-Teachers with respect to Gender, Age, UG Degree, Place of Residence and Marital Status.

CONCLUSION

The trainees must be trained in such a way that they should show not only academic excellence but also practical applications in their life. The Trainees must be admitted not only on the basis of academic record but also on the basis of their Ethics. Further it can be concluded that the Ethics is effective when compared with the conventional method of teaching.

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Chapter 11

EQUALITY AND SOCIAL JUSTICE IN EDUCATION

Dr. Hemalatha Kalaimathi and P.S. Shahila Alias Eswari*

INTRODUCTION

Gender equality is now universally accepted as being a prerequisite for sustainable human development. In India, although some progress in women's development has been made, women continue to lag behind men. The adverse sex ratio, poor educational and nutritional status, inequality in wages and the prevalence of violence against women are all pointers to the fact of glaring gender inequalities in key areas of social, economic and political participation and decision-making. As a consequence, the potentials, perspectives and contributions of one half of the population remain largely invisible and unacknowledged.

Gender equality cannot come about only through changes in the conditions of women's lives - it requires transformation of the patriarchal structures and systems that lie at the root of women's subordination and gender inequality. These structures cannot be transformed by external interventions alone - women must themselves become active agents of change. Gender equality, therefore, demands women's empowerment.

EQUALITY AND SOCIAL JUSTICE IN EDUCATION

Promoting Equal Access of Girls/Women, particularly those belonging to rural areas and socio-economic disadvantaged groups (SCs, STs, OBCs and other deprived groups staying in urban slums) in Technical and Vocational Education faced by various socio-economic

factors and practices; girls belonging to rural and backward areas and those hailing from socio-economic deprived groups; spend most part of the day either working to earn or caring for younger siblings. This results in a pathetically low enrolment of such girls in schools. Withdrawals of girls at puberty, early marriage, school location, physical facilities and hours of instruction have been identified as other barriers to girls' education in our country.

SANKALP has been working to promote employment/self-employment opportunities for girls, especially those hailing from rural areas and socio-economic deprived groups. Women get easily displaced because of changing job-skills. Therefore, attempts have been made for continuous training and up gradation of skills. The emphasis has been put on a more flexible programme of non-formal and need-based technical vocational training. Practical subjects like horticulture, animal husbandry, soil conservation, social forestry, agricultural, crafts and food preservation have been encouraged to enhance the participation of girls.

Last year, India emblemized its role as the world's largest democracy as over 800 million eligible voters went to the polls in what may have been the largest democratic event in history. High on the list of priorities for all contesting parties was women's empowerment, women's equality and overall safety for women. In fact, surveys show more than 90 percent of Indian voters see combating violence against women as a priority and 75 percent of men and women believe that the political promises made to advocate women's rights have been inadequate so far.

There is good cause for Indians to be concerned that not enough has been done for women in their country. According to India's National Crime Records Bureau, more than 25,000 rape cases were reported across the country in 2012 alone. Out of these, almost 98 percent were committed by a relative or neighbour. Additional statistics are no less troubling: latest estimates suggest that a new case of rape is reported every 22 minutes in India, a dowry death occurs every 77 minutes, and a case of cruelty committed by either a husband or husband's relative occurs every 9 minutes. Forty-seven percent of girls are married by 18 years of age, and 18 percent are married by 15 years of age, resulting in around 39,000 child marriages taking place each day. From a global perspective, 40 percent of the world's child brides are from India.

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Even before girls reach their teenage years, they face distressing challenges in India. Many more girls than boys die before reaching the age of 5. And with female feticide approaching nearly 1 million a year, fewer girls are born. Indeed, our sex ratio is at 914 women to 1,000 men, the lowest it has been since independence in 1947. Domestic violence and gender disparities are especially pronounced in India's northern states. Women and girls in Uttar Pradesh, in particular, suffer physical abuse at rates of 18–45 percent, non-consensual sex at rates of 18–40 percent, and physically forced sex at rates of 4–7 percent.

These are terrifying statistics. While the government has tried to boost girls' education and has made some significant gains (females are now enrolled in primary school almost at parity with men), girls are still far from equal in India. Only 40 percent finish 10th grade. Ultimately, the social climate at home and in communities is too discriminatory to allow for girls being educated or becoming autonomous, equal persons.

Dissatisfied with the government's efforts, NGOs, women's movements, journalists, economists, academics and lawyers are promoting their "Womanifesto," a six-point plan, that details what needs to be done within the next five years to improve conditions for India's women and girls. First on the list is "Educate for Equality." It reads, "We will implement comprehensive, well-funded and long-term public education programs to end the culture of gender-based discrimination and violence. These will include: SMS, radio and TV public service campaigns, accessible lesson plans for schools, and modules for training teachers. To this end we will reach men, women, boys and girls in both urban and rural areas." Significantly, it specifically speaks of education "for equality," and not a more watered-down, paternalistic "education for girls."

If India is to become a better place for all of its children, then it is vital that we value and respect our daughters. We must move the conversation of girls' education from "learning outcomes" to "life outcomes" and take up "education for equality" as our mantra across the country. We should include gender education in our curriculum for both boys and girls. And we should teach these lessons not just to our students, but also to their parents and communities in order to construct an egalitarian gender perspective. This is imperative if India is to fulfil its constitutional promise of gender equality.

EQUALITY IN CURRICULUM

Embedding liberation, equality, and diversity in the curriculum means ensuring that all students have access to the same learning resources and have equal chances of success. It means that issues of liberation, equality, and diversity are incorporated into the curriculum as much as possible and that the learning environment is inclusive to all.

Liberating the curriculum may be something which we may want to think about when running a campaign on assessment. The campaign could investigate how your institution ensures that their curriculum considers equality in their curriculums and help to shape policy in this area or actively encourage opportunities for students to bring their experiences and perspectives into the classroom and use them as an integral part of the learning process through engaging them in curriculum design.

CONCLUSION

It is insufficiently appreciated that even at the elementary levels there are today a bewildering variety of schools – government primary schools (regular), private (aided and unaided), non-formal and alternative (government and non-government) – each offering differential services and catering to different strata of the population. What is disturbing is that children from different strata are increasingly being bunched in different types of schools, partly as a result of market forces and partly as a result of policy. While better off children – male, upper caste, urban, better-off – are increasingly accessing private schools seen as better endowed and functioning, poorer children, especially girls, more so in backward regions are being relegated to government and alternative schools. Unfortunately, the financial crunch hits these schools catering to the worst off and most in need. Hierarchies in educational provision and access are thus mirroring social hierarchies. Such a situation if allowed to continue unchecked may well wash away the gains of the previous decade – especially with respect to girls' education.

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Chapter 12

CULTURAL VIOLENCE: A CHALLENGE FOR RURAL WOMEN IN INDIAN EDUCATION

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INTRODUCTION

Cultural Violence affects the lives of millions of women worldwide, in all socio-economic and educational classes. It cuts across cultural and religious barriers, impeding the right of women to participate fully in society. Cultural Violence against women takes a dismaying variety of forms, from domestic abuse and rape to child marriages and female circumcision. All are violations of the most fundamental human rights. In a statement to the Fourth World Conference on Women in Beijing in September 1995, the United Nations Secretary-General, Boutros Boutros-Ghali, said that violence against women is a universal problem that must be universally condemned. But he said that the problem continues to grow. Violence against women and girls is a grave violation of human rights. Its impact ranges from immediate to long-term multiple physical, sexual and mental consequences for women and girls, including death. It negatively affects women's general well-being and prevents women from fully participating in society. Violence not only has negative consequences for women but also their families, the community and the country at large. It has tremendous costs, from greater health care and legal expenses and losses in productivity, impacting national budgets and overall development. Decades of mobilizing by civil society and women's movements have put ending gender-based

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violence high on national and international agendas. An unprecedented number of countries have laws against domestic violence, sexual assault and other forms of violence. Challenges remain however in implementing these laws, limiting women and girls' access to safety and justice. Not enough is done to prevent violence, and when it does occur, it often goes unpunished.

CULTURAL VIOLENCE OF RURAL WOMEN IN TAMIL NADU

Cultural Violence of women in Tamil Nadu includes molestation, abduction, dowry-related violence, and domestic violence. The police recorded 1,130 cases during the first seven months in 2013, compared to 860 for the corresponding period in 2012. In Usilampatti Taluk, Theni District of Tamil Nadu around 6,000 female children were killed in a span of 2 years during 1987–88, accounting to the single largest instance of recorded female infanticide. A major underlying cause of violence against women is the perception that married women are the property of their husbands. Alcohol use and the portrayal of women in the society and cinemas as sex objects are also believed to be major factors.

The categories of violence against women reported in Tamil Nadu crime statistics are rape, dowry death, molestation, abduction, sexual harassment, and physical abuse by husband and his relatives. During the period of January to July 2013, the state police registered 1,130 cases compared to 860 during the corresponding period in 2012. The numbers of rape cases in the state were 436 during the same period, comprising 42 in Chennai, 32 in Villupuram and 11 in Coimbatore. The police also reported a decrease in the rape and abduction cases and an increase of 32 per cent cases related to cruelty by husbands and relatives. As per the crime report of Tamil Nadu Police in 2007, a total of 6,612 cases relating to crime against women were registered by the police, which was 39 per cent over the number in 2006. Of these, cruelty by husband and relatives and molestation accounted for 53 per cent of the cases.

The corresponding Acts under which cases were filed include Indecent Representation of women Act, Child Marriage Restraint Act, Tamil Nadu Prohibition of Harassment of Women (Amended) Act 2002, Tamil Nadu Prohibition of Sexual harassment of Women Act 2000, and Dowry Prohibition Act. The sections under the Indian Penal Code related to women are IPC 376 for Rape, IPC 363 -373 related to account Kidnapping & Abduction, 302/304-B related to Homicide for Dowry, Dowry Deaths or their attempts, 498-A related to Cruelty by husband or Relatives, 354 related to Molestation,

509 related to Sexual Harassment, 366-B related to Importation of Girls up to 21 years. In 2007, the state police filed 523 (7.91%) cases of rape, 718 (16.59%) related to kidnapping and abduction, 187 (3.15%) dowry deaths, 1,247 (29.89%) related to cruelty by husbands and relatives, 1,179 (23.29%) related to molestation, 852 (13.23%) on sexual harassment, 35 (0.38%) on indecent representation of women and 81 (5.57%) related to dowry prohibition.

MAJOR FORMS OF CULTURAL VIOLENCE

1. **Dowry death:** Dowry death, also known as “bride burning”, is a crime related to the dowry system in India, which is the practice of the bride's family giving gifts to the family of the groom. The practice is believed to have originated in Hindu marriage customs, but in many cases in modern times is visualized as a business transaction negotiated between the families of the bride and groom. Dowry harassment and dowry death occur in situations in which the groom's family becomes dissatisfied with the dowry or with delays in receiving it, and then reacts by humiliating the bride and subjecting her to physical abuse. In India, most family disputes that result in violence are disputes over dowry transactions
2. **Female infanticide:** Female infanticide was more common during the 1980s in the southern districts of Tamil Nadu. In Usilampatti taluk, a taluk in Madurai District, around 6,000 female children were killed in a span of 2 years during 1987–88. The crime was detected in one of the maternity homes that reported loss of 95% female children born during the period. The female infants were fed with the poisonous juice of oleander plant almost on the day of the birth of the child. The practice was reported even during 1993. The other districts which had prevalence were Salem, Dharmapuri, Vellore (formerly North Arcot), Erode, Dindigul and Madurai, with North Salem, South Dharmapuri, South Dindigul and West Madurai accounting for 70 per cent of all cases.
3. **Trafficking:** The Immoral Traffic (Prevention) Act, 1956 (ITPA) imposes prevention of trafficking women and children. While it was initially targeted at sex workers with a female majority, it was gradually extended to trafficking of human beings. The Tamil Nadu police created an Anti-Trafficking Cell in the Crime Branch CID that has inter-state connectivity to deal with trafficking. During 2007, 1,199 cases were

registered in the state related to trafficking, with a majority against pimps, brothel owners and traffickers. The state capital, Chennai had the highest in 2007 with 202 cases followed by Coimbatore with 143, Coimbatore district with 107 and Trichy eight 100 cases. Tamil Nadu recorded the highest number of domestic violence cases against women in 2011 with 3,983 cases, out of the national total of 9,431. A survey conducted by World Health Organization across different states in 2005–06 indicated that the crime against women in the state was at 41.9 per cent, with most incidents reported in urban locations than in rural. In one of the publicized rescue operations in 1990, 913 females were rescued from brothels in Mumbai and the state promised rehabilitation for all of them. But a few months later, all of them returned to the brothels as their families abandoned them and the government relief measures did not reach them.

4. **Acid attack:** The attack involves throwing acid to dismember or mutilate women. As per a report published on the attacks between March 2014 to September 2015, 200 attacks were recorded, 70.2% were on women. The major reason cited for 51% of the cases involved disgruntled persons who were denied love by the women involved and 42% were attacked by anonymous persons. The state had three fatalities during the period of 2012–14.
5. **Dating and Cultural Violence on College Campuses:** Problem of dating and Cultural Violence on college campuses, and barriers that may exist for students in accessing resources. It is designed to dispel myths and provide information about the prevalence of these issues so that panelists will be as informed as possible about the reality of these offenses
6. **Sexual assault:** Sexual assault is any sexual contact without consent. The general term, sexual assault, covers a number of related crimes, including rape, which is penile-vaginal penetration. Other acts of sexual assault include oral copulation, anal intercourse, penetration of the anus or vagina with a foreign object, and touching an intimate part of another person, all without consent. The attempt to commit any act of sexual assault is also a crime. The absence of informed consent distinguishes a crime from a sexual encounter. Every person possesses the right to decide whether and when to be sexual. Consent signifies active participation; this cannot be inferred or assumed.

7. **Stalking:** Stalking is a pattern of repeated and unwanted attention, harassment, contact, or any other conduct directed at a specific person that would cause a reasonable person to feel fear. These collections of behaviors, at one time in the recent past, tended to be excused or minimized by society. Now, it is generally understood these pattern of behaviors that causes impact and anxiety, and impacts the survivor's ability to pursue his/her education and live a whole and healthy life. More than half of all stalking survivors are between 18 and 29 years old and most stalkers are an acquaintance, such as a former dating partner.

REMEDIES FOR PREVENTING CULTURAL VIOLENCE IN TAMIL NADU

The majority of the survivors of stalking, dating and domestic violence, and sexual assault outlined above are women, and the majority of the perpetrators are men. However, men are also survivors and women can be perpetrators. Violence occurs between people regardless of their gender and gender identity; the perpetrator and the victim might be involved intimately, or they may be acquaintances. The perpetrator may also be targeting someone because of their sexual orientation or gender identity, either real or perceived. It is important to emphasize that most men are not perpetrators of violence. Sexual assaults are committed by a small number of men who are repeat offenders. More than 90% of the time, perpetrators and their victims are within the same racial and ethnic group. Only a small number of perpetrators have mental health problems. Perpetrator behavior is based in culturally supported beliefs about power, about who deserves respect, and about acceptable behavior in sexual and intimate relationships. Perpetrators of sexual assault and relationship violence sometimes blame their violence on being under the influence of alcohol or drugs. Alcohol or drugs may be used in an attempt to mask their actions, but the underlying beliefs that govern their behavior are established apart from any substance.

Tamil Nadu is the first state in India to set up “all women police stations” (AWPSs) to deal with crimes against women. The scheme was initiated by the government of Tamil Nadu state in 1991–95. As of 2003, the state had around 188 AWPSs all over the state, most of which were located in the same building as the regular police station. The AWPSs were set to handle cases related to women like sexual harassment, marital discord, child abuse, and eve teasing, trafficking, suicides and dowry harassment. Activists believed that after the establishment of AWPSs, women were able

to come out and report dowry-related crimes freely to the police women. The police women also reported that they received complaints related to sex tortures, which otherwise went unreported to their male counterparts.

CONCLUSION-EDUCATING WOMAN WITH ECONOMICAL INDEPENDENCE

Kumud Sharma (2005) traced the correlation between education and domestic violence to patriarchal attitudes. “Educated women are aware of their rights,” she said. “They are no longer willing to follow commands blindly. When they ask questions, it causes conflicts, which, in turn, leads to violence. In many Indian states, working women are asked to hand over their paycheck to the husband and have no control over their finances. So, if they stop doing so or start asserting their right, there is bound to be friction.”

Domestic violence experts say the problem in India stems from a cultural bias against women who challenge their husband’s right to control their behavior. Women who do this---even by asking for household money or stepping out of the house without their permission---are seen as punishable. This process leads men to believe their notion of masculinity and manhood is reflected to the degree to which they control their wives.

Violence can start at any corner in the direct structural-cultural violence triangle and is easily transmitted to the other corners. With the violent structure institutionalized and the violent culture internalized, direct violence also tends to become institutionalized, repetitive, and ritualistic, like a vendetta. This triangular syndrome of violence should then be contrasted in the mind with a triangular syndrome of peace in which cultural peace engenders structural peace, with symbiotic, equitable relations among diverse partners, and direct peace with acts of cooperation, friendliness and love. It could be a virtuous rather than vicious triangle, also self-reinforcing. This virtuous triangle would be obtained by working on all three corners at the same time, not assuming that basic change in one will automatically lead to changes in the other two.

Education to woman with independent decision making and economic liberty is the wise solution for the cultural violence for in this part of the world. The community will change their attitude towards woman that they are not for sex and reproductive machines, they are part and parcel of the life, equating with men.

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Chapter 13

A STUDY ON SOCIAL BARRIERS FOR EDUCATION AND GROWTH OF FEMALE ADOLESCENCE IN THE SOCIETY IN NAMAKKAL DISTRICT

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ABSTRACT

Adolescence is a period of transition when the individual changes physically and psychologically from a child to an adult. This transition involves psychological, emotional, social and intellectual changes. The developmental changes that occur during adolescence cause varying degrees of disturbances in them because of the rapid pubertal changes. Adolescents in India, account for one-fifth of the total population and are a significant human resource that needs to be given ample opportunity for holistic development towards achieving their full potential. Not only are needs of the adolescents related to their physical development, but also to their emotional and psycho-social development. Past research experience has shown that conducive environment facilitates holistic development of adolescents into mature and productive human resource and several negative influences, affecting the socio-cultural growth of adolescents, are preventable. Adolescent girls have their own developmental needs, which are peculiar to them and need to be addressed separately.

Keywords: social barriers, education, growth of female adolescence

INTRODUCTION

Some of the opportunities and challenges facing girls today are discussed in this chapter, taking into consideration factors such as: negative attitudes, exclusion and discrimination; access to services (health, education,

employment) empowerment, attitudes and values; young girls as victims of violence; and maternal health issues. Attention is given to issues and concerns of special relevance to females, and to their status or position relative to that of males; within the latter context, areas of both inequality and convergence are explored. The various sections of the chapter focus primarily on health, educational issues, the effects of violence on girls, their values and attitudes, and the concept of empowerment. The section provides a summary and analysis of the issues addressed and of the overall situation of girls suggesting that while enormous progress has been made in many respects, the gap between existing inequalities and the achievable objective of full equality is still far too wide, particularly in developing countries.

In all areas of society, gender equality has become the norm. Universally accepted principles of human rights have set the standard for equality between women and men. This concept extends to the recognition that girls and young women are unique individuals with rights and responsibilities similar to those of boys and young men, and explores some of the challenges and opportunities girls face today, taking into consideration factors such as access to health, education and employment, as well as values, attitudes and behaviour (including violence) towards young girls. It is important to examine the specific circumstances that have distinguished the lives of girls and young women from those of boys and young men.

EDUCATION AND ITS IMPACT ON ADOLESCENCE GIRLS

Enrolment at various levels of education has generally improved more for girls than for boys; the gender gap in schooling is closing in most regions of the world. Nevertheless, the gap remains wide in many areas. The divide is greatest in South Asia and sub-Saharan Africa, particularly for secondary education; fewer than 40 per cent of secondary students are women.

According to data presented by the UNESCO Institute for Statistics in 2002, literacy rates for young people aged 15–24 years around the world have been increasing steadily. The proportion of illiterate young people worldwide declined from 25 per cent in 1970 to 13.2 per cent in 2000, and is projected to drop further, to about 9.5 per cent, in 2015. There has been a persistent general tendency at the global level towards higher rates of illiteracy for girls than for boys. The inequality, caused by both cultural and economic factors, is obvious, and the improvements in girls' literacy rates are occurring very slowly. In the 1970s, girls were 1.8 times more likely than boys to be illiterate; by 2000 the ratio had dropped only slightly, to 1.6 times. In 2000, Asia had the highest rates of illiteracy among 15

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to 24 year old girls at 29 per cent. These figures, while high, represent a major improvement for the two regions over the past 30 years; in 1970 the illiteracy rate for girls was 71.7 per cent per cent in Asia. In one generation the risk of illiteracy for girls has been reduced by more than half on both continents. Nonetheless, in the year 2000, Asian girls still faced a 60 per cent greater risk of illiteracy, than Asian boys.

Need For The Study

Some studies found that girls have difficulty coping with stressful situations and tolerating difficult feelings with academic areas. Many described chronic depressive symptoms, feeling depressed, guilty, uncertain, inadequate, and that they were isolating themselves from others. However, they frequently described obstacles to being able to accomplish these goals.

This study makes a good start examining the academic background and the mental health of young girls and their academic difficulties as well. However, the focus of the study was not on mental health.

Particular factors and situations that adult girls face may be related to high levels of depressive symptoms and problem behaviors in this population. These situations include the lack of paternal rights and unable to contribute financially, not understanding the welfare and child support system, owing money, or having wages seized by this system, not having physical access to the child, and having a conflict relationship with the mother of the adult or with any of the surrounding. This study is needed to be important since it deals with the social barriers for education and growth of female adolescence who are storming themselves academically and non-academically (mentally).

Statement of the Problem

A Study on Social Barriers for Education and Growth of Female Adolescents in the Society in Namakkal District

Objectives of the Study

- To find out the social barriers for education and growth of female adolescents with different - age groups, classes, type of schools, groups, and locations.

Hypotheses

H_{01} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to Age.

H_{02} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to Group.

H_{03} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to Type of institution: Government and Aided school.

H_{04} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to Type of institution.

H_{05} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to Aided and Private school.

H_{06} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescence with respect to place of residence.

METHODOLOGY

The investigator adopted the quantitative survey method of research to study the social barriers for education and growth of female adolescents in the society. Survey is a 'fact finding' study. It is a method of research involving collection of data directly from a population or a sample there of at particular time. It must not be confused with the mere clerical routine of gathering and tabulating figures. It requires expert and imaginative planning, careful analysis and rational interpretation of the finding. Data may be collected by observation or interviewing or mailing questionnaires.

DATA ANALYSIS

Hypothesis – 1

H_{01} - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to Age.

Age	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Below 17 yrs	102	155	16.32	1.74	1.96	Not Significant
Above 17 yrs	98	159	16.12			

The obtained 't' value 1.74 is lesser than the critical value of 1.96 at 0.05 level. This indicates that there is no significant difference between social barriers for education and growth of female adolescents with respect to age. Hence the above hypothesis is accepted.

Hypothesis – 2

H₀₂ - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to Group.

Group	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Arts	110	158	16.12	0.86	1.96	Not Significant
Science	90	160	16.42			

The obtained 't' value 0.86 is lesser than the critical value of 1.96 at 0.05 level. This indicates that there is no significant difference between social barriers for education and growth of female adolescents with respect to group of study. Hence the above hypothesis is accepted.

Hypothesis – 3

H₀₃ - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to Type of institution: Government and Aided school.

Type of School	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Government	86	155	16.24	1.49	1.96	Not Significant
Aided	66	159	16.34			

The obtained 't' value 1.49 is smaller than the critical value of 1.96 at 0.05 level. This indicates that there is no significant difference between social barriers for education and growth of female adolescents with respect to Government and Aided school. Hence the above hypothesis is accepted.

Hypothesis – 4

H₀₄ - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to Type of institution.

Type of Institution	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Government	86	155	16.24	1.32	1.96	Not Significant
Private	46	159	16.74			

The obtained 't' value 1.32 is lesser than the critical value of 1.96 at 0.05 level. This indicates that there is no significant difference between social barriers for education and growth of female adolescents with respect to Government and Private school. Hence the above hypothesis is accepted.

Hypothesis – 5

H₀₅ - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to Aided and Private school.

Type of school	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Aided school	66	159	16.34	1.68	1.96	Not Significant
Private school	46	154	16.74			

The obtained 't' value 1.68 is lesser than the critical value of 1.96 at 0.05 level. This indicates that there is no significant difference between social barriers for education and growth of female adolescents with respect to Aided school and Private school. Hence the above hypothesis is accepted.

Hypothesis – 6

H₀₆ - There is no significant difference between the mean scores of social barriers for education and growth of female adolescents with respect to place of residence.

Place of residence	No. of respondents	Mean	SD	Calculated 't' value	Table Value	Significance at 0.05 Level
Rural	88	158	16.38	2.58	1.96	Significant
Urban	112	154	16.15			

The obtained 't' value 2.58 is greater than the critical value of 1.96 at 0.05 level. This indicates that there is a significant difference between social barriers for education and growth of female adolescents with respect to location of residence. Hence the above hypothesis is not accepted.

FINDINGS

- There is no significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to Age.
- There is no significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to Group.
- There is no significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to Type of institution : Government and Aided school.
- There is no significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to Type of institution – Government and Private.
- There is no significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to Aided and Private school.
- There is a significant difference between the mean scores of social barriers for education and growth of female adolescents in the society with respect to place of residence.

CONCLUSION

Modernization has greatly reduced gender inequalities. However, the situation of adult girls in the family, educational and occupational spheres varies from one country to another, with the greatest differences seen between developed and developing countries. In modern and post-modern countries, young single women are starting to form completely new types of social relationships, the repercussions of which cannot be predicted at present. This and other developments are consequences of the modernization of societies. In some parts of the world, improved educational opportunities for young women and an increased awareness of their position have built up expectations of greater equality and partnership in both professional and family life - which may be frustrated by encounters with the realities of the labor market and male behavior.

Educating girls is one of the most effective ways to promote economic and cultural development. As incomes rise, previously poor families increase their spending on children's education, health care and nutrition, contributing to greater improvement in the relative position of girls. Similarly, development that creates new job opportunities often benefits women more than men. It is remarkable that in developing countries even improvements in the infrastructure for water, energy and transportation can effect a reduction in gender inequality, as such changes can reduce the time women have to spend fetching water, gathering cooking fuel and producing food for family consumption, giving them more time to earn additional income and participate in community affairs.

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Chapter 14

ACCESS TO HIGHER EDUCATION FOR DISABILITY IN S. V. UNIVERSITY – A CASE STUDY

*Dr. Naraginti Amareswaran**

INTRODUCTION

India, as one of the oldest civilizations of the world and with its rich cultural heritage, has traversed a long distance during the last 67 years of its independence. The Education system of a country does not function in isolation from the society of which it is a part. Hierarchies of castes, economic status, gender relations and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equity in education. Though India was widely acclaimed as a land of knowledge and wisdom during ancient times yet access to education was limited to select strata of the society. The societal distribution of responsibility and accountability may have been justified in those days but in today's context deeply entrenched social inequalities between various social groups and castes, the century's old social prejudices and inequalities, based on caste at birth, continue to propose challenges for national development. Among these, disability students have also been neglecting. Without inclusive education, it is not possible for overall development of India. Education in general and higher education in particular has a prominent role in the process of national development. It is the time to take care about higher educational access to disability students in India.

DISABILITY STUDENTS IN S.V.UNIVERSITY

Sri Venkateswara University

Established on September 2nd, 1954 as the brain-child of visionary luminaries Sri Prakasam Pantulu, Sri Neelam Sanjeeva Reddy and others, Sri Venkateswara University has been catering to the higher educational needs and aspirations of the people of Rayalaseema. Christened after the Lord of the Seven Hills, the University was launched with generous help from the Tirumala Tirupati Devasthanams which donated 1200 acres of sprawling campus along with the then existing college buildings, besides a munificent annual grant of 10 lakhs which has been increased to one crore from the financial year 2008–09.

Efficiently nurtured by committed Vice-chancellors starting from Prof. S. Govindarajulu to the present Vice-Chancellor Prof. N. Prabhakar Rao, the University has grown from strength to strength, emerging as a premiere institution of learning, teaching, research, extension and consultancy.

The university has four constituent campus colleges, S.V.U. College of Arts, S.V.U. College of Sciences, S.V.U. College of Management Studies and S.V.U. College of Engineering, with 60 Departments offering 73 Post-Graduate Courses, 7 Engineering Under-Graduate Colleges spread over Chittoor, Kadapa and Nellore districts.

Affiliated to the University are 37 PG Colleges, 2 Engineering colleges, 23 MBA/MCA Colleges, 6 Law Colleges, 76 College of Education, 2 Physical Education Colleges, 3 Oriental Colleges, 1 College of Music and Dance, 166 Under-Graduate Colleges spread over Chittoor, Kadapa and Nellore districts.

The selection to all PG and Research programs is through entrance tests conducted by the Directorate of Admissions, EAMCET, ICET, Ed.CET, LAWCET etc.

The constituent colleges in the University campus and the Post-Graduate at Kavali together have 5000 students and 600 well qualified faculty members in various disciplines. The faculties have achieved national and international repute for their research output, quality teaching, and have been awarded several national and international fellowships in their respective fields.

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DISABILITY STUDENTS IN SVU

Table-1: No. of Candidates Admitted into PG Courses in SVU

Year	Male	Female	Total	Ph Male	Ph Female	Ph Total (%)
2007–08	2377	1707	4084	73	28	101 (2.47)
2008–09	2021	1616	3637	48	16	64 (1.75)
2009–10	2902	2325	5227	67	29	96 (4.12)
2010–11	2047	1358	3405	43	16	59 (1.73)

From the above table we conclude that, the rate of admission of disability students in Sri Venkateswara University is decreasing from 2007–08 to 2010–11 except in the year 2009–10. In the year 2007–08, 2.47 per cent of disability students have taken admission into the different courses at P.G. level. In the year 2009–10, 4.12 per cent of disability students have taken admission. It is higher than the reservation quota of disability students, which is 3 per cent. Again, the rate of admission was decreased from 4.12 per cent in the year 2009–10 to 1.73 per cent in the year 2010–11.

FACILITIES FOR DISABILITY STUDENTS IN SVU

There is a separate Hostel for disability students (boys). Separate foot path (track) was constructed for free access of disability students at Central Library, Main Building and other departments. The university is taking care to provide three wheeler cycles and vehicles for poor disability students. There is a special priority for disability students in Earn and Learn Programme. The Department of Sociology, Social Work, Population Studies, Women Studies, Extension Studies and Adult & Continuing Education are taking special care towards welfare of disability students. There is a special fund for poor disability students in the university. Some NGOs like RASS, PASS, Abhayashketra and Akshayashketra etc. are visiting university to help disability students. The university reserved 3 per cent of total seats to disability students as per the norms of government.

CASE STUDY

Introduction

The Researcher has conducted a case study on Mr. Venkataramana, a student of Department of Economics, Sri Venkateswara University, Tirupati.

Name of the Student	:	Venkataramana
Sex	:	Male
Date of Birth	:	1986
Birth Order	:	2 nd
Native Place	:	Y.S.R. Kadapa, A.P.
Age	:	24
Father Occupation	:	Agriculture
Mother Occupation	:	House Wife
Annual Income	:	Rs. 50, 000/-
Education	:	i) SSC - 63.33% ii) Intermediate -70% iii) Degree (HEP)-71% iv) M.A., Economics-72% (I, II & III Sems), University 2 nd S.V.University, Tirupati-517502.
Ambition	:	To become Group-I officer
Disability per cent	:	90.5%

Ramana expressed that he is so happy with the support of friends, parents and teachers. He never faced any type of problems in the university. He never hurt by the peer group. He frankly says that, disability students want love and affection not mercy. In his words.... “We are equal with all the students in the class room. We don’t want special interest towards disability. We also have courage and strength to do all types of jobs in the society. Will power is important for success. I have more will power”. It shows that positive attitude is more important for success not only in career, but also in the life of all human beings.

CONCLUSION

Education in general and Higher Education in particular is more important not only for ability students, but also for disability students. Education is power. Education gives strength and confidence to the individual. The impact of globalization is very much on the individuals of

the society. Boys and girls are moving with high-speed to reach their goals. Special attention and care is important towards students with disability. It is more important to follow rules and regulations for the welfare of disability students. Some universities are not taking care about students with disability. Effective monitoring is necessary to provide higher education for all disability students in the country. We hope India will be provided higher education for all students with disability by 2020.

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Chapter 15

SOCIAL EXCLUSION AND INCLUSION: ARUNTHATHIYAR COMMUNITY EDUCATION IN TAMIL NADU

S. Rajangam and Dr. S. Gurusamy***

ABSTRACT

The present study on the Social Exclusion and Inclusion: Arunthathiyar Community Education in Tamil Nadu. To assess the nature of exclusion in Palankarai, Pongalur, Nampiyampalam, Vadugapalayam and Punjaithamaraikulam panchayats of Avinasi block in Tirupur district where the concentration of Arunthathiyar community was found to be more in Tamil Nadu were selected as areas for the present study with the specific objective to explore them nature of exclusion in term of education. To explore the social structure of the study area. To examine socio-economic background of the Arunthathiyars living in the study district. To study the factors responsible for their exclusion and inclusion in education in the study area. The experience of the respondents at the time of their child's admission in the school reveals “sad” 79 (42.0%) and “fears” (22.3%). Of the total 179 (79.6%) of them faced problems in the school while the remaining 46 (20.4%) of the total respondents did not face any problem in the school. The education attainment is another dimensions which is also determined not only social status but also reflect in employment of individuals all these things cumulatively influence in the power relation, social distance, social discriminatory other social problems among people in a country of India subjected to strong influence of the afforested structural elements.

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INTRODUCTION

The present study on the Nature of Social Exclusion of the Arunthathiyar Community was carried out in Tirupur district of Tamil Nadu. To assess the nature of exclusion in Palankarai, Pongalur, Nampiyampalam, Vadugapalayam and Punjaithamaraikulam panchayats of Avinasi block in Tirupur district where the concentration of Arunthathiyar community was found to be more in Tamil Nadu were selected as areas for the present study with the specific objective to explore their nature of exclusion in term of education.

To achieve the objective of the present study a total of 225 Arunthathiyar households- were selected by using random sampling technique. A structured interview schedule was used to collect data from the selected (225) sample Arunthathiyar household respondents who were selected through pilot study and secondary data. The pre-tested interview schedule was used for data collection. The collected data was converted into percentage and presented into cross tables, diagrams and as well as in simple tables. To find out the nature of social exclusion and inclusive dimensions hypotheses were also formulated and tested by applying statistical test to arrive at general conclusions. Hence, the present article discusses important findings on the nature of social exclusion achieved through the study with special reference to education.

Social exclusion is a new and powerful expression of need. Another important element of the social exclusion framework is the integration it offers of various forms of disadvantage within a single analytical framework. In fact, social exclusion thinking places emphasis on the integration of forms of exclusion, and by the general absence of discussion of the distinctiveness of different axes of exclusion, that modes of collectivity and social identities of race, gender, disability, have shared experiences of exclusion. Gore and Figueiredo (1997:8) define the following common characteristics of social exclusion concepts as they have been applied in the International Institute of Labour Studies (IILS)/ UNDP project:

OBJECTIVES

1. To explore the social structure of the study area.
2. To examine socio-economic background of the Arunthathiyars living in the study district.

3. To study the factors responsible for their exclusion and inclusion in education in the study area.
4. To suggest ways and means to frame inclusive education development in the study area.

DATA ANALYSIS AND INTERPRETATION

Table -1: Educational Status of the Respondents

S. No.	Educational Status	No. of Respondents		Total
		Male	Female	
1.	Illiterate	78 (47.6)	25 (41.0)	103 (45.8)
2.	Primary	66 (40.2)	21 (34.4)	87 (38.7)
3.	Secondary	16 (9.8)	11 (18.1)	27 (12.0)
4.	Higher Secondary	02 (1.2)	03 (4.9)	05 (2.2)
5.	Graduate	02 (1.2)	1 (1.6)	03 (1.3)
Total		164 (72.9)	61 (27.1)	225 (100.0)

Figures in parentheses indicate percentage to the respective total

Table No-1 presents the educational status of the respondents. As presented in the above table of the total majority 103 (45.8%) respondents were illiterates; 87 (38.7%) respondents were literates; 27 (12.0%) respondents pursued secondary education; 5 (2.2%) respondents completed higher secondary education; and only, 3 (1.3%) in the total respondents were graduates. While considering the educational status according to the respondents' sex it was observed that illiterates constituted more in both sexes. Their proportion was 47.6% (78) and 41.0% (25) in total of male and female, respectively.

Hence, it is concluded from the above table that illiterates constituted majority 103 (45.8%) in the total similarly in the total of both sex Arunthathiyar respondents.

Table -2: Means for Educational Inclusion as Perceived by Respondents

S. No.	Means of Educational Inclusion	Perception			Total
		Yes	No	Don't know	
1	Reservation	141 (62.6)	49 (21.8)	35 (15.6)	225 (100.0)
2	Separate school	150 (66.7)	55 (24.4)	20 (8.9)	225 (100.0)
3	Providing basic amenities in the school	135 (60)	51 (22.7)	39 (17.3)	225 (100.0)
4	More facilities for education	167 (74.2)	40 (17.8)	18 (8)	225 (100.0)
5	Improving class room facilities	175 (77.8)	30 (13.3)	20 (8.9)	225 (100.0)
6	Removing disparities in the school	159 (70.7)	47 (20.9)	19 (8.4)	225 (100.0)

Figures in parentheses indicate percentage to the respective total

The means for educational inclusion as perceived by the respondents is presented in Table No-2 It reveals improving class room facilities 175 (77.8%), More facilities for education 167 (74.2%), removing disparities in the school 159 (70.7%), separate school 150 (66.7%), reservation 141 (62.6%), and providing basic amenities in the school 135 (60%).

Therefore, the inference drawn from the above table is that improving classroom facilities is the choice of the majority 175 (77.8%) of the respondents for educational inclusion.

Table -3: Reservation as a Means for Educational Inclusion

S. No.	Perception	No. of Respondents		Total
		Male	Female	
1.	Will be a means for educational inclusion	115 (70.1)	26 (42.6)	141 (62.6)

2.	Will not be a means for educational inclusion	28 (19.1)	21 (34.)	49 (21.8)
3.	Don't know	21 (12.8)	14 (23.0)	35 (15.6)
Total		164 (72.9)	61 (27.1)	225 (100.0)

(χ^2 @ 2 df CV = 2.02; TV = 5.99 at 0.05 level)

Figures in parentheses indicate percentage to the respective total

The Table No-3 presents the respondents' perceptions on that will reservation be a mean for educational inclusion or not. From the table it is found that majority 141 (62.6%) of the total respondents perceived that reservation leads to educational inclusion whereas another 49 (21.8%) of the total denied it. However, 35 (15.6%) in the total did not have any idea on this. Further it is found that both sex respondents differ slightly in their perception on this that is of the total male (164) respondents 70.1% (115) of them stated "yes" while the same has been accepted by 42.6% (26) in the total females.

Therefore, it is clear from the above table that majority 141 (62.6%) of the total Arunthathiyar respondents perceived that reservation leads to educational inclusion.

Table-4: Providing basic Amenities in School as a Means for Educational Inclusion

S. No.	Perception	No. of Respondents		Total
		Male	Female	
1.	Will lead to educational inclusion	110 (67.1)	25 (41.0)	135 (60)
2.	Will not lead to educational inclusion	32 (19.5)	19 (31.1)	51 (22.7)
3.	Don't know	022 (13.4)	17 (27.9)	39 (17.3)
Total		164 (72.9)	61 (27.1)	225 (100.0)

(χ^2 @ 2 df CV = 1.78; TV = 5.99 at 0.05 level)

Figures in parentheses indicate percentage to the respective total

The respondents' perceptions on providing basic amenities in the school lead to educational inclusion or not is presented in Table No.-4. As presented in the above table majority 135 (60%) of the total respondents perceived that providing basic amenities in the school leads to educational inclusion whereas another 51 (22.7%) of the total denied it. However, the remaining 39 (17.3%) in the total did not have any idea on this. About 67.1% (110) and 41% (25) of the total male and female respondents however, perceived provision for basic amenities in schools as a source-mean for educational inclusion.

Therefore, the conclusion drawn from the above table that majority 135 (60%) of the total Arunthathiyar respondents perceived that providing basic amenities in the school leads to educational inclusion.

Table-5: More Facilities for Education as a Means for Educational Inclusion

S. No.	Perception	No. of Respondents		Total
		Male	Female	
1.	Yes	128 (78.0)	39 (64.0)	167 (74.2)
2.	No	24 (14.6)	16 (26.2)	40 (17.8)
3.	Don't know	12 (7.4)	06 (9.8)	18 (8)
Total		164 (72.9)	61 (27.1)	225 (100.0)

(χ^2 @ 2 df CV = 0.58; TV = 5.99 at 0.05 level)

Figures in parentheses indicate percentage to the respective total

Table No.-5 presents the respondents' perception on more facilities for education leads to educational inclusion or not. It shows that majority 167 (74.2%) of the total respondents perceived that more facilities for education leads to educational inclusion whereas another 40 (17.8%) of the total denied it. However, the remaining 18 (8%) in the total did not have any idea on this. There was no significant difference between male and female respondents and majority of both sex respondents in respective total perceived the same and their proportion in the total was 78.0% (128) and 64.0% (39) for male and females, respectively.

Hence, from the above table it is clear that majority 167 (74.2%) of the total Arunthathiyar respondents perceived that more facilities for education leads to educational inclusion.

SUGGESTIONS

- The educational position among the SC was at unsatisfactory level. There is need to promote the schools up to at least 'Higher Secondary' level. For the next higher education, the Government should make available the proper transport facilities. The public transport facilities could be used more extensively. The Arunthathiyar community students must get free transportation or if not possible, the concession of 75 percent of the total fare must be given.
- The technical education like 'ITI' is most practical based education, which is the need of the present time. Government should encourage such technical educational programmes. Necessary conditions like scholarship, hostel, transportation, etc. must be made available, according to the convenience of the Scheduled Castes students.
- The functional illiteracy is the need of the time. The update knowledge and practical life largely depends on functional literacy. Hence Government should promote the 'Library' services, including mainly 'newspapers'. Such service must be available at the centre of the Arunthathiyar community location.
- Education Programmes should be launched to bring about awareness among the people on the need for communal unity and harmonious living for the development of the Society.

CONCLUSION

While concluding the present social exclusion and inclusion: Arunthathiyar Community Education in Tamil Nadu. Indian social structure marked by social inequality, emerging from caste, gender, religion, region, culture and other social practices due to prevalence of the system of social stratification by which social segment have been ranked on account of their ascribed status. The traditional social practices continue to determine the socio- economic life and status of these Varna based social segments. Caste based occupation still privileges and also determines the socio economic status of various social segments. The inter caste social relationship is determined out of the ranking of each caste in the social hierarchy and accordingly the occupations are pursued religion is another dimensions

which also influence of social life of these segments which is also regulated by the worship practices, rites and rituals, ceremonies and festivals etc. particularly in rural social structure. The education attainment is another dimensions which is also determined not only social status but also reflect in employment of individuals all these things cumulatively influence in the power relation, social distance, social discriminatory other social problems among people in a country of India subjected to strong influence of the afforested structural elements.

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Chapter 16

EQUITABLE STANDARD EDUCATION AND TERM PATTERN AT HIGH SCHOOL LEVEL: PERCEPTIONS OF TEACHERS IN THANJAVUR DISTRICT

R. Sivannatham*

ABSTRACT

Equality and quality education is defined here as not only the curriculum but also the infrastructure facilities number of teachers, their talents, text book, examination pattern and school administration. There is the part and parcel of school education. Having all these fulfillments with a big plan of action is called "Equity in education" well trained teachers, curriculum, infrastructure facilities and teachers student ratio are the contributing factors. In any one of the above factors is equal it cannot be called as "Equitable Standard Education" once matriculation schools were under control of universities. The summary, findings of the study, educational implications and recommendations are given in this research paper.

INTRODUCTION

Equality and quality education is defined here as not only the curriculum but also the infrastructure facilities number of teachers, their talents, text book, examination pattern and school administration. There is the part and parcel of school education. Having all these fulfillments with a big plan of action is called "Equitable Standard Education".

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OBJECTIVES

The present study has been taken up with the following objectives:

- To record the perceptions of high school teachers towards Equitable Standard Education and Term Pattern in school curriculum.
- To find out whether there is any significant difference in the school teachers' perceptions of Equitable Standard Education and Term Pattern with reference to gender, locality, type of school and board of school.

METHODOLOGY

The criterion variables in the study are perceptions of teachers towards Equitable Standard Education and Term Pattern. This study attempts to investigate these variables with respect to gender to teachers, locality of the school and type of management. Null Hypothesis was formulated based on the objectives of the study. The present study is based on Normative Survey Method.

A sample 120 teachers was selected from the high schools in Thanjavur district. They were selected using Simple Random Sampling Technique. The following tool was used in the study. "Scale of Teachers perceptions towards Equitable Education and Term Pattern" developed and Validated by the investigator. The percentage analysis was used to find out the levels of the perceptions of teachers. The t-test were used to find out the significant difference between the groups.

FINDINGS

- The school teachers of Thanjavur perceive Equitable Standard Education and Term Pattern quite *positively* as evident from their mean Equitable Standard Education and Term Pattern perception score of 152.88 out of the total score 200.
- The male school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the female school teachers as evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 152.39 for male school teachers and 153.23 for female school teachers.
- The rural school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the urban school teachers. This is evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 152.55 for rural school teachers and 153.22 for urban school teachers.

- The Aided school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the Government school teachers. This is evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 153.50 for Aided school teachers and 154.53 for Government school teachers.
- The Self-financing school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the Aided school teachers. This is evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 151.20 for Self-financing school teachers and 153.50 for Aided school teachers.
- The Self-financing school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the Government school teachers. This is evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 151.20 for Self-financing school teachers and 154.53 for Government school teachers.
- The Matriculation Board school teachers of Thanjavur have a less positive Perception of Equitable Standard Education and Term Pattern than the State Board school teachers. This is evident from their mean Equitable Standard Education and Term Pattern perception scores i.e., 151.60 for Matriculation Board school teachers and 154.09 for State Board school teachers.

INTERPRETATIONS

- The High school teachers of Thanjavur is only average.
- The Female school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Male school teachers.
- The Urban school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Rural school teachers.
- The Government school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Aided school teachers.
- The Aided school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Matriculation school teachers.
- The Government school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Matriculation school teachers.

- The State Board school teachers of Thanjavur have more positive Equitable Standard Education and Term Pattern than the Matriculation Board school teachers.

CONCLUSION

Equitable Standard Education and Term Pattern as now becomes a futuristic model for High School Education in the State of Tamil Nadu. Now the scope of Equitable Standard Education and Term Pattern is being expanded incorporating new curricula and newer methods of teaching and learning. In this context, it is the responsibility of policy makers' curriculum designer, teacher educators, teachers, parents, and others to perceived Equitable Standard Education and Term Pattern with a positive attitude and contributes sufficiently to its successful implementation.

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Chapter 17

EQUALITY AND SOCIAL JUSTICE IN HIGHER EDUCATION

*A. Subhashini Chandrasekar**

INTRODUCTION

Education is fundamental to human progress. It plays a prominent role in all-around development of individual as well as society. Education plays a key role in creating patriotic, disciplined and productive manpower. Educated manpower constitutes precious assets as well as agents for advancing the nation. Education means the fostering of personality through the unhampered development of innate qualities of a human being. It aims at integrated development of personality.

At the time of Independence, literacy rate in India was very low, so to strengthen the Indian Education System, an educational policy was adopted by the Indian Parliament in 1968¹. Education was made an important and integral part of the national development efforts. There has been an effort to spread education to all levels of Indian society. Adult education programs were introduced; it covered the age group 1–35 and has been vigorously implemented by the government with the cooperation of many voluntary agencies. Even then much has to be done to realize the target which is 100% coverage adults. With regard to the pattern of secondary education experiments have been going on since Independence. The 10+2+3 system of education which was recommended by Kothari Commission of 1965² is now being implemented in almost all the States and Union Territories of India.

Higher education system in India is imparted through about 687 universities and nearly 20,000 colleges. In addition there are several institutions imparting specialized knowledge and technical skills. The

tremendous increase in the number of students and of educational institutions has given rise to the term ‘education explosion’. However, we cannot overlook the advantages of education explosion in India. Mere increase in the percentage of literate people does not indicate a qualitative change in the educational standards of the people and a substantial improvement in manpower resources of India. Unemployment problem in India cannot be blamed on the availability of large masses of educated people in India.

MEDIUM OF EDUCATION

The most serious issue in the educational equality is the medium of study. Uncertainty and vacillation have marked the government’s policy regarding the medium of education in India. Mahatma Gandhi wanted basic education to be imparted through the mother tongue. Bearing this in mind the Constitution provides that facilities for primary education in mother tongue should be provided to all Indian citizens and that, for this purpose, the Central Government may issue directives to the State Governments. Thus the requirements of linguistic minorities are properly attended to. Even before Independence, most of the students in schools had their education through the regional language/mother tongue.

While the government policy in this respect has not changed, a significant increase in the number of schools, primary and secondary, imparting education through the English medium³ is a significant development; thousands of nursery schools that have mushroomed since the last decade purport to impart education to Infants through English. This is an unwanted development which has been deprecated by educationalists and political leaders. Regarding the medium of instruction in colleges and universities, many State Governments have already decided, in principle, to switch over to the regional language. However the implementation in this respect has remained very slow. If regional languages are fully used for imparting college education, mobility from one region to another for the higher education in India will be seriously hampered. But continuing higher education through the English medium is disfavored by many politicians and some educationalists. The alternative of imparting college education through the Hindi medium throughout the country makes no sense. Thus, the Indian dilemma in respect of medium of education still continues.

By the 86th constitutional amendment under the Constitution of India, Article 21(A) was inserted to provide Free and Compulsory Education for the Children below the age of six to fourteen, based on which, the Right of Children to Free and Compulsory Education Act or **Right**

to Education Act (RTE)⁴ was enacted. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. It makes provisions for a non-admitted child to be admitted to an age appropriate class. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

INEQUALITIES IN EDUCATION

The inequalities of our education system are all too glaring. In educational inequality all the sections of society are not given equal opportunity to get education. In India changes in political, economic and social life are as a result of educational inequality. Those who are educated take the maximum benefit out of the system and take maximum concessions from those in authority. Due to being better educated they have better economic status can spare time for the activities and institutions which can bring changes in society. The social inequality, such as inequality in income, wealth, honour and power, has been a great barrier in the education to all. The literacy rate is 74 per cent. The government tries to provide Higher education to all. But our privileged classes jealously guarded their prize asset of education, diverting to their own benefit most of the funds. The gulf between the educationally empowered and the illiterate remains almost as impassable. Privatization of education appears to have widened the gap between the elitist and the depressed class of the society. It proves to be beneficial to those who can afford education. Educational inequality has made some powerful enough to amass wealth and with that dictate and change economic policies to suit their interests.

PRESENT SITUATION IN HIGHER EDUCATION

The present education system focuses only on teaching and discounts the value of learning. “Seeing, hearing and doing can lead to 90 per cent of learning. Today, there is only teaching in institutions, no learning. Innovation is when the projects written by students of colleges are implemented⁵.” Nowadays education is fully based on book knowledge only. The current Education system does not give opportunity for the students to think

individually based on their knowledge and create innovative things on their own. The systems just allow to mugging information's for only the sake of getting good marks. So there is no opportunity to show the students' knowledge to the outside world. This system is outdated, corrupt, lack of practical, creativity, imagination and physical education. The total curriculum of our education system is outdated.

SEATS FOR MONEY

The next major issue is the seats sold for money. In India, thousands of engineering seats go a-begging. A good proportion of seats are effectively for sale to aspirants of lower merit. The paucity of entry-level talent in the basic sciences is a general concern. In other words, the real dearth is not of places, but of meritorious students to fill those places. Yet even now, the government's gut response is to increase the intake in technology and other professional fields to meet the supposed future demand from industry and the service sector. Most of the additional places will be in private institutions. Such institutions certainly constitute a growth industry of their own.

GENDER JUSTICE IN EDUCATION:

Promoting Equal Access of Girls, particularly those belonging to rural areas and socio-economic disadvantaged groups in Technical and Vocational Education faced by various socio-economic factors and practices. The girls, belonging to rural and backward areas and those hailing from socio-economic deprived groups, spend most part of the day either working to earn or caring for younger siblings. This results in a pathetically low enrolment of such girls in the education. Withdrawals of girls at puberty, early marriage, school location, physical facilities and hours of instruction have been identified as other barriers to girls' education in our country. The emphasis has been put on a more flexible program of non-formal and need-based technical vocational training. In India, education has become primarily as a consumer product for individual enjoyment⁶. The notion that public education is for public good, which it contribute to national productivity by enhancing human resources has failed in the present system.

Equality of opportunity is a treacherous concept, but has seemed a natural one with which to express a certain requirement of justice we wish to maintain in our society. We believe in justice, and one of the tenets of distributive justice is that benefits at the disposal of the state should be apportioned fairly. And therefore education, which is generally reckoned to

be a good, and which is largely financed by public funds, should be made available according to some just principle of distribution. But justice is many-faceted, and may, be taken as requiring that each be given an equal share or that each be given a share proportional to his deserts⁷.

CURRICULUM:

There is a general feeling that the curricula adopted for different stages of education are substandard. This impression is not borne out by facts. The syllabus for irrelevant and various course in schools and colleges have been updated and upgraded. The NCERT (National Council for Educational Research and Training) has set the right tone in this respect. Regarding recent changes in the curricula in schools and colleges, a mention may be made of the introduction of physical education and services like National Social Service (NSS) and National Cadet Corps (NCC) as part of the curriculum and of the inculcating of emotional national integration through teaching of Indian National Movement. Constant review of the syllabus and methods of teaching in the light of the innovations and methods adopted in advanced countries has certainly resulted in improved standards. The general educational standard has been diluted by decrease in the commitment of teachers and by the general decline in morality and standards of life.

CONCLUSION

Education should equip one with a rational and scientific attitude. Education should enable an individual to transcend his individuality in conscious social participation. In a democracy, it is the responsibility of the citizens to elect their representatives, who on behalf of the people will look after security and welfare of the nation. Hence education has a vital role to play in a democracy. The general masses should be sufficiently educated to be aware of the responsibilities of their representatives in the process of running the administration of the nation. Education alone is the panacea for all social evils. To conclude the education should not be for the ruling class in the society as they are the ones issuing orders and the rest only need to follow⁸.

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- http://en.wikipedia.org/wiki/List_of_universities_in_India
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Endnotes

1. Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968.
2. the Education Commission (1964–1966)
3. Macaulay Minute 1835, British India.s
4. The bill was approved by the cabinet on 2 July 2009, Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009, it received Presidential assent and was notified as law on 26 August 2009.
5. Balkrishna Rao, Chief Information Officer of Manipal Global Education Services.
6. Sukanta Chaudhuri, Professor Emeritus, Jadavpur University.
7. Aristotle
8. Plato in the book “The Republic”

Chapter 18

PROBLEMS OF UNDER GRADUATE TRIBAL STUDENTS IN NORTH COASTAL OF ANDHRA PRADESH

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ABSTRACTS

This study dwells the present situation of tribal students and their socio economic conditions. Most of the colleges are located in the urban area in Andhra Pradesh. It may be one of the reasons that the Scheduled Tribes deprive of undergraduate education. The problems faced by the Scheduled Tribes have been presented and tried to find out their perceptions regarding the problems. The present study was aimed at knowing how the Scheduled Tribes perceive the problems encountered by them in undergraduate education. By considering the acute problems faced by the Scheduled Tribes the investigator decided to conduct the present research study in order to find out at what extent students face problems related to undergraduate education and how the problems affect their studies in turn. Therefore the study is framed as “Problems in undergraduate education as perceived by scheduled tribe students of North Andhra”.

Keywords: Psychological Problems of tribes, Tribal education, Deprived Sections, Under Graduate education, tribal culture, Socio-economical Conditions

INTRODUCTION

There is a strong feeling that the education imparted at the college level does not match the needs and expectations of the employment sector. Therefore, there is need for a comprehensive programme for college

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improvement. The college improvement programme is based solely on the efforts of management, principal, teaching and non-teaching staff, and students. But the present scenario indicates that the rigidity in the process of planning and its implementation has reflected very badly on the Indian education system. The effort of college authorities and staff are, directionless and therefore ineffective. As a result, development in college education has been receiving low priority by the Indian government. At present a major task in front of undergraduate education is to create new strategies, policies and programmes of a revolutionary nature which can bring about quality in education. But our undergraduate education system does not attempt or even inspire to match the international standards. Hence, the aim and purpose of imparting education must change in response to economic and social changes. The traditional rigid approach to planning and implementing will not work any more. To achieve these objectives, experts within the system are to be mobilized for working out undergraduate education programmes.

At present, the college administrative system is following a redundant and a non-effective procedure. Imparting quality education not only means providing the necessary facilities, but also creating an intellectually stimulating environment. In this context, the novel and creative skills of the students should be encouraged. For exposure and training in modern technology, there is a need for teachers who are innovative and enterprising besides being learned and qualified. But at the college level, the teachers' apathy towards student development is deplorable. Students are not motivated to improve their self-study skills. Therefore, it is high time that the colleges made an integrated effort to meet the various challenges of the modern day by broadening the vision and progressing in the right direction.

NEED AND SIGNIFICANCE OF THE STUDY

India has the second largest tribal population in the world. Tribes have traditionally been distinct cultural groups that have evolved in isolation from the mainstream cultures. With heterogeneous social, economic, linguistic and religious patterns, these tribes survived in isolation for centuries, until modern development led the mainstream to impinge on their world, rightly or wrongly.

In the light of the above vitiated scenario, there is a need for fresh thinking on the issue of college education. Therefore, the colleges require a very innovative approach and thinking. It is a fact that growth of colleges

has taken place without commitment and proper environment facilities, as a result of which a large number of unproductive students are produced. The colleges neither care for the community nor respect the welfare of others. No importance is given to human relations which is a much pertinent matter required for effective education. There is no encouragement or appreciation of virtues of responsibility and self-discipline. The colleges should provide hope and open new avenues for the student community. Colleges should enable students to become contributory members of the society by providing knowledge, skills and character development opportunities. Every student should be enabled to acquire the tools and qualifications necessary for earning his living. The purpose of higher education is to prepare the students for good citizenship in a democratic society where tolerance, goodwill, responsibility and accountability are deeply integrated in life. Therefore, it is time to rethink and revise the environment in the college campus and devise a strategy that would work towards a quality culture. When there is no compromise in the quality of education, change is certain and progress would be inevitable.

India has the second largest tribal population in the world. Tribes have traditionally been distinct cultural groups that have evolved in isolation from the mainstream cultures. With heterogeneous social, economic, linguistic and religious patterns, these tribes survived in isolation for centuries, until modern development led the mainstream to impinge on their world, rightly or wrongly. The principal regions where tribes are concentrated in India are: the North-East, the middle region including Bihar, hill areas of Orissa, South-Eastern Madhya Pradesh and part of Northern Andhra, the West of India comprising parts of Eastern Gujarat, Western Madhya Pradesh and Southern Rajasthan. Tribes also inhabit small areas in the mountain, region of Himachal Pradesh and the Nilgiri Hills in Tamil Nadu. Therefore, the state shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular; of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

In the light of the above vitiated scenario, there is a need for fresh thinking on the issue of college education. Therefore, the colleges require a very innovative approach and thinking. It is a fact that growth of colleges has taken place without commitment and proper infrastructural facilities, as a result of which a large number of unproductive students are produced. The colleges neither care for the community nor respect the welfare of others. No importance is given to human relations which is a much pertinent matter

required for effective education. There is no encouragement or appreciation of virtues of responsibility and self-discipline. The colleges should provide hope and open new avenues for the student community. Colleges should enable students to become contributory members of the society by providing knowledge, skills and character development opportunities. Every student should be enabled to acquire the tools and qualifications necessary for earning his living. The purpose of undergraduate education is to prepare the students for good citizenship in a democratic society where tolerance, goodwill, responsibility and accountability is deeply integrated in life. Therefore, it is time to rethink and revise the environment in the college campus and devise a strategy that would work towards a quality culture. When there is no compromise in the quality of education, change is certain and progress would be inevitable.

OBJECTIVES

1. To identify the problems in undergraduate education as perceived by the Scheduled Tribe Students in the North Andhra.
2. To find out the extent of intensity of problems of Scheduled Tribes students in undergraduate education.
3. To find out the significant difference if any between different groups of demographic variables such as sex, age, marital status parent education, parent occupation, parent income, sub-tribe of Scheduled Tribes of colleges.
4. To identify the association, if any, between sex, students education, parents education, parents occupation, parents income, sub-tribe and various dimensions of the problems of Scheduled Tribes students in degree colleges of North Andhra.
5. To offer recommendations and solution to the problems of Scheduled Tribes at undergraduate education in the North Andhra.

Hypotheses

1. There are number of problems perceived by the Scheduled Tribes in undergraduate education.
2. Scheduled Tribes students did not differ in their problems at undergraduate education in terms of Socio-economic, Educational, Psychological, Administrative, Infrastructural, Cultural and Health dimensions.
3. There will be no association between sex, students education, parents education, parents occupation, parents income, sub-tribe and the problems of Scheduled Tribe students in undergraduate education.

4. There exists significant difference between different groups of tribal students with respect to their demographical variables such as sub-tribe, sex, students education, parents education, parents occupation, parents income, and problems in undergraduate education in various dimensions.

Major Findings

1. There is a significant difference among the different age group of students with respect to socio-economic, educational, administrative, psychological, and infrastructural cultural and health problems in North Andhra area. However, the above 23 years age students felt the problems more than other age groups of students.
2. There is a significant difference among the B.A., B.Sc. and B.Com. Students in their socio-economic problems in North Andhra area, however, the B.Sc. students felt the same more than other. B.A., B.Com. Students.
3. There is a significant difference among the above said three groups of students in their educational, psychological, administrative and health problems, whereas, the B.A students perceived more problems than other students belonging to B.Com and B.Sc.
4. There is a significant difference among the three groups of students in their infrastructural and cultural problems in North Andhra tribal areas, while, the B.Com students felt more problems than other than that of B.A, B.Sc. Students.
5. There is a significant difference among students by their fathers qualifications in terms of socio-economic, educational and psychological problems in North Andhra area, where the students whose fathers qualifications is intermediate felt the problems more than other groups of students.
6. There is a significant difference three groups students by fathers qualifications with regard to administrative, infrastructure, cultural, administrative and health problems, whereas, the students whose fathers qualifications is higher felt more than other groups of students.
7. There is a significant difference in groups of students by their mothers education level in terms of socio-economic, educational, psychological, administrative and health problems in North Andhra tribal area, whereas, the students whose mother education is Higher are facing more than other groups of students.

8. There is no significant difference among three groups of students in their infrastructural problems in terms of North Andhra tribal area, where as the mother qualifications is primary education observed more than other groups of students.
9. There is significant difference among the three groups of students in terms of their cultural problems in North Andhra tribal area, whereas, the students whose mothers qualification is secondary felt more than other groups of students.
10. There is significant difference among the three groups of students by their father's monthly income level in terms of socio-economic, educational, administrative and cultural problems in North Andhra tribal area, where, the fathers monthly income is between 3–5 thousands expressed more than other.
11. There is significant difference among the three groups of students in terms of their psychological, infrastructure and health problems in North Andhra tribal area, where, the father monthly income below 1,000 felt more than other groups of students.
12. There is significant difference among three groups of students by their mother's monthly income in terms of socio-economic and educational problems in North Andhra tribal area, where, the mother monthly income above 5,000 observed more than other groups of students.
13. There is significant difference among the three groups of students in terms of their psychological and infrastructural problems in North Andhra tribal areas. where, the mother monthly income below 1,000 expected more than other groups of students.
14. There is significant difference among the four groups of students in terms of their administrative, cultural and health problems in North Andhra tribal area, where, the mother monthly income between 1–3 thousands felt more than other groups of students.
15. The performance of male and female students towards the seven dimensions of problems faced by tribal students found some differences at significant level. According to the data it infers that there is a significant difference between male and female students towards socio-economic problem. The female students observed higher than the male students at educational problems. Regarding psychological problems there is no significant difference between male and female students in their opinion. The female students are slightly higher than

- male students towards administrative problems but not at significant level. The infrastructural problems of male students found significantly higher than the female and the female students are high in cultural problems than male students and health problems are low at female students.
16. There is no significant difference among three groups of students by Telugu and English medium towards socio-economic, educational, psychological and administrative problems. Whereas, regarding infrastructural problems the Telugu medium students found higher than the English medium. Telugu medium students felt more cultural problems than English medium and Telugu medium students felt less health problems than the other medium students.
17. There is no significant difference in the three groups of students by status of day scholars and hostellers towards socio-economic, educational, psychological and administrative problems. Whereas, regarding infrastructural problems the day scholars found higher than the hosteller. But the hostellers felt more cultural problems than day scholars and hostellers are low health problems than day scholars.
18. There is a significant difference among the three groups of study by their sub-tribe in term of Socio-economic, educational, psychological, administrative, cultural, and infrastructural and health problems in North Andhra where, the Kotiya, Nookudora and Porja students felt more problem than other sub-tribe students.
19. There is a significant difference among the three groups of students by sub-tribe in regard to Infrastructural problems in North Andhra where, the Gadaba students felt more problems than other tribe students.

CONCLUSION

The analysis of data revealed that the students belonging to tribal communities are encountered many problems in the colleges. For the research convenience the problem are classified into seven dimensions such as socio-economic, educator, psychological, administrative, infrastructural, cultural and health. It is interesting to note that problems like socio-economic (total mean 28.82) administrative total mean (80.77) infrastructural problems (Total mean 32.02) are accurate than other dimensions of problems. In the present study the sub-tribes are grouped into seven and studied the internal variation in their perception towards the problems. As far as socio-economic problems are concerned all the seven groups of tribal students

face the societal and economic problems almost the same. It is the fact of that all of them live more or less in the same conditions. They have the same opinion on the problems as they stem from the same route. With regard to the educational problems all the seven groups of tribal students are reeling under the same burden. They are poor hence they depend upon the scholarships, free ships and other facilities provided free of cost by the government. In fact they can not afford the costly education being provided at private colleges. They prefer only government colleges for admission that too into the traditional/conventional programmes like B.A., B.Com and B.Sc. The crux of the problem is medium of language. Many tribal students speak their own dialect at their homes. When they enter the school they start facing the problem as the content is transacted in Telugu language which is not their mother tongue. With the interaction of the other people they could speak Telugu as working knowledge. Even they cannot follow Telugu if not English as a subject in schools and colleges. They lack communication skills in English as they come from Telugu medium schools. It is the fact that lack of proper advice and co-operation from other social groups they lag behind in their educational pursuit. They in the study that the colleges were not well equipped with sufficient staff. Though there was staff, they were not co-operative as they expected. Since there are no sufficient library facilities they do not have an access to right material at right time. As a result they are more failures leading to drop out from the college. The institution of early marriage would become hurdle to their continuation of the further studies.

In view of the psychological problems they are no way comparable to students of urban areas. The seven groups of students are beset with same psychological problems. They are often psychologically upset when they are not able to understand the concepts covered in the subjects. They feel more hesitation and shy to ask questions in the room. The most manifested psychological syndrome is that they feel inferior to other students. This is one of the major problems they persist in their life. It is not uncommon to say that the problems related to administration are a from one tribe to another tribe. The Savara sub-tribe is the more vulnerable to the problems. It is because the strength of the tribe is more in number in the area. They are said to be the numerically strong in the region next to Bhagatha. And there is lot of variation in respect of the other groups of tribes. Those who are close to the administration face huge problems as they interact with the officials like principal, university authorities, and government officials day in day out.

Like administrative problems the other dimension of the problem is 'infrastructural'. The infrastructural facilities are vital in providing equal but quality education to the students. All the colleges are managed by the government directly. In fact the sub-tribes Kotia, Nookudora and Porja face problems because of lack of infrastructural facilities in the colleges next to Bhagata. The colleges vary from one to another in the facilities. Some colleges have more facilities and some do not have minimum infrastructural facilities. The colleges are run without science and computer labs it is the scenario of government colleges in the rural areas. The cutting-edge-technologies pave the way for quality education now-a-days. It all depends upon the funds released by the government and faulty recruited for the purpose. It is a fact it all depends upon the leadership of the college concerned.

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Chapter 19

PROBLEMS AND ISSUES OF TRANSGENDER PEOPLE AND THEIR EDUCATION

R. Bharathi*

INTRODUCTION

In India there are a host of socio – cultural groups of transgender people like hijras/ kinnars, and other transgender identities like – shiv-shaktis, jogtas, jogappas, Aradhis, Sakhi, etc. According to ABC News, Hijras is a broad term used throughout South Asia that can be used to refer to everything from a transgender person to a “natural hermaphrodite to a male cross-dresser in a sari.” **Transgender** (TG) is a term which describes people whose gender identity or gender expression is different from their assigned sex at birth. **Gender identity** is a person’s inner sense of being male or female, regardless of their sex assigned at birth. However, these socio-cultural groups are not the only transgender people, but there may be those who do not belong to any of the groups but are transgender persons individually. They are **Gender non-conforming** people whose gender-related identity and /or gender expression do not conform to the social expectations or norms for a person of that sex assigned at birth. Though an accurate and reliable estimate of transgender people is not available, it cannot be denied that their number is miniscule compared with the total population of the country. While a growing number of educational institutions have incorporated “gender identity and expression” into their nondiscrimination policies, the author says that more than 90 percent of colleges running various courses have taken no steps at all and remain completely inaccessible and inhospitable to transgender students.

HISTORICAL BACKGROUND OF TRANSGENDER PEOPLE IN INDIA

Transgender Community comprises of Hijras, eunuchs, Kothis, Aravanis, Jogappas, Shiv-Shakthis etc. and they, as a group, have got a strong historical presence in our country in the Hindu mythology and other religious texts. The Concept of tritiya prakrti or napunsaka has also been an integral part of vedic and puranic literatures. The word ‘napunsaka’ has been used to denote absence of procreative capability. Aravan, the son of Arjuna and Nagakanya in Mahabharata, offers to be sacrificed to Goddess Kali to ensure the victory of the Pandavas in the Kurukshetra war, the only condition that he made was to spend the last night of his life in matrimony. Since no woman was willing to marry one who was doomed to be killed, Krishna assumes the form of a beautiful woman called Mohini and marries him. The Hijras of Tamil Nadu consider Aravan their progenitor and call themselves Aravanis. Jain Texts also make a detailed reference to TG which mentions the concept of ‘psychological sex’. Hijras also played a prominent role in the royal courts of the Islamic world, especially in the Ottaman empires and the Mughal rule in the Medieval India. A detailed analysis of the historical background of the same finds a place in the book of Gayatri Reddy (2006). We notice that even though historically, Hijras/transgender persons had played a prominent role, with the onset of colonial rule from the 18th Century onwards, the situation had changed drastically. During the British rule, legislation was enacted to supervise the deeds of Hijras/TG community, called the Criminal Tribes Act, 1871, which deemed the entire community of Hijra persons as innately ‘criminal’ and ‘addicted to the systematic commission of non-bailable offences’.

STATUS OF TRANSGENDER PEOPLE IN GENERAL

Psychologists say transgender people often face what feels like a stacked deck against them. The disapproval and confusion of friends, family and people around them creates a burden of stress. Many transgender people fear for their safety because of the threat of anti-transgender violence. The discrimination based on their class and gender makes the transgender community one of the most disempowered and deprived groups in Indian society. A staggering 41 percent of transgender people in the United States have attempted to commit suicide, according to a new survey. About 19 percent of transgender people report being refused medical care because of their gender nonconforming status, and a shocking 2 percent have been violently assaulted in a doctor’s office. These statistics are just some of the

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sobering findings from a survey of more than 7,000 transgender people conducted by the National Center for Transgender Equality and the Gay and Lesbian Task Force released in October 2010.

STATUS OF TRANSGENDER PEOPLE IN TAMIL NADU

The Tamil Nadu state in India was the first state to introduce a transgender (hijra/ aravani) welfare policy. According to the transgender welfare policy transgender people can access free SRS in the Government Hospital; free housing program; various citizenship documents; admission in government colleges with full scholarship for higher studies; alternative sources of livelihood through formation of self-help groups (for savings) and initiating income-generation programmes (IGP). Tamil Nadu was also the first state to form a Transgender Welfare Board with representatives from the transgender community.

The Tamil Nadu government started issuing ration cards to aravanis, constituted a Transgender Welfare Board, conducted a census of aravanis and in an additional effort to improve the education of transgender people, issued an order on May 2008 that they can share 30% of seats reserved for women in government-owned and government-aided arts and science colleges. While this is a welcome step in ensuring access to education for transgender people, it takes away from provisions for an already marginalised population – women. It would be more appropriate to make separate reservations for transgender people. Because of the discrimination they face, both from the state and the larger Indian society, many Hijras are forced to work as prostitutes or simply beg for money.

CHALLENGES FACED BY TRANSGENDER PEOPLE

Transgender students may be of any age, ethnicity, race, class, or sexual orientation. Some enter higher education and are open about being transgender, while others come out during college or graduate school. Still others may never use the term transgender, but will strongly identify themselves as male, female, transsexual, or another gender. Some students may choose to transition; that is, to live as a transgender different from the one assigned to them at birth. Transitioning is a complex, individual process that often includes changing one's name, appearance and body (Lombardi and Davis, 2006). Transgender students confront a number of challenges within campus environments including a lack of access to health care and difficulties with sex-segregated facilities (Beemyn, 2003; Nakamura, 1998). Transgender students may feel invisible or marginalized

if little or no effort is made to acknowledge their presence, much less meet their needs. Yet most campuses offer few opportunities for students to learn about transgender issues and experiences (Beemyn, 2003; Sausa, 2002).

PROBLEMS OF TRANSGENDER PEOPLE

The problems faced by the Transgender community as articulated in the PIL petition WP (C) No. 400 of 2012 filed by the National Legal Services Authority (NLSA), in short, are that Transgender persons are deprived of the fundamental rights available to the other two sexes i.e. male and female, and are not considered as the third sex. They are deprived of many of the rights and privileges which other persons enjoy as citizens of India. The transgender people are deprived of social and cultural participation, are shunned by family and society, have only restricted access to education, health services and public spaces, restricted rights available to citizens such as right to marry, right to contest elections, right to vote, employment and livelihood opportunities and various human rights such as voting, obtaining Passport, driving license, ration card, Identity Card etc. The transgender community is treated as a legal non-entity in violation of Article 14, 15, 16 and 21 of the Constitution of India. Some of other forms of problems faced by transgender people are -

Deliberately incorrect and disrespectful use of names and pronouns

- When a transgender youth identifies as a particular gender (irrespective of biological sex), it is respectful to the youth's human dignity to use the name chosen and the pronouns appropriate to that particular gender. To persevere intentionally in the use of a prior name and other pronouns is to be deliberately disrespectful. Transgender youth can understand and sympathize with some confusion, so long as there is continuous, good faith progress in using the proper name and pronouns.

Lack of access to appropriate restroom facilities - Transgender people often lack safe access to public restrooms. They might be watched, laughed at or groped in the boy's toilet; they might evoke discomfort from female students if they use the girl's toilet. They may be assaulted if they use the restroom that comforts to their identity or forced to use a restroom that does not conform to their gender identity. The unavailability of gender neutral restroom facilities is not only a problem for transgender students in residence halls but also for transgender students throughout campus. Facing gender specific restrooms is the largest source of anxiety facing by transgender students across campus (Beemyn, 2003 & 2005) When a transgender student chooses to use the restroom congruent with their

gender identity, they are vulnerable and exposed to other people who may not be accepting of their gender identity.

Right dress codes that differ for males and females - Wherever dress codes are enforced, they may create problems for transgender youth.

Confidentiality - Transgender youth may have unsupportive families and may even face violence and rejection from their home if their gender identity or gender expression is disclosed to the family.

Lack of role models, lack of accurate information - Transgender youth often feel alone in the world. Few programs for youth employ transgender people; few libraries offer information about biological sex and gender, gender identity or being transgender.

ISSUES BEFORE TRANSGENDER PEOPLE

Transgender people in India face a variety of issues. So far, these communities perceive that they have been excluded from effectively participating in social and cultural life; economy; and politics and decision-making processes. Reports of harassment, violence, denial of services, and unfair treatment against transgender persons in the areas of employment, housing and public accommodation have been discussed in local media, from time to time.

Difficulty of changing gender: One of the biggest issues many transgender people face is the difficulty of changing gender. Transitioning from one gender to another can take many forms, but often requires hormone therapy and sometimes on breasts or genitals. Yet transgender people overwhelmingly say it's worth it. According to the research report of Knudson, after transitioning, transgender people show a significant decrease in substance abuse problems and depression and their mental health significantly improves. Before transitioning, people struggle with gender dysphoria-the feeling that they are stuck in the wrong body that doesn't match the way they feel on the inside. Transgender students need hormones during their transitioning process; accessing the hormones may be a financial burden, since many college's insurance plans do not cover the hormones required for medical transition (Beemyn, 2005; McKinney, 2005).

Not considering as third sex: Transgender persons are deprived of the fundamental rights available to the other two sexes i.e. male and female and are not considered as third sex. A number of institutions are also changing policies and practices that exclude or marginalize transgender students by conceptualizing gender as male and female, such as college

forms that allow students to identify only as male or female (Transgender Law and Policy Institute, 2005). They are deprived of many of the rights and privileges which other persons enjoy as citizens of India. So far as criminal liability is concerned; transgender people cannot escape punishment when they are accused of committing crimes. The word "person" in the Indian penal code represents persons who can be punished for committing offences include transgender people, though they are consciously deprived of their civil rights.

Bullying and Harassing: Bullying and violence in schools constitute a safety crisis, impacting the health and educational achievements of transgender and gender nonconforming youth. While a student might feel safe in the classroom, he or she might also feel especially vulnerable to harassment while at lunch or when travelling on the school bus. The transgender community is treated as unnatural by society. Bullying and peer victimization in school lead to suicide attempts. Bullying that target Lesbian, Gay, Bisexual & Transgender (LGBT) students in particular remains largely unaddressed by the law and school officials, as does the societal question of why homophobia becomes a source of bullying in the first place.

Campus Programmes : College events and activities play a significant role in a student's sense of belonging and connection with the greater campus community. The quality and quantity of a student's involvement on campus also has a positive effect on the student's learning and development (Astin, 1984). Institutions should thus develop programs that are welcoming to transgender students, including programs that focus specifically on transgender issues. A campus with a variety of events and activities that are inclusive of transgender experiences and needs can also provide non transgender students with a more valuable college experience.

Ill Treatment by Teaching Staff: Another important issue frequently encountered by the transgender people come from their staff and faculty members who are ill-informed or uneducated about the issues facing transgender students. A poorly educated staff also leads to insensitivity in accommodating transgender students. The lack of adequate awareness about them causes professors to behave in a hostile manner towards transgender students. The students were often the only voices their professors heard concerning transgender issues.

Dichotomy of Gender: One of the primary problems facing transgender students upon entering colleges and universities is the dichotomization of gender as male or female based on a person's sex assigned at birth (Beemyn,

2003 & 2005; Schnitzler & Conant, 2009). Transgender students report that not having more than two options of male and female for declaring gender is perceived as a very unwelcoming message (Beemyn, 2003). College enrollment forms require sex assigned at birth name which may be gender specific to that associated with one's sex assigned at birth. For example, campus safety officers may inadvertently cause the transgender student to oust themselves. When issues call for the response of campus safety officers, the responding office generally requires identification from all students involved. Additionally, identification cards are frequently required to be presented to a safety officer or fellow student upon entering a campus event. The encounter may lead to transgender students being inadvertently ousted.

Residence life : When transgender students are placed with a roommate based on their sex assigned at birth rather than gender identity, there is a great deal of anxiety for the transgender students before arriving on campus. Students of opposing genders, even if they share the same sex assigned at birth, may feel uncomfortable in changing clothes, sleeping and performing hygiene rituals in front of each other. The discomfort causes many transgender students to seek living accommodations off campus (Beemyn, 2005; Beemyn et. al., 2005). If a transgender student is fortunate enough to live in single room or to be assigned a roommate of the same gender identity, numerous other unwelcoming problems exist within the residence halls. Many college residence halls lack gender neutral restroom and shower facilities. Gender specific restrooms leave transgender students who live on campus with few options for safe places to go for their sanitary needs.

SUGGESTIONS

- Higher Education institutions should include space on official forms for students to self-identify gender and preferred name.
- Higher Education institutions should provide gender neutral restroom and locker room options.
- Higher Education institutions should have policies in place requiring that all newly constructed buildings include gender neutral restrooms.
- Higher Education institutions should provide opportunities for health services staff to receive training regarding transgender student health.
- Higher Education institutions should advocate for all hormone therapy to be included in the student health insurance plans.

- Higher Education institutions should provide education to faculty and staff on transgender student issues.
- Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment bullying and free from discrimination.
- Creating widely advertising transgender focused educational programs can increase campus awareness of the unique challenges faced by transgender students.
- Rape laws need to offer protection to all persons including men and trans-women and to recognize the multiple dimensions of rape and sexual assault beyond the physical act.
- It is important that student affairs professionals understand their experiences and obstacles they confront at most colleges and universities (Beemyn, Curtis, Davis & Tubbs, 2005)

CONCLUSION

According to Vidya Venkat, a transgender from Chennai, transgender people need government acceptance, societal acceptance and family acceptance. They do not need special treatment in the form of free housing or reservations in jobs or education. They need basic rights. They need to be treated with dignity, to be treated as all other people and are not to be ridiculed, abused, beaten or cast out of homes and society. Then they will be able to access health care and education as all others do, and contribute to society the same as others.

Academic advisors should want to see all students succeed and reach their highest potential. Transgender students face unique challenges. The more advisors know about transgender issues the effective we can be advising these students. Advisors take the time to know about transgender issues and listen to these students play a crucial role in creating a more accepting and welcoming environment for transgender students.

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Chapter 20

GENDER EQUALITY IN EDUCATION

Dr. Hemalatha Kalaimathi and P. S. Shahila alias Eswari***

INTRODUCTION

Gender equality is now universally accepted as being a prerequisite for sustainable human development. In India, although some progress in women's development has been made, women continue to lag behind men. The adverse sex ratio, poor educational and nutritional status, inequality in wages and the prevalence of violence against women are all pointers to the fact of glaring gender inequalities in key areas of social, economic and political participation and decision-making. As a consequence, the potentials, perspectives and contributions of one half of the population remain largely invisible and unacknowledged.

Gender equality cannot come about only through changes in the conditions of women's lives - it requires transformation of the patriarchal structures and systems that lie at the root of women's subordination and gender inequality. These structures cannot be transformed by external interventions alone - women must themselves become active agents of change. Gender equality, therefore, demands women's empowerment.

COMMERCIALISATION OF EDUCATION

Nowadays India is marketing education primarily as a consumer product. There is alarming growth of inequality in Indian higher education. The literacy rate is 74 per cent. School enrolment figures have actually dropped in the last five years. The Constitution aimed at free and universal schooling till age 14 by 1960. Today most Indian children are notionally

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enrolled in schools: with luck, they might acquire the rudiments of the three Rs. The gulf between them and the educationally empowered remains almost as impassable as that separating them from the totally illiterate. Till the 1960s, India's most distinguished scholars, scientists and statesmen virtually all went to vernacular schools, often in remote villages.

The pre-eminence of this general school system has been subverted through politicized mismanagement, inadequate funds and public indifference. For decades now, everyone who could scrape together the money - sometimes barely so - has enrolled their own children in fee-paying schools of urbanized bent. Since economic liberalization, the situation has been compounded by a new category of super-plush schools requiring a parental income in high six figures a month. Children emerging from these schools would be lost outside one of two environments: the affluent West, or high-end professional enclaves in Indian metro cities.

Untold harm is done by the slogan-mongering defence of totally free schools for all, and colleges with derisory fee structures laid down in the 19th century. Such blind opposition has actually helped to commercialize education. All parents who could possibly do so have withdrawn their children from the under-resourced state system to fee-paying schools with better infrastructure and more attention to their immediate career needs. The privileged schools might feed certain high-value sectors of the economy; but its contribution to the economy as a whole, or to domestic higher education, will be disproportionately low. Students from the new super-sector independent schools feature sparsely in the entry lists of leading Indian colleges and universities: either they do not apply, or they do not make the grade. But the more traditional (and somewhat less expensive) 'old' independent schools are gaining ever-greater monopoly over the upper end of tertiary education. Students without this advantage try, and some succeed, to level the field by private coaching, but that too needs money. Needless to say, a handful of gravely deprived students reach the top in spite of all obstacles. But at least half discontinue their studies, especially in costly disciplines like engineering or medicine. They do not showcase the success of the system; they demonstrate its failure.

Meanwhile across India, thousands of engineering seats go a-begging. This is yet to happen with medical education, but there a good proportion of seats are, heaven help us, effectively for sale to aspirants of lower merit. The paucity of entry-level talent in the basic sciences is a general concern. A 2009 survey found only 30 per cent of India's graduates fit to work in the global economy. That proportion will plummet further.

EQUALITY AND SOCIAL JUSTICE IN EDUCATION

Promoting Equal Access of Girls/Women, particularly those belonging to rural areas and socio-economic disadvantaged groups (SCs, STs, OBCs and other deprived groups staying in urban slums) in Technical and Vocational Education faced by various socio-economic factors and practices; girls belonging to rural and backward areas and those hailing from socio-economic deprived groups; spend most part of the day either working to earn or caring for younger siblings. This results in a pathetically low enrolment of such girls in schools. Withdrawals of girls at puberty, early marriage, school location, physical facilities and hours of instruction have been identified as other barriers to girls' education in our country.

Last year, India emblemized its role as the world's largest democracy as over 800 million eligible voters went to the polls in what may have been the largest democratic event in history. High on the list of priorities for all contesting parties was women's empowerment, women's equality and overall safety for women. In fact, surveys show more than 90 percent of Indian voters see combating violence against women as a priority and 75 percent of men and women believe that the political promises made to advocate women's rights have been inadequate so far.

There is good cause for Indians to be concerned that not enough has been done for women in their country. According to India's National Crime Records Bureau, more than 25,000 rape cases were reported across the country in 2012 alone. Out of these, almost 98 percent were committed by a relative or neighbour. Additional statistics are no less troubling: latest estimates suggest that a new case of rape is reported every 22 minutes in India, a dowry death occurs every 77 minutes, and a case of cruelty committed by either a husband or husband's relative occurs every 9 minutes. Forty-seven percent of girls are married by 18 years of age, and 18 percent are married by 15 years of age, resulting in around 39,000 child marriages taking place each day. From a global perspective, 40 percent of the world's child brides are from India.

Even before girls reach their teenage years, they face distressing challenges in India. Many more girls than boys die before reaching the age of 5. And with female feticide approaching nearly 1 million a year, fewer girls are born. Indeed, our sex ratio is at 914 women to 1,000 men, the lowest it has been since independence in 1947.

Domestic violence and gender disparities are especially pronounced in India's northern states. Women and girls in Uttar Pradesh, in particular,

suffer physical abuse at rates of 18–45 percent, non-consensual sex at rates of 18–40 percent, and physically forced sex at rates of 4–7 percent.

These are terrifying statistics. While the government has tried to boost girls' education and has made some significant gains (females are now enrolled in primary school almost at parity with men), girls are still far from equal in India. Only 40 percent finish 10th grade. Ultimately, the social climate at home and in communities is too discriminatory to allow for girls being educated or becoming autonomous, equal persons.

Dissatisfied with the government's efforts, NGOs, women's movements, journalists, economists, academics and lawyers are promoting their "Womanifesto," a six-point plan, that details what needs to be done within the next five years to improve conditions for India's women and girls. First on the list is "Educate for Equality." It reads, "We will implement comprehensive, well-funded and long-term public education programs to end the culture of gender-based discrimination and violence. These will include: SMS, radio and TV public service campaigns, accessible lesson plans for schools, and modules for training teachers. To this end we will reach men, women, boys and girls in both urban and rural areas." Significantly, it specifically speaks of education "for equality," and not a more watered-down, paternalistic "education for girls."

If India is to become a better place for all of its children, then it is vital that we value and respect our daughters. We must move the conversation of girls' education from "learning outcomes" to "life outcomes" and take up "education for equality" as our mantra across the country. We should include gender education in our curriculum for both boys and girls. And we should teach these lessons not just to our students, but also to their parents and communities in order to construct an egalitarian gender perspective. This is imperative if India is to fulfil its constitutional promise of gender equality.

RECURRING CONSTITUTIONAL RECOMMENDATIONS TO PROMOTE GIRLS EDUCATION 1950–2003

A review of government policy documents from 1950 to the present makes it apparent that there is no dearth of gender-sensitive policies to bridge the gender gap in elementary education. These policies include a Constitutional commitment towards providing elementary education and the elimination of all forms of discrimination based on caste, community and gender. Some of the recommendations are:

- Provide schools within walking distance, closer to the place of dwelling, if necessary satellite schools for remote hamlets;
- Policy-level recognition of the importance of providing child care facilities/crèche within school premises;
- Provide incentives like mid-day meals, food grains, uniforms, textbooks, exercise books, attendance scholarship and free bus passes;
- Involve the community in managing the school through advocacy, mobilisation and formation of village education committees with at least 50% women members;
- Improve quality of education, motivate teachers to make learning a joyful exercise;
- Decentralise educational planning and administration, bring it closer to the people so that it reflects the special needs and aspirations of the community;
- Address management issues that inhibit the implementation of government policy, like grievance redress, resistance of administrators and teachers' unions to flexible timings, school calendar, recruitment of women with lesser qualifications from rural areas, recruitment of local youth in remote areas where teacher absenteeism is rampant, appointment of teachers to a specific school and so on;
- Adopt holistic, convergent framework to ensure synergy between different strategies and project — thereby revitalising primary education — the heart of the DPEP strategy adopted by the government in 1993–94;
- Strengthen decentralised and convergent strategies and evolve context-specific strategies to respond to educational needs — especially of girls and other special focus groups. (Sarva Shiksha Abhiyan 2002);
- Make elementary education a Fundamental Right of every single child in the 6–14 age group (93rd Constitutional Amendment, GOI 2002).

EQUALITY IN CURRICULUM

Embedding liberation, equality, and diversity in the curriculum means ensuring that all students have access to the same learning resources and have equal chances of success. It means that issues of liberation, equality, and diversity are incorporated into the curriculum as much as possible and that the learning environment is inclusive to all.

Liberating the curriculum may be something which we may want to think about when running a campaign on assessment. The campaign could investigate how your institution ensures that their curriculum considers equality in their curriculums and help to shape policy in this area or actively encourage opportunities for students to bring their experiences and perspectives into the classroom and use them as an integral part of the learning process through engaging them in curriculum design.

CONCLUSION

It is insufficiently appreciated that even at the elementary levels there are today a bewildering variety of schools – government primary schools (regular), private (aided and unaided), non-formal and alternative (government and non-government) – each offering differential services and catering to different strata of the population. What is disturbing is that children from different strata are increasingly being bunched in different types of schools, partly as a result of market forces and partly as a result of policy. While better off children – male, upper caste, urban, better-off – are increasingly accessing private schools seen as better endowed and functioning, poorer children, especially girls, more so in backward regions are being relegated to government and alternative schools. Unfortunately, the financial crunch hits these schools catering to the worst off and most in need. Hierarchies in educational provision and access are thus mirroring social hierarchies. Such a situation if allowed to continue unchecked may well wash away the gains of the previous decade – especially with respect to girls' education.

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Chapter 21

Teachers' Perception Towards the Education of Transgender

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ABSTRACT

Education is an effective instrument that brings reformation in the community. But Transgender education in India is still a challenging target. The society treats transgender as marginalised and oppressed people of the community. The educated society hesitates to include transgender in their educational system. The present study aims to measure the teachers' perception towards the education of transgender. The researchers developed the research tool and it was constructed based on the factors such as curriculum, fees, scholarship, interest of transgender towards education, and infrastructure facility needed for transgender. The researchers collected data from 100 teachers of different schools. Using SPSS t-value and F-value were calculated for analysis. The major findings of the study have been discussed in this paper.

INTRODUCTION

Education is an effective instrument that brings reformation in the community. It acts as a change agent and triggered out advancement in all lifestyles. It tries to modify the behaviour of people even their perspectives. Education is a live wire; whoever touches it feels the need for a change. It has opened avenue for modern scientific advancement only after it has become a universal element.

However, transgender are not part of this modern education system. The society treats transgender as marginalised and oppressed people of the

community. The educated society hesitates to include transgender in their educational system. Therefore, they never get the chance of 'receiving' education. Transgender do not get the privilege of getting education in general or special educational institutions, whereas physically-challenged and mentally retarded are.

TRANSGENDER EDUCATION

Transgender education in India is still a challenging target. Often they are humiliated and ridiculed for the change in their biological system. Parents, family members, and relatives abandon transgender; it is a proven fact that most of them do not live with their family members. As transgender do not get the opportunity of getting education, their employment opportunities are also restrained. Therefore, they need to carry severe psychological pressure on them always.

NEED FOR THE STUDY

Many teachers influence their students strongly and leave their impressions on them. Teachers' perception, attitude, and belief determine the behaviour of students. As teachers play vital role in fixing, modifying, and shaping the attitude of students, the researchers conducted the study to know teachers' perception towards the education of transgender. If the teachers' perception towards the education of transgender is favourable, they will transmit the similar attitude to the next generation. If the community supports transgender, the survival of transgender will not be a herculean task. This study tries to explore the perception of teachers towards transgender education. It attempts to study the teachers who directly or indirectly modify the behaviour students and community as well.

OBJECTIVES OF THE STUDY

1. To measure the teachers' perception towards transgender education and
2. To find out whether there is any significant difference in Teachers' perception towards transgender education with respect to Gender, Age, Work Experience, Management of the School and Locality of the School.

METHODOLOGY

The purpose of this research is to explore teachers' perception towards the education of transgender. The researchers used Survey method for this study. Recognising the importance of primary data for this study, the

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researchers collected primary data using perception scale. The researchers used Convenient Sampling technique to select the sample. The sample of the present study consisted of 100 teachers of different schools.

A perception scale to find out the teachers' perception towards education of Transgender was prepared. The first part comprised the demographic details of the respondents such as gender, age, work-experience, type of management of school and locality of the school. The second part was a five-point scale, consisted of 25 items. The researchers framed these items based on the factors such as curriculum, fees, scholarship, interest of transgender towards education, and infrastructure facility needed for transgender. The teachers had to indicate their perception by putting tick mark against the five options given namely - Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The reliability co-efficient of the tool was measured by using split-half method and the value was 0.72.

The researchers used statistical measures such as mean, standard deviation, t-value, and F-value. The researchers used Independent Sample Test (t-test) and Analysis of variance test to test the variables by using SPSS.

DATA ANALYSIS

Table-1. Mean and Standard Deviation of the Sample

Sample Size	Mean (Max :100)	S.D
100	57.61	7.639

Table-2. t-test - Teachers' perception towards Transgender Education based on their Gender and Area of the School

Sub Groups	N	Mean Max:100	S.D.	t-value	p-value	Level of Significance
Gender						
Male	41	54.15	6.02	4.06	0.00	Significant at 0.05 level
Female	59	60.02	7.75			
Area of the school						
Rural	51	57.45	8.13	0.21	0.83	Not Significant at 0.05 level
Urban	49	57.78	7.12			

From the above table, the low p-value (0.00) denotes that the Teachers' perception towards the education of transgender differs significantly based on their gender. The mean score of female teachers is more than that of male teachers.

The high p-value (0.83) denotes that the Teachers' perception towards education of transgender does not differ significantly based on the locality of their schools.

Table-3: F-test - Teachers' perception towards Transgender Education based on their years of Work Experience and Type of Management of schools

Source of Variation	SS	df	MS	F-value	p-value	Level of Significance
Work Experience in years						
Between Groups	236.68	8	118.34	2.07	0.13	Not Significant at 0.05 level
Within Groups	5541.11	97	57.13			
Total	5777.79	99				
Management of Schools						
Between Groups	207.31	2	103.65	1.81	0.17	Not Significant at 0.05 level
Within Groups	5570.48	97	57.43			
Total	5777.79	99				

The high p-values (0.13 and 0.17) denotes that the Teachers' perception towards education of transgender does not differ significantly based on their work experience and management of their schools.

Table-4: F-test - Teachers' perception towards Transgender Education based on their Age group

Source of Variation	SS	df	MS	F-value	p-value	Level of Significance
Between Groups	878.58	2	439.28	8.69	0.00	Significant at 0.05 level
Within Groups	4899.21	97	50.51			
Total	5777.79	99				

The low p-value (0.00) denotes that the Teachers' perception towards education of transgender differs significantly based on their Age group. Therefore, the researchers have used t-test to find out the difference among groups.

Table-5: t-test - Teachers' perception towards Transgender Education based on their Age group

Sub Groups	N	Mean Max:100	S.D	t- value	p- value	Level of significance
Below 30 years	25	53.08	5.58	2.39	0.02	Significant at 0.05 level
30 – 45 years	33	57.30	7.37			
30 – 45 years	33	57.30	7.37	1.85	0.06	Not Significant at 0.05 level
Above 45 years	42	60.55	7.67			
Below 30 years	25	53.08	5.58	7.26	0.00	Significant at 0.05 level
Above 45 years	42	60.55	7.67			

From the above table, it is clear that (i) the low p-value (0.02) denotes that there is significant difference in the perception of teachers towards the education of transgender. Teachers, whose age range between 31 and 45 support the education of transgender more strongly than teachers of below 30 years, (ii) the high p-value (0.06) denotes that there is no significant difference in the perception of teachers, whose age range between 31 and 45 years and above 45 years towards the education of transgender and (iii) the low p-value (0.00) denotes that there is significant difference in the perception of teachers of below 30 years and above 45 years towards the education of transgender. Teachers, whose age is above 45 years, support transgender education more strongly than teachers whose age is below 30 years.

FINDINGS

- Teachers' perception towards the education of transgender differs significantly based on their gender. Female teachers support the education of transgender more strongly than male teachers do.

- Teachers' perception towards education of transgender does not differ significantly based on the area of their schools. Area of the school such as rural area or urban area does not influence the perception of teachers towards the education of transgender.
- Teachers' perception towards transgender education does not differ significantly based on their work experience and the type management of schools in which they work. Neither the years of experience and nor the type of management of schools determines the perception of teachers towards education of transgender.
- Teachers' perception towards the education of transgender differs significantly based on their age group. Teachers of above 30 years expressed stronger support to transgender education than teachers of below 30 years.

CONCLUSION

The study exposes the positive attitude of teachers towards education of transgender. As the teachers expressed the favourable attitude towards the education of transgender, they can be admitted in general and special academic institutions. Tamil Nadu government has introduced many welfare schemes for transgender such as admission in government colleges with full scholarship for higher studies; alternative sources of livelihood through formation of self-help groups (for savings) and initiating income-generation programmes (IGP). Tamil Nadu is also the first state to form a Transgender Welfare Board with representatives from the transgender community. If the teachers are aware of various welfare schemes for transgender, they can guide them to pursue higher education. The educated society should not forbid the education of transgender.

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Chapter 22

ISSUES OF TRANSGENDER EDUCATION

*D. Kala Rubaga Rani**

INTRODUCTION

Transgender communities have existed in all parts of the world, with their own identities, customs and rituals. They have been variously known as 'bakias' in Philippines, 'berdaches' among American Indian tribes, 'xaniths' in Oman, and 'serrers' in Africa. Asian countries have centuries-old stories of existence of gender variant males-who in present times would have been labeled as 'transgender woman'. India is no exception with a wide range of transgender-related identities, cultures or expressions exist-including Hijiras, Aravanis, Kothis, Jogtas and siva sakthis. These people have been of the broader culture and treated with great respect, atleast in the past, although some are still accorded particular respect even in the present. Hijiras are biological males who reject their 'masculine' identity in due course of time identify either as women or "not-men", or "in between man and woman" or "neither woman nor man". Hijiras in Tamilnadu identify as "Aravani". The term 'Transgender people' is generally used to describe those who transgress social gender norms. It is used as an umbrella term to signify individuals who defy rigid, binary gender constructions, and and may live in the gender role 'opposite' to their own sex..They remain a largely ghettoized, disempowered group though their presence has been recorded in Indian culture for over 4,000 years.

The transgender community is one among the most marginalized and vulnerable communities in India. They face high levels of stigma in almost every sphere of their life such as schools, colleges, employment and social schemes. This paper analyses the present educational level of

the transgender community, educational factors and forces hindering their participation in higher education against the backdrop of existing policies, programmes and schemes.

ISSUES OF TRANSGENDER STUDENTS:

- (a) **Accessibility:** It indicates that educational system is non-discriminatory and accessible to all, and that positive steps should be taken to include the transgender persons in the holistic framework. Education system includes all sectors primary, secondary, and higher level.
- (b) **Equity:** It looks into the dimensions of disadvantage, social exclusion, gender disparity, and special needs for marginalized section like transgender and other neglected groups. It focuses on gaps in enrollment, infrastructural provisioning, management and governance issues, training and motivation etc.
- (c) **Enabling environment:** It refers to supportive environment that harmonise policies with laws, reduce harassment, violence stigma, remove structural barriers to the use of services.
- (d) **Equal access to educational opportunities:** It should be given at all levels without stigma and discrimination. The main stream society does not understand the culture, gender and sexuality of transgender community and their social deprivation and harassment have never received attention by policy makers.
- (e) **Understanding of human rights:** The better understanding of the socio-cultural and human rights aspects of discrimination against transgender students would help in attitudinal shift towards the community.

Recommendations to increase the betterment of the transgender students.

1. Transgender students offer unique contributions to the community. With the assistance of Student service professionals who can help them navigate campus resources and sex segregated facilities, transgender students can fully realize their potential.
2. College events and activities play a significant role in students' sense of belonging and connection with greater campus community. The quality and quantity of a student's involvement has a positive effect on the student's learning and development. So institutions should develop programmes that are welcoming to transgender students, including programmes that focus specially on transgender issues.

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3. A campus with a variety of events and activities that are inclusive of transgender expressions and needs can also provide non-transgender students with a more valuable college experience. Programming must reflect their experiences and allow for their full participation.
4. Creating widely advertising transgender focused educational programmes can increase awareness of the unique challenges faced by the transgender students.
5. Transgender ally programme or Speakers bureau can also be developed to create awareness.
6. Leading transgender speakers can be invited to educational institutes and can offer regular training sessions for staff and students on transgender issues.
7. Counselling centres can be opened in all the educational institutions to guide the transgender students in a proper way as they are always in mental strain. Sensitisation towards transgender should be included in student counselling at schools.
8. Job-oriented education can be emphasized on transgenders in educational institutes. It makes them to stand on their own. They can be the breadwinners of their life. They need not depend on others.

Government offers many programmes to promote the transgenders. NGOs education activists, State and Central Education Board, University Grants Commission, National Council for Vocational Training and other relevant authorities should be encouraged to evolve a system to sensitise their educational institutions with respect to the need of the transgenders and review the existing schemes and education programme to assess their suitability to the transgender student community. Develop advocacy, social mobilization, and communication strategies at various levels to address the structural barriers to improve utilization of existing educational schemes and courses and create an enabling environment for inclusive education for the community.

Developing friendly customized pedagogy for skill based learning is important as India is facing acute shortage of skilled man power in different sectors. The strategic convergence with Jan Shikshan Sansthan, National Skill Development Agency and lifelong learning program of Universities and colleges will help in mainstreaming the efforts to promote the transgender students. Jan Shikshan Sansthans are established to provide vocational training to drop outs of transgenders by identifying skills to provide employment opportunities. NSDA is an autonomous body to coordinate

and harmonise the skill development efforts of the Government and the private sector to achieve the skilling targets of 12th plan and beyond, and ensure the skilling needs of the disadvantaged financial incentives for higher education by providing fee reimbursements, free books free hostel facilities belonging to transgender community.

All Educational institutions should establish an Anti- Discrimination cell to monitor any form of discrimination against transgender community. The institutions should create an enabling environment to facilitate the transgenders to continue their education and live a decent life.

LEGAL RECOGNITION FOR TRANSGENDERS:

On 16th April 2014, the Supreme Court recognized the Transgender community as a third gender along with male and female – a Himalayan achievement for the transgenders. It directed the Centre and States to take steps to treat them as socially and educationally backward classes and extend reservation for admission in educational institutions and public appointments.

PIONEERS OF TRANSGENDERS:

One such brand ambassador for the community is Noori, who heads the South India Positive Network, a Chennai based Organisation that administers projects to cater to the needs of around 2000 HIV – positive members. A new high profile envoy for the community is Rose, billed as “India’s first TG television host” immensely popular half an hour chat show on Star Vijay. The viewers consider Rose is first talented and confident media person, then a Transgender.

Another US-educated presenter who holds a master degree in biomedical engineering by the name Ramesh Venkatesan in her former life is another star in Transgender community. Padmini Prakash first Transgender News reader. Kaaviya, a registered CBO of 50 folk artistes has evolved from Transgender community performs arts and make her livelihood.

Kalki, Sahothari Foundation. She got two Master degrees. Her aim is to create empowerment programme like Entrepreneur training, counseling and guidance in Educational institutions and to uplift the downtrodden transgender students. She has been awarded “Life time achievement award” by the Lion club of Chennai. She is the first transsexual foreign national invited by the US Government to give lectures on Human Rights Activism and Awareness Programme. She is also the first transsexual

film star in India, in the film 'Narthaki'. Kalki is the role model for all the transgenders in the field of not only in education but also in other aspects of life.

Voice of the educated transgenders: Noori brand ambassador of the community declares that her singular aim is to dispel fears and to live a challenging life. Shankari a senior TG community leader remarks that the TG community has finally come out of its isolation and learnt to work with everyone due to the reforms done in the field of Education. Kamali another TG community leader recalls that initially they were social outcasts. But now they are invited for social gatherings which marks a major shift in people's attitude towards them and she thanked all the initiatives taken by the Government and other voluntary organizations.

RECOMMENDATIONS

1. Efforts should be made to register transgender in the employment exchange of the central and state government.
2. Efforts should be made to sensitise all concerned stakeholders like government officials in relevant departments.
3. Networking and linkages should be established for integration, leverage of resources, sharing of knowledge etc.
4. Counselling centres should be properly established in all educational institutions.
5. Grievance cell should be opened and Grievance redressal meetings should be organized periodically and follow up programme also should be taken care off for the development of Transgenders.

As the transgender has been legally recognized as third gender, there will be no drop outs in their studies and the community will definitely shine in all the fields. The society must be educated to accept them as normal human beings.. The Holy Bible says "No eunuch (Transgender) is a dry tree and God will give them (a transgender) an everlasting name that shall not be cut off. They will be fruitful forever.

Education can retain its purity only and only when NO Discriminations are made while providing this divinity called KNOWLEDGE. "WE NEED A WORLD THAT UNDERSTANDS AND APRECIATES TRANSGENDERS"

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Chapter 23

THIRD GENDER: TIME TO BRING THEM TO THE FRONT

V. Nalini and Dr. G. Devaraj***

INTRODUCTION

India has achieved significant growth and development. It has improved on crucial human development indices such as levels of literacy, education and health. There are indications, however, that not all disadvantaged groups have shared equally the benefits of the growth process. Among these, the transgender community, one of the marginalized and vulnerable communities in the country is seriously lagging behind on human development indices including education. Majority of the population is uneducated or undereducated thereby excluding them from participating in social, cultural, political and economic activities.

CURRENT STATUS OF TRANSGENDERS

In a lecture delivered on Refresher Course for Civil Judges (Junior Division)-I Batch at Tamil Nadu State Judicial Academy on 12.02.2011 “Rights of Transgender People – Sensitising Officers to Provide Access to Justice” by Hon’ble Mr. Justice P.Sathasivam, then Judge, Supreme Court of India (presently Kerala State Governor) had stated thus:

“The Constitution provides for the fundamental right to equality, and tolerates no discrimination on the grounds of sex, caste, creed or religion. The Constitution also guarantees political rights and other benefits to every citizen. But the third community (transgenders) continues to be ostracized. “The main problems that are being faced by the transgender

community are of discrimination, unemployment, lack of educational facilities, homelessness, lack of medical facilities like HIV care and hygiene, depression, hormone pill abuse, tobacco and alcohol abuse, sexual abuse and problems related to marriage and adoption.”

RECOGNIZING THE THIRD GENDER – TRUTH FOR INCLUSIVITY

The best thing about recognizing the “third gender” is it gives an option for those who would like to opt for saying the truth. As a human being, they do not feel confined to a binary definition of gender. The feeling of freedom of expression is priceless in its own way for every human being. It offers them freedom from living in secrecy and lying. They can build better, meaningful relationships based on understanding and acceptance. In 2012 Gopi Shankar, a gender activist from The American College in Madurai, coined the regional terms for genderqueer people in Tamil (**Thirunangai**). Gopi said that, apart from male and female, there are more than 20 types of genders, such as transwoman, transmen, androgynous, pangender and trigender etc. and in ancient India it was referred to as Trithiya prakirithi (loosely translates to “Third Type”). “

INCLUDE THIRD GENDER CHILDREN IN SCHOOLS AND HIGHER EDUCATION: MEASURES TAKEN BY CENTRE AND STATE

1. The Supreme Court order of April 15, 2014, states that
 - Gender equality: To treat equal and grant legal recognition to the “third gender”.
 - To treat transgenders as socially and educationally backward classes.
 - To extend reservation for admission in educational institutions and for public appointments.
2. The Union Human Resource Development (HRD) Ministry has advised all States,
 - Inclusive education – “Third Gender” children considered as socially and educationally backward classes. Admissions in educational institutions under SSA to achieve universalize elementary education, aimed at pushing up their literacy levels.
3. UGC opens all its scholarships for third gender candidates – to bring more number of transgender students TO the Higher education system.

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4. Delhi University has thrown open its gates to transgenders – Students and Faculty.
5. Pune's Fergusson College included the category of third gender in its application forms for all courses

PROBLEMS FACED BY TRANSGENDER IN LEARNING ENVIRONMENT

Many transgender students experience isolation and rejection from family and friends (Pusch, 2005). Transgender students confront a number of challenges within campus environments, including a lack of access to healthcare and difficulties with sex-segregated facilities (Beemyn, 2003; Nakamura, 1998).

- Verbal abuse
- Physical abuse
- Sexual abuse
- Lack of adequate knowledge about sexual minorities
- Lack of freedom to expression
- bullying and harassment in schools
- Not providing importance to ideas, experience, and expertise of sexual minorities
- Lack of meaningful involvement of communities
- Stress, depression, and other mental health issues

ROLE OF TEACHERS, EDUCATORS AND POLICY MAKERS

Teachers are the change agent need to do in order to support transgendered children,

- To feel safe enough to develop and express their gender identity is to quash transphobic bullying from other children.
- To develop positive attitude towards transgender children – lead to positive and accepting community.
- Anti-bullying policies are written into overarching school policies, and there is even official guidance (GIRE, 2008) on combating transphobic bullying in schools
- To promote inclusion within the curriculum, planning and self-reflection are required Proper guidance and counseling.
- To provide a positive and safe space for their children

SOCIAL RESPONSIBILITY

The Transgender are thus abandoned by their parents at a very early age and so finding no other way they come in contact with bad other trans-people. They stay away from their families and are forced to cut all ties from relatives. They are often abused by the society and made to starve for want of food shelter, education and health services. Since the public is unaware of the Transgender plight, they are mistreated and it only adds up to their suffering. Thus it is essential to educate the public and eradicate public irresponsibility.

IMPROVING EMPLOYMENT OPPORTUNITIES FOR THE TRANSGENDER COMMUNITY

The transgender community is highly deprived of several rights including their right of participating in economic activities including employment. The interrupted education and social exclusion further limits their employment and livelihood opportunities. There are several factors responsible for their economic deprivation which have been analysed as below.

- Exclusion from Family and Society
- Stigma and Discrimination at work place
- High level of economic deprivation
- Lack of documentary proof
- Lack of vocational skill

SPECIFIC SUGGESTIONS TO BE IMMEDIATELY ATTENDED TO:

- Every transgender should have equal rights to express their thoughts, expression and freedom of speech
- Proper education should be imparted for transgender
- Health care facility
- At least one seat should be reserved in parliament for representing Transgender
- They should enact laws of regarding sexual abuse of transgender.
- Reservation for jobs of transgender must be orated
- Sympathetic attitude towards transgender
- NGOs can be set up for the transgender (regarding their rights)
- Separate shelters may be built for transgender

- They should be accepted in the society with respect.
- Effective decent policies regarding their education their rights.
- Opportunities for employment should be provided.
- Right for child adaptation.

CONCLUSION

Some of the key problems which need consideration and appropriate action are access to essential services, education, health and resources. These problems can be well addressed by implementing some progressive measures such as to sensitize the society with regard to their identity. Parents should not segregate the transgender and should take special care of them and treat them normally, so that the transgender would be able to live in their respective families with dignity in the society. Support of civil society organization to advocate for their cause and efforts like advocate for land/shelter, creation of separate public toilets, hospital wards, recognition of their right to vote as citizens, reservation of seats in elections, etc. Support of Media – both print and electronic, to highlight their status and plight rather than portraying them in poor light. Extend financial support for Community Based Organizations run by transgender communities. Avoiding of verbal abuses against the transgender in Cinemas and Television Serials

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Chapter 24

CHALLENGES AND OPPORTUNITIES FOR TRANSGENDER IN EDUCATION AND EMPLOYMENT

*Dr. R. Selvaraju**

INTRODUCTION

India has achieved major growth and development. It has improved on crucial human development indices such as levels of literacy, education and health. There are indications, however, that not all disadvantaged groups have shared equally the benefits of the growth process. Among these, the transgender community, one of the marginalized and vulnerable communities in the country is seriously lagging behind on human development indices including education. What is appalling is that despite affirmative action (reservation policies, Right to Education, etc.) the disparities remain substantial among the transgender community in India. The majority of the population is uneducated or undereducated thereby excluding them from participating in social, cultural, political and economic activities. Along with teachers' apathy towards transgender community, exclusion from society, poverty, continued discrimination, violence are some of the important factors which can be attributed to the poor participation of transgender persons in educational activities.

- Transgender persons face high levels of stigma and Physical, sexual, emotional violence, violence in terms of neglect and discrimination in educational institutions leading to most of them dropping out of their studies

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- Exclusion from society and family is one of the main hindrances for accessing education.
- The insensitive teachers and staff towards the community have adverse impact on the continuity of a transgender person in an educational institute.
- The low level of education either push them to another occupation like sex work making them vulnerable to HI and Sexual Transmitted Infection 4, or force them to take sub optimal jobs like begging etc.

PROBLEMS OF TRANSGENDER

- 1. Discrimination and violence:** Transgender persons face, especially in their growing up years – physical, sexual, emotional violence, violence in terms of neglect and discrimination as well. They often experienced loneliness and abusive treatment, not allowed to share with classmates, both in the classroom and the playground. Families and schools can both be seen as extremely violent sites for children and also adults at later stages. The teachers accused effeminate boys of violating school and societal decorum. These are some of the main factors forcing them to leave school or other educational institutes at an early stage.
- 2. School Dropout:** Deprived from family and school environment, transgender discontinue their education and risk their future career opportunities. The enrollment is significantly low and dropout rate at the primary and secondary level is still very high. Therein bridging the gap of gender disparity and social exclusion remain a huge challenge for the community
- 3. Absence of community sensitive teachers:** The insensitivities of teachers and staff towards the community have adverse impact on the mainstreaming transgender persons in educational institutes. The teachers and staff do not have adequate knowledge and sensitivities about the community to support the transgender community in making education accessible and mainstream them into the system. The transgender person who is already excluded from the family and society does not find any support with the teachers and therefore forced to discontinue the education in between.
- 4. Lack of skill based education opportunity:** One of the serious gaps in our education system is the absence of a skilled based education opportunity especially at the secondary level. In India, as the children

move to the higher classes the learning gap increases especially among weaker section/disadvantaged groups, which either results into higher drop out or creation of an unproductive workforce with little skill to sustain in the Job market. By providing opportunity for skilled based education at secondary and higher secondary level, these glaring gaps in the education system particularly for the transgender community can be addressed.

INCLUSIVE EDUCATION FOR TRANSGENDER

In the midst of our many achievements in education sector, there lies a severe flaw in our approach to deal with the issue of inequality and inclusive education for the community. There is no contrary belief that addressing stigma and discrimination at early stage has been a huge problem in bringing transgender children to school and retaining them to the higher-level.

The transgender community experts also argue that there is an urgent need for addressing the community concerns in education sector in a holistic way-that implies giving attention to the four core issue of:- Access, Equity, Enabling Environment and Employment.

SUGGESTIVE MEASUREMENT

- Equal access to educational opportunities at all level without stigma & discrimination
- Development of community friendly customized pedagogy for skill based learning
- Financial incentives for higher education/professional education
- Establishment of anti-discrimination cell
- Create an enabling environment
- Convergence with existing schemes on education

IMPROVING EMPLOYMENT OPPORTUNITIES FOR THE TRANSGENDER COMMUNITY ACCORDING TO THE INDIAN CONSTITUTION

- Article 14 of the Constitution of India guarantees equal rights and opportunities to men and women in political, economic and social spheres.
- Article 16 - Equality of opportunity in matters of public employment.

- Article 42 directs the State to make provision for ensuring just and humane conditions

The transgender community is highly deprived of several rights including their right of participating in economic activities including employment²³. The interrupted education and social exclusion further limits their employment and livelihood opportunities. There are several factors responsible for their economic deprivation which has been analyzed as below.

- Exclusion from Family and Society
- Stigma and Discrimination at work place
- High level of economic deprivation
- Lack of documentary proof
- Lack of vocational skill

AN APPROACH FOR ENHANCING EMPLOYMENT

The economic empowerment of transgender community is located in a complex set of identities, community norms, culture and lack of policy support. In this context, the empowerment process has to be broad and should cover the following aspects:

- Awareness generation
- Skill and capacity building
- Employment and entrepreneurship

THE SUGGESTED STRATEGY WOULD COVER THE FOLLOWING:

- Create opportunities for Information and counseling
- Establish a Helpline for Career Guidance and Online Placement Support
- Capacity Building Support on Entrepreneurship Development
- Enhanced credit and other support to economic activities:
- Vocational Skill Building
- Create a supportive Environment
- Networking and Linkages

CONCLUDING REMARKS

The transgender need a facilitating environment to explore the alternative employment opportunities. Efforts should be made to sensitize all concerned stakeholders like government officials in relevant departments,

banks, private employers, corporate, community leaders like Gurus etc. The transgender community has unique culture of dance, folk songs and arts etc. It gives great strength and a sense of identity to the community. These expressions of culture and arts are inseparable parts of the community and should be integrated with livelihood activities to ensure a greater community involvement. The efforts with adequate fund support should be made to link it to employment opportunities. Transgender who receive vocations skill development training and other entrepreneurship development training often lack access as well as the necessary support structure to be to use their skills. Therefore, some mechanism has to be established to provide them continued support and hand holding. Efforts should be made to register transgender in the employment exchange of the central and state government.

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Chapter 25

PROBLEMS AND ISSUES OF TRANSGENDER EDUCATION

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INTRODUCTION

The term transgender is generally used to describe those who transgress social gender norms. Transgender is often used as an umbrella term to signify individuals who defy rigid, binary gender constructions and who expresses or present a breaking and blurring of culturally prevalent stereotypically gender roles. It includes pre-operative, post-operative and non-operative transsexual people who strongly identify with gender opposite to their biological sex. There are a number of social justice issues that are common to transgender people everywhere in the world. In Education transgender issues address the following types of problems.

- Safety on education,
- Gender designation on college records
- Names/Pronouns,
- Dress code ,
- Rest rooms and locker room accessibility,
- Non discrimination polices.

PROBLEMS OF TRANSGENDER IN EDUCATION

1. Privacy: Except as set forth herein, school personnel should not disclose information that may reveal a students gender status. Under the family education Right privacy act (FERPA), only those school employees

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with a legitimate educational need should have access to a students records or the information contained with in those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

2. Official records: Each school is required to maintain a permanent pupil record of each student, which includes the legal name of the student as well as the student biological gender. In addition, schools are required to use a students legal name and gender on standardized tests and reports to the State Educational Department.
3. Social Problems: Family members often do not support transgender. A variety of problems that include verbal and physical abuse, isolation and rejection, denial of family property are faced by transgender in family. Society often stigmatises and discriminate transgender based on their sexuality or gender identity. Social stigma includes being looked down upon, labelling and negative/generalised attitude towards such as sex work or sex solicitors. The other fields where this community feels neglected are inheritance of property or adoption of a child. They are often pushed to the periphery as a social out caste and many may land up begging and dance. This is by all means human trafficking. They even engage themselves as sex workers for survival. There is need for social acceptance of transgender group. For instances, there is no space available for them, say in hospital wards. The authorities do not admit them in women's ward because women do not feel comfortable or free in their presence and in men's ward they face sexual abuse. Besides there are no separate toilet facilities for transgender people.
4. Economic and health problems : Most of the transgender people are school dropouts. Similarly, gays and bisexuals especially after voluntary or involuntary disclosure of their sexuality face a lot of stigma and discrimination in schools. Lack of adequate education and lack of employment opportunities, they are forced into sex work and begging. While some transgender manage to sustain their job inspite of stigma and discrimination in workplace, most of them resign their jobs without tolerating stigma and discrimination. A variety of multiple-level factors such as lack of adequate education, lack of employment opportunities, and lack of familial support put the male-born sexual minorities at risk

of contracting HIV. Similarly, sexual and reproductive health needs are often not adequately addressed. In particular, most transgender person does not get adequate state's support (except Tamilnadu) for sex transition surgeries such as hormone administration, emasculation, and breast augmentation surgery.

5. Lack of role models: Transgender youth often feel alone in the world. Few programs for youth employ transgender people; few libraries offer information about biological sex and gender, gender identity, or being transgender.
6. Lack of facilities: Transgender people often lack safe access to public restrooms. They may be assaulted if they use the restroom that conforms to their gender identity or forced to use a restroom that does not conform to their gender identity. Transgender people often have no safe access to locker room facilities that conform to their gender identity. Transgender youth may have unsupportive families and may even face violence and/or ejection from their home if their gender identity or gender expression is disclosed to the family.

SUGGESTIVE POLICIES AT EDUCATION WITH SPECIFIC REFERENCE TO TRANSGENDER

1. Names and/or pronouns: Use the name and/or pronouns appropriate to the young person's chosen gender identity. Remember that it is everyone's essential dignity to be called by our chosen name, and it is everyone's right to be recognized as the person we see ourselves to be. Please apologize if you use the wrong pronoun or the wrong name.
2. Access to restroom facilities: Educate staff and youth about gender identity. Make sure that everyone understands that transgender youth want to use the restrooms that conform to their gender identity; they have no interest in spying on others using those restrooms. If possible, designate gender-neutral restrooms (toilet facilities that anyone may use, irrespective of gender identity or gender expression).
3. Access to locker room facilities: Educate staff and youth about gender identity. Make sure that everyone understands that transgender youth want to use the locker room facilities that conform to their gender identity; they have no interest in spying on others using the locker room.
4. Dress code: Make sure that the dress code, if any, in your program respects youth's rights to dress in conformance with their gender identity.

5. Confidentiality: Make sure that the program maintains confidentiality with regard to the gender identity, gender expression, sexual orientation, and sexual behaviour of *all* the youth in the program.
6. Role models and accurate information: Make sure that everyone in the program is aware that there is great human diversity regarding gender, including male and female certainly, but also going beyond these two genders. Search out transgender support groups and GLBTQ youth-serving organizations in your area. Make sure that these groups and organizations are included on your resource lists. Make sure your resource lists are available to all the youth in the program.
7. Safety on Campus: Hate crimes against individuals perceived as gender variant are rampant in society and often ignored by the media, police, and lawmakers. Since 1990, an average of one person a month has reportedly been killed in the United States because of gender identity or expression. Colleges are not immune to acts of anti-transgender violence. A 2003 study of the campus climate at 14 institutions found that 41 percent of the transgender respondents had experienced harassment in the previous year, as compared to 28 percent of non-transgender lesbians, gay men, and bisexuals. The majority of all respondents indicated that Tran people were the most harassed group on their campus.
8. Non-Discrimination Policies: College non-discrimination policies usually include "sex" and sometimes "sexual orientation" as protected categories. Neither necessarily applies to transgender people, who face discrimination based on their gender identity and expression, rather than their biological gender or sexual identity. As a first step toward providing support to their transgender students, staff, and faculty, some colleges, beginning with the University of Iowa in 1996, have added the words "gender identity" to their equal opportunity statements. Other institutions that have written policies prohibiting discrimination against gender variant people include American University, Brown University, DePauw College, Kalamazoo College, Knox College, Lehigh University, Rutgers University, the University of Maryland, the University of New Hampshire, the University of Puget Sound, and the University of Washington. Changing a college's non discrimination policy not only gives transpeople necessary legal recourse, but it also sends a message to the campus community that people of all genders are worthy of respect.

9. **Gender Designation on College Records:** One area where transgender people experience discrimination in education is on school documents. Recognizing that college registration and personnel forms that ask students, staff, and faculty to indicate whether they are female or male ignore the complexities of gender and signal that gender variant people do not belong at the institution, transgender advocates are beginning to lobby school administrators to use more inclusive language. They are also asking that individuals who are transitioning from one gender to another be able to have their new gender and name (if they assume a different name) appear on college documents, including identification cards, transcripts, financial aid and employment forms, and enrolment records. Besides being a matter of fairness and respect, an accurate gender designation in school files is critical to avoid outing transgender people and to help protect them from discrimination when they apply for jobs or graduate and professional schools, and at any other time that they would need to show a college document.

SOME OF SAFETY METHODS IN TRANSGENDER EDUCATION

- **Practical First Steps:** Regardless of how a school or school district chooses to approach transgender student issues (if at all), some common sense considerations are key:
- **Consult counsel with relevant experience:** The legal considerations inherent in a policy of this type can be exceptionally complex, particularly for public schools and universities. Knowledge of privacy issues and constitutional law is key and experienced counsel will be instrumental in drafting policies that can be well-defended, as well as advising administrators on potential risks.
- **Discuss the issues with the school's board (or other relevant decision makers):** Having a clear understanding of the administration's position on transgender student issues and achieving buy-in from those decision makers on the course of action is imperative to providing a unified institutional position, regardless of what that position may be.
- **Provide training for students, staff, faculty, and parents:** If the institution's decision is to create a policy that would be a significant departure from its current stance on transgender-student issues, there must be training on the key elements of the policy and the expectations each of these groups will have under the policy.

- **Plan for fallout:** There will be segments of the community that are unhappy about the policy, regardless of what it is. Negative public-relations campaigns, increases in student harassment and bullying, and vocal objection at school board meetings are just a few examples. Any plan to address transgender issues must include a plan for addressing these types of occurrences.

CONCLUSION

Transgender student issues may not be the largest problem area faced by most educational institutions; but recent developments in California, Colorado, Washington, and Maine, coupled with the changing views in America on sexual preference, same-sex marriage, and other such formerly-taboo subjects has signalled a coming change. The issue is forcing its way into mainstream media outlets and more governmental units are beginning to legislate changes that may or may not sit well with the educative goals of a particular educational institution.

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Chapter 26

PROBLEMS AND ISSUES OF TRANSGENDER EDUCATION

Dr. Ujwala S. Shinde*

INTRODUCTION

Problems and Issues of transgender are more severe in United States. Numerous studies have shown that transgender people face disproportionate amounts of discrimination in all areas of life, especially in education, employment and health care. As the economy worsens, the discrimination faced by transgender people is becoming even more acute. Often forced into already unstable jobs and careers, and often facing compounding bias because of race or age, the economic well-being of transgender people is being challenged today like never before. The government has a responsibility to protect people from discrimination. Government and the Administration can improve transgender lives in a significant way by advancing the anti-discrimination protections outlined here.

HISTORICAL BACKGROUND

Origin of word Eunuch -The English word *eunuch* is from the Greek *eune* (“bed”) and *ekhein* (“to keep”), effectively “bed keeper”. In the ancient period servants or slaves were castrated to make them reliable servants of a royal court where physical access to the ruler could wield great influence. They used to do domestic functions—such as making the ruler’s bed, bathing him, cutting his hair, carrying him in his litter or even relaying messages—could in theory give a eunuch “the ruler’s ear” and impart *de facto* power on the formally humble but trusted servant. Eunuchs

supposedly did not generally have loyalties to the military, the aristocracy, nor to a family of their own having neither offspring nor in-laws, at the very least, and were thus seen as more trustworthy and less interested in establishing a private ‘dynasty’. Because their condition usually lowered their social status, they could also be easily replaced or killed without repercussion. They were also used in harems or janankhana i.e. among the ladies of the family to guard them.

INDIAN SCENARIO

India’s Election Commission has given transgenders an independent identity by letting them state their gender as ‘other’ on ballot forms. Thus far, transgenders have been forced to describe their gender as being either male or female. Their recognition as an independent group is the first step towards official recognition of a community that has so far remained on the margins of society. India’s Election Commission (EC) has decided to allow eunuchs and transsexuals to state their gender as ‘O’, or ‘other’, in the voter lists if they do not want to be described as either male or female. The recognition comes 15 years after the third sex was granted the right to vote in 1994.

In India, the Tamil Nadu government took the lead in recognising the rights of transgenders in March 2008, when the state civil supplies department added the option ‘T’ (third sex) in ration cards. Transgendered people were able to write ‘E’ for ‘eunuch’ on passports and on certain government forms, but had failed in their campaign for acceptance at the ballot box though some have even contested elections and entered the public arena.

INTERNATIONAL SCENARIO OF EDUCATION AND ECONOMIC OPPORTUNITY

More than one in four transgender adults have lost at least one job due to bias, and more than three-fourths have experienced some form of workplace discrimination. Biased refusal to hire, privacy violations, harassment, and even physical and sexual violence on the job are common occurrences, and experienced at even higher rates by transgender people of color. Many report changing jobs to avoid discrimination or the risk of discrimination. Extreme levels of unemployment and poverty lead many to become involved in underground economies—such as sex and drug work—in order to survive. While hundreds of employers have adopted laws and policies to prohibit this discrimination, more than half the nation

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still lives without these critical protections. And while transgender people face unemployment at even higher rates than the rest of the U.S. workforce, they can also face discrimination in the public jobs programs meant to connect them with jobs.

In recent years, courts and federal agencies have increasingly taken the view that discrimination against transgender people is prohibited by existing laws against sex discrimination. This updated understanding of sex discrimination laws has the potential to be a powerful tool to combat employment bias, and NCTE has and will continue to work to more firmly establish this understanding of the law and the critical protection it can provide. Ultimately, however, passing a federal law to prohibit gender identity discrimination in the most specific terms is essential to ensuring that employers understand and consistently follow the law, and therefore to eliminating anti-trans discrimination

DISCRIMINATION

Though Indian Constitution is against discrimination of any kind, still in practice transgender people face tremendous discrimination in every field, may be that of education or employment.

OTHER ISSUES

Transgender face many other problems like housing and homelessness, health problems, hormonal problems, stress due to discrimination, ID documents and privacy etc. In today's world, identification documents are frequently needed to travel, open bank accounts, start new jobs, purchase alcohol, and purchase even some cold medicines. Recent voter suppression efforts by some state legislatures have also added voting as an activity in which trans people may face unfair difficulties without accurate ID. In USA because of work by NCTE and activists around the country, this trend is now reversing. About half of states no longer impose such burdensome requirements for driver's licenses and state ID and growing numbers are streamlining procedures. In 2010, the U.S. State Department eliminated the surgical requirement for updating passports. In 2011, state-level efforts won improvements in birth certificate laws in both California and Vermont, and NCTE worked with the American Association of Motor Vehicles Agencies to educate state agencies about current best practices. These developments represent a growing recognition that older, more restrictive policies have served little, if any purpose, and that reasonable policies enabling everyone to obtain accurate and consistent ID best serve both government agencies

and individuals. At the same time, several federal agencies still maintain outdated and harmful restrictions on document change.

TRANSGENDER ISSUES IN EDUCATION

Queer and *faggot* were common taunts back in the 1960s – just as they often are today. If one wore green to school on Thursdays, then one was surely queer and everyone mercilessly harassed the person. I avoided green on Thursdays,” recounts Rani Sonno, Director of the University of California at Los Angeles LGBT Campus Resource Center. For members of the lesbian, gay, bisexual, transgender, and intersexed (LGBTI) community, who grew up as sexual and gender minorities, memories like this are an unfortunately common experience. It is interesting to review the law and society that impacted the transgender education as well as comfortable environments in which they have to learn. It is also necessary that children should be exposed to controversial topics, such as a societal construct of gender and the normality of homosexuality, as early as elementary school. Many members of this community confront similar experiences involving negative sentiment from classmates in insensitive and homophobic environments. Transgendered students have shown a higher level of attempted and actual suicide at the high school level than other LGBTI students. It is also suggested that as distinct challenges faced by transgendered college students there should be inclusion of training of university administrators on transgender topics, as well as there should be use of trans-inclusive language in university documents, and the addition of “gender identity” to university non-discrimination policies. LGBTI students run into similar educational problems on a global scale, without a regard to cultural or political boundaries. This is demonstrated through a series of letters from Japanese LGBTI high school students, who felt a sense of isolation, expressed embarrassment in their sexuality and/or gender identity, and found solace only in Japanese LGBTI magazines such as *Buddy* and *Fabulous*, which indicate to them that there are others out there who feel the same.

Through the lens of a Canadian experience, Gerald Walton states that some school districts have modified mission statements to be inclusive of all students' safety by criminalizing bullying against those under the age of eighteen. However, bullying that targets LGBTI students in particular remains largely un-addressed by the law and school officials, as does the societal question of why homophobia becomes a source of bullying in the first place. There are school-sanctioned gay-straight alliances as influential in creating LGBTI awareness and in developing supportive ‘safe spaces’

for LGBTI students, but to be successful, such groups require a significant level of support from school administrators, which is harmfully lacking. Discussing other roadblocks, Patti Capel Schwartz describes her experience with an educational program education level, from elementary school through the completion of graduate programs.

POLICY STEPS AND SUGGESTIONS

- The Departments of Education and Health and Human Services should continue to devote resources and high-level attention to the problems of bullying, harassment, and peer violence, and should include explicit discussion of transgender and gender nonconforming youth in those efforts.
- The Government should pass, the Safe Schools Improvement Act, which would ensure that all schools and districts implement comprehensive and effective anti-bullying and anti-harassment policies that specifically include gender identity and sexual orientation.
- The Government should pass, the Student Non-Discrimination Act, which would prohibit discrimination in schools on the basis of gender identity and sexual orientation.
- The Department of Education should issue guidance clarifying the application of anti-discrimination protections to transgender and gender nonconforming youth, including the right of transgender students to access school facilities and campus housing, and otherwise be treated in accord with their gender identity.
- The Department of Education should enhance the transparency and effectiveness of anti-discrimination protections enforcement by providing transgender-inclusive training for all officers and by tracking and reporting data on LGBT-related claims.
- The National Center for Education Statistics should ensure that data collection includes detailed information about bullying, harassment, and other school violence, including whether the victim's gender identity or expression were at issue.
- The Department of Education should mandate that all states provide comprehensive suicide prevention education to all high school students. The mandate should require that the curriculum meets minimum standards, including a discussion of LGBT youth and why they have an increased risk of suicide.

- The Departments of Education and Health and Human Services should develop new cultural competence and best practice resources for schools focusing on transgender and gender nonconforming youth and preventing their victimization.
- The Department of Education should provide guidance for transgender students on completing education and work with schools, the Selective Service System, and the Social Security Administration to ensure that applications are not unduly delayed or rejected because of gender or documentation issues.

CONCLUSION

It can be concluded that every segment of the community, whether gay men, lesbians, or a transgendered individuals, who faces a world that refuses to acknowledge their most basic identity, faces unique problems in their own right. These differences add to the complexity of LGBTI education policy. This complexity, intertwined with a heterosexist majority in most schools, leaves LGBTI students with many challenges left to face.

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Chapter 27

WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION

*M.H. Ahamed Bilal Mahaboob**

INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more empowered to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do.

The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights." When we talk about women's empowerment, we talk about women taking more of a leadership role. Whereas until very recently, women were subordinates.

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NEED OF WOMEN EMPOWERMENT

Empowerment is probably the totality of the following or similar capabilities:

- Having decision-making power of their own
- Having access to information and resources for taking proper decision
- Having a range of options from which you can make choices
- Ability to exercise assertiveness in collective decision making
- Having positive thinking on the ability to make change
- Ability to learn skills for improving one's personal or group power.
- Ability to change others' perceptions by democratic means.
- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma

So from the above points we can divide the components of Women's empowerment in five components, which is self-explanatory that why there is need of women empowerment:-

- women's sense of self-worth;
- their right to have and to determine choices;
- their right to have access to opportunities and resources;
- their right to have the power to control their own lives, both within and outside the home;
- their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important.

Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them such as enhancing their confidence, raising their status in the

family and society, bring awareness about their rights, boosting their self-esteem, increasing their self-efficacy, reducing their dependency, better upbringing of their children, enhancing their mobility, opening career opportunities.

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process (Murphy-Graham, 2008). There is evidence that these components are usually developed during and as a result of higher education (Maslak and Singhal, 2008).

Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker. This is a commonly understood view about the role of education in transforming women.

HINDRANCE OF WOMEN EMPOWERMENT AND IN HIGHER EDUCATION

There are many hindrances in the path of women empowerment and in higher education. Some of them are as follows:

1. Lack of education
2. Financial constraints
3. Low mobility
4. Absence of Ambitions for Achievement
5. Low ability to bear risk
6. Family responsibility
7. Low need for Achievement
8. Social status

STATUS OF WOMEN IN INDIAN SOCIETY

The worth of a civilization can be judged by the place given to women in the society. The Muslim influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in India have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration. But in spite of

this amelioration in the status of women, the evils of illiteracy, dowry, ignorance, and economic slavery would have to be fully removed in order to give them their rightful place in Indian society.

CONCLUSION

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties and should be able to use their rights as per the need. But it is also mandatory that there should be proper implementations of what policies and programmes are made by government of India regarding women empowerment.

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Chapter 28

PROSPECTS OF WOMEN IN HIGHER EDUCATION

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INTRODUCTION

The history proves that after considerable struggle the universities opened their doors to women. Cambridge University permitted to appear women students at the examinations from 1872, London University in 1878 and Oxford University from 1884. In India, Calcutta University from 1877 followed by Bombay University in 1883. It means that only to enter for higher education women had to wait for years.

In India, up to middle of the 20th Century women's total economic and cultural dependency was accepted by the society at large. Since, 1950, the movement of empowerment of women took its roots. During the last six decades, no. of women colleges increased nearly 10 times but the percentage of women colleges to total colleges remain more or less same i.e., about 12%. On the eve of independence, the share of women in total enrolment was about 10%. When the country is celebrating its diamond Jubilee of independence, it crossed 40%. This shows awareness about women higher education in the society. It is clear that the share of women in the enrolment at each stage i.e., graduate, post graduate, research and diploma and certificate courses are steadily increasing.

Women prefer to go for traditional courses in Arts, Commerce and science (totally more than 77%) mainly in the faculty of Arts. The reason is higher education in these faculties is easily available even in rural area with lesser cost. Out of professional faculties, comparatively, Engineering & Technology faculty has more women enrolment.

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State/ UT wise analysis shows that, even after sixty years of independence and when it is said that India is fastest developing country which will occupy top position in the world soon, in 7 states, women enrolment in higher education is below average. It is quite surprising that the state Andhra Pradesh, which is upcoming as an IT hub, has less women enrolment in higher education. Only three small states (Goa, Meghalaya & Himachal Pradesh), Kerala and four UTs (Daman & Diu, A & N Island, Pondicherry and Chandigarh,) have crossed 50% enrolment ratio.

Participation of women in professional faculties is not improved to the extent that is expected. The proportion of women senior lecturers, readers, professors and principals is quite low in the total faculty. As the appointments of women lecturers started in latest years, it occupies the considerable portion of lecturers.

NEED OF WOMEN EMPOWERMENT

Empowerment is probably the totality of the following or similar capabilities:

- Having decision-making power of their own.
- Having access to information and resources for taking proper decision.
- Having a range of option from which you can make choices (not just yes/no, either/or,)
- Ability to exercise assertiveness in collective decision making
- Having positive thinking on the ability to make change
- Ability to learn skills for improving one's personal or group power
- Ability to change other's perception by democratic means
- Involving in the growth process and changes that is never ending and self initiated.
- Increasing one's positive self-image and overcoming stigma.

SUGGESTIONS FOR BETTER PROSPECTS

Higher education has been playing a significant role in empowerment of women. It can add more to strengthen the movement of women empowerment. Some suggestions in this directions are –

Inclusion of Gender Study and Social Justice Study in the Curriculum

College students are teenagers. At this stage, they should learn present gender inequality, social discrimination and the values of life. This will

help the young generation to become mature and in turn it will benefit society at large. The subjects relating to this study should be integral part of undergraduate study.

Inclusion of Various Courses Relating to Skill of Women

Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion designing, Costume Designing, Beautician, Food preparation and Preservation Technology, Receipts, Sewing, weaving, Gardening etc. that can promote self-employment and self-esteem be started. The courses should run simultaneously with traditional degrees and at suitable level i.e., capsule Courses, Basic Courses, Diploma and Higher Diploma Courses, Certificate Courses etc., Courses with University certificate will ensure more job guarantee.

Linking Training with Vocation

To make the women self-reliant, it is necessary to enable them to earn sustainable income- make them economically self-dependent. The add-on courses should be market oriented. Proper channel be provided that they can get the market for their production. College girls do the courses but in practice they do not apply the skill they acquired because they don't know market requirements, market status and marketing skill. So, only job oriented courses are not sufficient but proper guidance regarding market availability, identification of customers, counseling and negotiating with customers be provided.

Alternative Courses/Vocational Courses/Distance Courses

Due to our socio-cultural condition, girls, mainly from rural area are not sent to colleges. Major portion of the women population is away from the higher education. Universities have to design such vocational or distance courses that could enable them to get traditional degrees such as B.A & B.Com. Even skill oriented courses be run on vocational and distance mode. Open Universities are doing the same job but they are not so spread and reached to remote areas just like formal education system.

Concession in Fees and Provision of Learning Resources

Poverty is an avoidable characteristic of the Indian economy. Poverty is the main reason of drop-outs of girl students and break in their education. In nearly all families preference is given to education of male student

than female students. So, girl students from economically backward class should be given concession in normal fees and as much as possible learning resources be provided free of cost or at concessional rate.

Promoting Research in Women Studies

Universities should promote structural studies regarding women. Research grants or project grants should be provided for data base studies. Their conclusions and suggestions be communicated to the policy makers at state level as well as at national level. These studies certainly suggest new ways, means and measures for empowerment of women and the national policy can be deigned on the realistic ground.

Information Cell of Career Guidance Cell

In every college women information cell be established. A senior lecturer with additional charge be appointed as an officer in charge. The duty of officer-in-charge would be to provide and publish the information regarding the various courses available in the college, nearby colleges and in the university. He should be in contact with the business organizations where placements are available.

Development of Women Entrepreneurship

In the post independence era Indian women proved that there is no job, profession or business which they cannot shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational Institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training on development of entrepreneurship.

Linkage with Ministries of Central and State Government NGO'S and Others

Most of the girl students are unaware of the various schemes of the government for women upliftment. Ministry of Social Justice and Empowerment, Ministry of Social Welfare and Various Non-government Organizations are trying and helping women for empowerment. Institutions of Higher Education should establish linkage with such government and non-government organizations who would help for empowerment of women. It should work as mediator between these organization and women.

CONCLUSION

It is said that women do three fifths of the world's work, earn one tenth of the world's income and own one hundredth of the world's asset. Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. National policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 29 EMPOWERING WOMEN IN HIGHER EDUCATION

K. Anuradha and Dr. D. Vinodh Kumar***

INTRODUCTION

India occupies an important position in respect of Higher Education. Comparing with other countries in the world, India's position in the field of Higher Education system is third after the United States and China. Education not only empowers women in different ways but also ensures a future civilized society as educated women are more prone to provide better training to their children. Higher education of women builds their confidence, self-esteem, opens career opportunities, reduces their dependency, increases their mobility and develops skills to manage home and children better. Education is the essential foundation for women's economic empowerment. Empowerment of women is strongly associated with the level of education i.e. higher the level of education greater the empowerment of women. Woman is the backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated.

Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. Education in general and higher education in particular, has an enabling role in emboldening the women community. Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society

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of the 21st century. In addition, education is an empowering tool for the marginalized, especially for the women. In a situation where the women are mostly exploited and abused, their emancipation is possible only through a well conceived education system. There has been a phenomenal growth in the number of women enrolled in higher education since independence. Women enrolment was less than 10 percent of the total enrolment on the eve of independence and it has risen to 42 percent by now.

IMPORTANCE OF WOMEN EDUCATION IN INDIA

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

ROLE OF EDUCATION IN EMPOWERING WOMEN

Education is a potent tool in the emancipation and empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. Educated women can play an equally important role as men in nation building. The Indian National Policy on Education (NPE) is a landmark in the approach to women's education when it proclaims: 'The Education System will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision makers and administrators'. Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process. There is evidence that these components are usually developed during and as a result of higher education. Education not only empowers women in Education is a powerful tool of social transformation and empowerment. Hence, education for women has to be paid special attention. Greater access for women to education must be ensured in the educational system. Once the women complete their higher education, they are better informed; they have the mastery over the subject/ issues and have better control over themselves thus making them self-reliant.

CONCEPT OF EMPOWERMENT OF WOMEN

Empowerment is a multi-faceted, multi-dimensional and multi-layered concept. Women's empowerment is a process in which women gain greater share of control over resources - material, human and intellectual like

knowledge, information, ideas and financial resources like money - and access to money and control over decision-making in the home, community, society and nation, and to gain 'power'. According to the Country Report of Government of India, "Empowerment means moving from a position of enforced powerlessness to one of power".

SUGGESTIONS FOR EMPOWERMENT OF WOMEN IN HIGHER EDUCATION

Higher education has been playing a significant role in empowerment of women. It can add more to strengthen the movement of women empowerment. The following suggestions in this direction are -

1. Inclusion of gender study and social justice in the curriculum- College students should learn about present gender inequality, social discrimination and the values of life. This will help the young generation to become mature and in turn it will benefit society at large.
2. Inclusion of various courses relating to skill of women - Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion Designing, Costume Designing, Beautician, Food Preparation & Preservation Technology, Sewing, Weaving, Gardening etc. that can promote self-employment and self-esteem be started.
3. Linking training with vocation - To make the women self-reliant, it is necessary to enable them to earn sustainable income- make them economically self-dependent. So, only job oriented courses are not sufficient but proper guidance regarding market availability, identification of customers, counseling and negotiating with customers be provided. The skill and knowledge of encashment of their skill and knowledge are taught. Professional knowledge and skill without knowledge of practical application is worthless.
4. Alternative courses/ vocational courses/ distance courses - Due to our socio-cultural condition, girls, mainly from rural area are not sent to colleges. A major portion of the women population is away from the higher education. Universities have to design such vocational or distance courses that could enable them to get traditional degrees such as B.A. & B.Com. Even skill oriented courses are run on vocational and distance mode.
5. Concession in fees and provision of learning resources - Poverty is an avoidable characteristic of the Indian economy. Poverty is the main

reason of drop-outs of girl students and break in their education. In nearly all families preference is given to education of male student than female students. So, girl students from economically backward class are given concession in normal fees such as library fee, laboratory fee, etc.

6. Promoting research in women studies - Universities should promote structural studies regarding women. Research grants or project grants should be provided for data base studies. Their conclusions and suggestions be communicated to the policy makers at state level as well as at national level. These studies certainly suggest new ways, means and measures for empowerment of women and the national policy can be designed on the realistic ground.
7. Development of women entrepreneurship - In the post-independence era Indian women proved that there is no job, profession or business which they cannot shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training.
8. Awareness about the various schemes of government - Most of the girl students are unaware of the various schemes of the government for women upliftment. Institutions of Higher Education should establish linkage with such government and non- government organizations who would help for empowerment of women. It should work as mediator between these organization and women.

CONCLUSION

Thus higher education is the pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 30

EMPOWERING WOMEN IN HIGHER EDUCATION

*Barjees Jeelani**

INTRODUCTION

In the words of Mahatma Gandhi, “If you educate the man, you educate the person but if you educate the woman, you educate the nation”. So, Women Empowered means Mother India Empowered. For centuries, women were treated as less-than-equal to men in many ways. Now that we are out of those dark ages, women are more empowered to do whatever they want. This means that they have the ability to choose their own destiny. But unlike women in many Western countries, Indian women in rural areas are still denied of equal opportunities for working with men in many spheres of life due to socio-cultural discrimination. Constitutionally, Indian women have been granted equal rights with men, but practically speaking they are kept much behind men in various life activities. Education in general and higher education in particular, has an enabling role to improve the status of women in any society and to empower women with the knowledge, skills and self-confidence. Higher Education, which is a training ground for a professional, research-based, career-oriented future, must be respected as a potential instrument for bringing about social transformation and ensuring the success of democracy.

The Indian National Policy of Education recognizes this when it states, ‘Wider women’s access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development’. India is poised to emerge as one of the most developed nations by 2020. No doubt, women will

play a vital role in contributing to the country’s development as women play a central role in the socio-economic development of any society. But yet, little has been achieved in the area of women empowerment. Women constitute almost half of the population in the world, so educating them is a necessary condition to ensure the development of the Nation itself.

WOMEN EMPOWERMENT

Empowerment means moving from a weak position to execute a power. It is the ability to direct and control one’s life. It is a process in which women gain control over their own lives of knowing and claiming their right at all levels of society at the international, local and household levels. The Oxford American Dictionary defines “empowerment” as “to make (someone) stronger and more confident, especially in controlling their life and claiming their rights.”

Gender discrimination has been a major obstacle in granting equal opportunity for women in Higher Education. It has been identified as a crucial category and deserves attention in the education-equality paradigm. Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination. The parameters of empowerment have been identified as:

1. Developing ability for critical thinking
2. Fostering decision-making and action through collective processes
3. Ensuring equal participation in developmental processes
4. Enhancing self-esteem and self-confidence in women

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises the status of women. Higher Education can bring phenomenal change in women’s life resulting in social transformation in the long run by inculcating following attributes among them:

1. Enhancing their confidence
2. Raising their status in the family and society
3. Bring awareness about their rights
4. Boosting their self esteem
5. Increasing their self-efficacy
6. Reducing their dependency

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7. Better upbringing of their children
8. Enhancing their mobility
9. Opening career opportunities

HINDRANCE OF WOMEN EMPOWERMENT & IN HIGHER EDUCATION

There are many hindrances in the path of women empowerment and in higher education. Some of them are as follows:

1. Lack of education
2. Financial constraints
3. Family responsibility
4. Low mobility
5. Low ability to bear risk
6. Low need for Achievement
7. Absence of Ambitions for the Achievement
8. Social status

WOMEN EMPOWERMENT THROUGH EDUCATION

Women Empowerment is a global issue and discussion on women's political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment. India is poised to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 6 year away. This can become reality only when the women of this nation get empowerment. Despite the importance of women education only 65.46% of women are literate in India.

STRATEGIES OF EMPOWERMENT: HIGHER EDUCATION AND THE INDIAN PERSPECTIVE

The Indian National Policy on Education (NPE) is a landmark in the approach to women's education when it proclaims that the Education System will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision makers

and administrators. The programme implementation explains women's empowerment through collective reflection and decision-making. For this, Higher Education needs to take responsibility for:

1. Cultivation of positive self-image and self-confidence
2. Developing capacity for critical thinking
3. Achieving group cohesion and fostering decision-making and action
4. Providing women's centers in Agricultural and Home Science Colleges
5. Providing Continuing Education and Correspondence Centers for organizing vocational and literary skills
6. Revamping the Industrial Training Institutes in terms of diversification of trades and courses, keeping in view the job potential, facilities for vocational counseling, imparting information about credit, banking, entrepreneurial development and access to women's technical education
7. Providing Women's Studies Research centers to identify issues and areas and organize seminars and workshops to discuss and analyze women-related issues and disseminate information and encourage interaction with students and the general public through the media
8. Providing classes on legal literacy, programmes for women's socio-economic development delivered via media, adult education and information and training support
9. A more relevant and responsive curriculum catering to the cultural and occupational needs of women
10. Meeting the expenses of higher education for the rural, backward sections with incentives like scholarships and frees places
11. Meeting the requirement of achieving full integration of women within the democratic and developmental efforts of the country.

Curricular reform should include compulsory exposure and engagement with different kinds of work in the form of summer jobs or internships, according to the circumstances and needs of the female population. Training must include manual and technical exposure to master operational techniques.

IMPACT OF HIGHER EDUCATION IN INDIA: THE ROAD TO COMPREHENSIVE DEVELOPMENT

The focused goal of Indian Higher Education is to acquire, generate, supplement and transmit knowledge that builds up leadership qualities. It has already to some extent empowered women to compete better, perform

with precision and efficiency and achieve excellence in multi-tasking. Empowered women challenge men in their workplace and are visible in all forms of powerful corporate positions. Politically and economically women are now in a more commanding situation than fifty years ago. Indian women have made their presence felt in industry, technology, literature, art, banking, insurance and pharmaceutical centers. Educated women are also there in international business and administrative roles. Our vision of a better India free from multiple maladies can only be achieved when educated empowered women take up the mantle of responsibility and commit themselves to restructuring and advancing the development of India. The time has arrived to realize the relevance, in a rapidly developing country like India, of education for leadership-building, especially for women—something which can be achieved only through Higher Education.

CONCLUSION

Education of women is recognized as one of the critical elements of the national development effort and higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society of the 21st century. Higher Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. Indian women are as capable as any women in any part of the world. So, the time has arrived that Indian women especially in rural areas have to wake up and realize their potential of being intelligent talented and rational. Then there will be no limit for women except the sky.

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Chapter 31

EMPOWERING WOMEN IN HIGHER EDUCATION

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INTRODUCTION

There are many problems to be tackled in the field of Education. In that women's education and empowerment requires a special attention to be attended by the experts in the field. Empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. Hence women empowerment could be defined as bringing chances for the development of women in the society.

MEANING OF WOMEN'S EDUCATION

Providing for all facilities and opportunities for the learning of females on par with those available for the education of males is termed as Women's education.

Indian women could be divided into three categories based on their socioeconomic status

1. Those below the poverty line
2. Those who struggle for retaining the middle class status and economic security.
3. Those who enjoy good and stable economic security .

Among these, the first two categories are not in a position to contribute directly to the economic development and progress of the country. The simple reason for this is that they are largely illiterates. Therefore we have to focus

our immediate attention on expanding the educational opportunities of women particularly those belonging to the first two categories mentioned above.

IMPORTANCE OF WOMEN'S EDUCATION IN HIGHER LEVEL

Women's education plays an important role in the progress of any nation. Without providing proper educational opportunities for all women in our country who constitute roughly about 50% of the population, it is futile to think of achieving universal literacy. Kothari Education Commission also considered that "For the full development of human resources, welfare of the family and the good up-keep of children, inculcating good conduct in them, women's education is more important than education of the males".

NEED FOR WOMEN TO BE EDUCATED

After independence, the Indian Constitution was put into practice. As a result, people have changed their attitude towards women and their conservative views which had hitherto hindered the development of women's education. For the rapid development of human resources in our country it is essential that in the family the girl's education should get priority, because education of a boy means the education of one person whereas the education of a girl is the education of the entire family.

REASONS TO EMPOWER WOMEN IN HIGHER EDUCATION

1. **Home Management:** To develop the attitude in women that to carry out the daily domestic chorus and manage the home affairs is the duty of everyone in the family and not the exclusive responsibility of women alone. All in the family should share the various domestic responsibilities as per the convenience and availability of time.
2. **Dignity of Labour:** Developing the attitude to respect women's work at home and consider it as valuable as the one in office, outside the home; woman looking after the family at home is no more to be called as 'house wife' but should better be known as 'homemaker'.
3. **Equal Commitments:** Both men and women should have equal commitments both inside and outside the home.
4. **Equal Opportunities:** Equal opportunities are to be provided for both men and women in education and employment and make them contribute to the community and national development.
5. **Decision Making:** Before taking important decisions in the family and community, women are to be consulted and their views respected.

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6. **Self-Dependence:** Education should develop in women, the ability to take decisions independently and get-rid of the belief that woman cannot live in society independent of man.
7. **Legal Rights:** Make them aware of the legal rights of women and the opportunities available for them to progress.
8. **Participation in Public Affairs:** Women should be made to understand their duties as a responsible citizen of a democratic country and participate in public and political life.
9. **Equal Rights not for Confrontation:** Make the women realize that the grant of equal rights to them is not to develop confrontation with men but lead.
10. **Increasing Productivity:** Educated women are to make use of their talents and abilities to increase the national productivity.
11. **Giving up the Fascination for Personal wares:** Women's education should help remove the lure for gold and diamond jewels as well as costly silk sarees among the girls.
12. **Developing Achievement Motivation:** Women's education should promote achievement motivation in girls to strive for excellence in all their endeavours.

PROBLEMS OF WOMEN'S EDUCATION

- There is acute shortage of trained female teachers.
- The curriculum is not suited to their special requirements. It is set upon the pattern of boys education, and as such prohibits them to play their full and special role to build the society.
- Women have not achieved social consciousness to move freely with men in work spots outside the home.
- Poverty and ignorance of parents also block the educational advancement of girls. In rural areas particularly, the condition of Women's education is still depressing and deplorable. In some bigger hamlets elementary schools were started but in these schools there is neither adequate staff nor equipment, management and inspection are also poor. There is absolutely no provision for their secondary, higher and technical education in rural areas. Boys from rural areas can avail themselves of higher education in towns but it is quite difficult for girls to get any such benefits. Mass poverty is a stumbling block in women's education.

RECOMMENDATION OF THE NATIONAL COMMITTEE ON THE EDUCATION FOR WOMEN

The National Committee for women's education appointed under the chairmanship of Smt. Durgabai Deshmukh studied the problems of women's Education very comprehensively and recommended the following:

1. The efforts for the education of girls should aim at universal enrolment in the age – group 6 to 11 years by 1976 and in the age group 11 to 14 years by 1981.
2. The co-operation of the public should be sought in the form of establishing private educational institutions, encouraging married women to teach and giving special assistance to pupils in terms of midday meals, books and uniforms.
3. Assistance to voluntary organisations should be given by the Government for establishing hostels, laboratories and libraries.
4. Publicity programmes should be strengthened in the form of preparing and displaying documentaries and films concerning women's education.
5. Condensed courses for adult women started by the Central Social Welfare Board should be strengthened.
6. Technical institutes for girls should be started and the government should give hundred per cent grant for five years.
7. Improvement programmes recommended by C.A.B.E. should be started with 100 per cent central assistance during the fourth plan. These include construction of teacher's quarters, rural allowance for women teachers, provision of school mothers, construction of sanitary blocks, construction of hostels, starting creches, providing school uniforms and midday meals.
8. Continuation classes for those who have left schools and are not in a position to join full-time classes due to various social and economic reasons should be started.
9. Facilities in backward, rural, hilly and isolated areas should be provided to girl students in the form of free transport arrangements, free residential accommodation and special allowance to women.
10. Seminars on women education should be organized to encourage the various efforts being made in the field.
11. Scholarships in large number and free education to all girls at the various school stages should be provided.

12. Co-education should be encouraged where separate schools for girls are not feasible.

CONCLUSION

To conclude educated women should develop the habit of saving for enabling their further participation in public life. Productivity of the nation significantly increases when educated women add to the human resources of the country. To empower women we can develop awareness among women about the following government schemes:

- **Integrated Child Development Scheme (ICDS):** This scheme formulated by the Central Government in 1975 aims to improve the health, family Welfare, nutrition, child health and social responsibilities of women in the rural and urban slums.
- **Rural youth Self Employment Scheme (RYSEM):** Under this scheme, young women in villages are given training in some rural occupations like agriculture, horticulture, animal husbandry, fishy drying etc., and helped to form 'self – help groups'. These self help groups are helped to avail financial assistance made available through various sources including the nationalized banks and increase the income of women.
- **Development of Women and Child-care in Rural Areas (DWCRA):** This forms a part of Integrated Rural Development Scheme (IRDS) under which rural women and girls are given training in various occupations and helped to enhance their family income.

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Chapter 32 WOMEN EMPOWERMENT IN HIGHER EDUCATION

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INTRODUCTION

Women form a vital part of the society. She is like a dice performing all the roles from within the family to the outside world. Yet she is considered to be the last option for getting rewards like education, nutrition and health. Despite of her dawn to dusk activities she has proved her strength and ability to face the challenges surrounding her. Therefore I would discuss the importance of women empowerment and how important higher education is to bring about the real change in the entire society. Various definitions have been put across to explain women empowerment. The meaning of women empowerment is “the mental and financial freedom a woman enjoys, bearing all disciplines of life and acting as a chief catalyst in bringing a social and economical strong society.

HISTORY OF WOMEN EDUCATION IN INDIA

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio-religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India.

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Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate.

WOMEN EMPOWERMENT IN HIGHER EDUCATION – EFFICIENCY, QUALITY

Higher education is an important ingredient for a developing economy. It is the bridge which unites achievements of dreams with reality. One attains higher education where he sees his future. By specializing in the field of what one aspires, a person acquires efficiency, quality and sets path for further research for new people to come. Women constitute a little less than half of the population of India and in no means left behind in acquiring higher education. This will lead to more and more knowledge and advancement, which will act as a ladder for the economy to reach economic success and bridging the gap between gender inequality and social justice.

PROBLEMS OF WOMEN IN ATTAINING HIGHER EDUCATION

Higher education is the backbone of strong and developed economy, and in developing countries like India women are deprived of it. This is one of the main reasons why women lag behind and are left uncontributed to the per capita income of the country. A woman faces problems rather challenges at various levels of her life. The main factors hindering women higher education are as follows:

- **Poverty:** Due to financial crises a girl child is deprived of higher education in the family. This can be her first sacrifice to make her (male child) a bread winner for her siblings.
- **Traditional beliefs and customs:** The developing countries like India have superstitious and traditional beliefs and customs which restrict a female from stepping out of the house for education. A woman is bound in the four walls of the house and is considered as a means for bearing and rearing of children.
- **Population:** The higher levels of population rate in developing countries leave barely any opportunity for full employment leading to poverty and basic education for women, extracting the chances of academic growth of women.

- **Security:** With the current news of female molestations it is very clear that our country is far behind in terms of gender equality and social justice.
- **Corruption:** Last but not the least, we wonder where the aid and funds go? It is pocketed by corrupt officials who snatch the rights given to the poor and needy women. There are so much funds pooling in across the globe for the welfare of women and children but before it is reached it is spent by corrupt officials.

MEASURES TO STRENGTHEN WOMEN EMPOWERMENT IN HIGHER EDUCATION

Women Empowerment is backed by higher education and therefore reiterate on the measures which can boost up the phenomena.

- **Eliminate Gender Bias:** Measures have to be taken to educate people to remove the differences between a man and a woman. Women have to be given equal priority in terms of health and education.
- **Freedom of choice:** Every girl child has to be given the right to do what she wants. These will inbuilt confidence and a sense of freedom of choice.
- **Strict laws and order for safety of women:** it is a disappointing fact that developing countries have no strict law and order for the safety of women. Any attack on woman, whatever may be the reason the culprits have to be severely punished, setting a fear in other offenders to come. And in a thickly populated country, a shortage of security is inevitable.
- **Every area is screened for channelization and mobilization of funds and aids:** It is a known fact that in the present inflationary trends it is difficult for a common man to up bring his children with good education and nutrition and other benefits. The Government should look into the aspirations of women individually and provide the necessary guidance and support to achieve specialization and efficiency in the desired field.

IMPACT ON THE ECONOMY

The impact of higher education for women empowerment will be tremendous. The thinking of the entire society will change. The gender and social inequalities will be removed. A woman who achieves higher education can become self reliant and take the society further towards

development without any barriers. Educated Women can understand the importance of a smaller family and therefore helps to control population growth. Education of women and empowerment can lead to specialized techniques and increased quality in the development process. The men and women earnings ratio will increase in the country bringing about a dynamic increase in the per capita income and gross domestic production. As majority of India depends on agriculture our Indian women if taught improved farming techniques and specialized small scale industrial techniques would increase the food production at much higher levels. This will generate income and reduce poverty in rural areas. Women with higher education in urban and rural areas will break the unemployment problem and can be efficient enough to get employment. Educated women understand the value of healthy diet and plan better for nutrition for their families, thereby health of the children are improved. Women empowerment in the field of medicine through higher education can bring about more and more medical experts and increased number of hospitals in the entire country. This will ensure that medical needs be reached in every house in our country. With more income generation the government can improve infrastructure of the country eliminating the gap between urban and rural areas.

1.7 CONCLUSION

India is rich in a lot of natural resources; it produces more number of doctors and farmers. But still our country is poor, because of our thoughts and superstitious beliefs and traditional customs. We have more population than any other advanced countries in the world, with which we can accumulate more wealth and freedom. So it is time we realize that we forget the biological difference between men and women, and understand that in all the fields' women should get an opportunity to attain higher education and work shoulder to shoulder with men to take the country towards advancement at a faster rate. Women should be treated as pride of the nation and not the weaker section of the society. By women empowerment it does not mean that women become dominating but women has the power in decision making and financially relaxed. "Empowerment means moving from a weak position to execute a power." Education of women in the education of women is the most powerful tool of change of position in society. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities midday meals, scholarships, free circles and so on.

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Chapter 33

THE ROLE OF MEDIA IN THE EMPOWERMENT OF WOMEN IN HIGHER EDUCATION

*Dr .Gangatharan, D.K.V.**

INTRODUCTION

Learning is a process whereby knowledge is created through transformation of experience. It is undoubtedly true that empowerment of women can be made possible by learning through mass media which enhance experiential experience. Mass media has played a vital role in empowerment of women. It has reached out to larger audiences through print, radio, television, cinema and internet. It has greater influence on people today thanks to science and technology. Life today is conditioned by mass-media as they appeal to visual, auditory, kinaesthetic learning styles. . It has moulded public opinion of the masses.

OBJECTIVE AND FOCUS OF THE STUDY

The objective of the study is to enhance the empowerment of women through massmedia..

CLASSIFICATION OF WOMEN EMPOWERMENT:

The empowerment of women may be classified as follows:

1. Psychological empowerment:
2. Sociological empowerment:
3. Economic empowerment:

4. Philosophical empowerment
5. Human Rights Education Empowerment
6. Political empowerment:
7. Empowerment throughout the life cycle:

WOMEN EMPOWERMENT ISSUES AND PROBLEMS

Reproductive health: Women, for both physiological and social reasons, are more vulnerable than men to reproductive health problems. Reproductive health problems, including maternal mortality and morbidity, represent a major – but preventable -- cause of death and disability for women in developing countries. Failure to provide information, services and conditions to help women protect their reproduction health therefore constitutes gender-based discrimination and a violation of women's rights to health and life. The ability of women to control their own fertility is absolutely fundamental to women's empowerment and equality. When a woman can plan her family, she can plan the rest of her life. When she is healthy, she can be more productive. And when her reproductive rights—including the right to decide the number, timing and spacing of her children, and to make decisions. Where women's status is low, family size tends to be large, which makes it more difficult for families to thrive. Population and development and reproductive health programmes are more effective when they address the educational opportunities, status and empowerment of women. When women are empowered, whole families benefit, and these benefits often have ripple effects to future generations.

STEWARDSHIP OF NATURAL RESOURCES

Women in developing nations are usually in charge of securing water, food and fuel and of overseeing family health and diet. Therefore, they tend to put into immediate practice whatever they learn about nutrition and preserving the environment and natural resources. The mass media has a crucial role to educate them.

TRAFFICKING

The concept of human trafficking refers to the criminal practice of exploiting human beings by treating them like commodities for profit. Even after being trafficked victims are subjected to long term exploitation. The crime of trafficking of women and girls is a bane of the society.

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According to a recent survey women are bought and sold with impunity and trafficked at will to other countries from different parts of India. These girls and women are sourced from Dindigal, Madurai, Tiruchirappalli, and Chengalpattu in Tamil Nadu, Gaya, Kishanganj, Patna, Katihar, Purnea, Araria and Madhubani from Bihar, Murshidabad and 24 Parganas in West Bengal, Maharajgunj from UP, Dholpur, Alwar, Tonk from Rajasthan, Mangalore, and Gulbarga and Raichur from Karnataka.. They are forced to work as sex workers undergoing severe exploitation and abuse. These women are the most vulnerable group in contracting HIV infection. Due to unrelenting poverty and lack of unemployment opportunities there is an increase in the voluntary entry of women into sex work. Trafficking both for commercial sexual exploitation and for non-sex based exploitation is a transnational and complex challenge as it is an organized criminal activity, an extreme form of human rights violation and an issue of economic empowerment and social justice. The trafficking of women and children causes untold miseries as it violates the rights and dignity of the individual in several ways. It violates the individual's rights to life, dignity, security, privacy, health, education and redressal of grievances. Mass media play a decisive role in creating awareness of this problem. The efforts of CNN and United Nations sponsored documentaries will go a long way to think of methods and strategies of prevention.

INFANTICIDE

In some parts of India, female infanticide is practiced. In Tamilnadu, a number of babies have been rescued from the cruelest death in the districts of Madurai and Dharmapuri under "Cradle Baby Scheme" and sent for adoption.

STRATEGIES OF PREVENTION OF SOCIAL EVILS AGAINST WOMEN BY MEDIA

Media should play a socially responsible role. CNN and Fox network, highlight the plight of victims of trafficking in India and need for empowerment of women as a part of their corporate social responsibility. The UN's Protocol contains a number of provisions aimed at preventing trafficking. State parties are required to establish policies, programmes and other measures aimed at preventing trafficking and protecting trafficked persons from re-victimization. The existence of vulnerable situations of inequality and injustice coupled with the exploitation of the victim's circumstances by the traffickers and others cause untold harm to the

trafficked victim who faces a multiplicity of rights violations. Therefore policies, programmes and strategies that address prevention have to be unique with a focus on and an orientation towards all these issues. Accordingly the prevention of trafficking needs to be addressed not only in relation to the source areas but also in the demand areas the transit points and the trafficking routes. Strategies in all these areas have to be oriented towards the specific characteristics of the situation and the target groups.

- The best method of prevention is its integration it with prosecution and protection. Prosecution includes several tasks like the identification of the traffickers bringing them to the book, confiscating their illegal assets. Protection of the trafficked victim includes all steps towards the redressal of their grievances thus helping the victim survive, rehabilitate and establish herself/himself. Thus prosecution and protection contribute to prevention.
- The strategies should address the issues of livelihood options and opportunities by focusing on efforts to eradicate poverty, illiteracy etc. There should be special packages for women and children in those communities where entry into CSE may be perceived as the only available option. Education and other services should be oriented towards capacity building and the consequent empowerment of vulnerable groups.

Gender discrimination and patriarchal mind-set are important constituents and catalysts of the vulnerability of women and girl children. This manifests itself in several serious violations of women's rights such as high incidence of female foeticide and infanticide and the discrimination against women in healthcare, education and employment. Since these are vulnerability factors that trigger trafficking prevention strategies need to be oriented accordingly.

- Natural calamities and manmade disturbances do exacerbate the vulnerability situation. Therefore relief and aftercare programmes need to have specific components focused on the rights of women and children.
- At the micro level the prevention of trafficking in the source areas requires a working partnership between the police and NGOs. Public awareness campaigns and community participation are key to prevention programmes. Prevention is best achieved by community policing.
- Political will is an essential requirement to combat trafficking.

- Creating legal awareness is one of the most important functions of any social action programme because without legal awareness it is not possible to promote any real social activism. Legal awareness empowers people by making them aware of their rights, and can work towards strengthening them to develop zero tolerance towards abuse and exploitation.
- Immigration officials at the borders need to be sensitized so that they can network with the police as well as with NGOs working on preventing trafficking.
- Help lines and help booths are very important for providing timely help to any person in distress. The Ministry of Social Justice and Empowerment is considering collaboration between government agencies and NGOs for setting up help lines and help booths that can provide timely assistance to child victims. It will be appropriate if the Child lines all over India, NGOs working on child rights, missing person bureaus and police help lines are linked together as a formidable tool against trafficking.

CONCLUSION

Despite several legislations and legal measures to ensure gender justice and combat the atrocities committed against women, they are more likely than men to be poor and illiterate. They usually have less access than men to medical care, property ownership, credit, training and employment. They are far less likely than men to be politically active and far more likely to be victims of domestic violence, rape and exploitation. It is a matter of common sense and common observation to conclude that Women Empowerment is a multi-disciplinary problem that can be addressed by adopting mass media. In human rights education.

Experience has shown that addressing gender equality and women's empowerment requires strategic interventions at all levels of mass media programming and policy-making. Even though, discrimination against and exploitation of women are global phenomena, their consequences are more tragic in the some parts of the globe particularly in under developed countries where, ignorance, deprivation of the basic necessities of life. The potential of mass media for the empowerment and emancipation of women from obscurantists." Beauty shall save the world" said Dostoevsky, and by beauty, he meant imagination. In India religion may not be in power but the faithful is empowered by the State that is not committed to freedom.¹

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Chapter 34

EMPOWERING WOMEN IN HIGHER EDUCATION

R. Gavoussalya and Dr. S. Saroja Devi***

INTRODUCTION

Education is an important aspect of developed nations and it is proved that nations without education cannot develop at its full as it cannot take full advantage of its human resources and human resources is one of the major resource/asset of any nation. Woman make almost half of the population of any country, thus their involvement in the development cannot be ignored. Without educated woman a nation cannot see their distant dreams as woman are the mothers who write the future of a generation.

In last few years there has seen considerable improvement in women education in India. More and more women are coming out of houses and opt for education in India. That is the reason, why we are seeing lot of women on top positions in India. They have done considerable improvement in all areas. They are running successful businesses. We can empower women with the help of education. Women's Empowerment: According to Cambridge English Dictionary 'empowerment' means 'to authorize'. In the context of the people, they have to be authorized to have control over their own lives. When applied in the context of development of the particular segment of population, the women have to be 'empowered' to have control over their own lives to better their socio- economic and political conditions. Thus, women empowerment can be interpreted as totality of empowerment including political, social, cultural, and other dimension of human life as also the physical, moral and intellectual.

Govt. of India declared 2001 as year of women empowerment. National policy for the empowerment of women was also passed in 2001. In 2010 march 9, one day after international women's day, Rajya Sabha passed women's Reservation Bill, ensuring 33% reservation to women in parliament and state legislative bodies. Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination.

After independence, Government of India took several initiatives, educational programmers' and policies, apart from constitutional and legal safeguards for the empowerment of women in the country.

1. National Commission for Women- In January 1992, the Government setup this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.
2. Reservation for Women in Local Self –Government- The 73rd Constitutional Amendment Acts passed in 1992 by Parliament ensure one-third of the total seats for women in all elected offices in local bodies whether in rural areas or urban areas.
3. The National Plan of Action for the Girl Child (1991–2000)- The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child.
4. National Policy for the Empowerment of Women, 2001- The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a "National Policy for the Empowerment of Women" in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women.
5. The Mahila Samakhya Project in India- Women's Empowerment through Mahila Samakhya (MS) was launched in 1989 in ten districts in three states as a women's empowerment project. The objective was to empower women through education to bring about a change in women's own perception about themselves and their society.

Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned

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curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

As father of the nation Mahatma Gandhi points out, "Women are the companion of man, gifted with equal mental capacities. She has the right to participate in minutest details of the activities of man, and she has the same right of freedom and liberty as him. She is entitled to a supreme place in her own sphere of activity as man is in his. Men and women are equal in status, but are not identical. They are peerless pair being complementary to one another, each helps the other, so that without the one, the existence of the other cannot be conceived and therefore, it follows as a necessary corollary from the facts that anything that will impair the status of either of them will involve the equal ruin of both".

Women empowerment means empowering women socially, economically and politically so that they power between individuals and can break away from male domination and claim equality with them. Its aim at increasing women's power in terms of their self reliance and internal strength to determine choices in life includes both controls over resources and over ideology. Women empowerment means not only greater external control but also growing inner capability as greater self confidence and inner transformation of one's consciousness that enable one to overcome external barriers to access resources and changing the traditional ideology for social, economic and political development of women.

Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society of the 21st century. There has been a phenomenal growth in the number of women enrolled in higher education since independence. Women enrolment was less than 10 percent of the total enrolment on the eve of independence and it has risen to 42 per cent by now. Therefore, education of girls and women holds crest priority amongst various measures to improve the status of the female citizens of the country, so that they can also participate and avail the benefits of the development.

CONCLUSIONS

Education among women is the most powerful tool of attaining power in the society. It helps in lessening in equalities and functions as a means for improving their status within the family. Educated women are more politically active and better informed about their legal rights and how to exercise them. Education is an input not only for economic development but also for inner strength and hence the need for higher education of women, and in particular of rural women, is not recognized fully in rural areas. Empowering women has become a buzzword in our socioeconomic parlor. Women are an integral part of our society. The idea of human race can't be conceived without the existence of a woman. Women in the holy books have been bestowed with a very high status and have been adored with various adjectives. She is called as mother of the nation and it is said that education of the mother means education of the entire family. So it is necessary to educate all types of women in the society. Education gives strength, wealth, health and power to the individual. In the words of Swami Vivekananda-"We want that education by which character is formed, strength of mind increased and intellect is expanded, and by which one can stand on one's own feet".

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Chapter 35

EMPOWERMENT OF WOMEN ADMINISTRATORS IN HIGHER EDUCATION

*M. Gopala Krishna**

INTRODUCTION

What is Empowerment of Women?

It is an active, multi-dimensional process, which enables women to realize their potential, identity and power in order to raise their status. Power cannot be transacted but it has to be acquired, sustained and preserved. Women have to become conscious of their oppression, grab opportunities and take leadership and become self-reliant.

Why Empowerment of Women Administrators is Needed in Higher Education?

The task of educational administration is extremely complex. Many of the complex problems in the field of education would require, for their solution, a proper blend of professional skills, administrative abilities and will vision. Educational administration is essentially a matter of visionary, bold and courageous leadership and a proper handling of human relations. Women are in the transition stage. Like other fields, they have made beginning in acquiring key position in the administration of higher education. We have had women as UGC chairperson, chancellors, vice-chancellors, pro-chancellors, development officers, deans and principals of colleges.

No doubt that their transition process is not yet complete in terms of number of women administrators in higher education as compared to men.

Varghese (1990) noted that today, while few knowledgeable people would question the intellectual competence of women, relative to men, many still question the emotional suitability of women for the management role. Women are being recruited and hired for management positions, but in many instances with reluctance and apprehension.

In India, generally women are given positive career guidance, which can help them to select a career, prepare for it and perform effectively. Many women administrators in higher education and even other fields must have reached the higher positions due to their personal capabilities, efforts and aspirations. There was no systematic effort to empower them. There was no adequate or long term planning for development of women as educational administrators of higher education. Today's is a world of competition. No one can afford to enter the profession without any professional preparation if she/he wants to survive and advance in the profession. Trial and error method of learning could prove disastrous for a woman holding high position.

Women administrators may have to work hard to balance their roles at home and at workplace. If a systematic empowerment programme is worked out for professional training of women administrators in higher education, it will motivate them to take up high profile jobs and authoritative positions. It will make them more competent, confident and efficient in performing their roles. This will help in changing people's attitude towards women as administrators.

Women, who have been given a chance, have proved their mantle. Many a time their success is attributed to their sexual influences over their male superiors rather than attributing it to their competencies. Women administrators in the positions of Dean are negligible. This clearly indicates that there are not many women administrators in our higher educational system. It has been observed that even the limited number of women administrators who exist face the adverse effect of sex role stereotyping, conservatism, and outdated expectations from others on campus.

Democratic decision making is taken as a positive point for men whereas it is perceived negatively for women. If women exercise democratic leadership style it is considered as soft or indecisive. If they become assertive leaders, they are considered tough.

Garry Hays, President of the Higher Education Assistance Foundation in Minnesota feels that educational institutions are the most conservative of

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organizations and unless the external environment exerts pressure, things will remain the same. (Sekaran and Leong, 1992: 172). In the university set up, few women occupy key positions. Thus, at present the system is dominated by male administrators. Sometimes, women are at responsible positions in the university which are powerless.

The career advancement schemes and policies are also made keeping old male model in mind. As women administrators are less in numbers to form strategic network university committees, they are unable to make impact. There are no flexible decision making structures which can take care of women's roles, problems and issues in their career advancement so that they do not have to take breaks in the career.

Various other problems are also found by women administrators in the higher education system. These affect them adversely. They are placed in insignificant committees. Sometimes, positions held by women are degraded and allocation of resources is done in favor of the departments headed by males. This results in the frustrations of the women. Women administrators are expected to be constantly available at home whereas their male counterparts are expected to travel, attend professional gatherings and give speeches. Often, in meetings and discussions women administrators are excluded and questions and comments are addressed to male administrators.

Thus, women administrators are in a different position than their male counterparts. They have to put in far more efforts to prove their worth as effective administrators. The differential treatment to women in general and women educational administrators in specific, their self concept, stereotyping etc. should not come in their way of work as administrators. This requires empowerment programmes for them in the selected areas so as to develop their personality as leaders and skill in effective administration.

EMPOWERMENT STRATEGY FOR WOMEN EDUCATIONAL ADMINISTRATORS

Women administrators in higher education are women first and then administrators. They are expected to perform specific roles in the social context. Their bringing up has been done differently than men because homemaking is viewed as their basic role. Therefore, many of them do not get training through their bringing up to become the leaders in training of women educational administrators in certain specific areas, apart from the general areas where training is required for any educational administration. Three major areas can be considered as the specific areas of empowerment for women administrators in higher education, viz.

1. Personality development
2. Administrative skills
3. Information management.

1. Personality Development:

Women administrators in higher education are required to deal with highly qualified teachers as well as students acquiring higher education. Therefore, women should be empowered to become effective teachers. The professional programmes for women administrators in higher education should include discussions on the psychology of youth and adults, professional obligations, their privileges and ordinations to obstacles for women administrators. This will help them in developing deeper understanding of the characteristics of deeper understanding of the characteristics of various groups of people for better adjustments, enjoy one's privileges and be prepared to face the obstacles and find ways to overcome them.

On the other hand, women have certain strong positive characteristics such as, commitment, sincerity, seriousness of work and industrious nature. They should be encouraged and guided to use their strength for effective administration.

2. Administrative Skills:

Women by nature or due to self perception or their role in the social context due to stereotyped bringing up do not take interest in matters involving technicalities, legalities or procedures for carrying out some task. This keeps them unaware and unexposed to many technical aspects of administrative procedures. This may become a serious constraints in administering effectively and efficiently. Looking to the functions to be performed by educational administrators, empowerment of women educational administrators in administrative skills involves three types of skills, viz.

1. Technical skills
2. Human skills
3. Conceptual skills

Technical skills require knowledge and understanding of the various processes, procedures, methods approaches and techniques required in performing the task of educational administrator.

Human skills involve the ability to work effectively as a group member, developing leadership and building co-operative efforts within

the team she leads. It also includes effective communication skill. Effective communication is the key to efficient administration. Training in effective communication skills can help women administrators to develop rapport with students, teachers and non-teaching staff members.

Conceptual skills involve ability to see the enterprise as a whole and recognizing the interdependence of the functions of the institution and how changes in any one part affect all the other. This requires development of vision for the inter-relations of various functions of administrators, innovativeness, and visualizing the need for change in the broader perspective.

3. Information Management:

In the light of communication explosion, the role and management of information is very important. Today's women administrators of higher education will have to be empowered to use new communication technology not only for administration but for teaching. They will have to appreciate the role of information in preparing data base, communicating and decision making. They will have to play a key role in preparing information policy for their institution, identifying information needs, dissemination of information and its revision. In present times and future, the task of information management is going to become one of the important tasks of administrators is going to have a way significant organizational impact requiring behavioral and organization changes.

Thus, overall empowerment of women administrators in higher education requires making it an integral part of policy – making activities, placing them in positions and giving them leadership responsibilities. They should be offered opportunities where they can interface with the political environment of the system and can exert their influence.

There should be sensitization programmes for both men and women administrators to change their age old attitude and biases towards women who are treated as having secondary status. These programmes should help them to analyze their current behavior and socialization processes.

Women administrators in higher education should net-work within and across colleges and universities. This will help in generating support for working on strategies for women administrators and teachers career advancement as well as in collaborating in effort to empower them for better administration and teaching.

Empowerment of women administrators needs to be conceived as a programme requiring policy making and a systematic approach. This will

shift the recognition of women administrators in higher education from being regarded as soft workers to their regarded as critical and decision making authorities in the development of higher education.

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Chapter 36

WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION

Dr. D. Hassan and Dr. R. Siva Rami Reddy***

INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings.

For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do. The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights." When we talk about women's empowerment, we talk about women taking more of a leadership role. Whereas until very recently, women were subordinates.

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RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important.

Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them:

1. Enhancing their confidence
2. Raising their status in the family and society
3. Bring awareness about their rights
4. Boosting their self esteem
5. Increasing their self efficacy
6. Reducing their dependency
7. Better up bringing of their children
8. Enhancing their mobility
9. Opening career opportunities

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process (Murphy-Graham, 2008). There is evidence that these components are usually developed during and as a result of higher education (Maslak and Singhal, 2008). Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker. This is a commonly understood view about the role of education in transforming women.

STATUS OF WOMEN IN INDIAN SOCIETY

The worth of a civilization can be judged by the place given to women in the society. The Muslim influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this

retrieval of freedom, women in Indian have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration. But in spite of this amelioration in the status of women, the evils of illiteracy, dowry, ignorance, and economic slavery would have to be fully removed in order to give them their rightful place in Indian society.

CONCLUSION

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need. But it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment.

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Chapter 37

ROLE OF HIGHER EDUCATION IN WOMEN EMPOWERMENT: A STUDY

*Dr. D. Hassan**

INTRODUCTION

During the last six decades since independence, there has been phenomenal development of education system in India resulting in the creation of one of the largest education systems of the world. After independence, higher education sector attracted greater attention of the native government than elementary and secondary education sectors. University Education Commission (1948), the first commission in education set up by the government of free India, laid special emphasis on the education of women and recommended that in view of the similar fields of activity for men and women and some specific requirements of women maximum facilities should be given for education in Home Economics and Home Management. Higher education was recognized as a powerful instrument of socioeconomic advancement of the society in general and a vehicle for upward social mobility for deprived and marginalized sections in particular.

India has third largest higher education system of the world. The deprived sections of the society, especially women, have had limited access to higher education. In India there are gender-based educational disparities among various social sections with special reference to caste and religious affiliations. Government of India has been making concerted efforts since independence for bridging the socioeconomic gap between male and female population in society though there has been considerable relative improvement. Education, especially higher education, has been

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recognized as a great equalizer and a powerful tool of upward social mobility capable of being used for reducing socioeconomic disparities and building an inclusive society.

OBJECTIVES OF THE STUDY

- To study the economic benefit of women empowerment through Education.
- To study the role of higher education in the empowerment of women

WOMEN EDUCATION

India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation.

HISTORY OF WOMEN EDUCATION IN INDIA

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the six decades and the growth of female literacy has in fact been higher than that of male literacy rate.

HIGHER EDUCATION IN INDIA

Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very

impressive. The number of universities (as on 31st March 2006) has increased by 18 times, (from 27 in 1950–51 to 367 in 2005–06). The number of total colleges has increased by 35 times (i.e. from 578 in 1950–51 to 18064 in 2005–06). The colleges for general education has increased from 370 in 1950–51 to 14400 in 2005–06, while the colleges for professional education has increased from 208 in 1950–51 to 3664 in 2005–06 (Table 1A and 1B). In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States.

The government initiative for the planned development of higher education in the country and Establishment of University Grants Commission has transformed the elitist system of education favoring the rich and higher class to a more democratic and mass based system. Around 40 per cent of enrolments now come from lower socio-economic strata, and women comprising of approximately 35 per cent of the total enrolments.

Higher education improves an individual's quality of life. Studies show that, compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self-confidence, and less criminal activity and incarceration.

THE ROLE OF HIGHER EDUCATION IN THE EMPOWERMENT OF WOMEN

To be involved in the dialogue about education systems around the world today is to understand and articulate the key role played by higher education. Through higher education, flow of the ideology, values, and culture of a nation, state, and its people takes place. Misinformation and constricted learning behaviors that women internalize can also be filtered through higher education.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

IMPORTANCE OF WOMEN HIGHER EDUCATION IN INDIA

“Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.”

- Higher Education is important for everyone, but it is especially significant for girls and women. This is true not only because Higher education is an entry point to other opportunities, but also because the higher educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty.
- Girls who have been Higher education are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children.
- Women's literacy rates are significantly lower than men's in most developing countries. Higher Education helps girls and women to know their rights and to gain confidence to claim them and achieve better position in the society.
- The Higher education of parents is linked to their children's educational attainment, and the mother's education is usually more influential than the father's. An educated mother's greater influence in household negotiations may allow her to secure more resources for her children.
- India is a developing country and facing a problem of high population, family planning is very important concept, educated mothers, averaging fewer children, can concentrate more attention on each child.

CONCLUSION

Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.” Empowerment means moving from a weak position to execute a power. Higher Education of women is the most powerful tool of change the women position in society and very much helpful for taking right decision and becoming stronger part of the economy. Higher Education also brings a reduction in inequalities and functions as a means of improving their status within the family. For reducing gender biasness, encouraging women to make good society and to become the strongest part of the economy.

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Chapter 38

EMPOWERING WOMEN IN HIGHER EDUCATION

*Hemalatha S Naik**

INTRODUCTION

Empowerment of women is enabling women to realize their full potentialities and motivating them to utilize them to be truly empowered. Empowerment is a process which neutralizes the forces that try to marginalize the development of women socially, politically and economically. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings.

For centuries, women were treated as less-than-equal to men in many ways. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, job, vote and do anything a man can do.

WOMEN EMPOWERMENT

Empowerment is a process in which women gain control to over their own lives of knowing and claiming their right at all levels of society at the international, local and household levels, (Depth news, 1992).

In promoting a women's empowerment frame work Kart (1995) gives five levels which include.

1. Welfare
3. Access
4. Conscientisation
5. Participation
6. Control

Women's empowerments have not survived in authoritarian regimes based on gender subordination and ideologies of male dominance. Empowerment of women that will have lasting impacts must involve consciousness raising before the social construction of gender, which subordinates women in the family, class, caste, religion or society, can be changed.

Need of Women Empowerment

Empowerment is probably the totality of the following or similar capabilities:

1. Women's sense of self-worth:
2. Their right to have and to determine choices;
3. Their right to have access to opportunities and resources;
4. Their right to have the power to control their own lives, both within and outside the home;
5. And their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Women in Higher Education

At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities, natural, mathematical and social science, engineering medicine, dentistry, education, agriculture, law, commerce and management, music and performing arts, national and foreign languages, culture and communications etc.

Although higher education has expanded several times since independence, issues of access, equity and quality still continue to be the areas of concern. Though there exists an autonomous body for assessment education. They suffer from two major deficiencies. First: the quality norms

of such councils are not comparable with international standards. Secondly: the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these institutions is ensuring the desired quality standards.

Figure-1: Enrolment in Higher Education share of Girl's Enrolment (%)

Year	PG EI Edu/Ph.D	Graduation	B.E.	B.Ed.	MBBS	Total
1970–71	25.8	24.4	1.0	37.3	22.4	23.6
1980–81	31.7	27.8	3.6	40.9	24.3	27.5
1990–91	32.2	34.7	10.9	44.2	34.3	33.2
2000–01	36.7	37.4	22.3	42.8	40.6	36.8
2002–03	42.3	42.0	22.6	52.0	41.6	40.1
2003–04	42.8	41.5	23.8	49.9	42.0	45.3
2004–05	44.2	41.2	26.4	36.5	36.5	40.1
2005–06	33.6	41.9	26.0	43.7	47.5	38.5

Higher Education needs to be oriented to increase women's access to traditionally male dominated courses and equip them to take up entrepreneurial administration and leadership roles and responsibilities. The three specific needs related to women and higher education are-

- (a) Recognition of women as an essential human resource base of each country.
- (b) A strong commitment to equip women with the necessary range of managerial skills empowering them in their decision making role;
- (c) Institution of a feminine leadership model suited to the needs of social development across all sectors with the adoption of several policies the participation of women in higher education has changed. The enrolment of girl students in higher education is increasing.

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why

they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important. Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them:

1. Enhancing their confidence.
2. Raising their status in the family and society.
3. Bring awareness about their rights.
4. Boosting their self esteem.
5. Increasing their self efficiency.
6. Reducing their dependency.
7. Better upbringing of their children.
8. Enhancing their mobility.
9. Opening career opportunities.

CONCLUSION

Education among women is the most powerful tool of attaining power in the society. Higher Education of women plays a very important role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. It helps in lessening inequalities and functions as a means for improving their status within the family. The higher education increases the women to take independent decisions, to reduce violence, women's ability to claim legal rights, participation in civic society, economic independence and many more. The biggest challenge before the Government and NGO's is to create awareness and sensitization among people of all levels, especially in rural areas, about the special needs of women and girls.

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Chapter 39

WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION

*S. Imthiyaz Ahamad Khan**

INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. With reference to women, the concept of "Empowerment" is a global issue and discussion on women rights are forefront of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985.

WOMEN EMPOWERMENT HAS FIVE COMPONENTS

- Women's sense of self worth
- Their rights to have and to determine choices.
- Their rights to have access to opportunities and resources.
- Their rights to have the power to control their own lives, both within and outside the home.
- And their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

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The growing social awareness across the globe has brought a number of issues to the fore among which gender equality and empowerment of women are very significant. Discrimination against women in the form of male-female differentiation constitutes the core of the gender biased system. Higher education is the biggest liberating force and the rise in the levels of education, which nourishes progressive outlook, and the advent of industrialization and modernization have effected a sea change in the attitudes and thinking patterns of the people.

MEANING OF WOMEN EMPOWERMENT

According to the country report of the Government of India "Empowerment means moving from a weak position to execute a power." It is the ability to direct and control one's life (Paz, 1990). It is a process in which women gain control to over their own lives of knowing and claiming their right at all levels of society at the international, local and household levels (Depth news, 1992). It means extending choices - Choices about if and when to marry, choice about education, employment opportunities, controlling the social and physical environment, choice about if and when to get pregnant and ultimately about family size. (State of word population report, 1994). (In promoting a women's empowerment frame work, Kart (1995) gives five levels which include.

- Welfare
- Access
- Conscientisation
- Participation
- Control

Education is the best tool to achieve this cherished goal in the Indian context. Empowerment of women that will have lasting impacts must involve consciousness raising before the social construction of gender, which subordinates women in the family, class, caste, religion, or society, can be changed.

Three experimental approaches to empowerment in South Asia have been tried: integrated development, economic empowerment, and consciousness raising. Consciousness raising has been implemented in awareness groups and International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), 2014, Vol 1, No.5, 18-22. 19.

NEED OF WOMEN EMPOWERMENT

Empowerment is probably the totality of the following or similar capabilities:

- Having decision-making power of their own.
- Having access to information and resources for taking proper decision.
- Having a range of options from which you can make choices (not just yes/no, either/or)
- Ability to exercise assertiveness in collective decision making.
- Having positive thinking on the ability to make change.
- Ability to learn skills for improving one's personal or group power.
- Ability to change others' perceptions by democratic means.
- Involving in the growth process and changes that is never ending and self-initiated.
- Increasing one's positive self-image and overcoming stigma.

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important. Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating.

STATUS OF WOMEN IN INDIAN SOCIETY

The worth of a civilization can be judged by the place given to women in the society. The Muslim influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in Indian have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration.

But in spite of this amelioration in the status of women, the evils of illiteracy, dowry, ignorance, and economic slavery would have to be fully removed in order to give them their rightful place in Indian society. For example, NAAC by UGC, NBA by AICTE, ABby ICAR, DEC by NCTE etc. Though there exist autonomous bodies for assessment and monitoring quality standards in the institutions of higher education. They suffer from two major deficiencies. First, the quality norms of such councils are not comparable with international standards. Secondly, the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these institutions is ensuring the desired quality standards.

The three specific needs related to women and higher education is:-

- a) Recognition of women as an essential human resource base of each country
- b) A strong commitment to equip women with the necessary range of managerial skills empowering them in their decision making role;
- c) Institution of a feminine leadership model suited to the needs of social development across all sectors. With the adoption of several policies the participation of women in higher education has changed. The enrolment of girl students in higher education is increasing.

REASONS OF THE GAP BETWEEN MALE AND FEMALE LITERACY IN INDIA

- Poverty is attributes as one of the main cause of deprivation of girls from the reach Higher Education.
- Inadequacy of college facilities in rural areas barrier of development of women in higher education. Parents hesitate to send their girls to colleges.
- Lack of qualified female teachers is a major barrier to girls-education.
- Fear of sexual harassment is another aspect in deterring girls from attending colleges and factor contributing to the high drop-out rate.

CONCLUSION

Education among women is the most powerful tool of attaining power in the society. It helps in lessening in equalities and functions as a means for improving their status within the family. Educated women are more politically active and better informed about their legal rights and how to exercise them. Education is an input not only for economic development but also for inner strength and hence the need for higher education of

women, and in particular of rural women, is not recognize fully in rural areas. Somehow women's visibility in social life is much better as compared to 1990s which is reflected in increased enrolment of girls and women at all levels of education.

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Chapter 40

SELF-CONCEPT TOWARDS WOMEN EMPOWERMENT AMONG WOMEN ARTS AND SCIENCE COLLEGE STUDENTS

K.S. Jayanthi and Dr. S. Chelvi***

ABSTRACT

The quality of a society and its culture depends upon the nature of education. Basically education is imparted with an aim of enabling every human being to understand themselves clearly. Hence education is of a crucial importance for the development of personality of an individual and also for the cultural progress of a society. Education is the key to development. Education is the basic tool for empowering a woman. In the simplest of words it is basically the creation of an environment where women can make independent decisions on their personal development as well as shine as equals in society. One of the most important concept in empowering is self-concept. The self-concept is maintained and enhanced through a number of processes. One of these, self-actualization, suggests proficiency through sequential and increasingly higher level of motivation and achievement. Another process, achieving a sense of identity, involves attain a feeling of distinctiveness from others. It suggests awareness of self and of one's place in the scheme of things. Thus the self-concept, once well formed, serves as central mediating process, leading to a testable difference in behavior. It helps to develop positive aspect which results in empowerment. Self-concept is one of the important aspect in developing the empowerment. So it is necessary that one should have self-concept. By that she can excel in her life. Enhancing self-concept will reflect the efficiency of an individual. The result of this study would be useful to

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arrive at those pertinent causes which facilitate or affect self-concept. These findings can be utilized to the utmost by executives in the field of education to prevent, through constructive remedial measures, the formation poor or unfavorable self-concepts and this will go a long way in promoting high empowerment and wholesome development among college students.

INTRODUCTION

The quality of a society and its culture depends upon the nature of education. Basically education is imparted with an aim of enabling every human being to understand themselves clearly. Hence education is of a crucial importance for the development of personality of an individual and also for the cultural progress of a society. Education is the key to development. Education is the basic tool for empowering a woman. In the simplest of words it is basically the creation of an environment where women can make independent decisions on their personal development as well as shine as equals in society. Women want to be treated as equals so much so that if a woman rises to the top of her field it should be a commonplace occurrence that draws nothing more than a raised eyebrow at the gender. This can only happen if there is a channelized route for the empowerment of women. In olden days women does not have the power to get education. Twentieth century brought certain changes in the country. Modern Indian women sense a new impetus as they breathe in the fresh assuring air of freedom. Now the women in India enjoy a unique status of equality with the men as per constitutional and legal provision. But the Indian women have come a long way to achieve the present positions. Woman if educated and empowered, her potential power can be utilized for the economic development. Mahatma Gandhiji says, "If you educate a man, you educate an individual. If you educate a woman, you educate an entire family". One of the most important concept in empowering is self-concept. The self-concept is maintained and enhanced through a number of processes. One of these, self-actualization, suggests proficiency through sequential and increasingly higher level of motivation and achievement. Another process, achieving a sense of identity, involves attain a feeling of distinctiveness from others. It suggests awareness of self and of one's place in the scheme of things. Thus the self-concept, once well formed, serves as central mediating process, leading to a testable difference in behavior. It helps to develop positive aspect which results in empowerment.

NEED AND SIGNIFICANCE OF THE STUDY

Self- concept may arrest the growth and development of different aspects such as physical, mental and social. It is therefore important that such problems should be identified as early as possible and solutions to these problems are correctly identified and solved, we could help women to achieve normal growth and development and also enable them to make positive contributions to the society. Self-concept is one of the important aspect in developing the empowerment. So it is necessary that one should have self-concept. By that she can excel in her life. Enhancing self-concept will reflect the efficiency of an individual.

The result of this study would be useful to arrive at those pertinent causes which facilitate or affect self-concept. These findings can be utilized to the utmost by executives in the field of education to prevent, through constructive remedial measures, the formation poor or unfavorable self-concepts and this will go a longway in promoting high empowerment and wholesome development among college students.

OBJECTIVES OF THE STUDY

- To find out the significant difference on self-concept towards women empowerment of women arts and science college students with respect to subject, type of management, medium of instruction and locality of students.

HYPOTHESES OF THE STUDY

- There is no significant difference on self-concept towards women empowerment of women arts and science college students with respect to subject, type of management, medium of instruction and locality of students.

METHODOLOGY

The investigator used Normative Survey method. Arts and Science Women College students is the population. A sample is a small proportion of a population selected for observation and analysis. The sample consists of 100 Arts and Science women college students.

The investigator has used simple random sampling technique for selecting the sample from the population. The random has been done on the basis of Subject, Type of Management, Medium of Instruction and Locality of the Students.

The investigator used own tool (Self-concept towards women Empowerment Scale) in the study. The tool assess the women empowerment of arts and science women college students. The tool was constructed and validated under the guideline of supervisor. The reliability of the tool is 0.81. The tool consists of 29 positive items and 6 negative items and 3 point scale (Yes, Some time and No). The investigator used Mean, Standard deviation, and *t*-test as statistical techniques for the analysis of data.

DATA ANALYSIS

Null Hypothesis-1

There is no significant difference on Self-concept towards Women Empowerment of Arts and Science Women College Students with regard to Subject.

Table-1: Self- concept towards women empowerment with regard on subject

Self- concept towards Women Empowerment	Arts Women College students N = 212		Science Women College students N = 88		't' value	Level of Significance at 5% level
	Mean	S. D.	Mean	S. D.		
	21.86	4.20	17.34	4.89		

From the table 1 it is evident that 't' value 2.152 is significant at 0.05 level. It shows that there is significant difference on Self- concept towards Women Empowerment of Arts and Science Women College Students with respect to Subject. So the null hypothesis "there is no significant difference on self-concept towards women empowerment of women arts and science college students with regard to subject" is rejected. Hence it may be concluded that the Arts Women College Students are better than Science Women College Students in their Self- concept towards Women Empowerment.

Null Hypothesis-2

There is no significant difference on Self-concept towards Women Empowerment of Arts and Science Women College Students with regard to Type of Management.

Table-2: Self- concept towards Women Empowerment with regard to Type of Management

Self- concept towards Women Empowerment	Government Women College Students N = 46		Aided Women College Students N = 54		't' value	Level of Significance at 5% level
	Mean	S. D.	Mean	S. D.		
	19.00	4.451	19.51	4.38		

From the table 2 it is evident that 't' value 0.808 is not significant at 0.05 level. It shows that there is no significant difference on Self- concept towards Women Empowerment of Arts and Science Women College Students with respect to Type of Management. So the null hypothesis "there is no significant difference on self-concept towards women empowerment of arts and science women college students with regard to Type of Management" is accepted.

Null Hypothesis-3

There is no significant difference on Self-concept towards Women Empowerment of Arts and Science Women College Students with regard to Medium of Instruction.

Table-3. Self-concept towards Women Empowerment with regard to Medium of Instruction

Self- concept towards Women Empowerment	Tamil Medium Women College Students N = 39		English Medium Women College Students N = 61		't' value	Level of Significance at 5% level
	Mean	S. D.	Mean	S. D.		
	18.20	4.657	20.58	4.790		

From the table 3 it is evident that 't' value 0.532 is not significant at 0.05 level. It shows that there is no significant difference on Self- concept towards Women Empowerment of Arts and Science Women College Students with respect to Medium of Instruction. So the null hypothesis "there is no significant difference on Self-concept towards Women Empowerment of Arts and Science Women College Students with regard to Medium of Instruction" is accepted.

Null Hypothesis-4:

There is no significant difference on Self-concept towards Women Empowerment of Arts and Science Women College Students with regard to Locality of students.

Table-4. Self-concept towards women empowerment with regard to locality of students

Self- concept towards Women Empowerment	Rural Women College Students N = 42		Urban Women College Students N = 57		't' value	Level of Significance at 5% level
	Mean	S. D.	Mean	S. D.		
	18.87	4.75	22.50	5.01		

From the table 5 it is evident that 't' value 3.152 is significant at 3.272 level. It shows that there is significant difference on Self- concept towards Women Empowerment of Arts and Science College Students with respect to Locality of Students. So the null hypothesis "there is no significant difference on Self-concept towards Women Empowerment of Women Arts and Science College Students with regard to Locality of Students" is rejected. Hence it may be concluded that the Urban Women College Students are better than Rural Women College Students in their Self- concept towards Women Empowerment.

FINDINGS OF THE STUDY

1. There is significance difference between Arts and Science Women College Students in their Self-concept towards Women Empowerment.
2. There is no significance difference between Government and Aided Arts and Science Women College Students in their Self-concept towards Women Empowerment.
3. There is no significance difference between Tamil and English Medium Arts and Science Women College Students in their Self-concept towards Women Empowerment.
4. There is significance difference between Locality of Arts and Science Women College Students in their Self-concept towards Women Empowerment.

CONCLUSION

Self-concept is one of the guiding factors of women empowerment. So it should be improved. From the analysis of the present study, it is inferred that most of Arts and Urban Women College Students have high self concept. To improve the Self concept level of Rural and Science Women College Students, the parents and teachers should take necessary steps. Marks of philosophers, educationalists and patriotism should be included in the school curriculum. The teacher should motivate the students to get the high level of empowerment of self-concept. This will help them to develop their self concept. Motivation, flexibility, soft approach, carrying of the teachers towards their students will also help a lot improve the self- concept.

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Chapter 41

EMPOWERING WOMEN THROUGH HIGHER EDUCATION AND PROMOTING GENDER EQUALITY

Kumari Berkman and Retd. Prof. M. Nirmala Jyothi***

INTRODUCTION

Education is one of the most important means of empowering women with the knowledge, skills and self-confidence. For empowering the women, higher education will play a vital role. Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. In the words of Mahatma Gandhi, “If you educate the man, you educate the person but if you educate the woman, you educate the nation.” Everyone must understand that empowering women doesn’t mean empowering them in technical area only. One should remember that women are also rational, intelligent and thinking human beings.

For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. “Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.”—*ICPD Programme of Action*.

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Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence. When women progress, everyone in society benefits, including men. Tapping into the limitless potential of women is not only the right thing to do but it is the smart thing. That is why the United States government and our international partners are invested in a historic effort to empower women globally. Women have to awake from deep slumber and understand the true meaning of empowerment. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do.

EMPOWERMENT

“Empowerment is not giving people power, people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out. It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society. Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. The Oxford American Dictionary defines “empowerment” as “to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights.” When we talk about women’s empowerment, we talk about women taking more of a leadership role.

BARRIERS TO THE EMPOWERMENT OF WOMEN

Many of the barriers to women’s empowerment and equity lie ingrained in cultural norms. Many women feel these pressures, while others have become accustomed to being treated inferior to men. Even if men, legislators, NGOs, etc. are aware of the benefits women’s empowerment and participation can have, many are scared of disrupting the status quo and continue to let societal norms get in the way of development. Research shows that the increasing access to the internet can also result in an increased exploitation of women. Releasing personal information on websites has put some women’s personal safety at risk. In 2010, Working to Halt Online

Abuse stated that 73% of women were victimized through such sites. Types of victimization include cyber stalking, harassment, online pornography, and flaming. Recent studies also show that women face more barriers in the workplace than do men. Gender-related barriers involve sexual harassment; unfair hiring practices, career progression, and unequal pay where women are paid less than men are for performing the same job. Such barriers make it difficult for women to advance in their workplace or receive fair compensation for the work they provide.

Gender discrimination has been a major obstacle in granting equal opportunity for women in Higher Education. It has been identified as a crucial category and deserves attention in the education-equality paradigm. Today, women's education has become an issue of debate within which it is now necessary to shift the focus from women's intellectual development to women's autonomy in decision-making, freedom of expression and control over resources. Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination. The parameters of empowerment have been identified as

- Developing ability for critical thinking;
- Fostering decision-making and action through collective processes;
- Ensuring equal participation in developmental processes;
- Enhancing self-esteem and self confidence in women.

The time has arrived to realize the relevance, in a rapidly developing country like India, of education for leadership-building, especially for women—something which can be achieved only through Higher Education. The main challenge to women's Higher Education is to provide gender-fair education to all citizens.

PROMOTING GENDER EQUALITY AND WOMEN'S EMPOWERMENT:

Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing

power imbalances and giving women more autonomy to manage their own lives. Women's empowerment is vital to sustainable development and the realization of human rights for all.

There seemed to be a slight improvement in women's involvement in household decision-making in male-headed households, on such issues as credit, the disposal of household assets, children's education, and family health care. However, the traditional gender-based divisions persist in intra-household decision-making. Women basically decide on food preparation, and men make the financial decisions. But group members had become more aware of their property and political rights (which was part of group training). As in the case of mobility and social interaction, the evaluation again found greater improvements among women heads of households, older women, and more educated women.

GENDER-FAIR EDUCATION

Gender-fair education involves an aggressive move away from emphasis on separate and complementary spheres for men and women and on gender-stereotyped careers to expanded options and outcomes. The attainment of equality, rights, and empowerment should not be accidental or simply an offshoot of a good education but rather an explicit, overarching goal in a healthy social environment. Some major instruments of gender-fair education are identification and projection of role models among faculty, administrators, and alumnae; systematic inclusion of women among speakers and resource persons. The challenge of gender-fair women's Higher Education should be the transformation of women's lives as well as the transformation of society itself.

CONCLUSION

Higher Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. For women to make personal strides forward, a synergy of effort, concentration, planning and cohesive functioning at the Higher Education level will create possibilities of a different future. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision making capacities to achieve the best for themselves and the country. Women represent half the world's

population, and gender inequality exists in every nation on the planet. Until women are given the same opportunities that men are, entire societies will be destined to perform below their true potentials. The challenge of gender-fair women's Higher Education should be the transformation of women's lives as well as the transformation of society itself.

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Chapter 42

ROLE OF EMOTIONAL INTELLIGENCE IN EMPOWERING WOMEN IN HIGHER EDUCATION

C. Latha and P. Amarnath***

INTRODUCTION

Emotional Intelligence is defined as the ability to recognize and manage your emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environmental demands. Peter Salovey and John D. Mayer defined that 'Emotional Intelligence' is "The ability of a person into be alert to the thoughts, feelings and emotions of oneself as well as the others."

COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Salovey and Mayer (1990), Emotional intelligence is categorized into 6 domains:

1. Self-awareness (the ability to recognize and identify a feeling)
2. Managing Emotions (Handling fear, anxiety, sadness and worry in an appropriate and proportional way).
3. Self-motivation (involves emotional control, the ability to delay gratification, and the ability to keep working toward a goal, expecting success)
4. Empathy (recognition of and sensitivity to the emotions of others)

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5. Handling Relationship (learning to handle conflict constructively and getting along well with others).
6. Mood Management (ability to manage moods).

To discuss women empowerment it is necessary to deal with the present situation of women in India. I would like to briefly discuss certain key aspects related to the women which media should adequately cover and facilitate the process of empowerment of women.

ROLE OF EMOTIONAL INTELLIGENCE IN EMPOWERING WOMEN IN HIGHER EDUCATION

Emotional intelligence requires a successful movement through an “emotional resilience path which refers to the process of successful adaption to adversity. Emotional intelligence promotes

- Good-orientations
- Optimism
- Motivation
- Self-concept
- Self-efficacy
- Impulse control
- Creativity
- Initiative
- Empathy
- Resilience
- Adaptability and
- Persuasiveness.

Emotional intelligence counts more than intelligence quotient in job performance. Emotional intelligence allows women to have empathy, rapport, perspective, and cooperation skills. Emotional intelligence includes the following capacities that are necessary for empowering women in Higher Education.

- Interdependence
- Hierarchical
- Manifestation
- Generic
- Independence

The 5 Basic Emotional Intelligence competencies:

1. Personal Competence
2. Social competence
3. Motivational competence:
4. Leadership competencies.
5. Change catalyst competencies.

Emotional intelligence skills play a significant role in empowerment of women in Higher Education in the Indian context and to make them self-sufficient. Among the indicators to be considered for empowerment of women viz. political status, financial position, occupational status, legal awareness etc, higher education was considered to be important. The parameters of Empowerment through Higher education are identified and the measures to be taken to achieve these parameters were discussed to develop the management skills, self-government and self-confidence among girls and women.

Empowering women is actually strengthening them to confront family, community, caste, religious and traditional practices, patriarchal forces and biases working within government departments, authoritarian ideologies and powerful patriarchal interests. The process of change requires struggling against inefficiencies, insensitivity, corruption and centralization at various governmental levels also. Women recently started gaining a sense of identity and empowerment. Women became autonomous agents of change and the basis of voluntarism. They have to learn to face the harsh facets of life like lack of opportunity for schooling, working without being recognized and as low paid workers throughout life. They are expected to follow the commands of mostly men-father, husband, son and so on. Today, one of the issues of concern is the level of women’s participation in the developmental activities. As a result emancipation of women was considered to be the solution for development.

Literacy and training interventions were considered to be one of the most appropriate and potentially effective tools for the empowerment of rural women combined with effective linkages with other support services and activities. Added to this, women can be empowered through information to recognize and improve their social and economic status. Thus grass root women’s organisations, literacy, training, and support services are empowerment sources for women which in turn to bring in an expected change in the self-image and societal image of women

through participation at all levels of help to realize and strengthen women's capacities. So women need to be provided with literacy and training in skills to make them free from subordination and oppression in all walks of their life.

CONCLUSION

Higher education is considered to be the most significant agent of change in the status of women. In this, the National Literacy System plays a positive interventionist role in the process of empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, planners, decision-makers and administrators and the active involvement of emotional intelligence trainers in universities.

The following measures can be taken to achieve the parameters of empowerment. All teachers and non-formal education instructor should be trained with emotional intelligence skills. Women teachers and women instructors in universities should receive special orientation to enable them to play an active role in women's equality. Special programmes should be developed by research institutions, voluntary agencies and professional groups of artists to promote general awareness and self-image among women through a variety of programmes like discussions, street plays, skits, wall posters, puppet shows, pamphlets, speeches, debates, dialogues etc. Preference in recruitment of teachers up to 50% at all levels should be for women. This will create greater confidence particularly in rural areas, for motivating the parents to send their girls to school. These teachers will become the role models for successive generations. Sensitization of teachers, trainers and administrators to women's issues should be prioritized. Pre-service and in-service training, refresher and orientation courses for teachers should include this aspect in their content. There must be a separate department in universities exclusively to plan and execute these programmes at the central level.

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Chapter 43

EMPOWERING WOMEN IN HIGHER EDUCATION

Ms. J. Lizzie and Dr. D. Hemalatha Kalaimathi***

INTRODUCTION

Education is one of the most important means of empowering women with knowledge, skills and self-confidence necessary to participate fully in the development process. The term Women Empowerment refers to the increasing of the spiritual, social, political or economic strength of all women. It is frequently seen that the empowered in their capacities develop confidence. Today, women share equal status as men. More stress should be laid on empowering rural women and their development. A special focus should be on empowering girls and women, since it will lead to a change in the society which would be sustainable and will be in effect for ages to come.. A united approach must be followed while empowering women it is a social cause that requires stewardship and continuous attention from every individual. Society needs to enhance its efforts for women empowerment and to boost the progress being made by women. It is society's constitutional, moral and social responsibility to confirm women's progress giving women equal opportunities and rights.

The Indian National Policy of Education recognizes this when it states 'Wider women's access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development'.

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PROBLEMS FACED BY WOMEN

- persistent poverty
- inequality of access to education, health and welfare
- violence
- impact of armed conflict
- absence from decision-making in the economic sector
- unequal participation in the power structures of society
- insufficient mechanisms to promote the advancement of women
- inadequate recognition of women's right.
- failure to recognize women's contribution to society
- insufficient recognition of their contribution to environmental protection and management

These problems impede the personal and social empowerment of women, and, consequently, they hinder their ability to emerge as effective leaders at every level of daily life.

NEED FOR WOMEN EMPOWERMENT

The three specific needs related to women and Higher Education are:

- Recognition of women as an essential human resource base of each country;
- A strong commitment to equip women with the necessary range of managerial skills empowering them in their decision making role;
- Institution of a feminine leadership model suited to the needs of social development across all sectors.

WOMEN'S EMPOWERMENT

According to the UN definition, women's empowerment has five components:

- Women's sense of self-worth
- Right to have access to opportunities choices
- Right to have access to opportunities and resources
- Right to have the power to control their own lives, both within and outside the home

- Ability to influence the direction of social change to create more social and economic order, nationally and internationally.

Gender discrimination has been a major obstacle in granting equal opportunity for women in Higher Education. It has been identified as a crucial category and deserves attention in the education-equality paradigm. Today, women's education has become an issue of debate within which it is now necessary to shift the focus from women's intellectual development to women's autonomy in decision-making, freedom of expression and control over resources. Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination.

WOMEN'S EMPOWERMENT CAN BE DIVIDED INTO THREE STAGES

Political Situation

- Women's participation in politics is relatively limited
- By July 2006, women accounted approximately 17 % of parliamentarians worldwide.
- At a local level, women account for less than 1 in 10 of the world's mayors

Economic Situation

- Limited property rights – hampering their economic status and opportunities to overcome poverty
- 75 % of agricultural work
- Ownership of land and property empowers women and provides income and security

Educational Situation

- Girls and women do not have the same access to primary, secondary and tertiary school
- Over 100 million children of primary-school age are not attending school
- Between 1999 and 2008 the number of out of school children decreased from 106 to 69 million

HOW ARE WOMEN EMPOWERED?

- By decreasing the gender disparities in all education
- By decreasing the inequalities between men and women in aspects of economics, political and social life
- Educating girls and women

INTEGRATION OF WOMEN IN DEVELOPMENT OF HIGHER EDUCATION

Since access to education allows each person the opportunity to gain an understanding of self as well as of society and its resources, equal educational opportunities should be available to both men and women. Equality and social access became major goals of Higher Education in post-independence India. In 1948–49 the University Education Commission commented that colleges should be established that would serve both men and women simultaneously for Higher Education but, nonetheless, gender inequalities in access to Higher Education have continued through decades. The target of Higher Education is to provide women's access to vocational, technical, professional education and emergent technologies. Identification of skills and occupations suitable for women should be based on the employment potential of women.

Over the years, these four challenges have been faced by Higher Education:

1. To introduce more disciplines and diversity;
2. To satisfy the social demands for new options;
3. To remove gender barriers and role stereotyping;
4. To enable enrolment of women for purposes of productivity and of empowerment

ROLE OF UNIVERSITIES: EMPOWERING AGENTS OF HIGHER EDUCATION

To be effective agents of empowerment through Higher Education, universities need to give attention to:

Mass motivation and mobilization: dissemination of information through newsletters and other social agencies;

Literacy Promotion: preparation of training packages and development of learning materials;

Techno-pedagogic inputs: Preparation of data based information and transference of matter into technological display;

Network Culture: monitor activities related to women's studies and women's movements and recommend better implementation.

Women and Research: The University Grants Committee has agreed to provide part-time research associate ships to 100 girls every year

Special access for women: Women students from scheduled caste and tribes in India will be eligible for Government schemes of scholarship, coaching assistance and remedial classes

WAY TO EMPOWER WOMEN IN HIGHER EDUCATION

- Changes in women's mobility and social interaction
- Changes in women's labor patterns
- Changes in women's control over decision-making
- Providing education
- Self employment and self help groups
- Providing minimum needs like nutrition, health, sanitation and housing
- Other than this, society should change the mentality towards the word "women"
- Encouraging women to develop in their fields they are good at and make a career.

SOME SUGGESTIONS FOR BETTER PROSPECTS

Higher education has been playing a significant role in empowerment of women. It can add more to strengthen the movement of women empowerment. Some suggestions in this direction are –

- Inclusion of Gender Study and Social Justice Study in the Curriculum
- Inclusion of Various Courses Relating to Skill of Women
- Linking training with Vocation
- Alternative Courses/ Vocational Courses/ Distance Courses
- Concession in Fees and Provision of Learning Resources
- Information Cell or Career Guidance Cell
- Promoting Research in Women Studies
- Development of Women Entrepreneurship
- Linkage with Ministries of Central and State Government, NGOs and others

CONCLUSION

Education among women is the most powerful tool of attaining power in the society. It helps in lessening inequalities and functions as a means for improving their status within the family. Educated women are more politically active and better informed about their legal rights and how to exercise them. Education is an input not only for economic development but also for inner strength and hence the need for higher education of women, and in particular of rural women, is not recognized fully in rural areas. Women do three fifths of the world's work, earn one tenth of the world's income and own one hundredth of the world's asset. (Harsh Gandhar6) Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 44

EMERGING TRENDS IN HIGHER EDUCATION ON WOMEN EMPOWERMENT-EXPLORATIVE STUDY

*P. S. Madhavan**

INTRODUCTION

In Indian culture, since time immemorial, women enjoyed significant status. We worship women in the form of mother. Many great personalities like Chhatrapati Shivaji, Shri. Ramkrishna, Swami Vivekanand had encouragement and initiation from their mothers. Hindu worships God as well as Goddess such as Shiv-Parvati, Laxmi-Naryan, Radha-Krishna etc. We always say that behind every successful man there is a woman. It is unknown but during the course of civilization women lost her prominence and accepted secondary status to men. Though, women constitute about 48% of total population, they lost their status due to socio-cultural discrimination. Competence, pragmatic attitude, skill and wisdom of women remained neglected for years. Up to the middle of the 20th century, they were not considered as productive resource. Empowerment of women strongly associated with level of education i.e. higher the level of education greater the empowerment of women. Family size, family planning programmes, protection of girl child, rearing healthy and productive children and so on is closely associated with education of women. Woman is a backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated. The present paper attempts to address the present scenario of women in the field of higher education and recommend some

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suggestions for betterment of women through higher education. The study is primarily based on secondary data.

PRESENT POSITION

After independence, to promote higher education of women government established separate women universities and women colleges. During the last six decades, no. of women colleges increased by nearly 10 times but the percentage of women colleges to total colleges remains more or less same i.e. about 12%. On the eve of independence, the share of women in total enrolment was about 10%. When the country is celebrating its Diamond Jubilee of independence, it crossed 40%. This shows awareness about women higher education in the society. It is clear from the table No.6 that, the share of women in the enrolment at each stage i.e. graduate, post-graduate, research and diploma & certificate courses are steadily increasing. Considering the same rate of growth, it can be estimated that within next few years, it will reach to the proportion of women in total population. This is one side of the total picture. Table No. 4 indicates that, still women prefer to go for traditional courses in Arts, Commerce & Science (totally more than 77%), mainly in the faculty of Arts. The reason is higher education in these faculties is easily available even in rural area with lesser cost. Out of professional faculties, comparatively, Engineering & Technology faculty has more women enrolment. State/ UTwise analysis shows that, even after sixty years of independence and when it is said that India is fastest developing country which will occupy top position in the world soon, in 7 states, women enrolment in higher education is below average. It is quite surprising that the state Andhra Pradesh, which is upcoming is IT hub, has less women enrolment in higher education. Only three small states (Goa, Meghalaya & Himachal Pradesh), Kerala and four UTs (Daman & Diu, A & N Island, Puducherry and Chandigarh,) crossed 50% enrolment ratio. Participation of women in professional faculties is not improved to that extent it is expected. The proportion of women senior lecturers, readers, professors and principals is quite low in the total faculty. As the appointments of women lecturers started in latest years, it occupies the considerable portion of lecturers.

SUGGESTIONS FOR BETTER PROSPECTS

1. **Inclusion of Gender Study and Social Justice Study in the Curriculum-** College students are teenagers. At this stage, they should learn present gender inequality, social discrimination and the values of life. This

will help the young generation to become mature and in turn it will benefit society at large. The subjects relating to this study should be integral part of undergraduate study.

2. **Inclusion of Various Courses Relating to Skill of Women** – Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion Designing, Costume Designing, Beautician, Food Preparation & Preservation Technology, Recipes, Sewing, Weaving, Gardening etc. that can promote self-employment and self-esteem be started. The courses should run simultaneously with traditional degrees and at suitable level i.e. Capsule Courses, Basic Courses, Diploma & Higher Diploma Courses, Certificate Courses etc. Courses with university certificate will ensure more job guarantee. Universities and colleges have already stepped in this field. It is necessary to widen the scope and strengthening the courses and opening up new causes catering local needs.
3. **Linking training with Vocation** – To make the women self-reliant, it is necessary to enable them to earn sustainable income - make them economically self-dependent. The add-on courses should be market oriented. Proper channel be provided that they can get the market for their production. College girls do the courses but in practice they do not apply the skill they acquired because they don't know market requirements, market status and marketing skill. So, only job oriented courses are not sufficient but proper guidance regarding market availability, identification of customers, counseling and negotiating with customers be provided. The skill and knowledge of encashment of their skill and knowledge be taught. Professional knowledge and skill without knowledge of practical application is worthless.
4. **Alternative Courses/ Vocational Courses/ Distance Courses** – Due to our socio-cultural condition, girls, mainly from rural area are not sent to colleges. A major portion of the women population is away from the higher education. Universities have to design such vocational or distance courses that could enable them to get traditional degrees such as B.A. & B.Com. Even skill oriented courses be run on vocational and distance mode. Open universities are doing the same job but they are not so spread and reached to remote areas just like formal education system.
5. **Concession in Fees and Provision of Learning Resources** – Poverty is an avoidable characteristic of the Indian economy. Poverty is the

main reason of drop-outs of girl students and break in their education. Even today, when there is question of money, sisters have to scarify for their brothers. In nearly all families preference is given to education of male student than female students. So, girl students from economically backward class be given concession in normal fees such as library fee, laboratory fee, gymkhana fee etc. In addition, as much as possible learning resources be provided free of cost or at concessional rate.

6. **Promoting Research in Women Studies** – Universities should promote structural studies regarding women. Research grants or project grants should be provided for data base studies. Their conclusions and suggestions be communicated to the policy makers at state level as well as at national level. These studies certainly suggest new ways, means and measures for empowerment of women and the national policy can be designed on the realistic ground.
7. **Information Cell or Career Guidance Cell** – In every college women information cell be established. A senior lecturer with additional charge be appointed as an officer in charge. The duty of officer – in-charge would be to provide and publish the information regarding the various courses available in the college, nearby colleges and in the university. The details regarding the courses such as fees, qualification, duration, benefits etc., jobs available after completion of the course, government subsidies and procedure of obtaining bank credit for self employment etc. He should be in contact with the business organizations where placements are available.
8. **Development of Women Entrepreneurship** – In the post independence era Indian women proved that there is no job, profession or business which they cannot shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training on development of entrepreneurship, reserving admission quota for women in technical and professional courses and networking with professional institutes such as institute of Chartered Accountants, Institutes of Cost and Works Accountants, Company Secretaries, IITs, IIITs, IIMs, Bar Council etc. (S B Singh, Sanjai S Rathore, Alka Singh)
9. **Linkage with Ministries of Central and State Government, NGOs and others** – Most of the girl students are unaware of the various schemes of the government for women upliftment. Ministry of HRD, Ministry of Rural Development, Ministry of Social Justice and Empowerment,

Ministry of Social Welfare and various Non-government Organizations are trying and helping women for empowerment. Institutions of Higher Education should establish linkage with such government and non-government organizations who would help for empowerment of women. It should work as mediator between these organization and women.

CONCLUSION

It is said that women do three fifths of the world's work, earn one tenth of the world's income and own one hundredth of the world's asset. (Harsh Gandhar⁶) Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 45

EMPOWERING WOMEN IN HIGHER EDUCATION IN INDIA

V. Maheswaran and P. Sundaramoorthy***

INTRODUCTION

Education is a basic requirement and a fundamental right for the citizens of a free nation. Education plays a catalytic role in a country's socio-economic development and is one of the principal means available for a deeper and harmonious form of human development reducing poverty, ignorance and exclusion. Education must be provided to all categories of citizens by breaking down constraints and barriers. Once students have completed primary and secondary education, attention must focus on increasing participation of men and women equally in the field of Higher Education. Empowerment of women strongly associated with level of education i.e. higher the level of education greater the empowerment of women.

The present paper attempts to address the present scenario of women in the field of higher education and recommend some suggestions for betterment of women through higher education. The study is primarily based on secondary data.

WOMEN'S EMPOWERMENT:

Gender discrimination has been a major obstacle in granting equal opportunity for women in Higher Education. It has been identified as a crucial category and deserves attention in the education-equality paradigm.

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Today, women's education has become an issue of debate within which it is now necessary to shift the focus from women's intellectual development to women's autonomy in decision-making, freedom of expression and control over resources. Empowerment is the manifestation of a redistribution of power that challenges patriarchal ideology, transforming the institutions that reinforce or perpetuate gender discrimination.

NEED OF WOMEN EMPOWERMENT

Empowerment is probably the totality of the following or similar capabilities:

- Having decision-making power of their own
- Having positive thinking on the ability to make change
- Ability to learn skills for improving one's personal or group power.
- Having a range of options from which you can make
- Ability to exercise assertiveness in collective decision making
- Ability to change others' perceptions by democratic means.
- Having access to information and resources for taking proper decision
- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important. Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them:

- Boosting their self esteem
- Raising their status in the family and society
- Bring awareness about their rights
- Increasing their self efficacy
- Reducing their dependency

- Better upbringing of their children
- Enhancing their confidence
- Enhancing their mobility
- Opening career opportunities

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process (Murphy-Graham, 2008). There is evidence that these components are usually developed during and as a result of higher education (Maslak and Singhal, 2008). Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker. This is a commonly understood view about the role of education in transforming women.

WOMEN IN INDIA

India emblemized its role as the world's largest democracy as over 800 million eligible voters went to the polls in what may have been the largest democratic event in history. High on the list of priorities for all contesting parties was women's empowerment, women's equality and overall safety for women. In fact, surveys show more than 90 percent of Indian voters see combating violence against women as a priority and 75 percent of men and women believe that the political promises made to advocate women's rights have been inadequate so far.

There is good cause for Indians to be concerned that not enough has been done for women in their country. According to India's National Crime Records Bureau, more than 25,000 rape cases were reported across the country in 2012 alone. Out of these, almost 98 percent were committed by a relative or neighbor. Additional statistics are no less troubling:

- Latest estimates suggest that a new case of rape is reported every 22 minutes in India.
- A dowry death occurs every 77 minutes.
- A case of cruelty committed by either a husband or husband's relative occurs every 9 minutes.
- Forty-seven percent of girls are married by 18 years of age, and 18 percent are married by 15 years of age, resulting in around 39,000 child marriages taking place each day.
- From a global perspective, 40 percent of the world's child brides are from India.

Even before girls reach their teenage years, they face distressing challenges in India. Many more girls than boys die before reaching the age of 5. And with female feticide approaching nearly 1 million a year, fewer girls are born. Indeed, our sex ratio is at 914 women to 1,000 men, the lowest it has been since independence in 1947.

These are terrifying statistics. While the government has tried to boost girls' education and has made some significant gains, girls are still far from equal in India. Only 40 percent finish 10th grade. Ultimately, the social climate at home and in communities is too discriminatory to allow for girls being educated or becoming autonomous, equal persons.

WOMEN EDUCATION IN INDIA

This legacy of the lack of providing education to all, including girls and women, has been taken care of in our Constitution that has committed itself to providing free and compulsory education to all children up to the age of fourteen. This commitment has been the guiding principle for several committees and commissions that were set up time and again to translate this commitment into practice. In the domain of school education, some of the significant commissions that focused on issues of quantitative and qualitative aspects of education were the Commission for Secondary Education (1952–53), the Hansa Mehta Committee (1962–64) and the Education Commission (1964–66).

In addition, two important policies that attempted to address issues related to equity, equality and quality concerns in education were the National Policy on Education, 1968 and the National Policy on Education, 1986. Both these policies laid special emphasis on removal of disparity and equalize educational opportunity by attending to the specific needs of those who had so far been denied equality. These policies lay special stress upon making education a vehicle of social transformation and empowerment. More recently, the Right of Children to Free and Compulsory Education Act (RTE), 2009 has made elementary education for all mandatory by making it justice able.

Mahila Samakhya(MS): Mahila Samakhya is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The objectives of the MS programme is to create an environment in which education can serve the objectives of women's equality and where women can seek

knowledge and information and thereby empower them to play a positive role in their own development and development of society.

It may be seen that Women enrolment as a percentage of total enrolment in a State is the highest in Goa (60.31) followed by Daman & Diu (59.11) and the lowest in Chhattisgarh (37.15). Women enrolment in Tamil Nadu was (49.20). The women constitute 43.28% of total enrollment which is positive sign and indicate about empowerment.

ROLE OF UNIVERSITY GRANTS COMMISSION (UGC):

The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

- **Day Care Centres in Universities and Colleges:** The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university / college employees / students / scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.
- **Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education:** The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students upto the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @ 2,000/-p.m. for 20 months.
- Construction of Women's Hostels for Colleges
- Development of Women's Studies in Universities and Colleges
- Scheme of Capacity Building of Women Managers in Higher Education
- Post-Doctoral Fellowships for Women
- **The Indira Gandhi National Open University (IGNOU)** has been making conscious efforts / steps to reach out to the Girl/Women learners especially in remote and rural areas.

- **Higher education of women through Open and Distance Learning (ODL) Mode:** Open and Distance Learning system is a system where in teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the country consists of State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in-service personnel and for quality Education of relevance to learners located at educationally disadvantageous locations. Access to education through the open and distance learning system is expanding rapidly and status on enrolment of the women through ODL system.

CONCLUSION

If India is to become a better place for all of its children, then it is vital that we value and respect our daughters. We must move the conversation of girls' education from "learning outcomes" to "life outcomes" and take up "education for equality" as our mantra across the country. We should include gender education in our curriculum for both boys and girls. And we should teach these lessons not just to our students, but also to their parents and communities in order to construct an egalitarian gender perspective. This is imperative if India is to fulfill its constitutional promise of gender equality. But it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment. The Indian National Policy of Education recognizes this when it states 'Wider women's access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development'. Woman is a backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated.

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Chapter 46

HIGHER EDUCATION IS THE PLATFORM FOR EMPOWERING WOMEN-AN OVERVIEW

*Niresha. T.**

INTRODUCTION

“The realization of the country’s aspirations involves changes in the knowledge, skills and values of the people as a whole. If this „change in a grand scale is to be achieved without a violent revolution there is one and only instrument that be used – Education”. The underlying assumption was that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow. Eighteen years have passed and there are different views as to whether such assumptions about increasing access to education and training have resulted in the tilting of the power balance in favor of women. In view of the “World Conference on Women” to be held in Beijing in 1995, the seminar meant to be one of many actions and activities relevant to women’s issues which will be initiated, organized and/or supported by the Institute. The promotion of action-oriented research and the improvement of cooperation with various institutions focusing on women’s education needs will be one of the priorities of the Institute in the coming years.

WOMEN IN SOCIO-ECONOMIC SYSTEM

Women are part of our socio-economic system. They up hold our rich cultural and traditional values as they have a strong bond with the society. Their progress is many often equated with the nation’s progress

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and therefore, their participation in development activities of the societies is always a concern. The educational background of a woman has a direct bearing on her development. When we study the woman issues and their work force related problems. One can see that there is a great disparity in the distribution in balance of women's employment between urban and rural areas. Studies have shown that the employment status of women in urban and rural areas is always statistically significant. There are individual studies related to women work force which address the global problems and their future implications on women at various places and regions. The issues like the preference of Job, location, well-being at work place learning etc are well addressed. Most Indian women do accept their traditional role of depends on male relatives. But as possibility of economic independence through respectable employment becomes a reality for women.

EDUCATION IS THE TOOL FOR WOMEN

Education is the best tool to achieve this cherished goal in the Indian context. But in a country like India where in the people gave themselves the constitution but not the ability to keep it, inherited a resplendent heritage but not the wisdom to cherish it and suffer and endure in patience without the perception of their potential (Nani Palkhivala) attaining the goal needs proactive strategies, where withal, Political courage and administrative competence to execute.

NECESSITY OF HIGHER EDUCATION FOR WOMEN

Almost half of the population in India is occupied by women. They are the half of the human resources. But it is very unfortunate to say that for long years there have been a strong bias against women and thereby there is a tendency to deny equal socio-economic opportunity for them. This neglecting attitude towards women is prominent in many respects particularly in the field of education. None can deny the fact that education is the fundamental agents for the socio-economic development of a country. But women access in the domain of education has not been fairly treated.

Theoretically the need of higher education for both males and females is the same. But practically it could be said that female education is more important than that of male. In this connection I may refer a statement of philosopher-president and noted educationist Dr. S. Radhakrishnan (1948). He says "there cannot be educated people without

educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation." Women education has two aspects- individual aspect and social aspect. The commission on the higher education for women, University of Madras in 1979 rightly observed: for women and men's college education is necessary for character formation, ability to earn, creative self-expression and personal development.

SUGGESTIONS FOR PROMOTING WOMEN PARTICIPATION IN HIGHER EDUCATION

- Introduce attractive scholarships for both financially poor students and meritorious students to encourage women students in higher education.
- Provide counseling for both family and person concerned at the secondary stage of education.
- Make skill-oriented higher education.
- Establish non-traditional curricular for women and extend state support for this.
- Improve transport facilities for women students.
- Education policy has to be taken to facilitate women participation in higher education.
- Establish more female educational institutions.
- Provide Bank loan facilities for women students.
- Establish higher educational institutions in rural and tribal areas.
- Check sexual harassment within and outside institutions.
- Increase women teachers in co-educational institutions of higher education.
- Increase women representations in decision making bodies of higher educational institutions.
- Establish equal opportunity commissions for higher educational institutions.
- Introduce stipends, scholarships and fellowships for women studying in higher educational institutions.
- Government should formulate and implement policies for stopping drop out of girl students in secondary and lower classes.

- Establish post-secondary vocational training institutions for promoting the entry of women in higher education.
- In many cases early marriage leads to withdrawal of women from higher studies. This must be stopped.
- Increase hostel facilities for women students.

REALIZATION OF EDUCATION FOR WOMEN:

- Scale up investments to achieve universal primary education by 2015.
- Increase investments to achieve gender parity and higher levels of enrollment in and completion of secondary and tertiary education.
- Improve the content, quality and relevance of education through curriculum reform, teacher training, and other actions aimed at transforming attitudes, beliefs and gender biased social norms that perpetuate discrimination and inequality, and
- Provide women and girls better health care services, social services, decent employment, and other support so they are better able to reap the full benefits of education.

ADVANTAGES OF A WOMEN'S EDUCATION:

- To be female in the 21st century poses extensive challenges and opportunities.
- Thousands of young women have made the decision to attend a women's college to better prepare for the years ahead.
- Social Development
- Social Equity
- Economic Productivity

DISADVANTAGES:

- Economic Status crosses other socially constructed lines of difference: race/ethnicity, gender, ability, age, sexuality, religion and others.
- Higher education provides a window of opportunity to enter the middle class for the low class/working class/working poor.
- Poverty, as with financial stability and success, has mistakenly come to be viewed as the product of an individual's abilities, or lack of

- abilities, rather than the result of an economic and political system steeped in maintaining positions of privilege and power.
- Society must become aware of the hidden impact welfare reform has had on the lives of women and children. The long-term negative impacts of ignoring and not caring for economically disadvantaged women and children still need to be explored.
- According to some, if the female is married then the working pattern is disturbed due to their family matters. This is because females pay more attention to their family rather than their work
- Once they are married, but if the female is single then it could be great deal only if she is independent but again the problem would be their family boundaries

CONCLUSION

Education constitutes one important sector that deserves special attention when tackling these obstacles and challenges. It has helped in reducing the gap and is empowering women to take their full place in the world of the 21st century, where multiple internationally agreed development goals should be reached with their help. It appears that current efforts are not enough, and urgent priorities remain for renewing processes of systems and institutions that strive for strengthening the role of women in this sector, and their contribution to social development in general. It must be admitted that women are in no way lesser than men. They have all the power and capacity as that of men. In some cases father or husband create hindrance in their path. They even do not allow them to leave the home for higher studies or work. We should have to change our thinking, our attitude towards women. We should have to think that women are not just reproduction. So their power and capacities must be recognized. It is only then women participation in higher education will be enhanced.

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Chapter 47

WOMEN EMPOWERMENT – FACTS AND REALITIES

P. S. Nishkala Nandhini and Dr. A. S.Arul Lawrence***

INTRODUCTION

India as a nation is revered in a feminine form i.e. ‘the Bharat Mata.’ Today, many important government posts are occupied by women and educated women are pouring into the professional workforce with profound implications for national and multinational corporations. However, ironically, these are accompanied by news about dowry killings, female infanticide, domestic violence against women, sexual harassment, rape, illegal trafficking and prostitution and myriad others of the same ilk. Gender discrimination prevails in almost all areas, be it social, cultural, economic or educational. An effective remedy for these evils needs to be sought in order to ensure the Right to Equality guaranteed by the Constitution of India, to the fairer sex. Gender equality facilitates the empowerment of women. Since education begins at home, the upliftment of women would be accompanied by the development of the family, the society and in turn, would lead towards a holistic development of the nation.

POSITION OF WOMEN - YESTERDAY AND TODAY:

The subject of empowerment of women has becoming a burning issue all over the world including India since last few decades. They have demanded equality with men in matters of education, employment, inheritance, marriage, politics and recently in the field of religion also

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to serve as cleric (in Hinduism and Islam). Women want to have for themselves the same strategies of change which men folk have had over the centuries such as equal pay for equal work. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The position and status of women all over the world has risen incredibly in the 20th century. We find that it has been very low in 18th and 19th centuries in India and elsewhere when they were treated like 'objects' that can be bought and sold. For a long time women in India remained within the four walls of their household. Their dependence on men folk was total. A long struggle going back over a century has brought women the property rights, voting rights, an equality in civil rights before the law in matters of marriage and employment (in India women had not to struggle for voting rights as we find in other countries). In addition to the above rights, in India, the customs of purdha (veil system), female infanticide, child marriage, sati system (self-immolation by the women with their husbands), dowry system and the state of permanent widowhood were either totally removed or checked to an appreciable extent after independence through legislative measures. Two Acts have also been enacted to emancipate women in India. These are: Protection of Women from Domestic Violence Act, 2005 and the Compulsory Registration of Marriage Act, 2006. The Domestic Violence Act recognizes that abuse be physical as well as mental. Anything that makes a woman feel inferior and takes away her self-respect is abuse. Compulsory Registration of Marriage Act can be beneficial in preventing the abuse of institution of marriage and hindering social justice especially in relation to women.

GENDER EQUALITY

Gender equality is, first and foremost, a human right. A woman is entitled to live in dignity and in freedom from want and from fear. Empowering women is also an indispensable tool for advancing development and reducing poverty. Empowered women contribute to the health and productivity of whole families and communities and to improved prospects for the next generation. The importance of gender equality is underscored by its inclusion as one of the eight Millennium Development Goals. Gender equality is acknowledged as being a key to achieving the other seven goals. Yet discrimination against women and girls - including gender-based violence, economic discrimination, reproductive health inequities, and harmful traditional practices - remains the most pervasive and persistent form of inequality.

Each year we celebrate International Women's day on March 8th with a determination to commemorate the achievements of women, and to acknowledge the special status they deserve in society. The significant question is what difference has it made to the position of women? Have women become really strong, and have their long term struggles ended?

Though women have progressed in a number of spheres, yet looking from a wider perspective, the situation remains grim. According to the statistics by CARE, out of 1.3 billion people who live in absolute poverty around the globe, 70% are women. Reflecting on UNESCO's medium term strategy 2008–13, gender equality has been assigned as organization's global priority. Astonishingly, two third of the 774 million adults in the world who cannot read is women.

WHAT IS WOMEN EMPOWERMENT?

In the simplest of words it is basically the creation of an environment where women can make independent decisions on their personal development as well as shine as equals in society.

Women want to be treated as equals so much so that if a woman rises to the top of her field it should be a commonplace occurrence that draws nothing more than a raised eyebrow at the gender. This can only happen if there is a channelized route for the empowerment of women.

Thus it is no real surprise that women empowerment in India is a hotly discussed topic with no real solution looming in the horizon except to doubly redouble our efforts and continue to target the sources of all the violence and ill-will towards women. There are several challenges that are currently plaguing the issues of women's rights in India. Targeting these issues will directly benefit the empowerment of women in India.

HEALTH & SAFETY

The health and safety concerns of women are paramount for the wellbeing of a country, and are an important factor in gauging the empowerment of women in a country. However there are alarming concerns where maternal healthcare is concerned. In its 2009 report, UNICEF came up with shocking figures on the status of new mothers in India. The maternal mortality report of India stands at 301 per 1000, with as many as 78,000 women in India dying of childbirth complications in that year. Today, due to the burgeoning population of the country,

that number is sure to have multiplied considerably. The main causes of maternal mortality are:

- Haemorrhage: 30%
- Anaemia: 19%
- Sepsis: 16%
- Obstructed Labour: 10%
- Abortion: 8%
- Toxaemia: 8%

While there are several programmes that have been set into motion by the Government and several NGOs in the country, there is still a wide gap that exists between those under protection and those not. Poverty and illiteracy add to these complications with local quacks giving ineffective and downright harmful remedies to problems that women have. The empowerment of women begins with a guarantee of their health and safety.

MINISTRY FOR WOMEN & CHILD DEVELOPMENT

The Ministry for Women & Child Development was established as a department of the Ministry of Human Resource Development in the year 1985 to drive the holistic development of women and children in the country. In 2006 this department was given the status of a Ministry, with the powers to: Formulate plans, policies and programmes; enacts/ amends legislation, guiding and coordinating the efforts of both governmental and non-governmental organisations working in the field of Women and Child Development. It delivers such initiatives such as the Integrated Child Development Services (ICDS) which is a package of services such as supplementary nutrition, health check-ups and immunisation. As mentioned earlier, the empowerment of women begins with their safety and health and this Ministry is committed to providing them.

POSITIVE EFFECTS OF WOMEN EDUCATION:

- As female education rises, fertility, population growth, and infant and child mortality fall and family health improves.
- Increase in girls' secondary school enrollment is associated with increase in women's participation in the labor force and their contributions to household and national income.
- Women's increased earning capacity, in turn, has a positive effect on child nutrition.

- Children, especially daughters of educated mothers are more likely to be enrolled in school and to have higher levels of educational attainment.
- Educated women are more politically active and better informed about their legal rights and how to exercise them.

STEPS TO BE TAKEN TO EMPOWER WOMEN

Countries should act to empower women and should take steps to eliminate inequalities between men and women as soon as possible by:

- Establishing mechanisms for women's equal participation and equitable representation at all levels of the political process and public life in each community and society and enabling women to articulate their concerns and needs
- Promoting the fulfilment of women's potential through education, skill development and employment, giving paramount importance to the elimination of poverty, illiteracy and ill health among women
- Eliminating all practices that discriminate against women; assisting women to establish and realize their rights, including those that relate to reproductive and sexual health
- Adopting appropriate measures to improve women's ability to earn income beyond traditional occupations, achieve economic self-reliance, and ensure women's equal access to the labour market and social security systems
- Eliminating violence against women
- Eliminating discriminatory practices by employers against women, such as those based on proof of contraceptive use or pregnancy status
- Making it possible, through laws, regulations and other appropriate measures, for women to combine the roles of child-bearing, breast-feeding and child-rearing with participation in the workforce.

CONCLUSION

To conclude, still a vast number of women do not have their own life choices and speaking locally, nationally or globally, empowerment is still in its nascent stages. To truly understand what women empowerment is, there needs to be a sea-change in the mind-set of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity. It is better that this

is embraced earlier rather than later, for our own good. Some qualities to be acquired by women to become truly empowered are awareness about risk prevailing at home, in work place, in traveling and staying outside home. They should have political, legal, economic and health awareness. They should have knowledge about support groups and positive attitudes towards life. They should get goals for future and strive to achieve them with courage. The best gift parents today can give to their daughters is education. If women choose to be ignorant then all the efforts taken by the Government and women activists will go in vain. Even in twenty-fifth century, they will remain backward and will be paying a heavy price for their dependence. So, it is a wake-up call for women to awake from their deep slumber and understand the true meaning of their empowerment. Swami Vivekananda once said “arise away and stop not until the goal is reached”. Thus our country should thus be catapulted into the horizon of empowerment of women and revel in its glory. We have a long way to go, but we will get there someday.

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Chapter 48

WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION

P. Nithiya*

INTRODUCTION

Education plays a holistic in their concept and has a multidimensional. It is a way of critical input in human resource development and is also very essential for country's economic growth. Empowerment as a concept which should be brought at the International Women's Conference in 1985 at Nairobi. Empowerment of women strongly associated with level of education i.e. higher the level of education greater the empowerment of women. Family size, family planning programmes, protection of girl child, rearing healthy and productive children and so on is closely associated with education of women. Woman is a backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated. The present paper attempts to address the present scenario of women in the field of higher education and recommend some suggestions for betterment of women through higher education. In this conference, it was concluded that empowerment is a redistribution of power and control of resources in favor of women through positive intervention.

POLICY FOR THE EMPOWERMENT OF WOMEN

The Government of women took several steps to improve the status of women such as departments of women and child development within the Ministry of Human Resource Development. A National Policy for the

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Empowerment of Women, 2001, provides for the framework for addressing women's issues. The objectives of the policy are as follows:

- Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
- Equal access to participation and decision-making of women in social, political and economic life of the nation.
- To strengthening the legal systems aimed at elimination of all forms of discrimination against women.
- To give equal access to women health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office, etc.
- Elimination of discrimination and all forms of violence against women and the girl child.
- To build and strengthen the partnership with civil society, particularly women's organization.
- Changing societal attitudes and community practices by active participation and involvement of both men and women.

The status of the women was analyzed in terms of their participation in decision-making, access to opportunities in education, training, employment and income. There was an increasing recognition of the interface between the women's ability to control their fertility and their exercise and enjoyment of other options in life. The women empowerment is critical to the socio-economic progress of community to bring women into the mainstream of national development has therefore been a major concern of the government. The women and men as citizens have equal human rights, duties and opportunities, as well as the equal right to exercise them. The right to vote, to be eligible for election and to hold public office at all levels is human rights that apply equally to women and men. The problems and challenges facing humanity are global but occur and have to be dealt with at the local level. Women have the equal right to freedom from poverty discrimination, environmental degradation and insecurity. To fight these problems and to meet the challenges of sustainable human development, it is crucial that women be empowered and involved in local government as decision makers, planners and managers.

Women have the equal right to sound environment, living conditions, housing, water distribution and sanitation facilities, as well as to affordable public transportation. Women's needs and living conditions must be made

visible and taken into account at all times in planning. The systematic integration of women augments at the democratic basis, the efficiency and the quality of the activities of local government. If local government is to meet the needs of both women and men, through and equal representation at all levels and in all fields of decision-making, covering the wide range of responsibilities of local governments.

ESSENTIAL STEPS FOR WOMEN EMPOWERMENT

The rural women cannot achieve empowerment on their own and need support from outside. The efforts must be taken to ensure the following among women:

- i. Equality and equity for women are non-negotiable.
- ii. Ensuring equal participation based on equity and social justice.
- iii. Take part in decision-making and participation.
- iv. Political power is essential.
- v. Creating a positive and dignified self-image and self-confidence in dealing with all matters and in all relationships.
- vi. Developing ability and maturity to think critically.
- vii. Assert when women issues are ignored.

SUGGESTIONS TO STRENGTHEN WOMEN EMPOWERMENT

Women empowerment is not something which can be handed over to women. This is a process which involves sincerity, earnestness and capacity and capability on the part of both men and women. It is a challenging task in village India as even today, if a woman is to travel to her parent's house or go somewhere, and she must be accompanied by some male members of the family. She cannot take an independent decision. She feels even subordinate to her son.

The government of India has declared the year 2001 as women's empowerment year with the three fold objectives such as:

- i. Creating a nation-wide awareness about the problems and issues affecting women and their importance for national development
- ii. Initiating and accelerating action to improve access to and control of resources by women and
- iii. Creating an enabling environment to enhance the self-confidence and autonomy of women so that they can take their rightful place in the mainstream of the nation's social, political and economic life.

- iv. Women have the right to equal access to the territory and geographical space of local governments, ranging from the right to own land, to the right to move freely and without fear in public space and on public transport.
- v. The systematic integration of women arguments the democratic basis, the efficiency and the quality of the activities of local government. If local government is to meet the needs of both women and men, it must build on the experiences of both women and men, through and equal representation at all levels and in all fields of decision-making, covering the wide range of responsibilities of local governments.

CONCLUSION

To recognize the fact that the application of science and technology is vital for the advancement of women and technology, the tenth plan will encourage women to participate in science and technology activities, especially in rural areas as it reduces the drudgery of household chores and provides a better quality of life. These will include measures to motivate girls to take up subjects of science and technology in higher education and ensure that development projects with scientific and technical inputs involve women fully.

Further, to encourage more and more girls to enter into the mainstream of higher education, the tenth plan endeavors to put into action the governmental commitment of providing free education for girls up to the college level, including professional courses, so as to quicken the process of empowerment of women. All these efforts will continue during tenth plan with the strength and support of the National Policy on Education, as it extends the most positive interventions role in empowering women.

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Chapter 49

A STUDY ON CHALLENGE FOR WOMEN EMPOWERMENT

Dr. P. Palpandi and Shailaja***

INTRODUCTION

Education of women in India has been a major issue for both the government and civil society, as the educated women play a very important role in the development of the country. India, at present has largest number of illiterates in the world. As we all know that education is must for everyone but unfortunately, in this male dominating society, the education of women has been neglected for a long time. Mostly people think that to spend money on daughters would be vain. Now, we see the change in people's mentality that they are worried about the future of their daughters and they are ready to give the same place to position their daughters as they want for their sons. But in rural areas, we see that there are negligible changes in people's thinking. Most of the villagers provide education to their daughters but not as much as they want for their sons. If their daughters learn to read or write the letters or count the money, they think that it is sufficient and feel proud that they have done their duty very well.

A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and helps in reducing the infant mortality rate. It is true that empowerment can be gained with the help of education because it gives the knowledge of right and wrong, truth and lie.

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LITERATURE REVIEW

Malik and Courtney (2011) studied that how higher education offers empowerment to women. The economic independence and increased standing with the family were the benefits of higher education. It also enabled the women to impact the discriminatory practices. Noreen and Khalid (2012) explored the possibilities and opportunities for women empowerment and how the participants in the study understand the role of higher education in empowerment of women at home and at work. They found out that the women should continue higher education and career by strategizing and acknowledging the support of their family members. Banerjee (2012) studied the empowerment of women through higher education. She concluded that the empowered women challenged the man in their workplace and were seen in the powerful corporate positions. Kandpal et al (2012) studied the participation in community level female empowerment program in India increases participants physical mobility, political participation and access to employment. Murtaza (2012) examined the current status of women in higher education in Gilgit Baltistan. He examined that the challenges faced by the women were harassment at work places and work load. The parents didn't spend similar amount in educating their daughters as compared to their sons. Sonowal (2013) studied the effect of the SC and ST women in the rural areas of Sonitpur district. He found the status of women in the present society, attitude of parents and guardians towards girl education. Taxak (2013) studied the disparity in education across the socio economic spectrum in India.

CHALLENGE OF WOMEN EDUCATION

The vast majority of the world's poor population is women. "Around the world, healthy, educated, employed and empowered women break poverty cycles not only for themselves, but for their families, communities, and countries too." According to United Nations World's Women 2010 Trends and Statistics, two-third of the world's illiterate population is female. The majority of school age children, not in school are girls. Women all over the world are challenged by a number of obstacles that restrict their ability to play significant roles in their communities and the broader society. Today, HIV/AIDS is rapidly becoming a woman's disease. Near about 60 percent of people living in Sub-Saharan Africa was suffering with HIV/AIDS.

When we talk about our country, the country has grown from leaps and bounds since its independence where education is concerned; the gap between women and men is severe. While 82.14% of adult men are

educated, only 65.46% of adult women are known to be literate in India. Additionally, the norms of culture that state that the man of the family is the be-all and end-all of family decisions is slowly spoiling the society of the country.

Women face many social challenges today whether it be making soaps and incense in order to secure an income for her family to raise children amidst the harsh economic crisis. A woman is dynamic in many roles she plays. In the village of Warwarhere in Maharashtra 400 women stood up and raised their voices to ban alcohol and drugs. Women have withstood perennial health problems due to the lack of toilet facilities and are forced to use fields and open spaces

The current world food price crisis is having a severe impact on women. Around the world, millions of people eat two or three times a day, but a significant percentage of women eat only once. And, now, many women are denying themselves even that one meal to ensure that their children are fed. These women are already suffering the effects of even more severe malnutrition, which inevitably will be their children's fate as well. The impact of this crisis will be with us for many years.

The Ministry for Women & Child Development was established as a department of the Ministry of Human Resource Development in the year 1985 to drive the holistic development of women and children in the country. In 2006 this department was given the status of a Ministry, with the powers to:- Formulate plans, policies and programmes, enacts/amends legislation, guiding and coordinating the efforts of both governmental and non-governmental organisations working in the field of Women and Child Development.

It delivers such initiatives such as the Integrated Child Development Services (ICDS) which is a package of services such as supplementary nutrition, health check-ups and immunisation. As mentioned earlier, the empowerment of women begins with their safety and health and this Ministry is committed to providing them.

CONCLUSION

Education among women is the most powerful tool of attaining power in the society. Higher Education of women plays a very important role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. It helps in lessening inequalities and functions as a means for improving their status within the family. The higher education increases the women to take independent decisions, to reduce violence, women's ability to claim legal rights, participation

in civic society, economic independence and many more. The biggest challenge before the Government and NGO's is to create awareness and sensitization among people of all levels, especially in rural areas, about the special needs of women and girls.

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Chapter 50

EMPOWERMENT OF WOMEN TEACHERS IN RELATION TO THEIR MENTAL HEALTH

P. Prabakar and Dr. G. Arumugam***

ABSTRACT

In this study an attempt has been made to study women empowerment and mental health of school teachers. Mental Health Inventory by Becker (1989) and women empowerment scale by Sreedevi, 2005 were used and were administered to 100 teachers working in various schools situated in Virudhunagar district. Simple random sampling procedure was used to select the sample. Analysis revealed that there is a significant difference in the mental health of teachers with regard to educational qualifications, locality, and medium of instructions. It is also revealed a significant relationship between Women Teachers' Empowerment and Mental Health.

INTRODUCTION

Empowerment has different meaning in different socio, cultural and political context. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant at the individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group.

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Women's empowerment is a unique as it is gender specific and multi dimensional. Women's empowerment may be defined as a change in the context of women life which enables a more fulfilling human life. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also at the material security (Mathew, 2003).

NEED AND IMPORTANCE

Mental health for any individual is very significant and it directly influences their cognition. Especially for teachers not only women teachers the cognitive abilities are important to perform excellent in their teaching profession. If they have poor mental health, it will create lot of psychological problems and their physical health is also affected. From that they are not able to shine in their profession as well as in their family. Therefore, maintaining good mental health is significant for every individual. Based on the above facts it is necessary to find out teachers' mental health for the present research.

OBJECTIVES

The following objectives are formulated for the present study,

1. To explore the type of relationship between mental health and women empowerment.
2. To find out whether there is any significant difference between the mean mental health scores of UG and PG teachers.
3. To find out whether there is any significant difference between the mean mental health scores of rural and urban teachers.
4. To find out whether there is any significant difference between the mean mental health scores of teachers teaching in Tamil and English medium.

HYPOTHESES

1. There is a relationship between mental health and women empowerment.
2. There is no significant difference between the mean mental health scores of UG and PG teachers.
3. There is no significant difference between the mean mental health scores of rural and urban teachers.
4. There is no significant difference between the mean mental health scores of teachers teaching in Tamil and English medium.

METHODOLOGY

Random sampling technique was used to select the sample of hundred women teachers from various schools and due representation was given to the sub-samples like educational qualifications, locality of schools and medium of instructions. Mental Health Scale designed, developed and validated by Becker (1989) and women empowerment scale designed, developed and validated by Sreedevi, (2005) was used in this study.

Mean and standard deviations for the entire sample and its sub- samples were computed. Test of significance 't' – test was used in order to find out the significance of the difference between the means of the pairs of sub-samples of teachers with regard to educational qualifications, locality of schools and medium of instructions.

DATA ANALYSIS

Table -1: Relationship between Women Empowerment and Mental Health among Teachers

Variables	r	Significance
Women Empowerment	0.81	0.01
Mental Health		

From the above table 1, the computed 'r' value 0.81 is significant. It suggests that there is a significant relationship between the women empowerment and mental health of the teachers. Therefore, the null hypothesis is rejected.

Table -2: Showing mean, SD and t – value for Mental health scores of sub samples

Variables	N	Mean	Std. Deviation	Level Significance
Educational qualification	UG	63.31	12.06	Significant
	PG	69.23	19.21	
Locality of the school	Rural	65.88	10.56	Significant
	Urban	54.29	13.98	
Medium of instruction	Tamil	60.74	19.76	Significant
	English	66.00	10.99	

The table revealed that there is a significant difference between the mean mental health scores of teachers with regard to educational qualifications, locality of schools and medium of instructions.

FINDINGS

1. There is a significant relationship between the women empowerment and mental Health of the teachers
2. There is a significant difference between the mean mental health scores of U.G and P.G teachers.
3. There is a significant difference between the mean mental health scores of Rural and Urban teachers.
4. There is a significant difference between the mean mental health scores of teachers teaching in Tamil and English medium.

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Chapter 51

GIRL AND WOMEN EDUCATION IN INDIA AFTER INDEPENDENCE: PROSPECTS AND CHALLENGES

Pramod Kumar Narikimelli and Dr. Sudarsan Raju Chandolu***

INTRODUCTION

Gandhiji believed that, education was the most potent instrument for the regeneration of women. Girls' education is the need of the hour. Without educating the women of the country, we can't cherish hope for a developed nation. Indeed women play a vital role in the all round progress of a country. If we want to make democracy successful, women must be educated. They are the real builders of 'happy homes'. It is said that if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. It is in their lap that the children receive the very first lessons. Hence, if mothers are well-educated, they can play an important role in shaping and moulding of their sibilings.

Society runs on two wheels, men and women both the wheels must be equally strong to rotate smoothly. It is a good sign that today's women are not considered a weaker sex. They are being taught properly right from their childhood. As a result we see women working in almost every

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field. In India most of the boys go to school while girls do not. Girls are forced to stay home and do the household chores. That is unfair and should not happen. Since Independence in India 60 years ago, girls are given the education they deserve. This is because the Constitution of India has made it possible for girls to fully receive their education, access to schooling has improved and there has been an upswing in girls' enrolment. Education in rural India is poor due to poverty. Girls and women should get the education; this would lead to better job opportunities, so they can feed their children, and to better educate themselves.

GIRLS EDUCATION IN INDEPENDENT INDIA

Education of women is an important aspect for boosting the social and economic development of the country. Promotion of Girls Education particularly at secondary education is to bring certain benefits for the society in the form of social development and reconstruction. Promotion of Education of Girls needs to stress on content and quality of schooling, teachers, materials, enrolment, retention, acquisition of basic literacy and numeric skills. The purpose behind it is to bring social development across variety of sectors, increasing economic productivity, political participation, health and sanitation, delayed marriage and making effective investment for future generation. Though there are many other possible ways and methods to achieve this National goal, education of girls are the most important factor which has simultaneous impact on all aspects. Significantly, India is the second largest educational system in the world (after China) with a total enrolment of 114.6 million at primary and 41.3 million at secondary levels.

CONSTITUTIONAL PROVISIONS ON GIRLS EDUCATION

The Constitution of India not only grants equality to all citizens including girls/women and forbids any discrimination based on religion, race, caste, gender and place of birth but also empowers the state to practice Protective Discrimination in favor of girls, children and any socially and educationally backward classes or the scheduled castes and scheduled tribes. Under the protective discrimination clause, the State has passed several legislations and initiated special programmes and schemes for the protection, welfare and development of girls/women and children. The Directive Principles of state policy, the Article 45 of our Constitution states that 'the State shall Endeavour to provide within a period of 10

years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of fourteen years'.

IMPORTANT COMMITTEES AND COMMISSIONS ON GIRLS' EDUCATION

- The *Secondary Education Commission* (1952–1953) upheld opening of every type of education to women open to men.
- Report of the *Durgabai Deshmukh Committee or National Committee on Women's Education* (1958–59) recommended: appointments of school teachers in all the schools where there is no woman teachers; Separate toilet arrangement in every co-educational school; Help in cash or kind such as covering the cost of books and stationery; school uniform or clothing and other educational equipments to all girls up to middle school level, whose parents are below poverty line; Creches for siblings; Schemes for awarding prizes to the villages which show the largest proportional enrolment and average attendance of girls; Two three prizes in the form of useful articles for regular attendance; Attendance scholarships in the form of useful articles to poor girls; Creation of a strong public opinion for girls' education; Provisions of suitable conditions in schools rather than passing of compulsory legislation so that parents can't be encouraged to send their daughters to schools; Women heads in coeducation schools; Free and subsidized transport in order to bring middle and secondary schools, within easy reach; and suitable hostel facilities. The day boarding and lodging arrangements in these hostels should be cheap, and payment in kind should be permitted.
- *Report of the Committee on the Status of Women in India* (1962–63) suggested incentives to prevent dropouts among girls. The Committee to Look into the Causes for Lack of Public Support Particularly in Rural Areas, for Girls' Education and to Enlist Public Cooperation, 1963, a Committee on Differentiation of Curricula for Boys and Girls, 1964 focused on appointment of women teachers; appointment of women teachers on staff should be obligatory where girls do attend a middle school ordinarily meant for boys, and grant of free books, writing materials and clothing to girls.
- *The Education Commission* (1964–66) fully endorsed the recommendations of National Committee on the Education of Women; The Commission emphasized: Educating the public to overcome

traditional prejudices against girls' education; Appointing women teachers; Popularizing mixed primary schools; and opening separate schools for girls at the higher primary stage, wherever possible and demand; Providing free books and writing materials and if needed clothing also.

- Towards an Enlightened and Humane Society *NPE*, 1986- A Review Committee for Review of National Policy on Education, 1986 in 1990 upheld the need for adequate support services (water, fuel, fodder and child care) to the promotion of girls' education and more provisions of schooling facilities like at least one primary school in each habitation with a population of 300 or more and at least one middle school in each habitation with a population of 500 or more.
- The *National Perspective Plan for Women* (1988–2000) recommended for women's education on the top priority basis so that women can attain a comparable level of education by 2000. The plan suggested that: Educational programmes need to be restructured and school curricula to be modified to eliminate gender bias. Awareness needs to be generated among the masses regarding the necessity of educating girls. The media and various forms of communication have to be geared and a fruitful rapport has to be established between the community at large and the educational personnel. Fifty percent posts in elementary schools should be reserved for women teachers. In every school, at least one woman teacher should be there. School timings should be flexible and schools must be available within a walking distance. Hence, a substantial increase is required in the number of schools for girls. The recommended distance of 3 km. for a middle school is a handicap for many girls, It is therefore, necessary to provide hostel facilities over there.

CHALLENGES IN GIRLS EDUCATION:

The education of girls is lagging behind that of boys at all levels of school education. **Poverty:** The rate of illiteracy is closely linked to poverty. Due to the poverty or low family income, if parents are not in a position to send both boys and girls to school, they usually send boys to schools and retain girls at home to do house-hold work. If Education is free-up to primary stage, there is a possibility to increase the participation of girls and it will not put any kind of financial burden on the parents all the same.

1. Number of children: In poor families generally, there are many children. According to the priority list of parents, girls' education is not compulsory and boys get a high chance of receiving education.
2. Child Marriage: Many girls in many states of India still get married at an early age, which affect their education to a great extent. (e.g. girls in Madhya Pradesh, Rajasthan, Uttar Pradesh, Orissa, etc.)
3. Customs and cultural practices: Many customs and cultural practices obstruct higher education of girls. For example many parents of a certain community do not send their daughters to schools when they attain puberty. Purdah system is also affecting education of Women teachers in schools: The National Policy on Education (NPE, 1986) recommended the need for having a female teacher in every primary school. It is to promote girls towards education by raising the sense of security and providing them a role model. If female teacher is not present in school, girls may not go to school, especially at upper primary level.
4. Transport facility: One of the barriers for girl education may be the location of schools which are far away from their homes, particularly in rural areas. Adequate transport system is needed for girls to attend to the schools. It will be more convenient for them if school buses take responsibility for pick and drop facility for the girl children. In rural areas, other modes may be tried out.
5. Molestation/abuse in school: Most of the parents feel in secured towards sending their girl children as instances of abduction, rape, sexual harassment and molestation of girl dampens the enthusiasm of parents and girl students in pursuing their education beyond a certain age.
6. Toilet facility: This may be one of the reasons of lower participation rate of girls in education especially at upper primary level. The separate toilet facilities for girls must be created in the school premises. This must also cover the security aspect for girl. At the same time, toilet facility is needed for female teachers also.
7. Lack of separate girls' schools: Many parents do not want to send their daughters to coeducation schools especially at upper primary level. There is an urgent need to open separate schools for girls especially at upper primary level as a powerful strategy for bringing conducive school environment for girls. There must be strong provision of good quality schools for girls if demand is there.

8. Lack of hostel facilities: One of the obstacles in girls' education is that schools are away from their homes, they cannot avail themselves of this facility due to lack of hostel arrangement. The girls belonging to SC/ST category would continue their education particularly in rural areas, if they are provided with free or inexpensive residential facilities nearer to the school.
9. Gender Discrimination: A number of practices within educational system reinforce gender-differentiated practices and promote inequality, gender bias and gender stereotyping. You might have observed some others barriers, which are specific to your (Community, village and district etc. Most of the time gender differences are observed in home, in society, schools, at work places and in political decision-making within the democratic process itself. More specifically it is reflected in the distribution of care work, household responsibilities and the decision-making powers at home and also this discrimination is seen in the parents' behaviors and choices as well as in total school environment.

CONCLUSION

Gandhiji believed that, education was the most potent instrument for the regeneration of women. Consequently both the government and the public paid more attention to the establishment of women's institutions. The education of women is very essential for happy and healthy homes, improvement of society, economic prosperity, and national solidarity. Education is something that everyone should get regardless of gender. Girls are more than capable of learning as just as boys. Girls are more intelligent than boys; it has been scientifically proven that girls mature faster than boys. We should step up efforts to help girls and women in our country to get education that they rightfully deserve and need. Education is the key to a better lifestyle. No girl should be left behind in the race to get better education. Girls can do great things too. Who knows? Maybe something incredible will be discovered that would help the entire world. Girls need to be educated and education is required for all in India. It is very important that all people, men and women, get education they rightly deserve. Teacher's role is very crucial in improving education of girls at secondary level. Efforts to bring girls to schools, retain them and improve their participation and achievement too have to be consciously made.

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Chapter 52

EMPOWERING WOMEN IN HIGHER EDUCATION

*G. B. Rajappa**

INTRODUCTION

Development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of instance. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. Women have to awake from deep understand the true meaning of empowerment; women were treated as less than equal to men in many ways. This situation is due to strong addiction to culture and tradition, such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as single women and face the challenges of life. Women are more empowered to do whatever they want, they have the ability to choose their own destiny, job, leadership role and anything a man can do. The social fabric of tomorrow depends on the influence of care concern and striving of all, but more especially women.

NEED OF WOMEN EMPOWERMENT

Education can be an effective for women's empowerment.

- Enhance of self esteem and self confidence of women.
- Building a positive image of women by recognizing their contribution to the society.
- Developing ability to think critically.

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- Fostering decision making and action through collective processes.
- Enable women to make informed choices in areas like education, employment and health.
- Ensuring equal participation in developmental processes.
- Providing information, knowledge and skill for economic independence.
- Access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation an equal footing in all areas.
- Access to information and resource for taking proper decision.
- Positive thinking an ability to make change.
- Increasing positive self image.
- Decision making power of their own.
- Collective decision making.

EMPOWERING WOMEN THROUGH EDUCATION

1. The national policy of education is committed to ensure “ a well conceived edge in favor of women”
2. The effort to engender the educational system across the country begins with the understanding that opportunities for the girl child and women are for less both within the home in the wider community.
3. Female literacy outstripped the male literacy rate in the 80's which is a testimony to three decades of state – civil society efforts to eradicate illiteracy from India.
4. Building gender awareness into all the nuances of education have been a focal point for interventions across the system.

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

- Increased knowledge, self confidence and awareness of gender equality.
- Awareness about their rights.
- Enhancing their self esteem and self confidence of women.
- Development of status in the family or society.
- Remove their dependency.
- Enhancing their mobility.

WOMEN IN HIGHER EDUCATION IN INDIA

The insights of development initiatives and efforts for women in higher education system in order to analyze the policies and programmes in India. Indian university system consists of a properly organized well governed, efficiently managed institutions of higher learning with eager learners and devoted, professionally updated teachers, willing to take up the challenges of ensuring optional socio – economic and cultural growth of our society so that one can effectively promote national development and occupy our rightful place in the community of nations.

RESEARCH AND WOMEN'S STUDIES

The programme aims to investigate and remove structured cultural or attitudinal causes of gender discrimination and empower women to achieve effective participation in all areas of national or international development.

The four dimensions to be supported are:

1. Research to advance the frontiers of knowledge, develop human resource and produce teaching- learning material.
2. Teaching to change present attitudes and values of men and women to one of concern for gender equality.
3. Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
4. Extension or direct involvement of institutions in women's development activities among the community.

SOCIAL SITUATION OF WOMEN IN INDIA

The strong prejudice against the education of women which prevailed among the people were so deeply rooted in the social and religious life that any attempt to educate women was sure to create a very great commission. The worth of a civilization can be judged by the place given to women in the society. Women in Indian have distinguished themselves as teachers, nurses, lecturers, airhostess, clerks, receptionists, and doctors and in politics, administrations. But in spite of this amelioration in the status of women the evils of illiteracy, dowry, child marriage, sati, devdasi, and ignorance would have to be fully removed in order to give them their rightful place in Indian society.

CONCLUSION

The essential need of empowering women through higher education, the education of women is considered as the key to all development. It is cleared that literacy is not the ultimate solution but women should be highly educated to know their rights and duties. Should be able to rights, what policies and programmes are made by the government of India regarding women empowerment.

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Chapter 53

HIGHER EDUCATION – A TOOL FOR EMPOWERING INDIAN WOMEN – A STUDY OF SELECTED STATE

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INTRODUCTION

Education is the first step towards empowerment and the most crucial factor in over all development of the individual as well as nation. Literacy sets one free from ignorance, exploitation and poverty. In India female constitute half of the population as a majority of the country in the world. Their literacy is 43 percent, nearly 57 percent of the Indian women are illiterates. There are several barriers for low levels of literacy among females in India. Social discrimination and economic exploitation, negative parental attitudes towards educating daughters and early marriages are some of the barriers to women higher education “The world of humanity has two wings - one is woman and the other man. Not until both wings are equally developed can the bird fly”.

There is no tool for development more effective than education of women. Women’s empowerment through literacy tends to reduce child mortality and very significantly decrease fertility rates. Education is an effective instrument for social and economic development and national integration. Education enables women to understand their social and legal rights. Higher education for women is the gate way to information

opportunity and empowerment. The National Education System will play a positive, interventionist role in the empowerment of women.

She University Education Commission, 1948, which noted the implication of women’s education stated that “there cannot be an educated people with out woman. If general education had to be limited to men or to women, that opportunity should be given to women, for then it would most surely be passed to the next generation. The National Committee on Women’s Education 1958 was the first committee on women’s education in post – Independent India. The Committee under the Chairpersonship of Durgabai Deshmukh examined in depth the educational issues relating to women.

REVIEW OF LITERATURE

Dyson and Moore (1983). Opened the debate of gender equality in India with their study on female autonomy and demographic behaviour . It concluded that the cultural barriers affected the degree of autonomy of women in North India as compared with South Indian woman. But Rahman and Rao (2004) on analyzing the determinate of gender equity in India, contested Dyson and Moore’s thesis and found that economic variables such as higher female wages, village infrastructure, etc have a greater say in increasing women’s agency in rural India. Throat and Newman (2007), noticed that the Indian system had to go a long way to achieve equality in caste, class, gender and regional parity.

OBJECTIVES OF THE STUDY

1. To understand the higher education system in present day scenario.
2. To study the significance of the women higher education in Indian selected states.
3. To find out the appropriate solutions for development of women higher education.
4. To identify the steps taken by Government to promote women higher education.

DATA SOURCE:

For this paper we used the secondary data only.

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ANALYSIS AND INTERPRETATION OF DATA

**Table-1: Gross Enrolment Ratio In Higher Education (18 to 23 years age group)
For The Year 2007 Indian Select States**

States	Gross Enrolment Ratio as Percentage of 18- 23 Years Age Group			Ratio of women Enrolled to Total Actual Enrolment
	Male	Female	Total	
Bihar	11.3	5.1	8.4	27.7
Gujarat	14.2	10.4	12.4	39.2
Haryana	16.1	13.3	14.8	41.1
Karnataka	14.3	11.4	12.9	42.5
Kerala	12.5	14.1	13.3	53.0
Madhya Pradesh	11.3	8.9	10.2	40.5
Maharashtra	29.0	20.7	25.1	38.4
Meghalaya	15.7	15.5	15.6	49.2
Odisha	13.8	4.2	9.1	23.0
Punjab	9.8	11.3	10.5	49.7
Rajasthan	9.3	6.7	8.1	38.4
Tamil Nadu	17.7	16.0	16.9	46.5
Uttar Pradesh	12.4	7.8	10.3	34.4
West Bengal	13.1	8.4	10.8	36.9
INDIA	15.2	10.7	13.1	38.6

Source: Calculated from population projections, Registrar General of India and MHRD Higher Education statistics 2007-08.

Table-2: Ratio of women enrolled in different disciplines to Total women Enrolled in Under – graduate courses during 2007-08.

State	Arts	Commerce	Science	Engineering	Medicine	Agra	Management	Educated	Law	Others
Bihar	72.55	3.81	15.37	0.34	0.92	0.11	0.22	0.69	1.04	4.93
Gujarat	34.72	25.20	11.50	6.95	4.58	0.15	3.12	10.79	1.33	1.66
Haryana	39.00	9.83	9.37	14.66	2.10	0.08	2.24	21.78	0.45	0.50
Karnataka	40.66	20.80	11.49	17.10	7.23	0.33	0.69	1.16	0.53	0.00
Kerala	27.00	12.57	29.24	20.13	6.98	0.22	0.91	1.79	1.00	0.16
M.P	38.53	21.91	26.92	3.63	2.12	0.19	2.02	1.66	1.29	1.84
Maharashtra	43.63	22.91	11.21	11.11	1.42	0.43	0.30	4.76	2.05	2.16
Meghalaya	80.90	4.06	1.06	0.65	1.09	0.00	0.03	3.12	2.87	0.21
Odisha	34.54	4.74	11.20	21.53	17.25	0.24	2.03	0.27	2.24	5.96
Punjab	60.74	8.71	12.19	10.64	4.17	0.14	1.82	1.04	0.33	0.22
Rajasthan	57.01	9.87	9.91	8.57	1.78	0.30	0.33	11.33	0.81	0.10
Tamil Nadu	26.73	14.02	27.08	12.33	5.27	0.10	4.15	9.03	0.55	0.74
U.P	70.69	8.07	13.05	4.11	0.35	0.15	0.00	2.28	1.16	0.15
West Bengal	71.71	6.03	15.01	3.26	1.03	0.58	0.43	0.91	0.69	0.35
India	50.15	14.21	15.42	9.61	21.67	0.25	0.98	4.50	1.00	1.22

Source : Calculated from Statistics of Higher and Technical Education 2007 -08, MHRD, Govt. of India. Note : By above Table 1 & 2 the following findings are drawn.

FINDINGS

- Nearly 57 % of the Indian women are illiterate.
- Out of the total enrolment of higher education in India only 38.6percent were women.
- Kerala, Punjab, Meghalaya and Tamil Nadu have no gender disparity in gross enrolment rate in higher education.
- Orissa, Bihar, Uttar Pradesh, West Bengal, Gujarat, Rajasthan and Maharashtra States have much higher disparities in enrolment rate in higher education.
- Arts and science were the disciplines most preferred by girls/women as seen by their dominant enrolment in these disciplines to total enrolment of women in all subjects.
- All most all states, the performers of women in the disciplines of engineering, agriculture, management and law were meager.

SUGGESTIONS AND RECOMMENDATIONS

- Free education should be introduced for women at all levels.
- Free transport facility provided for women learners at all stages.
- Appoint more women teachers at all stages.
- Encourage to educated married women to take up part – time teaching at all levels.
- Initiating action and participating in educative propaganda to break down traditional prejudices against woman higher education.
- Special Programs should be developed by research institutions, voluntary institutions and promote general awareness and self – image among women through a variety of programs like discussions, street plays, wall papers, puppet shows etc.

CONCLUSION

Education, being a public goods must include principles of non-discrimination, equity and justice. It should be visualized as a mile stone for women's development, leading to National development, enabling women to respond to challenges to secure better lives for them and for their children. These realities cannot be disassociated from the planning and implementation of educational policies. Higher education must be used as an agent of basic change in the status of women. A strong correlation was

found to exist between women's status and higher education. The states that show a better index in women's status such as Kerala, Punjab, and Meghalaya ranked at top in terms of less inequality in higher education enrolment.

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Chapter 54

EMPOWERING WOMEN IN HIGHER EDUCATION

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INTRODUCTION

Education is a fundamental right and requirement for each and every citizen of a free nation. It develops the whole personality of the individual. Centuries back, Women were treated very badly, that they were not allowed to do anything on their own. But now everything has changed. It is the right time for women to wake up from their deep slumber and tries to understand the meaning of empowerment. Now a days they are empowered to do whatever they want, they can choose their own destiny, job and they are allowed to vote for the person whom they wish to come to power. They are equally empowered like how men are. They can do anything that a man could do. EMPOWERMENT means moving from a weak position to execute power. It is the ability to direct and control one's life (PAZ 1990). It is a process in which women gain control over their own lives of knowing and claiming their rights at all levels of society at the international, local and household levels (Depth news, 1992).

MEANING OF WOMEN EMPOWERMENT AND HIGHER EDUCATION

The Oxford American Dictionary defines "Empowerment" as to make (someone) stronger and more confident, especially in controlling their life and claiming their rights. It means extending choices about when to marry, education , employment opportunities , controlling social and physical environment

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and family size. Education is the best tool to achieve this cherished goal in the Indian context. India has occupied an important place in learning for thousand years. The present format of higher education of India was started in 1857. At Present India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as Arts and humanities, Natural Science, Mathematical and Social sciences, Engineering, medicine, Dentistry, Education , Agriculture , La , Commerce and management music and performing arts native and foreign languages, culture and communication.

STATUS OF WOMEN IN INDIAN SOCIETY:

India offers a lot of opportunities to women with women having a voice in everyday life , the business world as well as in political life. Nevertheless India is still a male dominating society where women are often seen as subordinate and inferior to man.

Raja Ram Mohan Roy started a movement against this inequality and subjugation. Mahatma Gandhi induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in India have distinguished themselves as teachers , nurses , airhostess , boeing class , receptionists, doctors etc. They are also participating in politics and administration. But in spite of this amelioration in the status of women , the evils of illiteracy, dowry, ignorance and economic slavery would have to be completely removed in order to give women their right place in Indian Society. 70% of the 1.2 billion people living in poverty are female. They are paid 30–40% less than man for comparable workers average. 60% of the 130 million children in the age group 6–11 years who do not go to school are girls.

NEED OF WOMEN EMPOWERMENT IN HIGHER EDUCATION:

Women education will empower the Women to seek gender equality in the society. Their economic condition and status in the society will be raised. They also help the government in achieving the stabilized population goals. They not only tend to promote education but also give better guidance to the girl children. Empowerment in women education helps the women to take decision of their own. It helps to learn skills for improving one's personal group power. It also increases one's positive self image and overcoming stigma. Empowerment of women strongly associated with the levels of education i.e. higher the level of education greater the empowerment of women. Family size, family planning programs, protection of girl child,

rearing healthy and productive children and so on is closely associated with education of women. Women are back bone of a family playing multiple roles. By nature women has dynamic source of power.

- Women's sense of self worth
- Their right to have and to determine choices
- Their right to have access to opportunities and resources
- Their right to have the power to control their own lives both within and outside the home
- Their ability to influence the direction of social change to create a socio economical order , nationally and internationally

The components cited above are self explanatory and emphasis on need of women empowerment.

RELATIONSHIP BETWEEN EMPOWERMENT AND HIGHER EDUCATION

Higher Education definitely raises women's status in the society whether she earns or not, will identify her stand try to raise her personality in society. Majority of women are uneducated in our country that is why they are suppressed and unable to bring up their children. The teacher may take the responsibility to teach her children that ' becoming a wife is not a goal but try to stand in their own leg through education' because only the education bring a tremendous change in women in their life resulting in social transformation in their long run by inculcating following parameters of empowerment . They are identified as

- Developing ability for critical thinking
- Enhancing self confidence and self esteem
- Enhancing mobility
- Fostering decision making and action through collective process
- Ensuring equal participation in development process

Increase of knowledge, self confidence, gender equality are indicators of empowerment process (Murphy-Graham 2008). Women who are educated are placed in better position than wh are illiterate.

WOMEN EMPOWERMENT THROUGH EDUCATION

Higher education has been playing a signified role in empowerment of women here is some suggestion for better empowerment in higher education:

- Inclusion of gender and social justice studies in the curriculum.
- Inclusion of various courses relating to skill of women
- Concession of fees structure and provision of learning resources promoting research in women studies
- Establishing career guidance cell in every college for better placement
- Development of women entrepreneurship linking training with vacation

HINDERANCE OF WOMEN EMPOWERMENT

There are many obstacles in the path of women's empowerment and higher education:

- Social status
- Family circumstances
- Financial problems
- Lack of interest in quality education
- Fear to face the risk
- Fear to face People and the environment
- Lack of female teachers
- Lack of interest in learning
- Absence of ambitions
- Low mobility
- Seen as economically and emotionally depended on men

By providing women with the proper tools to overcome and eliminate the hindrance we can empower anew generation of business, contributing community leader, policy maker and what not.

CONCLUSION

Education among women is the most powerful tool of attaining power in the society. It helps in lessening inequalities and function as a means of improving their status within the family. Empowerment requires self help, confidence, daring, knowledge, and skill. This can be achieved only through higher education. Therefore higher education is a pathway of women empowerment. It plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. So it is the duty of higher educational institutions to make provision of proper training, employment and income generation activities

for women. This would help women to take off themselves and there will be no limit for women except sky.

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Chapter 55

EMPOWERMENT OF WOMEN: WITH SPECIAL REFERENCE TO VAISHNAVA ACHARYA RAMAJUNAR

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INTRODUCTION

The off quoted phrase 'empowerment of women' of present times bears the same meaning with the old phrase development of the status of women. It aims at women's liberation and equality as to enable them to play an active role in the progress of a country. To realize this objective, the disparities between men and women in the enjoyment of human rights and opportunities for growth of personalities shall have to be removed. This cannot be achieved by mere government's measures. Countries all over the world have been taking several steps through voluntary organizations to improve the status of women since about the close of the First World War in 1919. But the progress is rather slow. In sectors like politics, administration, entrepreneurship, law and judiciary, women are still lagging far behind men.

THE STATUS OF WOMEN IN ANCIENT AND MEDIEVAL INDIA

Scholars believe that in ancient India, women enjoyed equal status with men in all fields of life. However, some others hold contrasting views. Works by ancient Indian grammarians such as Patanjali and Katyayana suggest that women were educated in the early Vedic period. Rig Vedic verses suggest that women were married at a mature age and were probably free to select their husband. Scriptures such as Rig Veda and Upanishads mention several women sages and seers, notably Gargi and Maitreyi. Some

kingdoms in the ancient India had traditions such as 'nagarvadhu' (bride of the city). Women completed to win the coveted title 'nagarvadhu'. Amrapali is the most famous example of a nagarvadhu.

According to studies, women enjoyed equal status and rights during the early Vedic period. However, later (approximately 500B.C.), the status to women began to decline during the Smritis (esp. *manusmriti*). The Islamic invasion of Babar, the Mughal Emperor and later Christianity curtailed women's freedom and rights. Although reformatory movements such as Jainism allowed women to be admitted to the religious order, by and large, women in India faced confinement and restrictions. The practice of Child marriages is believed to have started from around 6th century.

The Indian women's position in the society was further deteriorated during the medieval period when sati, child marriages and a ban on widow remarriages became part of social life in India. The Muslim conquest in the Indian subcontinent brought the purdah practice in the Indian society. Among the Rajputs of Rajasthan, the Jawahar was practiced. In some parts of India, the Devadasis or the temple women were sexually exploited. Polygamy was widely practiced especially among Hindu Kshatriya rulers. In many Muslim families, women were restricted to zenana areas.

The influence of Bhakti movement in India: Shortly after the Bhakti movement, Guru Nanak, the first Guru of Sikhs also preached the message of equality between men and women. He advocated that women be allowed to religious assemblies; to perform and lead congregational hymn singing called kirtan or Bhajan; become members of religious management committees; to lead armies on the battle field; to have equality in marriage, and equality in Amrif (Baptism). Other Sikh Gurus also preached against the discrimination against women.

The Status of women in the 19th and 20th Century: During the British Raj, many reformers such as Ram Mohan Roy, Ishwar Vidhyasagar, Jyotirao Plule etc, fought for the upliftment of women. Women in India now participate in all activities such as education, politics, media, art and culture, service sectors, science and technology, etc. The constitution of India guarantees all Indian women equality, no discrimination by the State, equality of opportunity and equal pay for equal work. In addition, it allows special provision to be made by the State in favour of women and children, renounces practices derogatory to the dignity of women and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief.

THE NEED FOR THE EMPOWERMENT OF WOMEN

The impact of Globalization on the one hand and rising force of fundamentalism and terrorism on the other hand appears for the moment to be relegating the issue of women's empowerment in the background. At the same time, for both feminist and concerned world bodies like the United Nations Organization, it is only the empowerment of women that offers some hope for a balanced, equitable and peaceful world.

Empowering women propels countries forward towards the MDGs (Millennium Development goals) and improves the lives of all. Empowerment of women is crucial for the social, political and economic transformation of a country in view of their complex and multidimensional role. Women have been marginal players in the rapidly changing current scenario. They have to be brought into the main stream of the empowerment process as equal partners by giving due recognition to the place, role, aspiration and achievements which have undergone phenomenal changes in recent decade. The implementation machinery of various women empowerment programmes and policies has to be strengthened through better targeting and constant monitoring so as to create a greater sense of well-being and status for the new generation in the millennium.

Steps taken by the N.G.O.S, government and U.N.O.: It is two hundred years since the women's movement started with feminists first raising the demand for the rights of women in late 18th century in England and France. Since then, a running debate has been running between feminists and the state about the justice and necessity of giving women their due civil, legal and political rights. Often the State has been slow and even obstructive in following up the demands of women. It was only by prolonged and intense struggles by women organizations in Europe and America throughout the 19th and early 20th century that women's demands have been met. Grudgingly and through piecemeal legislation, women have got such rights as the rights to property, the right of child custody, legal rights in marriage, the right to education and the right to entry into profession. It was only in the early 20th century after militant suffragette movement that most European women got the right to vote. Finally the end of the Second World War saw the removal of most of the legal disabilities on women of the west.

To some extent, Indian women benefitted from the struggle of their European and American sisters as some of the liberal ideas like women's education were already an accepted fact here. As part of the nation building project of the Indian Nationalist women, particularly of the elite classes

were encouraged to become educated by the mid-Nineteenth century. In the Nineteenth century itself the reformers were much concerned with the social and legal status of women as widows, child brides and wives put women's education high as their reformist agenda. In India the women's movement as such did not at the early stage develop separately from the National struggle. The efforts to improve a lot of women were seen by the Nationalist leaders and apparently accepted by the few educated women of the time as part of the general movement.

Since the 1990, there has been a growing awareness of the role of women in the development process. Again, a shift in the paradigm is evident. From women's empowerment being a question, it has become an issue of social development. This had led to a renewed interest in the state in the issue of women's empowerment. The U.N.O. announced 1975 as the International Women's Year. The various State departments observed it on a large scale. Subsequently the whole decade 1975–1985 was declared a International Women's Decade. This led to a renewed interest in women's issues and soul searching by Indian feminists and by the State about the means to achieve full empowerment of women.

In 1979 the United Nation adopted a Convention for the Elimination of Discrimination Against Women (CEDAW). This established "not only an international bill of rights for women but also an agenda for action by countries to guarantee the enjoyment of these rights". As one of the signatory nations, India was bound to implement the recommendations of the convention by suitable legislative and administrative action. The subsequent incorporation of the women's development angle in successive five year plans, the draft of a National perspective plan for women in 1980, the formation of a National Commission for women in 1990 are some of the steps in this direction. The criteria of development are the levels of education, health and income in a country since 1995, the Human Development Reports had introduced a Gender Development Index using the same criteria gender-wise to measure the development of women in any country.

EMPOWERMENT OF WOMEN

In case of women, empowerment emerges in the form of awareness. Through empowerment, women face challenges boldly and overcome barriers in their life. It is through empowerment that women increase their ability to shape their own lives and environment. Gender justice is the term to denote the absence of discrimination on the basis of required thing for

women empowerment. And to achieve gender justice, positive change in the behaviour of people is more important than promulgation of new or amending of old statutes. In short, the assertive notion of empowerment of women connotes the phraseology, "I want to be who I am".

Understanding clearly the immediate need for the uplift of our women, the Government of India declared 2001 as the year of Women's Empowerment (Swashakti). The National Policy for the Empowerment of Women was passed in 2001. Education has a key role in women empowerment. In many cases, education is the key to enhance self-esteem by providing skills in public speaking and writing, appropriate assertiveness, and financial independence. It may increase opportunities by providing specific professional skills. Educated mothers increase human capital through their influence on the health, education and nutrition of their children. Education improves a family's economic prospects by improving women's qualifications and skills. As better educated women participate in paid employment, families enjoy higher income and overall productivity increases. Education improves reproductive health. Educated women are more likely to seek adequate parental care, skilled attendance during child birth and to use contraception.

Ramanujar – Founder of Visishtadvaita: Vaishnava acharya Ramanujar was the founder of Visishtadvaita. Ramanuja's system, popularly known as "Emberumanar Darsanam" in Tamil, is neither pure philosophy nor mere religion, but a synthesis of these two. It may be called philosophy of religion or religious philosophy. The greatness of Ramanuja is not mainly owing to his being an outstanding philosopher. The role he played as a social reformer was as important as his status as a philosophical thinker. Ramanuja was a multifaceted personality; he was basically a man of society, full of concern for the welfare of all members of that society. His dimension as a thinker or philosopher was only a complement to his position as a man in society. The other important dimension of Ramanuja was his reformatory zeal. It is here that the greatness of Ramanuja and his relevance to the modern society can be appreciated in full. He was a sanyasin. Yet he was a man in society. He could not ignore society and its needs by giving more importance to philosophy and personal salvation. As contrasted with Advaita, the Visishtadvaita of Ramanuja is more in sympathy with the day to day problems of the common man. "If a system of thought does not come to the rescue of a common man and soothe him in his stress and strain, it becomes at best, an intellectual diversion but not serious thinking".

Ramanuja's Concept of God: Ramanuja's concept of a personal God, full of auspicious qualities of which compassion is the foremost, and his stress on Bhakti as the means of salvation have therefore an advantage over the system of Advaita which believes in the oneness of the Para Brahman which is pure consciousness without any personal qualities like compassion and easy affability. Apart from his philosophical writings, which more or less follow the tradition of the earlier Acharyas, the work in society for the betterment of society carried out by Ramanuja makes him a philosopher with a difference.

Ramanuja was born thousand years ago. During that time, the Indian Society was very orthodox. Women were not generally endowed with any rights or privileges as we understand in the modern sense of the term. There were no private or public institutions to impart general education to women. They were not encouraged to participate in religious discussions or debates on par with men in public. Ramanuja had innumerable disciples and 300 women disciples.

Ramanuja and his women disciples: Ramanuja gave due respect to women. He had a large number of saintly women and devotees. Some of them are given here: Andalammal, Ammangiammal, Tiruananthapurathu Ammal, Tirupati Sri Karyam Seyyum Ammal (one who does holy services at Tirupati), Nayaka deviyar, Periya Perundeviyar, Siriya Perundeviyar, Kongu Pirattiyar, Siriya Andal and Thirukkolor Penpillai.

Andal ammal, wife of Kuresa was a pious lady. She participated in the open discussions along with men on religious matters. It is said that whenever her husband, a very great scholar, had some doubts in Sastras, she used to clear them. Ammangiammal, another lady devotee of Ramanuja was also very learned and used to quote "Prabendha" to other disciples. Thirukkolor Penpillai was very unique among his disciples. Embar's wife named "Siriya Andal" became an ascetic wearing the "Kashaya". Ramanuja admitted her to the ascetic order at her own request. This is a matter of considerable sociological importance because according to Smritis and grhyasutras, there was no sanyasa for women belonging to orthodox Hinduism. Ramanuja may be inspired by the Buddhist example.

Conclusion It was Ramanuja's single contribution to Hindu Society to have attempted to equalize the women and the non-drijas with the drijas in so far as it lay in his power. In this context, it is worthwhile to note the position of women in the Sri Vaishnava Society which is mainly due to Ramanuja. When the society is not known to the term empowerment

of women, it is Ramanuja who preached and practised empowerment of women in the society.

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Chapter 56

EMPOWERING WOMEN IN HIGHER EDUCATION IN TAMIL NADU

*Dr. S. Shanthi Getzie Ranjini Devi**

INTRODUCTION

Equality of opportunities for men and women is indispensable in order to realize the full potentialities of the output of the economy. If women are not playing the role that they have to play, there will be potential economic loss to the society on one hand and social injustice in the fabric of society. Past experience shows that the women are playing a subordinate role both at home and in the work place. In a patriarchal society men get much precedence over the women in everything. Working women are used to juggling their jobs, their children's needs and house works. They are also vulnerable to domestic violence and open harassment of many types such as sexual abused, slavery, bonded labour, etc. These types of inequalities and inequities prevalent in the society are paralyzing the empowerment of women to a great extent. Viewed in the above perspective, women need social empowerment, economic empowerment and social justice.

Gender discrimination in access to health activities, nutrition, education and security exacerbates gender inequality. An appropriate indicator of gender inequality is Amartya Sen's measure of missing women. It captures women's multiple deprivations over a life span. Adverse sex ratio is a case in point. Gender disparities continue from birth to adult hood. One includes other forms of inequalities in the distribution of assets especially land, human capital, financial capital and access to public assets.

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CONCEPT OF WOMEN EMPOWERMENT

Empowerment is a multi-faceted, multi-dimensional and multi-layered concept. Women's empowerment is a process in which women gain greater share of control over resources-material, human and intellectual like knowledge, information, ideas and financial resources like money and access to money and control over decision-making in the home, community, society and nation, and to gain "power". According to the Report of Government of India, "Empowerment means moving from a position of enforced powerlessness to one of power".

Empowerment calls for a multi-pronged approach effective enforcement of constitutional rights of women, repeal of discriminatory laws, gender sensitization of law enforcing machinery, capacity-building and attitudinal changes through education, restructuring unequal social, economic and political relations, increasing access to education, healthcare, nutrition and employment.

PARAMETERS OF EMPOWERMENT OF WOMEN

- Building a positive self image and self confidence.
- Developing ability to think critically.
- Ensuring equal participation in the process of bringing about social change.
- Encouraging group dynamism in order to bring about changes in society and
- Providing wherewithal (means) for economic independence.

DEMOGRAPHIC PROFILE OF TAMIL NADU

The total population of Tamil Nadu as per 2011 census is 72138958 or 7.21 crore. Of the total Male population is 36158871 or 3.61 crore and Female population is 35980087 or 3.59 crore. Sex ratio is 995 for 1000 males. Child sex ratio is 943. Literacy rate in Tamil Nadu is 80.33 per cent, of which the literacy rate for male is 86.81 per cent and that of female is 73.86 per cent. The literacy rate for Tamil Nadu increased from 36.39 per cent in 1961 to 80.33 per cent in 2011. It is more than doubled during the five decadal periods, for male it rose from 51.59 per cent to 86.81 per cent and for female it went up from 21.06 per cent to 73.86 per cent. From this it is understood that the female literacy has increased during the five decadal periods (ie) 1961 to 2011. Female participation in

the labour market is 29 per cent. Human Development Index (HDI) for State of Tamil Nadu is 0.768 (as per 2011 census data).

LITERACY RATE FOR TAMIL NADU

Table–1: Decadal Trends in Literacy Rate 1961–2012

Years	Persons	Males	Females
1961	36.39	51.59	23.06
1971	45.4	59.54	30.92
1981	54.39	68.05	40.43
1991	62.66	73.75	51.33
2001	73.47	82.33	64.55
2011	80.37	86.81	73.86

Source: Census of India, Provisional, Population, Totals Paper 1 of Tamil Nadu Series 34.

Literacy rate for Tamil Nadu increased from 36.39 in 1961 to 80.37. It more than doubled during the 5 decadal periods. For male it rose from 51.59 to 86.81 and for female it went up from 21.06 to 73.86. Among districts Kanyakumari district comes first – 92.14 per cent for persons, 93.86 per cent for males and 90.45 per cent for females. Dharmapuri district finishes last in literacy attainment – 64.71 per cent for persons, 69.16 per cent for males and 60.03 per cent for females. Ariyalur is the next laggard district in literacy attainment with 71.99 per cent for persons. Districts of Chennai, Kancheepuram, Kanyakumari, the Nilgiris and Thoothukudi achieved the target of 85 per cent set by the Union Planning Commission for accomplishments during the 12th Five Year Plan.

SEX RATIO

Sex Ratio obtaining for Tamil Nadu shows a declining trend over a period of time. Since 1961 Population Census the Sex Ratio in Tamil Nadu has become adverse i.e. the number females per thousand males is found below thousand. It will lead to prospective imbalance in number of males and females and also it will affect the reproduction rate in future. Table below furnishes information on Sex Ratio district-wise.

It is shown from the Table 1 sex ratio for state and districts: 1951–2011, the sex ratio for Tamil Nadu rose from 987 in 2001 to 995 in 2011. The

sex ratio for all India was 940 in 2011 against 933 in 2001. The Nilgiris district recorded highest sex ratio of 1041 followed by Thanjavur district (1031). The lowest sex ratio was reported in Dharmapuri district (946). Low sex ratio is due to infanticide and son preference to over female child. The ideal sex ratio needs to be 1000 show that economic development will thrive in conducive environment.

Table–2: Sex Ratio for State and Districts: 1951–2011

State / District	Sex Ratio						
	1951	1961	1971	1981	1991	2001	2011
Tamil Nadu	1007	992	978	977	974	987	995
Thiruvallur	966	948	940	953	957	971	983
Chennai	922	901	904	934	934	957	986
Kancheepuram	978	973	956	961	962	975	985
Vellore	1000	986	973	979	978	997	1004
Dharmapuri	987	982	970	959	933	932	946
Krishnagiri	972	958	968	959	949	944	956
Tiruvannamalai	1006	993	968	979	983	995	993
Viluppuram	992	986	967	972	969	984	985
Salem	989	969	953	939	925	929	954
Namakkal	1021	1008	983	969	960	966	986
Erode	994	976	958	949	952	968	992
The Nilgiris	902	914	944	957	983	1014	1041
Coimbatore	977	944	943	946	952	968	1001
Tiruppur	1012	989	978	966	960	963	988
Dindigul	1014	1002	990	980	976	986	998
Karur	1022	1012	1005	996	999	1010	1015
Tiruchirappalli	1008	999	978	981	982	1001	1013
Perambalur	1016	1012	995	999	975	1006	1006
Ariyalur	996	995	984	975	975	1006	1016
Cuddalore	1004	982	973	972	967	986	984

Nagapattinam	1050	1026	999	992	993	1014	1025
Thiruvavur	1032	1020	996	984	987	1014	1020
Thanjavur	1016	1005	988	988	996	1021	1031
Pudukkottai	1051	1032	1011	1007	1005	1015	1015
Sivaganga	1112	1079	1058	1046	1033	1038	1000
Madurai	1010	997	981	972	964	978	990
Theni	998	993	989	974	964	978	990
Virudhunagar	1035	1024	1012	1002	994	1012	1009
Ramanathapuram	1154	1091	1068	1030	1011	1036	977
Thoothukudi	1074	1064	1053	1055	1051	1050	1024
Tirunelveli	1047	1045	1035	1037	1034	1042	1024
Kanniyakumari	980	979	972	985	991	1014	1010

Source: Census of India, Provisional, Population, Totals paper 1 of Tamil Nadu Series 34.

TOTAL NUMBER OF HIGHER EDUCATION INSTITUTIONS IN TAMIL NADU

The Directorate of collegiate Education was formed in the year 1965. To exclusively administer the collegiate Education Department, the erstwhile Directorate of Public Instructions was bifurcated into Directorate of School Education and Directorate of Collegiate Education.

At present, 62 Government Arts and Science Colleges, 7 Government Colleges of Education, 162 Government Aided Colleges (viz. 133 Arts and Science Colleges, 3 Physical Education, 10 Oriental Colleges, 2 Schools of Social Work and 14 Colleges of Education) and 446 Self-financing colleges (viz. 438 Arts and Science Colleges and 8 Physical Education) and 652 Self-financing Colleges of Education are functioning under the administrative control of the Directorate of Collegiate Education. There are 1,55,898 students in Government Colleges, 3,55,953 students in Government Aided Colleges, 3,72,664 students in Self-financing Colleges. There are 20,006 students in 35 University Constituent Arts and Science Colleges.

GOVERNMENT INTERVENTION IN EFFECTUATING WOMEN EMPOWERMENT - GENERAL CATEGORIES

The Government both at the Centre and in the State has been taking a slew of initiatives for women empowerment and emancipation during the

successive Five Year Plan periods. All the efforts made by the Government have paid much dividend. Proactive measures have yielded desirable impact.

EDUCATION – AN INSTRUMENT OF SOCIAL AND ECONOMIC CHANGE IMPORTANCE OF FEMALE EDUCATION

The educational gender gap is pervasive in all the States. Why is female education important? Is it simply a matter of equity? The answer is that there now exist ample empirical evidence that educational discrimination against women hinders economic development in addition to reinforcing social inequality. Closing the educational gender gap by expanding educational opportunities for women is economically desirable for five reasons.

- The rate of return on women's education is higher than that on men's in most developing countries.
- Increasing women's education not only increases their productivity on the farm and in the factory but also results in greater labour force participation, later marriage, lower fertility, and greatly improved child health and nutrition.
- Improved child health and nutrition and more educated mothers lead to multiplier effects on the quality of a nation's human resources for many generations to come.
- Because women carry a disproportionate burden of the poverty and landlessness that permeates developing societies, any significant improvements in their role and status via education can have an important impact on breaking the vicious cycle of poverty and inadequate schooling and
- It is useful to narrow down the poverty gap ratio, defined as the ratio of the average of income (or extra consumption) needed to get all poor people to the poverty line, divided by the mean income (or consumption) of the society.

In 1950, the founding fathers of the Indian Constitution envisaged in the Article 45, the state shall Endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years. They also called for the State, within its economic capacity to make effective provisions for education. On Thursday April 1, 2010 India joined a group of few countries in the world, with a historic law making education a fundamental right of every child coming into force.

CONCLUSION

The enrollment of women in educational institutions has increased from 18.53 per cent in 1951 to 64.81 per cent in 2011. The number of girls enrolled in School today is 56.49 lakh constituting 41 per cent of the girls in relevant age group. The State Government has taken steps to improve the overall Gross Enrollment Ratio to 25 per cent but at present the Gross Enrollment Ratio for children has achieved 100 per cent in Tamil Nadu. The enrollment women in Professional courses stands today at 14 per cent of the women in Higher Education. Thus, Higher Education for women has assumed greater significance in ensuring the economic growth of the country in a knowledge-based economy.

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Chapter 57

A STUDY ON WOMEN EMPOWERMENT INDICES

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INTRODUCTION

In recent years, empowerment of women has been recognized as a central issue in determining the status of women. Women empowerment refers to increase in the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. The concept of Women Empowerment was introduced at the International Women Conference at Nairobi in 1985. Women empowerment will help all the women to come forward and understand their rights for their stability in this staggering male world. Also it enhances their ability to influence changes and create a better society. Women Empowerment is a necessary condition for the developmental process. It is a pre requisite to gender equality.

Women enjoyed significant status during the earlier period but during the course of civilization they lost their prominence and status, due to socio-cultural discrimination and accepted secondary status to men. Though women represent nearly half of the world's population, they own less than 1% of world's property. They work two-third of the world's working hours, but they earn only 10% of the world income. Women have practically no access to finance, land, inheritance rights, education, employment, justice, health care, nutrition etc. Gender inequality is seen in every hook

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and corner of our nation. Rape is the fastest growing crimes happening against women in addition to adultery, trafficking, sexual harassment, domestic violence, dowry deaths etc. This all reveals there is a crying need of empowering women.

Education is the first step towards empowerment and most crucial factor in overall development of an individual and a nation. It is the most powerful tool of change of position in society. It also brings a reduction in inequalities and functions as a means of improving their status within the family. Educational achievements of women can make ripple effects within the family and across generations. Every educated woman can think well about her future and her aim in life. Education can enhance their confidence, raise their status in the family and society, bring awareness about their rights, boost their self-esteem, increase their self-efficacy, reduce their dependency, open new career opportunities etc. Thus education of women is of great importance in our national and social life. It is the duty of the society and the government to provide adequate facilities for the education of women. Majority of the women in India are uneducated and that is why they are suppressed. Government of India had declared 2001 as the year of women empowerment by adopting a National Policy to offer Swasakthi to women. The goal of this policy is to bring about the advancement, development and empowerment of women. Although in India, the empowerment process for women had already begun, they are still far away from true emancipation. The case is different as far as Kerala is concerned. Female literacy rate in Kerala is 92% which is higher than any other state in India. But, we cannot say 92% women are empowered in Kerala. The present study intended to find a comparative study of empowerment among the women having higher education and comparatively lower education.

OBJECTIVES:

1. To study the empowerment in women for the total sample based on their educational status.
2. To compare the empowerment in women for the various indices of women empowerment.

METHODOLOGY

Sample and Design

The study was carried out on a representative sample of 139 women having higher education and comparatively lower education. Graduates, Post-Graduates and Research Scholars come in the category of women having higher education. Women with their educational qualification below tenth standard and those who completed matriculation come in the category of women having lower education. Survey method was adopted.

Tool

Women Empowerment Scale (Sindhu & Bindhu) was the tool used for data collection. Tool prepared was based on the Women Empowerment Indices- Personal Autonomy, Family Decision Making, Economic Domestic Consultation and Political Autonomy.

Statistical Technique

Test of Significance of difference between Means (t- test)

Analysis and Discussion

Table-1: A). Extent of Empowerment in Women based on Educational Status

Variable	Educational Status	N	Mean	Standard Deviation	t-value
Women Empowerment	H.E	61	43.9	5.31	3.432
	L.E	78	47.01	5.30	

H.E-Higher Education L.E-Lower Education

From Table-1, the t- value reveals that there exists significant difference in women empowerment of the total sample based on their educational status as the t-value is 3.432 which is significant at 0.01 level. From the mean value it is clear that women having lower education are more empowered than women having higher education.

Table-2 B. Empowerment in Women for the various indices of Women Empowerment

Variables	Educational Status	N	Mean	Standard Deviation	t-value	Significant level
Personal Autonomy	H.E	61	14.82	2.00	1.947	NS
	L.E	78	15.50	2.07		
Family Decision Making	H.E	61	10.49	1.42	2.792	significant at 0.01 level
	L.E	78	11.10	1.16		
Economic Domestic Consultation	H.E	61	6.93	1.49	2.112	significant at 0.01 level
	L.E	78	7.49	1.56		
Political Autonomy	H.E	61	10.38	2.30	1.61	NS
	L.E	78	11.04	2.48		

H.E-Higher Education

L.E-Lower Education

NS- Not Significant

From table-2, t-value 1.947 reveals that there is no significant difference in the personal autonomy of women having higher education and women having lower education.

t-value 2.792 indicates that there exists significant difference in the family decision making of women having higher education and women having lower education as the t-value is significant at 0.01 level. From the above table mean value indicates that women having lower education is more empowered than women having higher education in the family decision making process.

t-value 2.112 indicates that there exists significant difference in the economic domestic consultation of women having higher education and women having lower education as the t-value is significant at 0.01 level.

From the above table mean value reveals that women having lower education are more empowered than women having higher education in the economic domestic consultation.

t-value 1.61 reveals that there is no significant difference in the political autonomy of women having higher education and women having lower education.

FINDINGS

- Women having lower education are more empowered than women having higher education.
- There is no significant difference in the personal autonomy of women having higher education and women having lower education.
- Women having lower education are more empowered in family decision making process than women having higher education.
- Women having lower education are more empowered in economic domestic consultation than women having higher education
- There is no significant difference in the political autonomy of women having higher education and women having lower education.

CONCLUSION

There is no doubt that education makes women empowered. But, we can't say all educated women are empowered in every zone. That is if educated women are dependent on others for any of their needs, they are not empowered. Education is a factor that contributes to empowerment. The present study shows that lower educated women are more empowered and more competent in family decision making and economic domestic consultation than highly educated women. It may be because, highly educated women may not get enough time to spend in family matters, spare time with relatives and to indulge in local activities run by Panchayath, Gram Saba and all since they have time bounded jobs.. They are full time engaged with their job related matters and rest of the time in households work. After that they may not get enough time to read newspapers, magazines and all. So they are unaware about the worldly matters. But this is not the case with other category of women, though they may be self-employed or not, they are more sociable and they get time to mingle with others in the society and to know many things from there. They are more independent when compared with highly educated women –they may go alone to consult doctor or to buy things alone. That means though education is a

crucial factor in empowering women, higher education is not a compulsory factor for the same.

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Chapter 58 HIGHER EDUCATION FOR EMPOWERING WOMEN AND DEFENSELESS INHABITANTS

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INTRODUCTION

Empowerment of women strongly associated with level of education i.e. higher the level of education greater the empowerment of women. Family size, family planning programmes, protection of girl child, rearing healthy and productive children and so on is closely associated with education of women. Woman is a backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated.

Many developing countries are allocating a quarter of their national budget to higher education for women, and some of them even more.

During the earlier years of the international women's Decade, governments of both developed and developing countries were very keen to offer the rising numbers of women in higher education as an indicator of women's status in their countries. In India, this debate began with the content of the Report of the committee on the status of women in India (CSWI) titled "towards equality" on the first of January 1975.

The first National conference on women's Studies at Mumbai in 1981 put forward a demand for the incorporation of women's issues and concerns of all kinds in the teaching, research and extension activities of all educational institutions. The Indian Association for Women's studies

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was born out of the same conference to provide a forum for interaction between academics and activist at individual and institutional level. In 1983 the UGC requested all Vice-Chancellors to consider ways of integrating women's issues and concerns in the teaching, research and other activities of different disciplines.

EQUALITY OF RIGHTS

On 7th NOV 1967 the United Nation adopted the "Declaration of the Elimination of discrimination against women". Article 3 stipulates: 'All appropriate measures shall we taken to educate public opinion and to direct National aspiration towards the eradication of the prejudice and the abolition of customary and all other practices which based on the idea of the inferiority of women.

Women do not enjoy all the educational opportunities they should have, and often do not have any at all. Nearly everywhere in the world they are given less education than men, and over vast areas of the globe, the majority of illiterates are women.

The continuation of this state of affairs lends support to the traditional view which, in turn, contributes to the perpetuation of the status quo.

Education contributes in large measures not only to the elimination of idea that women are inferior but also to the elimination of the inferiority of their actual states, the first of which was right to education in its widest sense, an education to that would enable women to develop fully their individual, intellectual and moral qualities. One women had access to education there would be no problems in regard to their rights, and those same rights could become harmful if women in capable of exercising them.

OUTSIDE AND INSIDE

The inferior states of women is linked to their traditional role, this is an "Inside" role, within the limits of the family home. The gods created women for the discharges of duties inside the home, and men for all the others. If behaves women to remain within the home and it ill becomes them to "Hang about outside". And the French sociologist shows that this "Outside –Inside" contrast is in fact equivalent superior-inferior distinction.

It is fact that all over the world for thousands of years women have remained confined within more or less narrow limits.

THE DEAD BAND OF THE PAST

This dependent status in the past, this traditional subservience still weighs heavily on women's mentality everywhere. Indeed, whereas the

number of girls and women who want to improve not only their won lot but also that of others and of society is constantly increasing, the number of those who fear change is still distinctly greater.

Such inertia is a matter requiring the greatest attention, for it constitutes a force of resistance to progress and not only directly through the attitude of women, but also indirectly through the attitude of men, to whom it offers a most convenient excuse for neglecting the fate of women.

In this respect, too, education is indispensable. Through education, men as well as women must be convinced of the need for change. However, through education is necessary, it alone is not enough to change people's attitudes and to shake off the dead hand of the past. The future prospects of women depend also on far-reaching economic, social and legal changes being made that will promote the access of women to education.

ECONOMIC AND SOCIAL CONSEQUENCES

If reference has been made to the past in speaking of the inferior status of women, although that status has often continued to be a reality. Everywhere indeed women have the right to education. The force of habit and prejudice, the lack of information, the innumerable difficulties that women encounter in the exercise of some occupations and in the discharge of their domestic duties.

In the industrialized countries a great many women give up work in order to look after their young children. However by the time they are about 35, their youngest children are going to school and their domestic tasks are considerably eased by the aids and appliances they have in the home. Before reaching middle age they find themselves with time on their hands, and if they had the possibility of re-training in their former occupation, or of learning a new one, they could still play their part in the life of their country for another thirty years or so. In addition to social imbalance there is an immediate economic loss.

INCLUSION OF VARIOUS COURSES RELATING TO SKILL OF WOMEN

Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion Designing, Costume Designing, Beautician, Food Preparation & Preservation Technology, Recipes, Sewing, Weaving, Gardening etc. that can promote self-employment and self-esteem be started. The courses should run simultaneously with traditional degrees

and at suitable level i.e. Capsule Courses, Basic Courses, Diploma & Higher Diploma Courses, Certificate Courses etc. Courses with university certificate will ensure more job guarantee. Universities and colleges have already stepped in this field. It is necessary to widen the scope and strengthening the courses and opening up new causes catering local needs.

DEVELOPMENT OF WOMEN ENTREPRENEURSHIP

In the post independence era Indian women proved that there is no job, profession or business which they can not shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training on development of entrepreneurship, reserving admission quota for women in technical and professional courses and networking with professional institutes such as institute of Chartered Accountants, Institutes of Cost and Works Accountants, Company Secretaries, IITs, IIITs, IIMs, Bar Council etc.

THE URGENCY OF NEED

It is because progress-which is the urgent need simultaneously, created and requires a new type of women that the education of women has become a world-wide necessity. Women must be given all the means of participating in the building of the world. Education is a matter for the whole of mankind, for men and women alike and not for one of the two sexes only.

INDIVIDUAL ACHIEVEMENT

Women in higher education are sometimes thought to be at disadvantage so long as their aspirations and achievements differ from those of men. Although such statements refer to women as a group, the group in this view is a collection of individuals making choices; taking up or seeking or foregoing opportunities. "Whilst a few commentators believe such choices are biologically based, most blame sex-specific socialization through family, school and media for producing women orientated to arts rather than science altruism rather than acquisitiveness, co-operation rather than competition. When compared with men, women are said to 'under-achieve' to 'under-aspire' or even to 'under-apply'.

CONCLUSION

The women in higher education are a must for the developing countries like India. The very question of whether higher education is 'fair' or 'just' reflects this approach. Concepts such as 'fairness' 'justice', 'discrimination',

equally' and 'opportunity' admit of range of meaning. Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 59

SUSTAINABLE WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION IN INDIA

A. Suganthi

INTRODUCTION:

Education is an important tool for development. The basic aim of education is to help the individual to develop into a harmonious, integrated being and to equip a person to discharge effectively her/his responsibility in life. The aim of women's education is to help women for gain the knowledge and skills they need to take part in society and working life. So the most urgent priority is to ensure access to and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated. In India, women are still facing different obstacles in male-dominated cultures. The things are related to women's status and their future. However Indian women are slowly getting empowerment in the sectors like education, politics, the work force and even more power within their own households. The worth of civilization can be arbitrated by the place given to women in the society.

POLICY PARAMETERS AND STRATEGIES

In pursuance of part IV, Para 4.2 of national policy on education, the main features of the implementation strategy will consist of the following:

- To gear the entire education system to play a positive interventionist role in the empowerment of women.

- To encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors.
- To widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes.
- To create dynamic management structures that will be able to the challenges posed by this mandate.

ENHANCING THE ENVIRONMENT FOR LEARNING TO WOMEN

Learning does not take place in isolation. Societies, therefore, must ensure that all women learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of girls should be integrated into community learning programmes. The education of girl children and their parents other care takers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

STRATEGIES FOR WOMEN'S EMPOWERMENT

The policy goal of achieving women's empowerment and participation in national development requires the formulation of whole set of intermediate goals and objectives, as well as a clearly defined strategy and action plans with qualitative and quantifiable targets," said Ms. Ali. She cited some inter-related elements and improving women's status that should be guide the implementation of a women's development strategy.

- Integrating gender issues into all programmes, in terms of using a gender perspective to identify gender issues as an objective in programme action.
- Supporting expanding the public role of women, especially as producers, income earners, managements, educators, health agents, decision makers, etc
- Increasing women's participation in the development process, by involving women in the planning, management and implementation of development projects and programmes.
- Recognition of women's real and potential economic contribution.
- Encouraging the organization of collectives, co-operatives etc for transforming the material and social conditions of women's existence.

- All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, DIETS, SCERT and the University system.
- Gender and poverty sensitization programmes will be developed for teacher educators and administrators.
- The common core curriculum is a potentially powerful instrument to promote a positive image of women.
- Promoting research work in various areas.
- Special efforts will be made to make the women's studies centers set up in universities and colleges.
- Girls who cannot attend formal schools had to drop out will be provided education opportunities through Non Formal Education.
- The open school/distance learning systems and other innovative educational programmes will be provided to girls in rural and urban areas.

EXAMPLES OF WOMEN EMPOWERMENT IN INDIA

The Indian women have their own dignity, individuality and respect. They have a franchise, they are free to join any service or follow any profession. Free India has, besides her woman prime minister, woman ambassadors, women governors, women scientist-doctors-engineers, women generals, women public officers and magistrates.

Mrs. Indira Gandhi - Efficient Prime minister

Kalpana Chawla - Astronaut

Smt. Vijayalakshmi Pandit - President of United Nations General Assembly.

Education is the most important means of empowering women with the knowledge, skills, and self-confidence necessary to participate fully in the development process.

STRATEGIES FOR ATTRACTING WOMEN AS STUDENTS AND TEACHERS IN HIGHER EDUCATION

- Introducing reservation for women at various levels of higher education and in multiple disciplines.
- Giving preference in recruitments to females in teaching profession.
- Giving relaxation in age and merit, to encourage the entry of women in higher education.

- Giving scholarships to women for continuing their higher education and specialization.
- Assisting women through the provision of childcare facilities in and their work place.
- Posting husband and wife in the same station to minimize disruption in family life.
- Ensuring professional development of women teachers, by providing advancement or promotion avenues and by granting research awards/scholarships for advanced and creative work.
- Strengthening grievances and redress mechanisms in institutions of higher education.
- Improving the quality of institutional environments from women's perspectives.
- Analyzing training needs of women teachers in higher education after a gap of three to five years.
- Providing adequate dispensary/health services for providing effective healthcare.
- Providing good mess and canteen arrangements for ensuring proper nutrition for women teachers at work.
- Prompt settlement of claims for conveyance allowances and transport services.
- Encouraging the use of educational technology among women teachers in higher education to lessen job stress.
- Financial assistance for women throughout the duration of higher education in areas/subjects where maximum shortage of women teachers exists.
- Construction of hostels for women teachers in higher education at district level.
- Formation of self-help groups of women teachers for offering peer-group support.
- Provision of special support services to remove the obstacles inhibiting the access and entry of women to higher education.

The availability of better facilities for women as teachers like provision of safe and secure academic environment, transport facilities, amenities would surely improve their enrolment, attendance and participation in higher education.

NECESSITY OF HIGHER EDUCATION FOR WOMEN

Almost half of the population in India is occupied by women. They are the half of the human resources. But it is very unfortunate to say that for long years there have been a strong bias against women and thereby there is a tendency to deny equal socio-economic opportunity for them. This neglecting attitude towards women is prominent in many respects particularly in the field of education. There are two views on the question of women participation in higher education. The traditional view supports women's education to equip them to become better wives and mother. But modern attitude visualizes education as an instrument for women's equality and development.

Women education has two aspects-1. Individual aspects, 2. Social aspects. It is education which increases women's abilities to deal with the problems of her life, her family, her society and nation. Education increases confidence in a woman. An educated woman can easily understand the demerits of early marriage and high birth rate. They have the attitude of gender parity among their children right from health care, nutrition, education and even career. The fruit of education are enjoyed not only by the woman concerned but it passes to her family in later life. In a word, over all development of a society depends on the development of its total members.

NECESSITY OF FORMAL AND FUNCTIONAL EDUCATION FOR WOMEN

- It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their men counterpart as bonafide citizens of this nation.
- It would empower them to know and ask for their right to education, health, shelter, food, clothing, etc
- It would enable the women take decisions and accept responsibilities for taking such decisions concerning themselves.
- It would give economic power to the women and there by enable them to contribute their quota to the economic growth of the nation.
- It would empower the women scientifically through exposure to science and technological education for the challenges of the present technological age and information computer technology break through unfolding worldwide.

- It would avail women with the opportunity of participating keenly in the world of sophisticated politics and governance as enlightened citizens.

CONCLUSION

It must be admitted that women are in no way lesser than men. They have all the power and capacity as that of men. But they fail to manifest themselves for different reasons. In men dominated society they get rare chance to express their voice. They have all the capacities as that of men and thereby they can do all these as men, if not more. So their power and capacities must be recognized. It is only then women participation in higher education will be enhanced.

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Chapter 60

EMPOWERING WOMEN IN HIGHER EDUCATION

Dr. K. Usha and Meenakshi. N.***

INTRODUCTION

In Indian culture, since time immemorial, women enjoyed significant status. We worship women in the form of mother. Many great personalities like Chhatrapati Shivaji, Shri. Ramkrishna, Swami Vivekanand had encouragement and initiation from their mothers. Hindu worships God as well as Goddess such as Shiv-Parvati, Laxmi-Naryan, Radha-Krishna etc. We always say that behind every successful man there is a woman.

It is unknown but during the course of civilization women lost her prominence and accepted secondary status to men. Though, women constitute about 48% of total population, they lost their status due to socio-cultural discrimination. Competence, pragmatic attitude, skill and wisdom of women remained neglected for years. Up to the middle of the 20th century, they were not considered as productive resource.

The history proves that after considerable struggle the universities opened their doors to women. Cambridge University permitted to appear women students at the examinations from 1872, London University in 1878 and Oxford University from 1884. In India, Calcutta University from 1877 followed by Bombay University in 1883. It means that only to enter for higher education women wait for years.

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INCLUSION OF VARIOUS COURSES RELATING TO SKILL OF WOMEN

Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion Designing, Costume Designing, Beautician, Food Preparation & Preservation Technology, Recipes, Sewing, Weaving, Gardening etc. that can promote self-employment and self-esteem be started. The courses should run simultaneously with traditional degrees and at suitable level i.e. Capsule Courses, Basic Courses, Diploma & Higher Diploma Courses, and Certificate Courses etc. Courses with university certificate will ensure more job guarantee. Universities and colleges have already stepped in this field. It is necessary to widen the scope and strengthening the courses and opening up new causes catering local needs.

LINKING TRAINING WITH VOCATION

To make the women self-reliant, it is necessary to enable them to earn sustainable income - make them economically self-dependent. The add-on courses should be market oriented. Proper channel be provided that they can get the market for their production. College girls do the courses but in practice they do not apply the skill they acquired because they don't know market requirements, market status and marketing skill. So, only job oriented courses are not sufficient but proper guidance regarding market availability, identification of customers, counseling and negotiating with customers be provided. The skill and knowledge of encashment of their skill and knowledge must be taught. Professional knowledge and skill without knowledge of practical application is worthless.

ALTERNATIVE COURSES/ VOCATIONAL COURSES/ DISTANCE COURSES

Due to our socio-cultural condition, girls, mainly from rural area are not sent to colleges. A major portion of the women population is away from the higher education. Universities have to design such vocational or distance courses that could enable them to get traditional degrees such as B.A. & B.Com. Even skill oriented courses run on vocational and distance mode. Open universities are doing the same job but they are not so spread and reached to remote areas just like formal education system.

CONCESSION IN FEES AND PROVISION OF LEARNING RESOURCES

Poverty is an avoidable characteristic of the Indian economy. Poverty is the main reason of drop-outs of girl students and break in their education. Even today, when there is question of money, sisters have to scarify for their brothers. In nearly all families preference is given to education of male student than female students. So, girl students from economically backward class should be given concession in normal fees such as library fee, laboratory fee, gymkhana fee etc. In addition, as much as possible learning resources be provided free of cost or at concessional rate.

PROMOTING RESEARCH IN WOMEN STUDIES

Universities should promote structural studies regarding women. Research grants or project grants should be provided for data base studies. Their conclusions and suggestions should be communicated to the policy makers at state level as well as at national level. These studies certainly suggest new ways, means and measures for empowerment of women and the national policy can be designed on the realistic ground.

INFORMATION CELL OR CAREER GUIDANCE CELL

In every college women information cell be established. A senior lecturer with additional charge be appointed as an officer in charge. The duty of officer – in- charge would be to provide and publish the information regarding the various courses available in the college, nearby colleges and in the university. The details regarding the courses such as fees, qualification, duration, benefits etc., jobs available after completion of the course, government subsidies and procedure of obtaining bank credit for self employment etc. He should be in contact with the business organizations where placements are available.

DEVELOPMENT OF WOMEN ENTREPRENEURSHIP

In the post-independence era Indian women proved that there is no job, profession or business which they can not shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training on development of entrepreneurship, reserving admission quota for women in technical and professional courses and networking with professional institutes such as institute of Chartered Accountants, Institutes of Cost and

Works Accountants, Company Secretaries, IITs, IIITs, IIMs, Bar Council etc. (S B Singh, Sanjai S Rathore, Alka Singh)

LINKAGE WITH MINISTRIES OF CENTRAL AND STATE GOVERNMENT, NGOS AND OTHERS

Most of the girl students are unaware of the various schemes of the government for women upliftment. Ministry of HRD, Ministry of Rural Development, Ministry of Social Justice and Empowerment, Ministry of Social Welfare and various Non-government Organizations are trying and helping women for empowerment. Institutions of Higher Education should establish linkage with such government and non- government organizations who would help for empowerment of women? It should work as mediator between these organization and women.

In a fast growing country like India, a wide variety of avenues have opened up for women to stand up for themselves and be independent. Women, especially from the middle-class have started to enter the work force. However, this improvement is restricted to certain sections of the society. Many Indian women are still bound in their homes by superstitious beliefs, caste system, religious and ethnic identities and many other such obstacles.

The Global Gender Gap Report by the World Economic Forum in 2009 ranked India 114th out of 134 countries for inequality between men and women in the economy, politics, health, and education.²⁶ On equal economic opportunities and women's participation in the labour force, India ranked 127th and 122nd respectively.²⁷ The number of women in the workforce varies greatly from state to state: 21% in Delhi; 23% in Punjab; 65% in Manipur; 71% Chhattisgarh; 76% in Arunachal Pradesh.²⁸ The diversity of women's economic opportunities between states is due to the cultural, religious, and ethnic diversity of each state. Northern states like Delhi and Punjab lag far behind on gender equality measures, including the alarming sex ratio between men and women (due to son preference and sex-selective abortion), low female literacy levels, and high rates of gender-based violence.

In rural India, women's economic opportunities remain restricted by social, cultural, and religious barriers. Most notably inheritance laws embedded in Hindu and Shariat civil codes continue to marginalize women in the household and the larger community. Rural women, particularly of lower caste and class, have the lowest literacy rates, and therefore do not have the capacity to negotiate pay or contracts and most often engage

in the unorganized sector, self-employment, or in small scale industry. Discrimination also limits women's choices and freedom. These choices are further dependent on structural factors like caste and class.

All these factors, such as the complex social setup, discrimination, etc. lead to vicious cycle of women being denied many of the privileges that they are owed. But all is not lost. There are still a few positives that give a glimmer of hope for a brighter future. On the other end of the spectrum, while India has one of the highest percentages of professional women in the world, those who occupy managerial positions are under 3%. Most women work in low administrative positions, and many of the young women migrating to urban centres mostly work in service and retail industries, although more and more women are entering the IT and other technical sectors.

GENERAL OVERVIEW

Women's empowerment in India is heavily dependent on many different variables that include geographical location (urban/rural), educational status, social status (caste and class), and age. Policies on women's empowerment exist at the national, state, and local (Panchayat) levels in many sectors, including health, education, economic opportunities, gender-based violence, and political participation. However, there are significant gaps between policy advancements and actual practice at the community level.

As a result of a vibrant women's movement in the last 50 years, policies to advance human rights for women in India are substantial and forward-thinking, such as the Domestic Violence Act (2005), and the 73rd and 74th Amendments to the Constitution that provide reservations for women to enter politics at the Panchayat level. There are multiple national and state level governmental and non-governmental mechanisms such as the Women's Commission to advance these policies, and the implementation of these policies is decentralized to state and district-level authorities and organizations that include local non-governmental organizations.

CONCLUSION

It is said that women do three fifths of the world's work, earn one tenth of the world's income and own one hundredth of the world's asset. (Harsh Gandhar) Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of

teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice is an absolute must. A gap continues to persist between policy formation and the implementation of the policies that have been framed for the empowerment of women. The government as well as the NGOs should address this gap and ensure that women are able to access the opportunities that are available to them. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. Women only need the awareness and the opportunity to explore the options available to them, not just in regards to higher education but in every other sphere of life. The path is clear for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 61

WOMEN EMPOWERMENT IN HIGHER EDUCATION

Dr. V. Ushasri and Mrs. S. Velkumaraselvi.*

INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more EMPOWERED to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do. Since the "UN Declaration of the Decade of Women" in 1975, attention and action on women's concerns have steadily increased and education, whether it is the form of consciousness-raising or skills acquisition, was one of the areas women's organizations, government agencies and international donor agencies focused on. The under-lying

assumption was that if women understood their conditions, knew their rights and learnt skills traditionally denied to them, empowerment would follow.

CONCEPT OF EMPOWERMENT

The concept of empowerment was introduced at the women conference in 1985 at Nairobi. Empowerment is defined as the expansion in women's ability and freedom to make these strategic choices : a process that occurs over time and involves women as agents who have the ability to formulate choices, control resources, and take decisions affecting important life outcomes. The most common explanation of women's empowerment is the ability to exercise full control over one's action.

NEED OF WOMEN EMPOWERMENT

The Program of Action 1992 has comprehensively given the below mentioned parameters of empowerment of women.

- Enhance self esteem and self confidence in women.
- Build a positive image of women by recognizing their contribution to the society, polity and economy.
- Develop in them an ability to think critically.
- Foster decision making and action through collective process.
- Enable women to make informed choices in areas like education, employment and health especially reproductive health.
- Ensure equal participation in the development process.
- Provide information, knowledge and skill for economic independence.
- Enhance access to legal literacy and information related to their rights and entitlements in the society with a view enhance their participation on an equal footing in all areas.

Empowerment is probably the totality of the following or similar capabilities:

- Having decision-making power of their own
- Having access to information and resources for taking proper decision
- Having a range of options from which you can make choices (not just yes/no, either/or.)
- Ability to exercise assertiveness in collective decision making
- Having positive thinking on the ability to make change
- Ability to learn skills for improving one's personal or group power

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- Ability to change others' perceptions by democratic means.
- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma

WOMEN'S EMPOWERMENT IN INDIA

Women's empowerment in India is heavily dependent on many different variables that include geographical location, educational status, social status, and age. Policies on women's empowerment exist at the national, state, and local levels in many sectors, including health, education, economic opportunities, gender based violence, and political participation. However, there are significant gaps between policy advancements and actual practice at the community level. One key factor for the gap in implementation of laws and policies to address discrimination, economic disadvantages, and violence against women at the community level is the largely patriarchal structure that governs the community and households in much of India. As such, women and girls have restricted mobility, access to education, access to health facilities, and lower decision making power, and experience higher rates of violence. Political participation is also hindered at the Panchayat level and at the state and national levels, despite existing reservations for women.

HIGHER EDUCATION AND WOMEN EMPOWERMENT

Education's importance has been emphasized by a number of international conventions, including the Universal declaration of Human Rights and the program of Action of the 1994, International Conference on Population and Development. The fourth World Conference on Women, held in Beijing in 1995, recognized that women's literacy is a key to empowering women's participation in decision making in society and to improving families' well being. In addition, the United Nations has articulated the Millennium development Goals (MDGs), which include goals for improved education, gender equality, and women's empowerment. The MDGs emphasize education essential role in building democratic societies and creating a foundation for sustained economic growth. Education is an important tool for promoting gender equality and advancement of female youths in socio- economic and political development of nation. When we say empowering women through education, it means that using education as a tool to bring women face to face with the self worth, giving her the sense to choose between right and wrong, empowering her with the skills

to take advantage of the opportunities and embedding confidence in her to meet the challenges of life. Female youths who later translate to women are at the center of activities in the family, society, the community and all facets of life.

An educated woman can support her family in managing budget as well as helping them save some money for future. Higher education is important for everyone, but it is especially significant for girls and women. This is true not only because Higher Education is an entry point to other opportunities, but also because the higher educational achievements of women can have ripple effects within the family and across generations. Investing in girl's education is one of the most effective ways to reduce poverty. Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process. There is evidence that these components are usually developed during and as a result of higher education.

According to the ICPD Program of Action "Education is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process." Therefore young girls should be given opportunity to gain proper education. Girls who have been Higher Education are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of healthcare and know how to seek it for themselves and their children. Higher Education helps girls and women to know their rights and to gain confidence to claim them and achieve better position in the society.

Higher education was recognized as a powerful instrument of socioeconomic advancement of the society in general and a vehicle for upward social mobility for deprived and marginalized sections in particular.

Education, especially higher education, has been recognized as a great equalizer and a powerful tool of upward social mobility capable of being used for reducing socioeconomic disparities and building an inclusive society. Research indicates that investments in women's employment, health, and education, are correlated with a range of positive outcomes, including greater economic growth and children's health and survival.

Education at all levels, but higher education especially, gives women options, empowers them to be independent thinkers and agents of change. In many developing countries women do not have such mobility or access to the resources they need to improve their health or the health of their families. Often, health services are not widely available, or where available they are poor quality. In such situations, primary education alone often

cannot equip women with the skills and knowledge they need to overcome the many constraints. Recent research in India, for example shows that women with higher levels of education are more likely to reject a strong societal preference for a son and find ways to compensate for the lost support and discrimination they may experience should they give birth to a daughter.

Higher levels of education – six years or more – also are strongly associated with women's improved use of prenatal and delivery services, and postnatal care, and have a greater impact on girls and women's knowledge of HIV prevention and condom use. Studies of HIV in Africa and Latin America find that education lowers women's risk of HIV infection and the prevalence of risky behaviors associated with sexually transmitted infections.

APPROACHES FOR EMPOWERING FEMALE YOUTH THROUGH HIGHER EDUCATION

- Admission Policy
- Teaching and Research
- Creation of Women's Studies Centers
- Innovation of the curriculum
- Techno-pedagogic Inputs
- Role of a Teacher
- Environmental Safety
- Literacy Learning
- Implement Gender Equality Education
- Inclusion of Professional Courses
- Scholarships
- Counselling Units
- Adult Education Schools

CONCLUSION

Higher Education is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process. It is most powerful tool to change the women position in society and very much helpful for them taking right decision and becoming stronger part of the economy. Higher

Education also brings a reduction in inequalities and functions as a means of improving their status within family, encouraging women to make good society and to become the strongest part of the economy.

Thus education of women opens up the new horizons, broadens her thinking, develops new ideas and hopes, enhances knowledge and skills, provide the courage to meet the challenges of life and give freedom of expressions. Thus the women should be encouraged and should be provided with opportunity to gain education to groom them as well as to educate the nation.

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Chapter 62

EMPOWERING WOMEN IN HIGHER EDUCATION

*K. Vanajhaa**

INTRODUCTION

In Indian culture, since time immemorial, women enjoyed significant status. We worship women in the form of mother. Many great personalities like Chhatrapati Shivaji, Shri. Ramkrishna, Swami Vivekanand had encouragement and initiation from their mothers. Hindu worships God as well as Goddess such as Shiv-Parvati, Laxmi-Naryan, Radha-Krishna etc. We always say that behind every successful man there is a woman.

‘Empowering women’ has become a buzzword in our socioeconomic parlor. Several initiatives in line with empowering and emboldening women have been on the roll. Provision of education in general and higher education in particular has been seen as a potent tool in mainstreaming women everywhere. India is not an exception in this regard. Among the Indian States, TamilNadu has exhibited a unique model based on education and health. Despite the bold attempt of the State in mainstreaming women through Democratic Decentralisation and provision of higher education, the fact remains that women in TamilNadu are not proportionately represented in the decision making bodies of Universities like Senate, Syndicate, Academic Councils, Board of Studies and so on. As regards women representation in responsible positions like Registrars, Pro-Vice Chancellors, Vice Chancellors, Faculty Deans etc., their presence is conspicuous by their absence. Education is important for everyone, but

it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls’ education is one of the most effective ways to reduce poverty.

INCLUSION OF VARIOUS COURSES RELATING TO SKILL OF WOMEN

Universities and colleges have to offer add-on courses together with degree courses. Courses in Fine Arts, Nursing, Pre-primary Teacher Education, Fashion Designing, Costume Designing, Beautician, Food Preparation & Preservation Technology, Recipes, Sewing, leaving, Gardening etc. that can promote self-employment and self-esteem be started. The courses should run simultaneously with traditional degrees and at suitable level i.e. Capsule Courses, Basic Courses, Diploma & Higher Diploma Courses, and Certificate Courses etc. Courses with university certificate will ensure more job guarantee. Universities and colleges have already stepped in this field. It is necessary to widen the scope and strengthening the courses and opening up new causes catering local needs.

LINKING TRAINING WITH VOCATION

To make the women self-reliant, it is necessary to enable them to earn sustainable income - make them economically self-dependent. The add-on courses should be market oriented. Proper channel be provided that they can get the market for their production. College girls do the courses but in practice they do not apply the skill they acquired because they don’t know market requirements, market status and marketing skill. So, only job oriented courses are not sufficient but proper guidance regarding market availability, identification of customers, counseling and negotiating with customers be provided. The skill and knowledge of encashment of their skill and knowledge be taught. Professional knowledge and skill without knowledge of practical application is worthless.

ALTERNATIVE COURSES/ VOCATIONAL COURSES/ DISTANCE COURSES

Due to our socio-cultural condition, girls, mainly from rural area are not sent to colleges. A major portion of the women population is away from the higher education. Universities have to design such vocational or distance courses that could enable them to get traditional degrees such

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as B.A. & B.Com. Even skill oriented courses be run on vocational and distance mode. Open universities are doing the same job but they are not so spread and reached to remote areas just like formal education system.

CONCESSION IN FEES AND PROVISION OF LEARNING RESOURCES

Poverty is an avoidable characteristic of the Indian economy. Poverty is the main reason of drop-outs of girl students and break in their education. Even today, when there is question of money, sisters have to scarify for their brothers. In nearly all families preference is given to education of male student than female students. So, girl students from economically backward class be given concession in normal fees such as library fee, laboratory fee, gymkhana fee etc. In addition, as much as possible learning resources be provided free of cost or at concessional rate.

PROMOTING RESEARCH IN WOMEN STUDIES

Universities should promote structural studies regarding women. Research grants or project grants should be provided for data base studies. Their conclusions and suggestions be communicated to the policy makers at state level as well as at national level. These studies certainly suggest new ways, means and measures for empowerment of women and the national policy can be designed on the realistic ground.

DEVELOPMENT OF WOMEN ENTREPRENEURSHIP

In the post independence era Indian women proved that there is no job, profession or business which they cannot shoulder. In every field they are shouldering responsibilities and accepting challenges of even risky tasks. Higher educational institution can promote the women entrepreneurship through establishing specialized institutes imparting education and training on development of entrepreneurship, reserving admission quota for women in technical and professional courses and networking with professional institutes such as institute of Chartered Accountants, Institutes of Cost and Works Accountants, Company Secretaries, IITs, IIITs, IIMs, Bar Council etc. (S B Singh, Sanjai S Rathore, Alka Singh)

EMPOWERMENT OF WOMEN

Education is recognized as one of the critical elements of the national development effort and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society of the

21st century. Knowledge has always been a distinguishing characteristic of human beings in view of their unique capacity to formulate and continuously transmit knowledge from one generation and location to another. In addition, education is an empowering tool for the marginalized, especially for the women. In a situation where the women are mostly exploited and abused, their emancipation is possible only through a well conceived education system. There has been a phenomenal growth in the number of women enrolled in higher education since independence.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women's literacy rates are significantly lower than men's in most developing countries.

Every day, women in many of the world's toughest places are left out of school, left vulnerable to attack, left to fend for themselves through violence and disaster. Don't let them get left behind — they are the key to moving forward. You can help us bring education, protection, jobs and health care to women around the world. When she can care for herself and her family, she will improve her community and change our world. It doesn't take much to help a woman discover her incredible potential

Empowerment of women strongly associated with level of education i.e. higher the level of education greater the empowerment of women. Family size, family planning programmes, protection of girl child, rearing healthy and productive children and so on is closely associated with education of women. Woman is a backbone of a family playing multiple roles. By nature, she has dynamic source of power. By educating women the process of development of the nation can be accelerated.

CONCLUSION

Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. National Policy for empowerment of women includes social empowerment, economic empowerment and gender justice. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear

for women, only strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

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Chapter 63

HIGHER EDUCATION: A CATALYST FOR WOMEN EMPOWERMENT

*Dr. V Vijay Durga Prasad**

INTRODUCTION

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth. Women have to awake from deep slumber and understand the true meaning of empowerment. Everyone must understand that empowering women doesn't mean empowering them in technical area only. Women should remember that they are also rational, intelligent and thinking human beings. For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life. Women have to awake from deep slumber and understand the true meaning of empowerment. Now that we are out of those dark ages, women are more empowered to do whatever they want. This means that they have the ability to choose their own destiny, job, vote, and do anything a man can do.

The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights." When we talk about women's empowerment, we

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talk about women taking more of a leadership role. Whereas until very recently, women were subordinates.

OBJECTIVES

The main objectives of this research paper are:-

1. To know the relevance of higher education in women's life.
2. To analyse the need of women empowerment.
3. To identify the hindrances in the path of women empowerment.
4. To examine the impact of women empowerment on the growth of the country.

Research Methodology: This research paper is basically descriptive and analytical in nature. In this paper attempt has been taken to analyse the importance of higher education for women in India. The data used in it is purely from secondary sources according to the need of this study.

LITERATURE REVIEW

Duflo, E. (2011), *Women's Empowerment and Economic Development*, National Bureau of Economic Research, Cambridge. The study argues that the inter-relationships of the empowerment and development are probably too weak to be self sustaining, and that continuous policy commitment to equality for its own sake may be needed to bring about equality between men and women. Sethuraman, K. (2008), *The Role of Women's Empowerment and Domestic Violence in Child Growth and Under nutrition in a Tribal and Rural Community in South India*, Research Paper No. 2008/15, United Nations University. This research paper explores the relationship between women's empowerment, domestic violence, maternal nutritional status, and the nutritional status and growth over six months in children aged 6 to 24 months in a rural and tribal community. This longitudinal observational study undertaken in rural Karnataka, India included tribal and rural subjects. Doepke, M., Tertilt, M. (2011), *Does Female Empowerment Promote Economic Development?* This study is an empirical analysis suggesting that money in the hands of mothers (as opposed to their husbands) benefits children. This study developed a series of noncooperative family bargaining models to understand what kind of frictions can give rise to the observed empirical relationships.

Kingdom, G.G. (2002), *Education of women and socio-economic development, Reason and Revaluation: Studies in the Babi and Baha'i Religions*, volume 13, Los Angeles: Kalimat Press. This research paper

shows the findings of some recent research on the social and the economic benefits of female education and emphasize on giving importance on the ways through which women's schooling leads to social gains. And also support the Bahá'u'lláh perspective towards women's education. Frenette, M., Coulombe, S. (2007), *Has Higher Education among Young Women Substantially Reduced the Gender Gap in Employment and Earnings?* Analytical Studies Branch Research Paper Series, Canada. This research paper examine the role of rapidly rising educational attainment among young women in raising their relative position in the labour market and suggests that the educational trends have not contributed towards a decline in the full-time employment gap.

NEED OF WOMEN EMPOWERMENT

Empowerment is probably the totality of the following or similar capabilities:

1. Having decision-making power of their own
2. Having access to information and resources for taking proper decision
3. Having a range of options from which you can make choices (not just yes/no, either/or.)
4. Ability to exercise assertiveness in collective decision making
5. Having positive thinking on the ability to make change
6. Ability to learn skills for improving one's personal or group power.
7. Ability to change others' perceptions by democratic means.
8. Involving in the growth process and changes that is never ending and self-initiated
9. Increasing one's positive self-image and overcoming stigma

So from the above points we can divide the components of Women's empowerment in five components, which is self explanatory that why there is need of women empowerment:

- women's sense of self-worth;
- their right to have and to determine choices;
- their right to have access to opportunities and resources;
- their right to have the power to control their own lives, both within and outside the home;
- and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

RELATIONSHIP BETWEEN HIGHER EDUCATION AND WOMEN EMPOWERMENT

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important. Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcating following attributes among them:

1. Enhancing their confidence
2. Raising their status in the family and society
3. Bring awareness about their rights
4. Boosting their self esteem
5. Increasing their self efficacy
6. Reducing their dependency
7. Better upbringing of their children
8. Enhancing their mobility
9. Opening career opportunities

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process (Murphy-Graham, 2008). There is evidence that these components are usually developed during and as a result of higher education (Maslak and Singhal, 2008). Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker. This is a commonly understood view about the role of education in transforming women.

HINDRANCE OF WOMEN EMPOWERMENT & IN HIGHER EDUCATION

There are many hindrances in the path of women empowerment and in higher education. Some of them are as follows-

1. Lack of education
2. Financial constraints
3. Family responsibility
4. Low mobility

5. Low ability to bear risk
6. Low need for Achievement
7. Absence of Ambitions for the Achievement
8. Social status

STATUS OF WOMEN IN INDIAN SOCIETY

The worth of a civilization can be judged by the place given to women in the society. The Muslim influence on India caused considerable deterioration in the status of women. They were deprived of their rights of equality with men. Raja Ram Mohan Roy started a movement against this inequality and subjugation. The contact of Indian culture with that of the British also brought

improvement in the status of women. The third factor in the revival of women's position was the influence of Mahatma Gandhi who induced women to participate in the Freedom Movement. As a result of this retrieval of freedom, women in Indian have distinguished themselves as teachers, nurses, air-hostesses, booking clerks, receptionists, and doctors. They are also participating in politics and administration. But in spite of this amelioration in the status of women, the evils of illiteracy, dowry, ignorance, and economic slavery would have to be fully removed in order to give them their rightful place in Indian society.

CONCLUSION

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need. But it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment.

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Chapter 64

EMPOWERING WOMEN IN HIGHER EDUCATION

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INTRODUCTION

Sri Pandit Jawaharlal Nehru rightly stated “In order to awaken the people, it is the women who have to be awakened. Once she is on the move, the family moves, the village moves and the nation moves”. Women have started recognizing their talents and potentials, wants to gain identity, become employed, occupy prestigious positions and emerge as important part of society. Confident of abilities to deal with problems, hard work associated with sincerity, women emerge successful if opportunity is provided.

HISTORICAL PERSPECTIVE OF WOMEN EMPOWERMENT

The Indian philosophy has the term ‘shakti’ to explain idea of empowerment. It implies power as both status, latent and kinetic. The Rig Veda proclaims, “O learned lady! All life is dependent on you because you impact education to all”. The most note worthy features of ancient India was the education of women, who were given equal rights in all walks of life. Evidences are there to prove co-education in Ashramas. But due to Muslim invasion during middle age, secularism and purdah added to subordinate and subservient status of women.

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UNIVERSITY EDUCATION COMMISSION WOMEN EMPOWERMENT

The University Education Commission (1948–1949) observed that there cannot be educated people without educated women. National Policy on Education (1986) and its programme of action (1992) states, “Education will be an agent of basic change in the status of women”. In order to neutralize the accumulated distortion of the past, there will be a well-conceived edge in favor of women. The National Education system will play a positive role in empowerment of women. It will foster the development of new values through redesigned curricula, trainings, orientation of teachers, decision makers and administrators with active involvement of educational institution. Women’s studies will be promoted as a part of various courses and educational institutions encouraged taking up active programs to further women’s development. Major emphasis will be laid on women’s participation in vocational, technical and professional education at different levels. The policy of no-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses to promote women’s participation in non-traditional occupation and existing emerged technologies.

OBJECTIVES OF WOMEN EMPOWERMENT

The important objectives of WOMEN EMPOWERMENT are –

- To develop sense of internal strength and self confidence to face life.
- To improve the performances by delegating responsibilities.
- To give authority/autonomy to choose and make self-decisions.
- To enhance the participation in decision making at all levels.
- To influence in the direction of social change.
- To contribute towards national development.

REASONS FOR EMPOWERING WOMEN IN HIGHER EDUCATION

Nobel prize winner Prof. Amartya Sen emphasized that unless women are empowered, issues like health, literacy and population remain unsolved problems of developing countries. Empowerment of women attempts to address two important issues.

- Reducing gender inequalities.

- Building equality in nation’s development through enhancing women’s participation.
- Women in every society carry out multiple roles, have responsibilities like rearing and caring for family members, the ill, elderly, household domestic work, buying preparation and earn income in the full range of trade and profession.
- Women are excluded from development planning, environmental conservation, decision making, though capable to carry out multiple roles due to biological and gender discriminated roles.
- They are taught feminine appropriate behavior, attitudes, roles, activities and how they should relate to their people causing inequality to women.
- Women constituting half the population, disadvantaged in many ways like under qualified, underemployed and remain socially, economically backward.
- Women who acquire income, assets, resonances gained by self or through family before marriage are not regarded as own, but goes to family and husband (Sangeetha P 1988), not letting women to be self-reliant.
- Human Rights for women, a collective right of a woman to be seen, accepted as person to decide, act, have equal access to resources, equitable social, economic and political support to develop full potential exercise right as human being and support development of others (Asia Pacific Forum on Women 1990).
- Women’s activities and responsibilities improve human well being, preserve and maintain the environment for a sustainable future.

PROGRAMS TO IMPROVE STATUS OF WOMEN IN HIGHER EDUCATION

1. Special programs for women need to be supported at government and institutional level by anti-discrimination legislation and regulation. This can make great difference to the capacity of women to manage multiple roles.
2. United Nations (1979) convention on elimination of all forms of discrimination against women sets out in legally accepted principles and measures to achieve equal rights for women everywhere.

3. Commonwealth plan of action on gender and development, which provides a framework for commonwealth governments, identifies for planners and implementers fifteen areas considered desirable. Components like gender training workshops to develop capacity of in-house professional staff.
4. Appointment of consultants and experts who will acquire gender analysis and planning.
5. Equal participation of women in all secretariat activities.
6. Collation of gender disaggregated information and monitor effectiveness in implementing the plan of action.
7. Gender accounting which identifies and allocates resource to facilitate gender integration and undertake women specific projects and initiatives to help women 'catch up'.
8. The National Policy on Education (1986) a landmark in women's education, played an interventional role through women's studies programs with four dimensions namely teaching, research, training and extension.
9. Women to be enrolled in various professional degree courses to increase substantially their number in medicine teaching, engineering and other fields.
10. The 73rd and 74th constitutional amendments guarantees women minimum 1/3 representation in all local bodies, in rural urban areas and reserves 1/3 of all chair person for women.
11. Funding allocations under the higher education equality program have been based on institutions equality plans.
12. Establishing equal employment opportunity in higher education institutions through University Grants Commission.
13. Pacific Charter for women managers in higher education to ensure gender equality in higher education.
14. Safeguard, support, guide and affirm the aspiration of women in higher education management.
15. Women are to be equally represented at all levels of policy, decision making and management in institutions of higher education.
16. Learning and working environment is to be gender friendly, encourage the use of gender neutral language.

17. Recognize and promote actions needed for women to participate in technical and vocational training courses.
18. Strengthening gender sensitive policies with regards to admission, administration and academic management of a university.
19. Specific provision for social and career guidance to ensure that women student and staff are fully integrated in the University.

EXCELLENCE IN HIGHER EDUCATION THROUGH WOMEN EDUCATION

The pursuit of excellence in higher education through deep commitment to this cause and adopting strategies like –

1. Updating of curricula on continuing basis.
2. Strengthening university college links
3. Man-power planning
4. Institutional development
5. University –industry interactions.
6. Educational and research programs.

All the above strategies which require dedication, commitment, sincerity and hard work are a part of woman involved in multitasking. Therefore empowering woman in higher education can strengthen the process of social transformation with a view to reduce conflict between different sections of society. Education can thereby promote national development and stability in the long term by the spread of higher education.

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Chapter 65

WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION

Vijayapriya. C. and Dr. N.O. Nellaiyapen***

INTRODUCTION

Education is a basic requirement and a fundamental right for the citizens of a free nation. It is also of increasing strategic importance in the new environment of knowledge and information technology based globalized economy. Education plays a catalytic role in a country's socio-economic development and is one of the principal means available for a deeper and harmonious form of human development reducing poverty, ignorance and exclusion. Higher Education, which is a training ground for a professional, research-based, career-oriented future, must be respected as a potential instrument for bringing about social transformation and ensuring the success of democracy. Education must be provided to all categories of citizens by breaking down constraints and barriers. Once students have completed primary and secondary education, attention must focus on increasing participation of men and women equally in the field of Higher Education. The Indian National Policy of Education recognizes this when it states 'Wider women's access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development'.

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THE IMPORTANCE OF WOMEN'S PARTICIPATION IN EDUCATION

Education is recognized by UNESCO (2012) as "a fundamental human right – one that all individuals are entitled to enjoy whatever the circumstances in which they live – that also brings important benefits to human society as a whole". To achieve faster these benefits, states De Mcpherson (1999), it is necessary the participation of men and women on an equal basis. In that sense, stresses the author, keeping women away in all aspects of the development process only by reason of gender, is a waste of valuable resources, even more when they constitute half of the population. The position of the UNESCO in this regard is that women have the right to the same opportunities as their male counterparts; therefore, they also have to be seen as part of the essential human resource base of every nation.

The women's issue presented above has been clearly evidenced throughout history in the entire world. As stated by Vanderslice and Litsch, women have had only a limited role in society with restricted opportunities. Even in this new era, this harsh reality somehow remains true, and gender inequalities continue to primarily disadvantage women, who suffer much more from the discrimination that occurs to both genders. The education sector, including its highest level in its ladder, meaning HE, has been also influenced by 'the women's issue', even though the academia has been perceived itself as progressive part of society (ESU, 2008).

Relatedly, the importance of women's participation in education is critical (UNESCO, 1998c). Dundar and Haworth (1993) cited that "education of women is important not only from the angle of equal education opportunity between the sexes, but also for the substantial social and economic returns to female education that can be achieved by raising women's productivity and income level, producing better educated and healthier children, and reducing fertility rate. Vanderslice and Litsch (1998), in turn, expressed that women who have increased education are more aware about opportunities for themselves. They are more self-confident, open minded and more competitive, added the authors. Apart from that, point out Kelly and Slaughtner (1991), "through qualifications and credentials secured through the higher learning, women would equip themselves for all manners of professional positions, entering the market place and political arena with the same advantages as men" (p. 3). Taking into account these perspectives and context, Bonilla et al. (2005) concluded that women, through their participation in education, are becoming then agents of change.

STRATEGIES OF EMPOWERMENT: HIGHER EDUCATION AND THE INDIAN PERSPECTIVE

The Indian National Policy on Education (NPE) is a landmark in the approach to women's education when it proclaims: 'The Education System will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision makers and administrators'. The programme implementation explains women's empowerment through collective reflection and decision-making. For this Higher Education needs to take responsibility for:

- Cultivation of positive self-image and self-confidence;
- Developing capacity for critical thinking;
- Achieving group cohesion and fostering decision-making and action;
- Providing women's centers in Agricultural and Home Science Colleges;
- Providing Continuing Education and Correspondence Centers for organizing vocational and literary skills;
- Revamping the Industrial Training Institutes in terms of diversification of trades and courses, keeping in view the job potential, facilities for vocational counseling, imparting information about credit, banking, entrepreneurial development and access to women's technical education;
- Providing Women's Studies Research centers to identify issues and areas and organize seminars and workshops to discuss and analyze women-related issues and disseminate information and encourage interaction with students and the general public through the media';
- Providing classes on legal literacy, programmes for women's socio-economic development delivered via media, adult education and information and training support;
- A more relevant and responsive curriculum catering to the cultural and occupational needs of women;

MAJOR INITIATIVES PROPOSED IN HIGHER EDUCATION

- A new scheme for incentivising State Govts for expansion and starting of new institutions of Higher Education proposed.
- Under this Centrally Sponsored Scheme, GOI will give one third of the capital cost of establishing new institutions or expansion by the State Govts.
- Rs. 7000 crore provided in XI Plan for this scheme.

ROLE OF CENTRAL GOVERNMENT IN HIGHER EDUCATION

- Central Government is responsible for major policy relating to higher education in the country.
- It provides grants to the UGC and establishes central universities in the country.
- Presently there are 40 Central Universities in the country.
- The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC.
- There are 130 Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956.

ROLE OF STATE GOVERNMENTS IN HIGHER EDUCATION

- State Governments are responsible for establishment of State Universities(296) and colleges, and provide plan grants for their development and non-plan grants for their maintenance.
- The Central Advisory Board of Education (CABE) is created for coordination and cooperation between the Union and the States
- Special Constitutional responsibility of the Central Government: The Constitution gives exclusive Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.
- Higher Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. For women to make personal strides forward, a synergy of effort, concentration, planning and cohesive functioning at the Higher Education level will create possibilities of a different future. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

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Chapter 66

The Role of Education in the Empowerment of Women

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INTRODUCTION

The concept of empowerment of women means psychological sense of personal control in the persons, domestic, social and political realms. It is a process by which one is authorized to think, act and control resources in an autonomous way. The most critical component of women's empowerment is found to be education. It leads to improved economic growth, low fertility rate, health and sanitation and an awareness of factors that disempowered women. Work participation rate and political participation also grows in women's education. Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms.

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HISTORY OF WOMEN EDUCATION IN INDIA

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the six decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 2001 only 54.16% of Indian women were literate, by the end of 2011 65.46% female were literate. The growth of female literacy rate is 11.30% as compared to 6.29 % of that of male literacy rate.

WOMEN EMPOWERMENT THROUGH EDUCATION

The constitutional provisions and the National Policy of Education -1986 and POA -1992 act as the guiding force to influence both the qualitative and quantitative indicators regarding the need for empowerment of women. The NPE 1986 states that –

“Education will be used as agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past; there will be a well conceived edge in favour of women. The National Education system will plays positive, interventional role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbook, the training and orientation of teachers, decision makers and administrator, and the active involvement of educational institutions. This will be an act of faith and social; engineering Women's studies will be promoted as a part of various courses and educational institutions encouraged taking up active programmes to further women's development”.

Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socio-economic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women. These can be direct or indirect.

IMPACT OF EDUCATION ON WOMEN

The situation faced by women in India is one of the bleakest in the world. Of all the discrimination and denial of opportunity that these women suffer, the most damaging is the denial of the right and opportunity to education. Widespread poverty and discriminatory cultural practices are frequently cited as prime reasons for the persistence of their gender gap in education. If poverty is the chief culprit, how do we explain the achievement of countries like Kenya, Vietnam and Tajekisthan, which have a lower per capita income than India but score much better, with literacy rates of 78 percent, 94 percent and 100 percent compared to 52 percent for India (1995). The corresponding literacy rates for these countries are: Kenya 70 percent, Vietnam 91 percent, Tajekisthan 100 percent and India 38 percent (Haq and Haq, 1998). Cultural bias surely does exist and poverty does constitute a factor in influencing educational attainments especially for girls. But it would be very dangerous to limit the analysis of causation to these factors. Valid as these constraints are, they all too often serve to camouflage the political indifference, bureaucratic inertia and social apathy that lie at the core of the problem.

The word empowerment in the context of women in the Indian policy was used in 1986- Educational Policy which is known as the “NPE 1986” and the title of the chapter is “Education for Women's Equality and Empowerment”. It has actually two aspects —empowerment first means self empowerment that is women being able to help themselves through whatever is imparted to them and use them to get strength for themselves. It may be education, health or so on and the second is that they should be able to help others to become empowered.

Education is important because literacy has become a tool of evaluating a person- whether one can read or write. Illiteracy has become a very pejorative word in our society. Today we find that literacy itself gives you status. If one can read or write is educated he/she may get access to so much of information. Information about what you can access for others and for yourself, whether it is educational facilities, health, employment opportunity, legal literacy and so forth. These are very extrinsic reasons, but intrinsically education is important for individual development and confidence. But we see today that even where all these conditions exist, women do not come forward to claim their human entitlements. True empowerment is achieved only if women themselves „realize” that it is important for them to be empowered to enjoy a just, fair and happy life. Then why is it that they hesitate to come forward? A simple answer to

this can be that our government is corrupt and the justice systems long drawn are expensive. But there is more to this than putting the blame on “systems”. There is an “inherent” reluctance to leave the “comfort zone of self and societal notions” on one hand and the lack of “skill” to handle such situations in real life on the other (Women’s Link- Jan-Mar 2005). Empowerment of women as a goal of development projects and programs has gained wider acceptance since 1990s. It is not a simple linear process. It has long been argued by various UN agencies that the critical determinant of women’s socio-economic status is education, and that education is the key to achieving social development by improving the well being of the girls and women and thus promoting gender equity. The experience of numerous programs in the government and the NGO sector shows that it is indeed possible. Empowerment of women was one of the nine primary objectives of the Ninth Plan (1997–2002) and every effort was made to create an enabling empowerment where women could freely exercise their rights within and outside their home as equal Partner with men. Education is one of the most critical factors responsible for the development of a human person. Right to education, therefore, is held as a very important human right. It is the very foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values, in preparing him for later professional training and in helping him to adjust normally to his environment. In these days, it is doubtful any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. The international community has realized the importance of education for individual and collective well being made explicit provisions in several human rights instruments on the rights to education.

The Constitution of India was recently amended to provide for the right to compulsory elementary education to children falling between the age group of 6–14 years. Among the world’s 900 million literacy people, women outnumber men two to one. Girls constitute the majority of 130 million children without access to primary education (Human Development Report 1995). The illiteracy rate of women is 55.16 percent as against 75.85 percent for men (2001). They can be seen as beggars on road crossing and rag pickers. Kabeer (1990) estimates that each year the deaths of young girls in India exceed those of young boys by over 300,000 and every sixth infant death is specifically due to gender discrimination. Of the 15 million baby girls born in India each year, nearly 25 percent will

not live to see their 15th birth day (Patel, 1995). Of late, the girl child’s educational needs received special attention in the wake of national and international efforts on empowering women.

Education, in a broad sense, essentially involves penning the mind, enhancing self-esteem and self-confidence, building a sense of positive self-worth, accessing information and tools of knowledge and acquiring the ability to negotiate this unequal and unjust world from a position of strength. No society has ever liberated itself - economically, politically or socially –without a sound base of educated women. Many countries experiences around the world have demonstrated that investment in educating women is the most precious investment a society can ever make. The literacy rate amongst the women in the post- Independent Era is not as per the expectations. We, as a nation, dream of becoming a Super Power by 2020. For becoming a Super Power, each element of our society/ nation should contribute in the nation building process. But women, who are a major factor of this society, aren’t literate then we can’t expect to become a Super Power. Therefore, it is urgent for us to know the importance of women’s education, which would, in turn, give an impetus to the process of women’s empowerment.

Even after 65 years of independence, women occupy a secondary position in our social hierarchy. Inspire of being aware of her position, women can’t transform the situation due to lack of education. Therefore, women’s empowerment can’t be effected unless we persuade the importance of women’s education.

OBJECTIVES TO BE ACHIEVED THROUGH WOMEN’S EDUCATION

1. Instead of giving women a secondary position in society, they should be given equal status.
2. To change the approach towards women based on sex discrimination.
3. To induce the feeling of self-dependence amongst women.
4. To make women realize their own potential and to provide guidance to them for developing their potential.
5. To create opportunities for them so that they can prove themselves in society and social institutions.
6. To create certain roles for women in economic, political and social arena.

CONCLUSION

According to the Country Report of the Government of India, “Empowerment means moving from a weak position to execute a power”. Education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. Education is a potent tool in the emancipation and empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. It is indispensable that education enable women not only to gain more knowledge about the world outside her hearth and home but helps her to get status, positive self esteem, and self confidence, necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of women has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control. Moreover educated women can play an equally important role as men in nation building. Thus, there is not denying fact that education empowers women.

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Chapter 67

IMPACT OF EDUCATION IN WOMEN EMPOWERMENT IN INDIA

Dr. H. Yasmeeen Sultana and Dr. Abdus Shukur***

INTRODUCTION

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: federal, state, and local. The Nalanda University was the oldest university-system of education in the world. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions.

PERSPECTIVES ON WOMEN'S EMPOWERMENT

In recent debates on women's empowerment through adult learning different perspectives on women's advancement have been expressed. One

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perspective advocates improving women's position and equity without radically altering the existing structure of gender relations. This perspective includes the so-called self-reliant model of empowerment. In this context self-reliance means achieving the best one can for oneself within the present system. From this point of view, a woman is "empowered" when she is literate, educated, and has productive skills, has access to capital and self-confidence. This view of empowerment as individual self-reliance is considered not to recognize nor question how a woman can gain increased access to resources if the hurdles of gender discrimination remain in place. It leaves out the political and ideological dimensions of women's struggle. The other perspective sees women's advancement as necessarily involving the transformation of an excessively male-dominated society. This involves collective action and working as a team towards the goal of ending discriminatory practices and gender inequality. Advocates of this view use the term "gender equity" to denote their ambition for a new form of gender justice within an egalitarian society and are interested in structural transformation to create more justice. They hold the view that women can achieve an equal footing with men only if there is equality of opportunity, which is not the case, as women continue to face systematic discrimination.

WOMEN EMPOWERMENT THROUGH EDUCATION

Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 13 year away. This can became reality only when the women of this nation became empowerment. India presently account for the largest number no of illiterates in the world. Literacy rate in India have risen sharply from 18.3 per cent in 1951 to 64.8 per cent in 2001 in which enrolment of women in education have also risen sharply 7 per cent to 54.16 per cent. Despite the importance of women education unfortunately only 39 per cent of women are literate among 64 per cent of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's

advancement in difference spheres. From the fifth five year plan (1974 – 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The 73rd and 74th Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of panchayats and Municipalities for women, laying a strong foundation for their participation in decision making at the local level.

EDUCATIONAL PROVISIONS IN THE INDIAN CONSTITUTION

The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio economic, education and political disadvantages faced by them. Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment.

- **Article 21A.** The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. (EIGHTYSIXTH AMENDMENT ACT, 2002)
- **Article 41.** Right to work, to education and to public assistance in certain cases. The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.
- **Article 45.** Provision for free and compulsory education for children.
 - o The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.
 - o The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

- **Article 46.** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections.
 - o The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.
- **Article 51A (k).** who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.
- **The Right of Children to Free and Compulsory Education Act, 2009**, commonly known as the Right To Education (RTE) Act, is being seen with much hope to bring about the long awaited changes in education of children aged 6–14 years, addressing disparities of access and quality.

NEED OF WOMEN EDUCATION

Women empowerment can only be achieved through the provision of adequate and functional education to the women folk. This is crucial because no matter how rich or vast a nation is, without an effective, efficient, adequate and functional education for all (EFA) its citizens (men and women) education which is relevant to its immediate needs, goals and objectives, such a nation would find it difficult to stand on its own. The brand of education being advocated is that type of education in which is embedded the spirit of self realization and all that are needed for the country's overall development like mass literacy, economic empowerment etc. The need for women education is also informed by the fact that purposeful occupational achievement and satisfaction is ensured by deep self-awareness and understanding which can only be achieved through the provision of effective and functional education and guidance & counseling. This, has been noted is likely to guarantee women empowerment with its root based on women struggle to improve their status. The empowerment suggested is such that entails the process of challenging power relations and of gaining wider control over source of power. This, however, cannot be achieved without the provision of reasonable access to formal and functional education to the women folk. This is based on the premise that education has been adjudged to be a viable instrument of change in the positive direction. Provision of formal and functional education is needed for the women folk, because:

- It would empower them to know and ask for their rights to education, health, shelter, food clothing etc.
- It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their men counterpart as bonafide citizens of this nation.
- It would enable the women take decisions and accept responsibilities for taking such decisions concerning themselves.
- It would give economic power to the women and there by enable them to contribute their quota to the economic growth of the nation.
- It would empower the women scientifically through exposure to science and technological education for the challenges of the present technological age and information computer technology break through unfolding world wide.
- It would help women to reduce maternal and infant mortality through improved nutrition, improved child rearing practice, health care and prevention against killer diseases.
- It would avail women with the opportunity of participating keenly in the world of sophisticated politics and governance as enlightened citizens.

CONCLUSION

According to the Country Report of the Government of India, education of girls is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships, free circles and so on. Education for All (EFA) programme and other many educational programmes are providing various facilities to enhance the education for women, so these programmes are very helpful to improving the girl's education in India. The need of the hour is to identify those loopholes or limitations which are obstructing the realization of empowerment of women and this initiative must be started from the women folk itself as well as more importantly policy initiative taken by the state and society.

Let us take the oath that we want an egalitarian society where everybody whether men or women get the equal opportunity to express and uplift one's well-being and well-being of the society as a whole.

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